Agenda of Workshop Meeting

The Board of Trustees
Copperas Cove Independent School District

A Workshop Meeting of the Board of Trustees of Copperas Cove Independent School District will be held September 8, 2025, beginning at 6:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

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

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

1. Call to Order
2. Citizen Comments on Agenda Items
3. Good Things
   - A) Student - Most Profitable business for the 16th Annual Lemonade Day 4
   - B) Staff - TASSP Region 12 Middle School Assistant Principal of the Year 5
4. Information Items
   - A) Student Club Groups and Organizations, Handbooks, Constitution and By-Laws 6
   - B) Prinicipal Report
     1. Mae Stevens Early Learning Academy 1022
     2. Martin Walker Elementary 1024
     3. J.L. Williams/Lovett Ledger Elementary 1026
     4. House Creek Elementary 1028
     5. Hettie Halstead Elementary 1030
     6. Fairview/Miss Jewell Elementary 1032
     7. C.R. Clements/Hollie Parsons Elementary 1034
     8. S.C. Lee Junior High School 1036
     9. Copperas Cove Junior High School 1039
     10. Crossroad High School 1040
     11. Copperas Cove High School 1041
   - C) Athletics 1044
   - D) CTE 1045
   - E) Fine Arts 1046
   - F) Finance

1. Tax Report | Analysis of Delinquent Taxes and Services 1048
2. Monthly/Quarterly Financial Report 1049

G) Instructional Services
1. Special Needs 1050
2. Digital Learning & Innovation 1051

H) Operations & Support
1. Health / Nursing 1054
2. Child Nutrition 1062
3. Safety & Security 1067
4. Transportation 1071
5. Maintenance & Facilities 1075

I) Technology Report 1089

J) Board Activity Calendar for September and October 2025 1095

K) Human Resources
1. New Hires 2025-2026 School Year 1097
2. Resignations 1099
3. Personnel Vacancies & Support Personnel Vacancies 1101

5. Administrative Reports

A) A-F Accountability Ratings (Mrs. Amanda Crawley)

B) Emergent Bilingual Program Annual Report 1103

C) Construction Report

6. Consent Agenda

A) Discuss Previous Board of Trustees Meeting Minutes 1137
1. Budget Workshop Meeting Minutes - August 7, 2025 1138
2. Workshop Meeting Minutes - August 11, 2025 1140
3. Regular Meeting Minutes - August 12, 2025 1143
4. Special Called Meeting Minutes - August 19, 2025 1149
5. Special Meeting including Public Hearing Minutes - August 28, 2025 1150
6. Special Meeting Minutes - August 31, 2025 1153

B) Discuss the Financial Statements and Payment of Bills 1154

C) Discuss to Approve Purchases over $50,000
1. Purchase of 113 Dell Pro 14 Plus Laptops (DIR-CPO-5792 $134,077.89 from Budgeted Funds) 1158
2. Purchase of 1300 Dell Chromebooks for Students (DIR-CPO-5792 - $448,864.00 from Budgeted Funds) 1165
3. Purchase 2 Dell Servers, 1 Power Store, Support, Migration, and Install (DIR-CPO-5792 - $194,800.38 from Budgeted Funds) 1172
4. Purchase Lightspeed Software - Classroom Technology (BorderLAN Security Quote # 2025-DS-36SL - $69,000.00 from Budgeted Funds) 1175
5. Purchase Cisco Meraki Switches and Wireless Access Points (CDW-G - TXDIR-Cisco DIR-CPO-5347 - $97,696.68 - Budgeted Funds) 1178
6. Renew NWEA MAP Growth K-12 and MAP Growth Science (R19 24-7474 Instructional - $97,242.00 - IMA Funds) 1181

7. Purchase of a 2026 Chevrolet Truck for Copperas Cove High School CTE Programs (Preferred Vendor 2024-2025 and BB 670-22 May 2025 - $61,391.75 from Budgeted Funds) 1184
8. Purchase of Two Passenger Buses (Longhorn Bus Sales - BuyBoard Contract #630-20 $308,788.00 - Budgeted Funds) 1186
9. Purchase of 6 Fleet Vehicles (Don Hewlett Chevrolet - Government Pricing $126,196.50 - Budgeted Funds) 1229
10. Purchase of Three Maintenance Trucks and One Cargo Van (Don Hewlett Chevrolet - Government Pricing $151,185.54 - Budgeted Funds) 1231

D) Consider and Discuss to Approve Budget Amendment - Gorres, Jeff
E) Consider and Discuss to Adopt Nonbusiness Days to Meet HB 3033 Requirements for the 2025-2026 School Year 1234
F) Out of State Trip - OASIS 1236

7. Action Items
   A) Consider and Discuss a Resolution to Nominate One to Two Persons for the Board of Directors for Coryell Central Appraisal District 1240
   B) Consider and Discuss the Election Services Contracts with Coryell and Bell Counties 1245
8. Closed Session:
   If, during the course of the meeting, the Board determines that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Tex. Government Code, including but not limited to:
   551.071, Consultation with Attorney
   551.072, Real Property
   551.074, Personnel Matters
   551.075, Conference with Employees
   551.076, Security Devices
   551.082, School Children/District Employees/Disciplinary Matter or Complaint
   551.083 Considering the standards, guidelines, terms, or conditions the Board will follow or will instruct its representatives to follow, in consultation with representatives of employee groups
   551.084, Investigation
   A) 551.074 - Discuss Personnel - Complaints Involving District Personnel
   B) Level III Grievance Hearing
9. Reconvene:
   Open Meeting to Vote on Matters Considered in Closed Session
10. Adjournment

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

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Recognition

Item Name	Student Recognition
District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
Summary (Purpose/ Objective)	1) Recognition of Trenton Buckram for being awarded the State of Texas House of Representatives Certificate of Recognition District 55 as the most profitable business for the 16th Annual Lemonade Day
Fiscal Impact	N/A
Administrative Recommendation	N/A
Attachments	N/A

Contact Person: Kurtis Quillin, Director of Communications and Public Information

E-Mail Address: quillink@ccisd.com

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Recognition

Item Name	Staff Recognition
District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
Summary (Purpose/ Objective)	1) Recognition of Kelly Thompson for being named TASSP Region 12 Middle School Assistant Principal of the Year
Fiscal Impact	N/A
Administrative Recommendation	N/A
Attachments	N/A

Contact Person: Kurtis Quillin, Director of Communications and Public Information

E-Mail Address: quillink@ccisd.com

revised 12.12.2018



COPPERAS COVE ISD STUDENT/PARENT ATHLETIC HANDBOOK 2025-26

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STUDENT/PARENT ACKNOWLEDGEMENT

Introduction

The Copperas Cove Independent School District believes that the district athletic program should be an integral part of the total educational process.

The purpose of CCISD Athletic program is to ensure and enhance the quality of life for youth by providing competitive activities. The pitting of one's skills, knowledge, and talent against friendly opponents is a means of learning one's own strengths and weaknesses.

Good contests properly supervised, give youthful competitors the opportunity to gain self-confidence, improve skills, exhibit good sportsmanship, ethical behavior and integrity. Sports programs help the participant to develop physically, morally and mentally.

Athletic offerings within the district are competitive and diversified, thereby allowing students the opportunity to realize their full potential relative to growth and development. All programs are designed not only to teach athletic skills, but also to instill good character and teach sound values.

It is felt that the success of the athletic program sets the tone for the entire school year. It builds a positive self-image for the individual athlete, the team, the school, the community, and most importantly, for CCISD.

It is our final goal that sports activities will produce young men and women who will be able to enter the community and become constructive contributing members of society, citizens that will leave their mark on this world by making it a better place for future generations.

ATHLETICS MISSION STATEMENT

"Our mission is to give students of Copperas Cove ISD the opportunity to reach their full individual athletic potential while molding team unity and giving the student a strong understanding of the importance of academics, integrity, leadership, attitude, and school pride."

EXPLANATION OF ATHLETICS

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to young people. As parents, when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communication from the coach of the child's program.

Communication you should expect from your child's coach:

- Philosophy of the coach
- Locations and times of practices and contests
- Team rules and requirements

Communication coaches expect from parents:

- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance

As your children become involved in the programs at Copperas Cove, they will experience some of the most rewarding moments of their lives. It is important to understand that there may be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged. Examples of these situations include the treatment of your child, ways to help your child improve, concerns about your child's attitude, or academic support.

It is very difficult to accept your child's not playing as much, when, or where you may desire. It will be the coach's discretion to make all decisions about playing time or position for individual student-athletes, regardless of the score of the game or the personal feelings of the student-athlete's parents.

Coaches are professionals. They make judgments based on what they believe to be best for all students involved. As you have seen from the list above, certain things can be and should be discussed with your child's coach. Other things should be left to the discretion of the coach. **Examples include team strategy, other student-athletes, playing time, etc.**

There are situations that may require a conference between the coach and the parent. Conferences are encouraged. It is important that both parties involved have a clear understanding of the other's position.

When these conferences are necessary, the following procedures should be followed to help promote resolution:

1. Call the coach to set up an appointment.
2. If the coach cannot be reached, call the Athletic Directors Office at 254-547-4111.
3. **Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution.**

If the meeting with the coach does not provide a satisfactory resolution, the next step is to set up an appointment with the Assistant Athletic Director or Athletic Coordinator.

Since research indicates that a student involved in extracurricular activities has greater success during adulthood. Many of the character traits required to be a successful participant are exactly those that will promote a successful life after high school.

BULLDAWG ATHLETICS

According to University Interscholastic League rules, being in athletics is a privilege not a right. Only those students who abide by school and athletic policies will be allowed to represent Copperas Cove I.S.D

When young men and women sign up for athletics and become a member of a team, they make a commitment. Athletes are obligated to follow the rules and regulations of the program. They are not forced to participate. Athletics is voluntary; therefore, they are expected to follow rules of order.

Parents should strive to help their son or daughter to achieve success in athletics. Success is defined as participating at 100% of the individual's ability. We can never expect athletes to do more than they are capable; however, we do want them to obtain their fullest potential. Supportive parents can instill this desire in student athletes long after their playing days are over by seeing that the student is on time, attends practices and games, and follows the rules and regulations.

REQUIREMENTS TO PARTICIPATE

The following items must be turned in to the Athletic Department before participating in any practice or game of any extracurricular athletic activity.

A. Physical Examination

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

B. Athletic Department Forms Packet

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

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

C. Acknowledgement of COPPERAS COVE ISD Athletic Handbook

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

D. Academic Eligibility

A student in grades 9–12 may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in state-approved courses:

a. Beginning the ninth-grade year – must have been promoted from the eighth to the ninth.
b. Beginning the tenth-grade year – must have at least 5 credits towards graduation.
c. Beginning the eleventh-grade year – must have at least 10 credits toward graduation or during the preceding 12 months, he/she must have earned 5 credits.
d. Beginning the twelfth-grade year – must have 15 credits toward graduation or during the preceding 12 months, he/she must have earned 5 credits.

A student participating in UIL activities will be suspended from participation in games after a grading period in which the student received a grade lower than a 70 on a scale of 100 in any academic class (other than an identified honors or advanced class). This suspension continues for three weeks. The grades will be reviewed at the end of each three-week period; the suspension will be removed if the student is passing all classes with a grade equal to or greater than 70.

ADMINISTRATION OF THE PROGRAM

The administration of the Athletic Program should provide every boy and girl the opportunity to participate in any sport. Each head coach is responsible for making sure that all students are knowledgeable of tryout procedures and individual requirements for being in all sports. No student in any grade should be deprived of the opportunity to try out or participate in any sport if he/she has met the head coach's off-season and previous participation requirements.

The general administration of the Athletic Program is the direct responsibility of the Athletic Director. This includes the approval of all schedules, time and place of playing games, selection of officials and the general management of all matters pertaining to the Athletic Program.

ATHLETIC DEPARTMENT POLICIES

1. ***Respect for others***

Coaches should receive "Yes Sir / Ma'am" and "No Sir / Ma'am" responses from players when communicating. Players in return will be treated with respect by their coaches. Coaches and players will show respect for the opposing players, coaches, officials, spectators and support groups. Treat others as you would want to be treated.

2. ***Coaches' Rules***

Coaches may establish additional rules and regulations with the approval of the Athletic Director for their respective sports. The rules pertaining to a particular sport must be explained in writing by the coach at the start of the season. The coach shall administer penalties for violation of team rules. Copies of all team rules are on file in the Athletic Office.

3. ***Discipline Techniques***

Discipline yourself, so that others won't have to!!!
Each situation may require a different type of discipline. Whatever type of discipline is required, the purpose is to help athletes improve themselves, and to become better people. Failure to accept this on the part of the athlete or parent/guardian may result in dismissal from the team and/or athletic program. The different discipline techniques listed below may be used.
The listing is not intended to be a list of progressive sanctions.

- Ø Verbal Correction
- Ø Counseling by coaches
- Ø Home-visits by coach
- Ø Parent-Coach conference with Athletic Director
- Ø Extra Conditioning
- Ø Behavioral contracts
- Ø Withdrawal of privileges such as participation
- Ø Dismissal from team or program

4. ***Academics***

All Students are required to remain academically eligible to participate. Remember **"No Pass – No Play."** Repeated academic ineligibility may result in dismissal from the team and/or athletic program.

5. ***Attendance***

Be in class. Be on time. If you must miss an athletic period or practice, be sure that it can't be avoided. If you must be absent, call and talk to one of the coaches or the Athletic Secretary, 254-547-4111, before athletic period or practice. You will be required to make up missed work. Repeated absences may result in dismissal from the team and/or athletic program.

6. ***Be on Time***

Always be on time. On trips, the bus will not wait. After the final bell rings, you do not have time to waste; go directly to your sport. Tardiness will result in disciplinary action.

7. ***Injury or Illness***

If you must leave school because of illness, contact or come by the Athletic Office, coaches' office, or training room.

8. ***Conflict in Activities***

All student-athletes that choose to participate in team sports must be enrolled in the athletic class period. The only exceptions will be for academic requirements. Clubs and other electives do not fall under the academic exception.

An individual student who attempts to participate in several extracurricular activities will, undoubtedly, be in a position of a conflict of obligations. The Athletic Department recognizes that each student should have the opportunity for a broad range of experiences in extracurricular activities, and to this end, will attempt to schedule events in a manner to minimize conflicts. Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about participation in too many activities where conflicts are inevitable. It also means immediately notifying the faculty sponsor and coaches involved when a conflict does arise.

When a conflict arises, the coaches will work out a solution, so the student does not feel caught in the middle. If a solution cannot be found, the Athletic Director, Principal, Parent and Student will make the decision considering the following:

1. The importance of each event to the school
2. The importance of each event to the student
3. The relative contribution the student can make
4. How long each event has been scheduled

Once a decision has been made and the student has followed the decision, he/she will not be penalized in any way by either faculty sponsor or coach. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he/she should withdraw from that activity in a timely fashion so as not to place an unreasonable burden on the team, coach or sponsor.

9. ***Clubs, Select Teams, AAU, Private teams…***

A club is a program outside of school that is not affiliated with U.I.L. We are very fortunate to live in a community where the high school can be the focus. We feel our athletes' obligations are to their school team first. We will not excuse our athletes to miss a school contest or practice for a club event. If an athlete pursues club participation he/she must:

A. Contact all head coaches of sports at the school in which he/she is participating
B. Be willing to assume the consequences related to their status on the school squad as a starter, 2nd string, or even dismissal for the time participating in club activities without approval of all head coaches involved at the school.

10. ***Vacations***

A vacation by an athletic team member during a sport season is discouraged. While family values will always take precedence over program requirements, parents and athletes in conflict between vacations and program requirements may wish to reassess their commitment to being involved in athletics. We urge parents not to plan their vacations during times when there will be possible conflicts.

11. ***Dress and Appearance***

Athletic participation is voluntary by the student, and by entering the program the athlete agrees to abide by the spirit, rules, and regulations set forth by Copperas Cove ISD and the UIL. You should be professional in uniform and out. Your appearance away from the field or gym, especially at school, should reflect the same class and pride that you show in our program. According to UIL, everyone will wear his/her uniform in the same manner. Men and women will wear attire requested by the head coach. Grooming and dress will be explained in detail to the athletes and will be enforced by the coaches. No jewelry of any kind will be worn during practice or games. All tattoos must be covered during athletic contests and media photo opportunities. Athletes are public relations ambassadors for their school and as such serve as role models for other students.

12. ***Travel***

All athletes represent the community, school, and coaches. Therefore, it is expected that all will dress and conduct themselves in a proper manner. **When missing classes because of an athletic event, it is the responsibility of the athlete to see his/her teacher the day before the missed classes.** All work shall be made up at the convenience of the teacher. All athletes making a school sponsored trip shall be required to ride in transportation provided by the school to and from the event. Students may return home with the parent or guardian when the parent or guardian presents a written request to the coach. On school athletic trips, students will only be released in person to their parent or guardian.

14. ***Team Selection***

In our philosophy of athletics, we desire to see as many students as possible participate in the athletic program. We encourage coaches to keep as many students as they can without sacrificing the integrity of their sport. Time, space, facilities, equipment, personal preference and other factors will place limitations on the most effective squad size for any particular sport. Choosing members of athletic squads is the sole responsibility of the coaches of those teams. Prior to tryouts, the coach shall provide the following information to all candidates for the team:

A. Extent of tryout period
B. Criteria used to select the team
C. Number to be selected
D. Practice commitment if they make the team
E. Game commitments

15. ***Quitting***

A. Anyone quitting a sport after a trial period will not be allowed to participate in another sport until the season of the sport quit is completed or unless the head coaches of both sports agree that the student would be better off in the other sport. The Athletic Director may, at her discretion, make an exception to this rule when an event outside the control of the athlete or his/her family causes the athlete to drop a sport. A clear understanding is to be reached by the Athletic Director and the athlete at the time the sport is dropped. Anyone walking off the field, gym floor or track during a practice or game will be considered by the coach to have quit that team.

B. If you quit a sport you must complete a re-entry contract to be eligible to get back in that program.

16. ***Criminal Activity***

Any activity that brings disgrace or dishonor to the Copperas Cove Athletic Program will not be tolerated. Such activity may result in dismissal from the program.

17. ***Theft***

Stealing will not be tolerated. A player caught may be dismissed from the team. We ask that you do not bring valuables or large sums of money to the dressing room.
Lock your lockers at all times!!!
Trust among teammates is of utmost importance within a TEAM.

18. ***Electronic Devices***

NO cell phones or personal electronic recording devices will be permitted in the locker room. Coaches will monitor the times students may have and use their devices on trips, at games etc. All cell phones will be taken up and secured by coaches prior to practice and games.

19. ***Social Media***

A. Be careful with how much and what kind of identifying information you post on social networking sites. It is unwise to make available information such as full date of birth,

social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Remember - once posted the information becomes the property of the website.

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

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

D. *One of the biggest lessons social networking users can learn is that anything you post online enters the public record. Junior High and High school students should carefully consider their profiles and ask themselves how they would look to a future college admissions officer or potential employer.*

******All athletes are subject to discipline and may be dismissed from team and/or program for any information and/or pictures posted on the internet or social media sites.*** ***

20. ***HAZING***

Hazing is against the law and will not be tolerated in the Athletic Department. "Hazing" means any intentional, knowing, or reckless act occurring on or off school property directed against a student, by one person alone, or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are to include other students. Under Education Code 37.152 a person commits an offense if the person commits any of the following:

A. Engages in hazing
B. Solicits, encourages, directs, aids, attempts to aid another in engaging in hazing
C. Recklessly permits hazing to occur
D. Has firsthand knowledge of the planning of a specific hazing incident involving a student, or first-hand knowledge that a specific hazing incident has occurred, and

knowingly fails to report that knowledge in writing to the Principal, Athletic Director, or designee.

21. *Disciplinary Removal*

If it becomes necessary to consider removing a student from a team or the athletic program, the coach of that team will notify the Athletic Director. The student will have an opportunity to confer with the coach and the Athletic Director. Parents will receive notification and be invited to attend the conference. Removal from an athletic team could result in a 1-year suspension from all athletic activities in all sports.

DRUG TESTING

Mission Statement:

CCISD and this athletic department strive for a drug free environment for our student athletes. Random drug testing is not done to **catch** our athletes but to **prevent** our athletes from making poor choices. The purpose of the mandatory drug testing program is to serve as a deterrent to the use of drugs by our student athletes. Implementing this program is intended to send a message to the students that we care about them.

Process: All CCHS athletes will be subject to random, mandatory drug testing at the high school level. The athletes may be tested at any time during the calendar year.
Compliance Consortium Corp handles all drug testing for CCISD. If an athlete has been taking a prescribed medication, he/she will have to provide documentation of the type of medication taken.

The athlete and parent will be required to release CCISD as well as the drug testing providers from any and all liability arising from the drug testing program.

In the event a test is positive, the Athletic Director and/or Athletic Trainer will be informed that the sample has tested positive. The athletic director will set up a conference with the athlete and parent(s). During this conference, the athletic director will inform the student and parent(s), regarding all information ascertained from the tests and all applicable disciplinary actions.
The confidentiality of the results is maintained in accordance with state and federal guidelines applicable to student educational records.
In the event of a positive test and prior to re-entry into athletics, the student athlete may be subject to payment for his/her re-testing fees. If tested outside CCISD, all documentation and results regarding re-test will be required and must be mailed as a sealed certified letter from the doctor's office to the Head Athletic Trainer at CCISD.

Disciplinary Guidelines: The following guidelines will be used in assessing penalties against student athletes in the event of a positive test for drug use, **other than the use of legally prescribed medications taken under the direct supervision of a physician**
Any of these infractions will result in a positive drug screen and the second violation of the disciplinary guidelines will then take effect.

First Violation

1. A conference will be set up with the student, the student's parents/guardians, the athletic director, the head coach of the sport, and the head athletic trainer.
2. The student will become ineligible to participate in competition, as soon as the athletic director and/or athletic trainer is notified of a positive result (for a period of six weeks).
3. If the student has been retested with the results of the test negative, ineligibility will end six weeks after the conference has been conducted.
4. The student and the parents/guardians will be made aware of resources available in the community to prevent/combat substance abuse. If completed, the student must release information concerning these resources.

5. The student will be reinstated upon completion of and documentation of steps 1 through 4 and participation in another conference with the student, the student's parents/guardians, the athletic director and/or athletic trainer, and the coach of the sport in which the student is involved.

Second Violation

1. A conference will be set up with the student, the student's parents/guardians, the athletic director, the head coach of the sport, and the head athletic trainer.
2. The student will become ineligible to participate in all athletic activities for one calendar year, as soon as the athletic director is notified of a positive result.
3. If the student has been retested with the results of the test negative, ineligibility will end one calendar year after the conference has been conducted. The student will be placed in another class or study hall for the duration of the suspension.
4. The student and the parents/guardians will be made aware of resources available in the community to prevent/combat substance abuse. If completed, the student must release information concerning these resources.
5. The student will be reinstated upon completion of and documentation of steps 1 through 4 and participation in another conference with the student, the student's parents/guardians, the athletic director and/or athletic trainer, and the coach of the sport in which the student is involved.

Third Violation

1. A conference will be set up with the student, the student's parents/guardians, the athletic director, and/or athletic trainer and the coach of the sport in which the student is involved. The student's situation will be discussed, and the use of the specific substance will be outlined.
2. Upon review the student's eligibility for all applicable programs can be suspended for the remainder of high school, from the date that the athletic director and/or athletic trainer is notified of the positive results of a drug test.
3. The student will be placed in another class or study hall and will not be allowed into an athletic class for the remainder of high school.
4. The student and the student's parents/guardians will be made aware of the resources available in the community to prevent/combat substance abuse.

Refusal

After being notified to test, any refusal to provide a sample will be recorded as a positive test (which includes but is not limited to the following):

*refusal to test,
*refusal to sign the custody and control form,
*failure to appear at the testing site without proper justification,
*failure to provide a proper urine sample at body temperature,
*leaving the drug test area,
*attempting to alter the urine sample,
*failure to void (urinate) within 2 hours from time of notification

COPPERAS COVE ISD ATHLETIC CONTRACT

The Copperas Cove Independent School District provides an athletic program for the benefit of the students in this school district. We believe that participation in a competitive athletic program can provide students an opportunity to learn responsibility, dedication, leadership, hard work, and respect for rules, respect for authority and many other qualities. The rules are established to promote these qualities and to help build and maintain a strong athletic program. A respected and competitive athletic program provides many opportunities for our students. It is recognized that some of the expectations for athletes exceed the expectations for the general student body. Athletes are expected to follow the established rules. Violations of the rules will result in corrective and/or disciplinary action. The facts and circumstances will be taken into consideration when determining what actions will be taken.

Students may be dismissed from the athletic program for violation of the rules.

1. Any activity which is considered disrespectful on the field, in the gym, on the track or in the school environment that brings disgrace to the athletic program will not be tolerated. This includes but is not limited to, fighting, stealing, ISS, Detention, and in practice/game behavior.

2. Use of alcohol, tobacco, illegal drugs and vaping will not be condoned. This includes, but is not limited to, being issued a citation for Minor in Possession, Driving While Intoxicated, Under the Influence, etc.

3. If you are arrested or charged for possession of or under the influence of an illegal drug.

4. All athletes are subject to discipline and may be dismissed from team and/or program for any information posted on the internet or social media sites.

I have read and agree to the above Athletic Contract and Handbook

Student signature_____

Student name_____

Parent Signature_____

Parent Name_____

Parent's Phone number_____

Parent Email_____

COPPERAS COVE ATHLETIC DEPARTMENT

RODNEY SOUTHERN-ATHLETIC DIRECTOR

Swim Expectations - Outline

Contact Information

- Head Coach: Ashley Butler
- Assistant Coach: Susan Beaver
- Emails: Butlera@ccisd.com, Beavers@ccisd.com
- SportsYou Parent Code: DF3Q-BJ9H
- Athletic Trainer: Mariah Jones (cchstrainers@ccisd.com)

Practice Information

- Practice Dates: Monday-Thursday, Saturdays
- Study Hall: Fridays
- Pick-up: 4:40-5:30 PM (subject to change)
- Parents must join SportsYou for updates
- Personal transportation agreement on file for self-transportation
- Must have waivers to use pool

Meet Restrictions

- Maximum of 8 meets per year (excluding district, regional, state)
- Tri meet do not count
- No more than one meet per school week (exceptions: district, regional, state)

Important Dates

- Physicals Due: ASAP
- Headshots: Sept. 4
- Pictures: Sept. 4
- RankOne/Swim Waivers Due: ASAP

Requirements to Join Swim

- Current physical examination
- RankOne forms completed
- Acknowledgement of CCISD Athletic Handbook
- Swimmer Waiver, Transportation Agreement, Social Media Agreement, Equipment Agreement
- 9th Grade: Must pass a swim test + have 2 credits or summer school arrangement

Uniforms & Equipment

- All equipment must be returned
- Travel shirts encouraged for athletes
- Practice gear: Black/Blue swimsuits, shorts, goggles, water bottles, T-shirts, running shoes
- Recommended purchases: Goggles, flippers, kickboard, buoy, drag shorts, tech suit, snorkel, swim watch

Travel & Meets

- Dress and conduct properly
- Ride school transportation unless parent submits written request
- Pick-up rules: 24-hour notice required
- Must sit in designated swim area during meets
- Wear team attire
- One meal provided per meet, snacks optional

Practice Requirements

- Must attend all practices during meet week
- Bring swim attire for land and water workouts
- 3 warnings for missing attire → may not compete
- Pick-up no later than 20 mins after arrival at school

Academics & Eligibility

- Academics come first: prioritize tutorials
- Study hall provided weekly
- Attendance at CTC mandatory
- UIL academic eligibility rules apply
- Weekly grade checks and interventions (Levels 1-3)

Behavior & Discipline

- Respect coaches' decisions
- No bullying
- Discipline options: verbal correction, counseling, conditioning, contracts, dismissal
- Parent-Coach conferences available (by appointment only)
- Adhere to student code of conduct

Additional Expectations

- Behavior outside pool: leadership expected
- Vacations during season discouraged
- Banquet at season end
- Swimmer responsibilities: teamwork, commitment, goals, punctuality, no horseplay
- Captain responsibilities: leadership, example-setting
- Community service events: Christmas, Book Drive

CCHS AYPYN Sponsored Clubs	Sponsor(s)	Location
Art Club	Crissy Bachie, bachiec@ccisd.com Linda Lapierre, lapierrel@ccisd.com	465 468
Billard Club	Christopher Hancock, hancockc@ccisd.com Katie Taylor, taylorka@ccisd.com	207 201
Blue Beacon	Daniel Stark, starkd@ccisd.com Arin Jalbert, jalberta@ccisd.com	219 226
BSU (Black Student Union)	Jonnee Riley, rileyjo@ccisd.com	347
Bulldawg Archery Club	Daniel West, westda@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	340 346 1/2
Bulldawg Crafty Creations	Raysharon Brown, brownra@ccisd.com	313
Bulldawg Debate Club	Keylynn Boyce, boycek@ccisd.com	225
Bulldawg Run Club	JaNelle Casson, cassonj@ccisd.com	479
Coding Club	Jason Long, longja@ccisd.com	311
Comic Book Club-Endgame	Gregory Fitzgerald, fitzgeraldg@ccisd.com	210
Cove Digital Media/Film Club	Madison Seifert, seifertm@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	325 346 1/2
Criminal Justice Club/Texas Public Service Association	Kyle Herrera herrerak@ccisd.com Kara Boardman, boardmank@ccisd.com	326 327
Crochet Club	Aleena Velasco, velascoa@ccisd.com Madison Bigford, bigfordm@ccisd.com	309 310
C Zeta Phi (Step Team)	Jonnee Riley, rileyjo@ccisd.com	347
Dawgs @ Dawn	Ella Doubleday, ella@ccisd.com Cynthia Kidner, kidnerc@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	Nurse Office Nurse Office 346 1/2
Dawgs BBQ Club	Andrew Coonrod, coonroda@ccisd.com Robert Turner, turnerr@ccisd.com Sydney Garland, garlands@ccisd.com	333 CTE Bldg 601
DAWG Pound Spirit Club	Rebecca Garbacky, garbackyr@ccisd.com Amy Trimm, Trimma@ccisd.com	346 ½ 10th gr office
Doodle & Stitch Club	Kristen Payne, paynek@ccisd.com	328
Dungeon & Dragons (DnD)	Joseph Valencia, valenciaj@ccisd.com	302
EcoDawgs Aquatics Club	Marlaina Mills, Millsm@ccisd.com	303
eSports Club	Jason Long, longja@ccisd.com Aleena Velasco, velascoa@ccisd.com Kyle Ward, wardk@ccisd.com John De Los Santos, delossantosj@ccisd.com	311 309 237 237
FCA (Fellowship of Christian Athletes)	Janelle Casson, Cassonj@ccisd.com	479

	Hailey Hawkins, Hawkinsh@ccisd.com Jennifer Cochran, cochranj@ccisd.com	220 212
Fresh Start Morning Workout Club	LaBrent Epps, eppsl@ccisd.com	355
Game Show Club	Kristen Payne, paynek@ccisd.com	328
Gaming Club	Theresa Coons, coonst@ccisd.com Jennifer Olivares, oliverasj@ccisd.com Nathan Herrod, Herrodn@ccisd.com	Technology 349 252
Girls LEAD	Keesha Davis, davisk@ccisd.com	348
Guitar Club	Vincent Lavallee, lavalleev@ccisd.com	322/Baseball fd
JROTC (Junior Reserve Officer Training Corp)	Major Earl Wilson, wilsone@ccisd.com	JROTC Hall
LEGO Legends	Ruth Lautenschlager, lautenschlagerr@ccisd.com	314
Military Child Education Coalition	Robert Jewell, jewellr@ccisd.com	ECHO HALL
Multi-Culture Club	Lisa Yates, yatesl@ccisd.com	196
Murder Mystery Club	Arin Jalbert, jalberta@ccisd.com	226
Physics Club	Madison Bigford, bigfordm@ccisd.com Marlaina Mills, millsm@ccisd.com	310 303
Pokemon Club	Aleena Velasco, velascoa@ccisd.com	309
Recycling Club	Tonya Rosas, rosast@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	474 346 1/2
She's The First	Arin Jalbert, jalberta@ccisd.com	226

Copperas Cove High School BBQ Club Bylaws

Article I: Name

The official name of the organization shall be the "Copperas Cove High School BBQ Club."

Article II: Purpose

The purpose of the BBQ Club is to:

1. Foster a passion for BBQ cooking among students.
2. Teach students culinary techniques specific to BBQ, including grilling, smoking, and food presentation.
3. Promote leadership, teamwork, and communication skills.
4. Compete in BBQ competitions while encouraging good sportsmanship.
5. Provide an enjoyable and educational environment where students can express creativity through cooking.

Article III: Membership

Section 1: Eligibility

1. Membership is open to all students currently enrolled at Copperas Cove High School who have an interest in BBQ cooking and agree to abide by the club's rules and bylaws.
2. Members must maintain good academic standing in accordance with school policies.

Section 2: Participation

1. Members are expected to attend all scheduled meetings, practices, and competitions unless excused in advance by the club president or faculty sponsor.
2. Active participation is required in both cooking and non-cooking duties, including setup, cleanup, and team leadership roles.

Article V: Meetings

Section 1: Frequency of Meetings

1. Regular meetings shall be held at least once a month during the school year.
2. Additional meetings, practices, or events may be scheduled as necessary, including before competitions.

Section 2: Quorum

1. A quorum for conducting official business shall be a simple majority (50% + 1) of active members.
2. Decisions and votes can only be made when a quorum is present.

Copperas Cove High School Black Student Union (BSU) & Step Team Organizational Handbook

Prepared by: Jon'nee Riley

Biology Teacher | BSU/Step Team Sponsor | Class of 2028 Sponsor

Email: rileyjo@ccisd.com

Date: 2/25/2025

Table of Contents

1. Introduction

- Welcome Letter
- Purpose of the Black Student Union
- Mission Statement

2. Organizational Structure

- Executive Board Positions & Responsibilities
- Membership Requirements & Expectations

3. BSU Policies & Procedures

- Meeting Structure
- Attendance & Participation
- Code of Conduct
- Community Service & Fundraising Requirements

4. Step Team Policies & Procedures

- Purpose of the Step Team
- Membership Requirements
- Practice Expectations & Performance Guidelines
- Code of Conduct & Discipline Policy

5. Event Planning & Collaboration

- Planning Cultural & Educational Events
- Collaborating with Other Organizations
- Fundraising & Budgeting

6. Leadership Development & Transition Plan

7. Contact Information & Important Dates

1. Introduction

Dear Students, Faculty, and Community Members,

Welcome to the Copperas Cove High School Black Student Union (BSU) & Step Team! We are excited to embark on this journey of empowerment, education, and cultural appreciation. This organization serves as a safe space for Black students and allies to come together, celebrate Black culture, engage in meaningful discussions, and develop as leaders.

Through educational programs, leadership development, community service, and artistic expression, we aim to foster a strong sense of identity, pride, and unity. Our Step Team serves as a creative extension of our mission, allowing members to engage in an impactful cultural tradition while promoting discipline, teamwork, and school spirit.

This handbook outlines our mission, policies, expectations, and opportunities for involvement. We encourage all students to participate actively and make a lasting impact in our school and community.

We look forward to an amazing year!

Sincerely,

Jon'nee Riley

BSU & Step Team Sponsor

Purpose of the Black Student Union

The Copperas Cove High School Black Student Union exists to:

- Foster cultural awareness and historical education for all students.
- Provide academic, emotional, and social support to Black students.
- Develop leaders and advocates for positive change in the school and community.
- Promote unity and collaboration among students of all backgrounds.

Mission Statement

The Copperas Cove High School Black Student Union is dedicated to empowering Black students by fostering leadership, unity, and cultural awareness. We aim to create an inclusive environment where students can engage in educational, social, and service-based activities that celebrate Black excellence and encourage advocacy.

2. Organizational Structure

Executive Board Positions & Responsibilities

• President – Oversees all BSU activities, presides over meetings, represents the organization in official capacities.

• Vice President – Assists the president, oversees committees, and assumes leadership in the president's absence.

• Secretary – Keeps records of meetings, membership lists, and event planning documents.

• Treasurer – Manages funds, creates budgets, and oversees fundraising efforts.

• Step Team Captain – Leads step team practices, performances, and team development.

Membership Requirements & Expectations

• Open to all students who support BSU's mission.

• Must attend at least 75% of meetings and events.

• Step Team members must also comply with additional performance-related expectations.

3. BSU Policies & Procedures

Meeting Structure

- General Meetings – Held monthly, open to all members.
- Executive Board Meetings – Held bi-weekly for officers to plan upcoming events.

Attendance & Participation

- Active participation in BSU events and discussions is expected.
- Members must attend two or more community service events per school year.

Code of Conduct

- Members must respect one another and uphold the values of unity, inclusion, and leadership.
- Any form of discrimination, harassment, or bullying will not be tolerated.

Community Service & Fundraising Requirements

- Members must participate in at least one fundraising event per semester.
- Community service hours may be required for leadership positions.

4. Step Team Policies & Procedures

Purpose of the Step Team

The Step Team is a performance-based extension of BSU, dedicated to celebrating Black cultural traditions through synchronized movement, rhythm, and chant-based routines. The team fosters discipline, teamwork, and school spirit while promoting cultural awareness.

Membership Requirements

- Must be an active member of BSU.
- Must audition and demonstrate commitment to teamwork and discipline.
- Must maintain a 2.5 GPA or higher to remain eligible.

Practice Expectations & Performance Guidelines

- Practices will be held twice per week after school.
- Attendance is mandatory unless excused in advance.
- Members must wear proper attire (athletic clothing, sneakers, no jewelry).
- Performances will include school pep rallies, BSU events, and local community events.

Code of Conduct & Discipline Policy

- Respect for teammates and coaches is required at all times.
- Members must arrive on time and give full effort in practices and performances.
- Unexcused absences from more than two practices may result in removal from a performance.
- Any behavior that brings negative attention to the team or BSU may result in disciplinary action or dismissal.

5. Event Planning & Collaboration

Planning Cultural & Educational Events

- BSU will host Black History Month programs, guest speaker events, and cultural showcases.
- Members will have opportunities to help plan and lead events.

Collaborating with Other Organizations

- BSU will partner with student government, academic clubs, and community groups to promote inclusion.
- Joint service projects will encourage cross-cultural engagement.

Fundraising & Budgeting

- Fundraising efforts will support scholarships, community service projects, and step team travel.
- BSU and Step Team members are required to participate in at least one fundraising event per semester.

6. Leadership Development & Transition Plan

- Officers will serve one-year terms, with elections held in April.
- Outgoing officers must train new officers to ensure smooth leadership transitions.
- Leadership workshops will be held to prepare future BSU leaders.

7. Contact Information & Important Dates

Sponsor Contact Information

Jon'nee Riley

Email: rileyjo@ccisd.com

Meeting & Event Calendar

- First General Meeting: [Date]
- Step Team Tryouts: [Date]
- Community Service Project: [Date]
- Black History Month Program: [Date]

The Copperas Cove High School Black Student Union & Step Team are dedicated to empowering students, celebrating culture, and fostering leadership. We look forward to making a positive impact on our school and community. Let's build something meaningful together!

Acknowledgment of Agreement

I, [ ], have read and understood the policies and expectations of the Copperas Cove High School Black Student Union & Step Team. I agree to abide by the guidelines set forth in this handbook.

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Signature: _____

Date: _____

BullDawg Crafty Creations

After School Club

Three times weekly (Mon., Tues., Thurs., & Fri.) and TBD

4:00pm – 6:00pm

Objectives:

1. **Promote Creativity:** Encourage students to explore and express their creativity through various crafting projects.
2. **Skill Development:** Teach and improve crafting skills such as knitting, sewing, painting, etc.
3. **Community Building:** Foster a sense of community among students who share an interest in crafting.
4. **Stress Relief:** Provide a relaxing and enjoyable environment for students to unwind and destress.

General Conduct Rules:

1. **Respect for Others:** Treat all members and their projects with kindness and respect. No disruptive behavior or negative comments are allowed.
2. **Inclusivity:** Welcome all students, regardless of their skill level. Everyone should feel comfortable participating.
3. **Attendance:** Regular attendance is encouraged, but if you can't make it to a session, inform the club leader in advance.
4. **Punctuality:** Arrive on time for meetings so everyone can start projects together without delay.
5. **Cleanliness:** Clean up your workspace after every session. Ensure that all supplies and materials are stored neatly.
6. **Safety First:** Follow all safety instructions when using crafting tools, such as scissors, glue guns, sewing needles, etc.
7. **Shared Materials:** Be mindful when using shared materials. Take only what you need and avoid wasting supplies.
8. **No Phones or Distractions:** Keep phone use to a minimum during crafting time, unless it is for crafting-related research or emergencies.
9. **Respect for Property:** Treat the crafting space, tools, and materials with care. If something breaks, report it to the club leader.
10. **Participation:** Actively participate in club activities, whether it is crafting, helping others, or cleaning up afterward.

When working with epoxy resin, it's important to prioritize safety by using the following protective equipment:

1. **Respirator Mask**: Use a respirator mask equipped with organic vapor filters to avoid inhaling fumes, especially in poorly ventilated areas.
2. **Nitrile Gloves**: Protects hands from resin exposure; avoid latex gloves as they can allow chemicals to seep through.
3. **Safety Goggles**: Protects eyes from splashes and accidental contact with resin.
4. **Protective Clothing**: Wear long-sleeved shirts, pants, and possibly disposable coveralls to prevent skin contact.
5. **Ventilation**: Ensure adequate ventilation or use an exhaust fan to minimize inhalation of harmful fumes.
6. **Closed-toe Shoes**: Prevents resin from spilling onto your feet.
7. **Apron** (optional): Wearing a resin-resistant apron helps protect your clothing from spills and stains.

These items will help you stay safe while working with epoxy resin.

Agreement to Rules

Crafter's Name: _____

Crafter's Signature: _____

Parent's Name: _____

Parent's Signature: _____

Parent's Phone Number: _____

Bylaws of the EcoDawgs Aquatics Club

Copperas Cove High School

Article I – Name and Purpose

Section 1. Name
The name of this organization shall be the *EcoDawgs Aquatics Club*.

Section 2. Purpose
The purpose of the EcoDawgs Aquatics Club is to promote student interest and hands-on learning in aquatic science, aquarium keeping, and environmental stewardship. The club provides opportunities for members to design, set up, and maintain aquariums; select and care for fish and aquatic plants; practice aquascaping; and monitor water quality. Through these activities, members will develop teamwork, leadership, and responsibility while supporting the mission and values of Copperas Cove High School.

Article II – Membership

Section 1. Eligibility
Membership is open to all students currently enrolled at Copperas Cove High School who have an interest in aquatics, aquarium keeping, or environmental science.

Section 2. Requirements
Members must maintain good academic and behavioral standing in accordance with school policies. All members must sign and adhere to the club's safety and responsibility guidelines for working with live specimens and laboratory equipment.

Section 3. Dues
The club may collect dues if necessary for the purchase of supplies, materials, or activities. The amount and method of collection will be determined by the club officers and faculty sponsor, subject to administrative approval.

Article III – Officers and Duties

Section 1. Officers
The elected officers of the EcoDawgs Aquatics Club shall consist of the following: President, Vice President, Secretary, Treasurer.

Section 2. Duties
1. **President:** Presides over meetings, represents the club to school administration and other organizations, and provides leadership for all activities.
2. **Vice President:** Assists the President, presides in the President's absence, and helps coordinate projects and events.
3. **Secretary:** Maintains attendance records, prepares and distributes meeting notes, and manages communications and announcements.
4. **Treasurer:** Maintains accurate financial records, collects and manages funds, and provides regular

financial updates to the membership and sponsor.

Section 3. Elections and Terms
Officers shall be elected annually by a majority vote of active members. Terms of office shall run for one school year.

Article IV – Meetings

Section 1. Regular Meetings
The EcoDawgs Aquatics Club shall meet on Tuesdays and Thursdays from 4:15 PM to 5:15 PM in Room 303. Transportation will be provided for bus riders at 6:00 PM.

Section 2. Activities
Meetings will include planning and discussion, aquarium maintenance, species selection and research, aquascape design, water testing, and preparation for special projects or events.

Section 3. Quorum
A quorum, consisting of at least 50% of active members, is required to conduct official business.

Article V – Projects and Activities

The EcoDawgs Aquatics Club will:
- Design, set up, and maintain aquariums in Room 303.
- Select fish and plants, create aquascapes, and ensure proper care of all live specimens.
- Conduct water quality testing and learn proper maintenance techniques.
- Organize guest speakers, workshops, or field trips when approved by the school administration.

Article VI – Rules and Conduct

All members must adhere to the following:
1. Follow all Copperas Cove High School rules and safety protocols at all times.
2. Handle all live specimens and equipment responsibly and respectfully.
3. Maintain cleanliness and organization in the lab and club areas.
4. No food or drink is permitted in the lab area except for bottled water.
5. Treat all members, guests, and faculty with respect.

Article VII – Faculty Sponsor

The EcoDawgs Aquatics Club shall operate under the guidance of a faculty sponsor, who will oversee activities, ensure compliance with school policies, and provide support for projects and events.

Article VIII – Amendments

These bylaws may be amended by a two-thirds vote of active members, with final approval by the faculty sponsor and school administration.

Acknowledgment and Approval

Faculty Sponsor Name: _____

Faculty Sponsor Signature: _____ Date: _____

Administrator Approval: _____ Date: _____

Member Name: _____ Signature: _____

Fresh Mornings Fitness

Student-Based Health Training Program

Time: 6:15 AM - 7:30 AM (Monday to Friday, or specific days you prefer)

Program Overview

A fitness and health training program designed specifically for students to boost physical fitness, mental alertness, and healthy lifestyle habits before the school day begins.

Goals

Improve overall fitness (strength, endurance, flexibility)

Promote healthy lifestyle habits

Build community and motivation among students

Enhance focus and energy for the school day

Weekly Schedule Example

Time, Activity, Notes

6:15 - 6:25 AM, Warm-up & Mobility, Dynamic stretches, light cardio

6:25 - 6:55 AM, Strength & Conditioning, Bodyweight exercises, weights

6:55 - 7:15 AM, Cardio / HIIT / Circuit Training, High-intensity interval training

7:15 - 7:25 AM, Flexibility & Cool Down, Stretching, yoga poses

7:25 - 7:30 AM, Mindfulness / Brief Talk on Health Tips, Breathing exercises, nutrition tips

Operating Guidelines

1. Attendance & Participation

Students should arrive by 6:10 AM to prepare.

Regular attendance is encouraged; students should notify in advance if unable to attend.

Participation in all activities is encouraged; modifications available for different fitness levels.

2. Safety & Health

All participants must complete a health screening and waiver before starting.

Trainers must be certified in first aid and CPR.

Proper hydration is required; water bottles should be brought by students.

Any injury or health concern must be reported immediately.

3. Equipment Use

Equipment (mats, weights, etc.) should be sanitized before and after use.

Students must use equipment safely and follow trainer instructions.

Proper footwear and attire are required (closed-toe shoes, comfortable clothing).

4. Behavior & Conduct

Respect and support fellow participants and trainers.

No use of phones during sessions except for emergencies.

Punctuality is important; late arrivals may miss the warm-up.

5. Communication

Trainers to provide weekly updates on progress and upcoming workouts.

Feedback from students is encouraged to tailor the program.

Emergency contacts and procedures must be clearly communicated.



Copperas Cove High School Multi-Culture Club

"One Pack, One Purpose - Interculturally United"

STUDENT ACTIVITIES
Rebecca Garbacky
COORDINATOR

COPPERAS COVE ISD
EST. 1883

UNITED STATES ARMY
CHILD & YOUTH SERVICES
This after school program is provided by Army Youth Programs in Your Neighborhood

By-Laws of the Copperas Cove High School Multi-Culture Club

Article I: Name and Purpose

Section 1.01 Name: The name of this organization shall be the "Copperas Cove High School Multi-Culture Club" hereinafter referred to as "CCHS Multi-Culture Club."

Section 1.02 Purpose: The purpose of the Club shall be to:

a. Foster understanding, appreciation, and respect for diverse cultures among its members and the wider community.

b. Promote cultural exchange and dialogue through various activities, events, and discussions.

c. Provide a welcoming and inclusive environment for individuals of all backgrounds to share their heritage and learn from others.

d. Celebrate the richness of global cultures through educational, social, and recreational initiatives.

Article II: Membership

Section 2.01 Eligibility: Membership in the Club shall be open to all individuals who share an interest in cultural diversity, regardless of race, ethnicity, religion, nationality, gender, disability, or socioeconomic status.

Article III: Officers and Executive Board

Section 3.01 Officers: The elected officers of the Club shall be:

a. **President:** Responsible for overseeing all Club activities, presiding over meetings, and serving as the primary representative of the Club.

b. **Vice-President:** Responsible for assisting the President, presiding in the President's absence, and coordinating committee activities.

c. **Secretary:** Responsible for keeping accurate records of meetings, maintaining Club correspondence, and managing membership lists.

d. **Event/ Media Coordinator**: Responsible for creating posters, flyers, information to be read for the announcements, and posts that will appear on the official CCISD media outlets.

Article IV: Meetings

Section 4.01 General Meetings:

a. General meetings of the Club shall be held at least twice per month. The frequency of meetings may increase as the club nears the Multicultural Night event held during the spring semester of each school year.

b. Individual continent team meetings may occur as often as needed to prepare for the CCHS spring multicultural event.

Article V: Committees

Section 5.01 Standing Committees: The Club may establish standing committees as deemed necessary by the Executive Board to carry out specific functions, such as continent teams.

Section 5.02 Ad Hoc Committees: Outside clubs and organizations will be invited to participate in the Spring Multicultural Night and meetings may take place as necessary to accomplish the goals of the multicultural night event.

Article VI: Finances

Section 6.01 Fiscal Year: The fiscal year of the Club shall align with the fiscal calendar year followed by CCISD.

Section 6.02 Funds: All funds of the Club shall be deposited in a recognized financial institution in the Club's name.

Section 6.03 Expenditures: All expenditures shall be approved by the President and Executive Board and shall align with the Club's purpose.

Article VII: Amendments

Section 7.01 Proposal of Amendments: Proposed amendments to these by-laws must be submitted in writing to the Executive Board.

Section 7.02 Adoption of Amendments: These by-laws may be amended by a two-thirds vote of active members present at a general meeting, provided that notice of the proposed amendment has been given to all active members at least one week prior to the meeting.

Article VIII: Dissolution

Section 8.01 Dissolution: In the event of the dissolution of the Club, all remaining assets, after payment of any outstanding debts, shall be donated to the CCHS Spanish National Honor Society and the CCHS German National Honor Society.

Date of Adoption:

Insert Date

Approved by:

Signature of President

Attested by:

2024-2025
COPPERAS COVE SCHOOL
SPEECH AND DEBATE CONSTITUTION

MISSION:

The purpose of the Copperas Cove High School Speech and Debate Team is to study and practice the art of communication by working to improve communication, research, writing, performing and analytical skills by also having fun. We will fulfill our mission by **being an outstanding example at ALL times** and focusing on the team's three pillars - **professional, respectable and responsible**.

ARTICLE I – BOARD MEMBERS:

- We elect new officers/board members each fall semester for the school year.
- To hold an office one must fulfill the following requirements: 1. Have been an active member the previous year, 2. Be in one of the team classes, 3. Be academically eligible in all classes, 4. Submit the interview portfolio to Coach Boyce on time, 5. Submit three teacher evaluations, 6. Submit a 2-4 minute recorded speech to share with the team.
- The formula for determining officers will be as follows: 50% Team Votes (based off of each individual's NSDA membership strength); 25% Interview Portfolio evaluated by coaches; and 25% three other outside teacher evaluation scores.
- All officers must…
  - Be willing to dedicate time and effort to the entire team, successfully fulfill agreed upon duties, and remain supportive as well as a positive role model for all team members at all times.
  - Remain academically eligible.
  - Attend all meetings (one per month minimum with additional meetings to be added as necessary).
  - Attend every tournament unless his/her absence has been approved by Coach Boyce prior to tournament (including all district TFA, UIL, and NSDA tournaments).
  - Offer a minimum of **3 after-school practice slots per week** during the TFA season. There must be an officer present during slots at all times. Three weeks (not necessarily consecutively) of failing to fulfill this obligation will result in dismissal of office.
  - Be responsible for assisting with team conduct while traveling.
  - Be responsible for an important assigned piece of our tournament, must help with the team showcase and end of the year banquet.

- Officer Information: *Duties for the following offices include, but are not limited to what is written. Other duties could be added or changed in order to fulfill the team's needs as the year progresses.*

  - **President:** To run for President, one must be an active member. The President and Vice-President will take the lead on hosting CCHS TFA tournament and should be prepared to work extensively on that task. He/She is also responsible for working alongside the coach on all major projects, makes sure all officers have 4 slots a week during the TFA travel season, arranges which officer is present after school on what day, checks that updates to the team website have been made weekly, double checks that all team computers are accounted for while traveling, makes sure the team gets off the bus at the tournament with the debate box, waters, computers, etc…, arranges board meetings and helps the coaches prepare the agenda, and works with Coach Boyce at least twice a week on team progress/updates/travel. The goal of this office is to keep the officers/team organized and running with the vision set in the constitution and by the coaches.

  - **Vice-President:** To run for Vice-President, one must be with the intention of participating on the team through graduation. The President and Vice-President will take the lead on hosting CCHS TFA tournament and should be prepared to work extensively on that task. He/She is also responsible to take over duties of the president when he or she is unable to be present, helps the president arrange board meetings, helps with computer checks when traveling, double checks that the board is being updated, submits member points after tournaments, and works with Miss Boyce at least once a week on team progress/updates/travel. The goal of this office is to keep the officers/team organized and running with the vision set in the constitution and by the coaches.

- In the event of a vacancy in any officer position, the President, with the approval of the remaining officers, shall appoint a replacement to serve until the next regular election.
- Officers may be removed from the office for neglect of duty, misconduct, or other just cause by a two-thirds vote of club members present at a regular meeting, provided that written notice of the proposed removal has been given at least one week in advance.

ARTICLE II - HOSTING A TOURNAMENT:

- Every year we host a TFA / UIL tournament for other schools to compete in. This year the tournament will be a swing and will run all.
- All class/team members are required to assist with various aspects of hosting the tournament in its entirety. Finding judges is the most crucial part to making our tournament work. This is why filling judge slots is a team requirement and the effort to do so will have a grade attached.

ARTICLE III - FAILURE TO TRAVEL:

- All members of the class/team must travel (virtual tournaments count) to a minimum of two contests per semester; failure to do so may result in dismissal from the team/class (except the freshman class).
- If you are not able to attend a tournament, you must notify Coach Boyce at least one full week in advance **or** you will be responsible for paying drop fees as well as a portion of the hotel room. The only exception is personal or a family emergency that can be substantiated with paperwork (example: a doctor's note). Failure to validate an absence will result in the student being responsible for listed fees.

- All members should check entries for EVERY tournament listed on the travel calendar. Always check and double-check your entries for accuracy. Being entered in the correct events is YOUR responsibility.
- All members must be entered in a minimum of two events (one state qualifier) to qualify for travel.
- The coach makes the final decision on who travels to tournaments. The decision is based on each team member meeting the standard requirements for competition as demonstrated through class work, practice, effort, and performance.
- The coach reserves the right to withdraw any individual on the team from traveling to a tournament or tournaments depending upon grades, attitude, behavioral issues, lack of dedication and/or preparedness.

ARTICLE IV - ELIGIBILITY:

- While participating on the speech and debate team is demanding in terms of time and commitment, the primary focus of the organization is and will always be the well-being of the student. Fostering success academically should be the number one priority of each student.
- Students are held to the UIL and CCISD standard of eligibility ("No Pass, No Play"). If a student falls below a 70 in any regular class they are ineligible to compete until the next eligibility period (that excludes Pre AP, AP and DC class).
- If any member becomes ineligible for a tournament twice in one semester, he/she will be dismissed from the team/class for the remainder of the year.

ARTICLE V - FUNDRAISING AND FEES:

- We will be doing fundraisers (a minimum of three) to make competing possible! The goal is NOT for you or your parents to have to pay, the goal is to fundraise.
- Students are required to pay $25 in club fees this will cover club t-shirts, and banquet ticket
- Not paying/fundraising all fees by May 1st will induce an additional $25 fee.
- You will be held accountable for remaining fees by CCHS.
- If you lose or damage competition material/supplies you will be charged accordingly. (classroom books - $15-$80, black books - $7, material in book - $15/piece, computer - $800 any other item not listed is up to the discretion of the coach).

be sent home immediately (which will require a parent/guardian to drive to the team's current location at the time of the incident).

- Tape will be removed from the door one hour prior to load time if not specified otherwise.
- If it cannot be determined who is involved from the room in question, everyone assigned to that room will be sent home.
- Make sure you wake yourself, dress appropriately, and load the bus at the designated time.
- Clean your room before we leave the hotel. Put all the towels in the tub and trash in the trash can.
- Conduct yourself in a way that reflects a positive opinion about yourself, our team, and our school. Do not get rowdy in your rooms (being overly noisy, letting doors slam, running up and down the halls, etc…). If there is a complaint – we will talk!
- If there is an emergency and a team member needs to leave his or her hotel room, one of the coaches must be notified **prior** to exiting the room. Unless the building is on fire, there are no exceptions.
- Be respectful at ALL times to ALL hotel staff, restaurant employees, drivers…everyone.

ARTICLE XI - DRESS ETIQUETTE:

- If you are competing you are to wear an outfit that has been previously approved by the coaches and meets the requirements of the professional dress code. You are to stay in professional dress for the duration of the day, even when you have finished competing.
- Girls are encouraged to bring an extra pair of flat, closed-toed dress shoes to wear between rounds (make sure your heels are on prior to entering the competition room).
- If you are not competing that day you may wear team dress clothes to rounds.
- **Team Dress**: a solid black shirt/blouse or Debate Polo and khaki pants/skirt/capri-pants. (No shorts).
- NO sneakers, flip-flops, house shoes, sweatshirts, short skirts, midriffs, or anything else unprofessional will be allowed at a tournament. Be prepared to change if your outfit is not acceptable.
- Any time you are representing our team you should be in CCHS dress code (including travel & recruiting)
- Be sure you know if you can wear travel clothes or if you need to be in your professional dress clothes for that day. Every trip is different.

ARTICLE XII - COMPETITION ETIQUETTE:

- We may not always win or be the perfect team. It is important that we can leave each competition with our dignity and the respect of others. That means we need to **respect** ALL teams, ALL judges, ALL coaches, etc… at ALL times.
- Do not talk about the other competitors in a disrespectful manner. Please tell any friends or family members this as well.
- Stay at our team's table during the competition and DO NOT flirt…period (that is personal, not professional and a tournament is the wrong time for wrong impressions).
- If you have something to say, someone to complain about, a round you're upset with, you're over excited about winning, etc… wait until we get on the bus – Back On Bus (BOB). Never complain, cry, be angry, excessively celebrate, etc… in front of the other teams – again you never know who's around and how their day has been – **BOB**!
- **NO CHEWING GUM** in rounds!
- Skipping any rounds of competition or switching competitors is **NOT** tolerated!
- Pay attention to the schedule and be in your room on time!
- In rounds, be attentive to ALL performers. Do not be rude verbally or non-verbally.
- Interpers - Do not look through pieces or introductions during a round; you should know them by now!
- Debaters – Do not be rude in a round (there is a difference between feisty and rude).
- Sharing competition information with other teams (such as cases or piece cuttings) is prohibited.

- Only labels that you have been instructed to put on your books, boxes and computers are permissible. This applies to anything you are taking into a round for competition as a CCHS student, even if it's your personal property.
- Make sure you eat during the day at some point. It is easy to get caught up in the hustle and bustle of things. Please take care of yourself – it is your responsibility.
- Drink only water when you are competing (anything else will hinder your vocals).
- Your bags may be checked at any time on or before a trip.
- When using Social Media and text messaging, refrain from talking poorly about our team, people on our team, and others in general. Think before you text or post anything, make sure it is positive, appropriate and does not offend others. Never send/post anything that would be considered inappropriate or illegal.
  - If a team member posts any inappropriate statements or material of themselves or others, they will remove the material immediately and be subject to, suspension or dismissal from a tournament or the team (depending on the seriousness of the infraction). This includes any involvement with inappropriate texting, Facebook, instagram, snap-chat, twitter, videos, photographs, etc…
- The Student Code of Conduct will be enforced (eg: bullying, cyberbulling, distribution of pornography, sexting, harassment, degrading statements, etc…). Infractions should be reported to the coaches. This information will be referred to CCHS Administration.

- **Parents:** Our team has a website and a twitter page that we continually post team schedules and pictures. In addition, personal and district pages may be used as promotion of the CCHS Speech & Debate team. If you do not want your child's picture on these or other promotional social media pages, please make a note after your signature.
- Parents are invited to travel to tournaments to support our team (if it follows COVID guidelines for specific school)! If a parent/guardian choses to do so he/she must arrange for personal hotel accommodations and transportation.
- When we pull in from a tournament, **no one** has permission to leave (even if a parent is waiting) until the bus is clean, and all team materials are unloaded and properly put away.
- Because of the nature of this type of competition, parents need to be aware that there may be limited supervision during travel. It is always a possibility that there will be one coach to 40+ students. Students will be expected to act as mature, responsible adults.
- If for any reason it is thought that students cannot live up to these expectations, students will not be allowed to travel, which could result in dismissal from the team/class.

ARTICLE XV – REMOVAL FROM THE TEAM:

Definitions:

- Probation will be defined as a choice made by the coaches to suspend a member from participation or travel for one day up to nine weeks.
- Resignation will be defined as a choice made by an individual to terminate their membership from the team/withdraw from the class for personal reasons.
- Dismissal will be defined as a choice made by the coaches and/or school officials to terminate an individual's membership based on violations of the constitution and/or other school policies. This requires a schedule change to get out of the class.
- **None of the above removals from the team will exempt you from total amount of fees for the year.**
- Once you travel to one tournament, you are a part of the team. The full $100 in fees apply.
- If you are banned from more than one competition (for various reasons listed throughout the constitution) you may be dismissed from the team/class.
- Individuals who resign or are dismissed from the team/class cannot try out for one year from the day of dismissal or resignation.

Duties and Responsibilities of NAHS/NJAHS Chapter Officers

Each officer plays a crucial role in the successful functioning and growth of the NAHS/NJAHS chapter, working together to promote artistic excellence, community engagement, and a vibrant artistic community.

The following is a list of suggested NAHS/NJAHS Chapter Officers and descriptions of duties and responsibilities. Some chapters choose to have leadership commissions in lieu of officers. Please use and adapt to meet the needs of your school and chapter.

President

- Provide leadership and direction to the chapter.
- Oversee chapter meetings and activities.
- Collaborate with other officers and members to plan events and initiatives.
- Represent the chapter at school and community events.
- Serve as a liaison between the chapter and school administration.

Vice President

- Support the President in their duties and responsibilities.
- Assume the President's role in their absence.
- Assist in organizing and coordinating chapter activities and projects.
- Encourage active participation among chapter members.
- Foster a positive and inclusive atmosphere within the chapter.

Secretary

- Maintain accurate records of chapter meetings, activities, and attendance.
- Handle communication and correspondence for the chapter.
- Assist in documenting and sharing information about chapter events and achievements.
- Ensure that chapter members are informed about upcoming events and opportunities.

Treasurer

- Manage the chapter's finances and budgets.
- Keep track of expenses and maintain financial records.
- Work with the chapter sponsor to ensure financial transparency and accountability.
- Assist in fundraising efforts for chapter projects and activities.

Copperas Cove High School National Art Honor Society By Laws

Section 1: A chapter should include bylaws to amplify sections of its constitution. Bylaws do not need to be approved by the National Council if they are consistent with regulations outlined in the constitution. A current copy of the local chapter bylaws must be filed with NAEA.

Section 2: To remain a member in good standing, a member must pay dues and complete **20** service hours in the visual arts each year.

Section 3: Annual dues of **$25** will be collected from each member.

Section 4: Attendance is required at all meetings to maintain membership and privileges unless otherwise discussed with the President or Teacher Sponsor.

Section 5: All members must participate in **5** projects, activities, and fundraisers.

Section 6: For the NAHS officers, attendance is also required at any executive meetings called outside of the regularly scheduled meetings.

Section 7: To graduate with NAHS honors and earn the right to wear a cord, pin, or tassel at graduation, a member must remain in good standing and accomplish requirements outlined in NAHS documents until the graduation date.

Section 8: Members must retain an **A** average in all Art classes.

Section 9: Members must have and maintain a **B** average in all non-art classes.

Section 10: Members may remain active during such a time when there are no visual arts on their class schedule as long as they fulfill all of the other requirements each year.

Section 11: In the event of an infraction of the rules, a review by the officers and sponsors will be conducted. If the individual in question is an officer, he/she will not participate in the decision making process. This applies to all community laws as well as school and chapter rules.

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NAHS Constitution and By Laws 2022-2023

I have read and understand the NAHS Constitution and the By Laws as they pertain to Copperas Cove High School. I am willing to abide by all the rules and expectations to be a member of NAHS. I will also be held to the Copperas Cove ISD handbook rules and expectations.

Student Name:_____ Date:_____

Student Signature:_____

COPPERAS COVE HIGH SCHOOL
JUNIOR RESERVE OFFICERS TRAINING CORPS
400 S. 25TH ST. Copperas Cove, TX 76522
Phone: (254) 547-2534
E-MAIL: wilsone@ccisd.com

Cadet Handbook
& Standard Operating Procedures

"To motivate young people to be better citizens."

UPDATE
8 May 2025

Summary. This Standard Operating Procedure (SOP) Manual provides guidance for all JROTC cadets. This SOP supplements information in Army Regulation (AR) 145-2 Cadet Command Regulation (CCR) 145-2 and CCR 145-8-3.

Applicability. This SOP applies to all JROTC cadets at Copperas Cove High School. It covers the necessary information that is needed for all JROTC cadets to be successful in their positions.

Word Use. Will/Must - Indicates mandatory actions, formats or requirements. Should/Can - Indicates recommended procedures. May- Indicates it is at the discretion of the individual to choose whatever method best fits the given situation.

Suggested improvements. Send comments and suggested improvements to the Battalion XO.

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Memorandum for all cadets, parents, and guardians

Welcome to Copperas Cove High School's Army Junior ROTC. The high caliber of students who join our Battalion, the instructor cadre, and the support of the school administration, faculty, and military community are what make us the best in central Texas. Our mission is to make better citizens out of our cadets.

This is a 4 year program for which elective credits are awarded toward graduation. It is not necessary that a student take all 4 years. The program may be entered starting in the 9th grade and beyond.

One of the reasons we are the best is because the Cadet Chain of Command (from the squad leader all the way up to the Battalion Commander) is given the freedom and responsibility to run the Battalion. Cadet leaders do everything from instructing drill to teaching some classes. Through this, cadets will learn the value of teamwork as well as the satisfaction of individual accomplishments.

While in the classroom, cadets will receive training in citizenship, leadership, physical fitness, first aid, map reading, marksmanship, communicating, and many other subjects. Outside the formal classroom environment, cadets will learn about and practice leadership, responsibility, self-discipline, decision making, and time management. The cadet's attitude will be THE determining factor in how enjoyable and beneficial their JROTC time will be. The uniform is worn every Wednesday.

The Corps of cadets is scheduled to do many things during the school year. As a member of the Bulldog Battalion, cadets will be expected to contribute some of their valuable time for the good of the entire battalion. Cadets will also work for the good of the community by helping in such things as school and community clean-ups and other sponsored events. Our Battalion performs at civic and school functions, parades, athletic events, and many other activities. Cadets may attend formal events such as the Military Ball, Awards Banquet, Drill team competitions, Raider Challenge, and JCLC Summer Camp.

It will take a lot of hard work and dedication by the corps of cadets to maintain our "Honor Unit with distinction" status. With your ability and active participation, and the quality of the returning Cadet Leaders, we are confident that our Battalion will continue to be the BEST.

EARL E. WILSON
Major, U.S. Army Retired
Senior Army Instructor
Copperas Cove High School

Chapter 1 – Introduction

1-1. Purpose

This SOP sets policy, assigns responsibilities, and provides guidance for the JROTC cadets of the Bulldog Battalion. This document will answer all questions that a cadet or a parent may have about the JROTC program at CCHS. This is a living document, and it is not set in stone. Turn in any requests for changes to the Executive Officer.

1-2. Enrollment

a. Participation in the JROTC program is voluntary and open to all students, male and female. In addition, students must be in the 9th grade or above. Each year cadets who want to be in the program are **required** to fill out and sign a DD Form 3203 that is kept on file with the school and is an inspectable item when the program is inspected by the United States Army Cadet Command. Cadets are required to be of good moral character and show patriotism to the United States of America. Uniforms and all course material are issued by the JROTC Department.

b. For participation in any extra-curricular activities in JROTC the cadet must meet the minimum GPA requirements for extra-curricular activities. Please see the SAI or AI to answer further questions.

1-3. Mission

Bulldog Cadets are required to help the JROTC instructors meet the Cadet Command JROTC mission "To motivate young people to become better citizens." Cadets will continually strive to meet or exceed all expectations and/or requirements set forth in Cadet Command Regulations and Policies. The Bulldog Battalion is a strong supporter of the school and community through various support activities.

1-4. JROTC Classroom Rules

a. No electronic equipment is to be seen during class (including ear buds) unless otherwise instructed by the Army Instructor.
b. No sitting on desks or feet on desks
c. No horseplay
d. No Gum during any JROTC Cadet led functions at the discretion of the Cadet In Charge. Absolutely NO chewing gum during class or in uniform
e. No Hats/Hoods
f. School Rules and dress code applies
g. No spinning of rifles in the class rooms
h. No spinning of regulation or color guard rifles
i. When moving down the hallway with a rifle, the bearer must be at the position of port arms and must be in a group of two or more and in formation
j. No carrying of more than two rifles in the hall (see Annex H)
k. Uniform items are not to be left in the classroom over the weekend
l. No items are to be left overnight in the classroom unless previously authorized by the SAI/AI.
m. No Public Display of Affection in the classrooms or in uniform is permitted.
n. No music is to be played within the classroom during the school day and afterhours is up to the discretion of the SAI

1-5. Staff Office

The Staff Office is a privilege that can and will be taken away if abused.

a. The cadet staff area is for cadet staff, company/battalion leadership (floaters and platoon leadership are not permitted)
b. Assistants are only to be permitted in the Staff Area when authorized by the Staff Officer to complete staff work.
c. The cadet staff area is to be always kept clean and sanitary (I.E. no perishable food, clothing, or "smelly" objects may be left overnight)
d. The battalion staff desk is for personal items and drill shoes (as long as they remain sanitary) however they are not to be left overnight. The battalion staff desk is a privilege!
e. Computers are for staff work, homework, and productive research ONLY. Games are not to be played on any JROTC computers.
f. Computer Hierarchy:
    1. Staff work
    2. Homework
    3. Productive research pertaining to JROTC
    4. Productive research for other subjects
g. All people in the staff area must exemplify the conduct of a proper JROTC cadet. Any violations will result in consideration for removal from position. Any continuous disrespect for the rules will result in consideration for demotion/removal of position regardless of position/rank.
h. Immediately upon removal from position the previous holder of position must renounce all privileges pertaining to the position to the new holder of said position. This includes staff drawers, boxes, uniform accouterments, etc.
i. Staff drawers are for personal items of the position holder excluding uniform items. Food and clothing may not remain in the drawer overnight. Any banned items found will be properly discarded. Any continuous violations will result in consideration for immediate counseling, and will be considered for removal from position and/or loss of privileges.
j. Failure to maintain cleanliness in the staff area will result in loss of privileges of the staff area for all cadets.
k. The S-1, S-2/S-5, S-3, S-4 and S-6, cabinets are permitted only for storage of items pertaining directly to staff work.

1-6. Course Curriculum

The course curriculum of the Bulldog Battalion contains many subjects and is subject to change.

a. LET 1 course curriculum may include
    a. Rank Identification
    b. Corps of cadet structure
    c. Flag Etiquette
    d. Followership
    e. Communications
    f. Map Reading

b. LET 2, 3, 4 course curriculum may include:
    a. Financial Planning
    b. Military History
    c. U.S. Government

d. Leadership Theory

c. All LET levels course curriculum may include
a. First Aid/CPR/AER
b. Marksmanship
c. Physical Fitness
d. Drill and Ceremonies
e. Uniform Wear
f. Leadership
g. Citizenship
h. Communication Styles
i. Decision Making
j. Time Management

1-7. Policies
See Cadet Command Program of Instruction

1-8. Discipline
Discipline is "INSTANT OBEDIENCE TO ORDERS, RESPECT FOR AUTHORITY AND SELF RELIANCE". It is defined as those conditions and attitudes of people which contribute to orderliness among one another. Obedience by subordinates to superior ranking cadets or cadets in positions of higher authority and responsibility is that degree of self-control exercised by each individual.
Discipline, as is the case with courtesy, is the hallmark of any effective, proud, and efficient unit. Discipline is a two-way process: that is superiors have a responsibility to exercise mature judgment, courtesy, and patience with the subordinates. Their need to exercise self-control applies to controlling their emotions and to maintain a calm, deliberate, and temperate manner in their personal official relationships with subordinates. Subordinate cadets have the need to be restrained in their manner to always assure courteous attitudes in their relationships with their superiors.

1-9. Withdrawal
a. Removal – In accordance with CCR 145-2, and the discretion of the SAI, cadets will be removed from the program if applicable.

b. Dropping of JROTC – To drop JROTC you must see your guidance counselor to drop the class. This may only occur within the first 10 days of the semester and must be brought to the attention of the SAI and your counselor. To drop JROTC you MUST turn in your uniform before you drop the program. If you fail to turn in your uniform, you will have a block on your transcripts until the uniform is turned in or paid for.

1-10. Military Service and College Opportunities
a. Enrollment in the Junior ROTC program in NO way obligates a student for military service. Our mission is to help cadets to be better citizens: we are not here to recruit for any service. However, it is possible for the student to be recommended for advanced rank at enlistment, and/or credit for a position in the Senior ROTC program offered by colleges and universities, or for appointment to one of the service academies. In accordance with CCR 145-2 graduating

cadets completing two, three, or four years of JROTC may be recommended for advanced rank in the regular components of the US Army, Air Force, Navy, Marine Corps or Coast Guard.

COMPLETION OF	GRADE STATUS	
2 years	Private (E2)	
3-4 years	Private First Class (E3)	SAI Recommended

b. Those cadets completing four years of the JROTC program may be recommended for placement credit toward completion of the Senior ROTC program. Army four year scholarships or one of a lesser number are available for application.

c. Academies – Outstanding Army JROTC cadets may be nominated by the SAI for competitive appointment to one or more of the Service Academies, i.e., US Military Academy, US Navy Academy, US Air Force Academy, that are available for Honor Unit Awardees. Appointments are also available to the US Merchant Marine Academy.

Chapter 2 - Duties and Responsibilities

a. The JROTC program is unique in that much of the day-to-day running of the battalion is accomplished through the work of cadet leadership. The cadet leadership has the key responsibility to develop cadets into better citizens. **The commitment, time, and work put into the JROTC program may lead to the gain of a leadership position.**

b. The purpose and function of the battalion organization is to provide cadets with practical experience and knowledge of the leadership and managerial skills in life. Cadets at each level of the chain of command will be expected to accept the responsibilities of their positions. All cadets are eligible for any position in the battalion. Certain positions may require certain stipulations. You can see the normal progression for a cadet within the Corps in Annex A. The authority to exercise command within the corps of cadets is vested primarily in the cadet officers. The responsibility of command, maintenance, and discipline normally rests with the senior cadet present but other cadets may be designated as temporary commanders for the purposes of instruction. The proper functioning of the cadet battalion, like any organization, is dependent on a few basic fundamentals. Each member must know his job and its location within the organization. He/she must be aware of the necessity of producing quality results and maintaining the battalion. The following paragraphs describe the key leadership positions within the corps of cadets.

2-1. Battalion Commander (Rank Base = C/LTC)

a. Duties and responsibilities include, but are not limited to the following:

- Command the Battalion, by taking responsibility for everything the Battalion accomplishes or fails to accomplish and making use of the subordinate chain of command (delegation) to conduct all operations.
- Organize, train the battalion to accomplish the JROTC mission Statement and instill the JROTC core abilities
- Lead by example; the primary role model for appearance, behavior, and attitude for the entire Battalion.

- Develop the battalion leadership team with the BN XO and CSM
- Assist leading the weekly Staff and Headquarters meetings with the BN XO and CSM
- Coordinate with the JROTC instructors and provide guidance to the JROTC executive officer, sergeant major, and leadership for the planning and execution of all JROTC events.
- Develop goals for the Battalion, and oversee the progress towards those goals.
- Coordinate with the JROTC instructors to be the final decision authority for JROTC staff actions, promotion boards, and JROTC cadet issues.
- Be prepared to brief and escort VIP's to the JROTC program.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Dedication and time commitment to a special team
- Have the commitment and after school/before school time required to command the battalion.
- Meet requirements as stated in chapter 8 – selection for leadership positions.

c. Restrictions
- Cannot assume direct control over classroom/staff affairs without letting the delegation of power follow the chain of command first.
- Cannot make executive decisions that affect the rest of the Battalion, the rest of the Battalion Leadership must be informed and consulted first.

2-2. Battalion Executive Officer (Rank Base = C/MAJ)

a. Duties and responsibilities include, but are not limited to the following:
- Assume command of the Battalion in the absence of the Battalion Commander.
- Supervise the JROTC staff.
- Assist leading the weekly Staff and Headquarters meetings with the BN CDR and CSM
- Coordinate with the JROTC instructors and the Battalion Commander to prioritize staff actions.
- Be prepared to brief and escort VIP's to the JROTC program.
- Help develop the battalion leadership team with the BN CDR and CSM
- Maintain and edit the SOP as necessary

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Dedication and time commitment to a special team
- Have the commitment and after school/before school time required to command the battalion

staff.
- Meet requirements as stated in chapter 8 – selection for leadership positions

c. Restrictions
- Cannot assume direct control over classroom/staff affairs without letting the delegation of power follow the chain of command first
- Cannot postpone staff meetings indefinitely
- Cannot make executive decisions that affect the rest of the Battalion, the rest of the Battalion Leadership must be informed and consulted first.

2-3. Battalion Command Sergeant Major (Rank Base = C/CSM)

a. Duties and responsibilities include, but are not limited to the following:
- Responsible for planning and manning the proper execution of ALL color guards.
- Be the Battalion expert on Drill and Ceremonies.
- Advise the Battalion Commander on issues pertaining to enlisted cadets.
- Assist leading the weekly Staff and Headquarters meetings with the BN CDR and BN XO
- Plan, establish, and maintain the promotion and Cadet of the Month/Board policies.
- Schedule and provide oversight of the daily flag detail and community color guards
- Be prepared to brief and escort VIP's to the JROTC program.
- Help develop battalion leadership team with BN CDR and XO
- Enforce the SOP at all times

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Maintain Color Guard commander's cord
- Must be certified in all Color Guard positions
- Must command at least one Color Guard per semester
- Have the commitment and after school/before school time required to lead the battalion
- Meet requirements as stated in chapter 8 – selection for leadership positions

c. Restrictions
- Cannot mandate cadets to sign up for a color guard without just cause
- Cannot assume direct control over classroom/staff affairs without letting the delegation of power follow the chain of command first
- Cannot make executive decisions that affect the rest of the Battalion, the rest of the Battalion Leadership must be informed and consulted first

2-4. Battalion S1 (Base Rank = 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Ensure that all requirements on the S1 section of the Cadet Formal Inspection checklist are met at all times.

- Maintain active cadet records in the JUMS program.
- Maintain inactive cadet records in JUMS, or paper copies for cadets not entered in JUMS as required.
- Produce JUMS generated orders for all promotions, demotions, and cadet awards.
- Produce and publish the reports (e.g. enrollment, intentions of grads)
- Maintain cadet administrative records, and ensure they contain all required documents.
- Attend cadet staff meetings, and be prepared to discuss any JROTC issues from the S1 perspective.
- Coordinate with the S4 for award orders and promotions

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at most before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-5. Battalion S2/S5 (Base Rank = 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Attend cadet staff meetings and be prepared to discuss any JROTC issues from the S2/S5 perspective.
- Produce and maintain the JROTC upcoming events calendar
- Coordinate with the S4 to conduct monthly sensitive item inventories.
- Community/school service hours upkeep and posting
- Coordinate with JROTC instructors to organize cadet volunteers for community service events.
- Keep records of community service completed by cadets
- Designate Cadet In Charge for community/school service events when no leadership volunteers
- Tag all government equipment to distinguish it from school property.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at most before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-6. Battalion S3 (Base Rank = 2LT)
a. Duties and responsibilities include, but are not limited to the following:
- Assist the S1 with maintaining paper cadet records for active and inactive cadets.
- Produce and publish the company, weekly, and yearly training schedules.
- Maintain the training portion of the cadet file

- Ensure that all requirements on the S3 section of the Cadet Formal Inspection checklist are met at all times.
- Produce and publish planning documents for all JROTC activities, no later than two weeks prior to the activity.
- Maintain file copies of all coordination with the school and community for any support requested by the Bulldog Battalion.
- Update the Unit Report in the JUMS program after every Unit Report event executed by the Bulldog Battalion.
- Update and maintain Cadet Challenge information in the JUMS program.
- Gather companies' physical training input at staff meetings for training schedules.
- Keep a record of staff meeting notes at all times on record.
- Maintaining JROTC cadet portfolios, and they contain the minimum requirements as stated in CCR 145-2, Chapter 2.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-7. Battalion S4 (Base Rank = 2LT)
a. Duties and responsibilities include, but are not limited to the following:
- Planning, coordinating, and supervising Supply operations.
- Issues, turn-in, and exchanges of Uniform clothing/accoutrements
- Coordinate with the S2 to conduct monthly sensitive item inventories.
- Ensure that all requirements on the S4 section of the Cadet Formal Inspection checklist are always met.
- Coordinate with the JROTC instructors to input all JROTC equipment and uniform information into the JUMS program.
- Produce and maintain a signed, JUMS generated, clothing record for every active cadet.
- Maintain an accurate inventory of all JROTC uniform items. The primary system is the JUMS program; secondary system is a manual inventory maintained in the Supply Room.
- Coordinate with the JROTC instructors to ensure that the Property Book matches the number and serial numbers of the items on hand.
- Organize and maintain the Supply Room in an efficient manner; and ensure the area is free from unsafe setups and fire hazards.
- Attend cadet staff meetings and be prepared to discuss any JROTC issues from the S4 perspective.
- Coordinate with the S1 for orders to document promotions and awards issue.
- Maintain documentation demonstrating coordination with the cadet leadership and staff for all supply matters.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA

- Pass all classes
- Dedication and time commitment to a special team
- Be present at most before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-8. Battalion S-5 (Base Rank = 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Attend cadet staff meetings, and be prepared to discuss any JROTC issues from the S5 perspective.
- Public affairs (publicizing the corps), including coordinating to have JROTC information published in the school and local newspapers and maintaining documentation of all requests for articles and published articles.
- Upkeep and Maintain the Yearly Scrapbook
- Ensure room décor is up to date and appealing.
- Ensure that all requirements on the S5 section of the Cadet Formal Inspection checklist are always met.
- Maintain the JROTC bulletin board and trophy cases throughout the school to advertise JROTC activities and promote higher enrollment.
- Coordinate with the JROTC instructors, S3, and elementary schools to conduct Feeder School visits to each Feeder School at least twice a year.
- Keep the CCHS JROTC Web and school Web page updated
- Any necessary videography and/or photography including drill meets and extracurricular activities
- Coordinate with the S6 to create recruiting videos
- Coordinate, organize, develop, and publicize the Life of a Cadet video slideshow presentation

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at before school/lunchtime or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-9 Battalion S-6 (Base Rank= 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Recruiting new cadets into the battalion
- Coordinate with the various middle school representatives (Principal, Vice-Principal, and Representatives) in CCISD to bring new cadets into the program
- Fundraising for the Battalion and developing plans for fundraising.
- Oversee the execution of fundraising plans and prepare an AAR for the JROTC instructors
- Recruiting with the help of drill team commanders for publicity events

- Coordinate with the S5 to create videos for use of publicity
- Command a recruiting team for use of recruiting and fundraising events
- Coordinate with S5 for advertisement of the JROTC program

Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be present at most before school/lunch time or after-school staff meetings
- Dedication and time commitment to a special team
- Meet requirements as stated in chapter 8 – selection for leadership position

2-10. Company Commanders (Base Rank = 1LT)

a. Duties and responsibilities include, but are not limited to the following:
- Ensure that any "down" time is properly used to the best ability by coordinating with the platoon leader and platoon sergeant
- Command the Company, by taking responsibility for everything that the Company accomplishes or fails to accomplish and making use of the subordinate chain of command to conduct all operations.
- Coordinate with the Battalion Commander and the Battalion Staff to organize and direct Company personnel to accomplish all required activities.
- Lead by example; the primary role model for appearance, behavior, and attitude for the Company.
- Attend weekly staff and headquarters meetings
- Inspect cadets in the Company to ensure they meet appearance standards.
- Recommend cadets for the promotion board, cadet of the Month board, and awards.
- Plan and coordinate weekly PT with S-3 and 1SG

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to the Corps of cadets
- Meet requirements as stated in chapter 9 – selection for leadership positions

2-11. Company First Sergeants (Base Rank = SFC)
a. Duties and responsibilities include, but are not limited to the following:
- Ensure that any "down" time is properly used to the best ability by coordinating with the platoon leader and platoon sergeant
- Assist the Company Commander to oversee Company activities and tasking.
- Perform as the primary drill and ceremony instructor for the Company.
- Lead by example; the primary role model for appearance, behavior, and attitude for the Company.
- Assist Company Commander with recommending company leadership positions
- Inspect cadets in the Company to insure they meet appearance standards.
- Recommend cadets for the promotion board with the Company Commander.

- Ensure company attendance is properly recorded
- Help plan, coordinate PT; supervise execution of PT
- Coordinate with the Company Commander on the issues and achievements of the other platoon
- Attend weekly staff and headquarters meetings

b. Requirements
- Maintain at least a 2.5 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to the Corps of cadets
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-12. Platoon Leadership (PL and PS; Base Ranks = SSG and 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Ensure that any "down" time is properly used to the best ability
- Lead by example; the primary role model for appearance, behavior, and attitude for the Platoon
- Inspect cadets in the Platoon to insure they meet appearance standards.
- Plan and coordinate weekly PT with the Company First Sergeant and Company Commander
- Recommend cadets for the promotion board and Cadet of the Month Board.
- Ensure Platoon attendance is properly recorded
- Help plan, coordinate PT; supervise execution of PT
- The Platoon Leader is to function as the S1 and S4 representative for each hour

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to the Corps of cadets
- Ensure that any "Down" time is properly used to the best ability
- Be prepared

2-13. "Observer/Controller Trainer" (O/CT) and Battalion Staff within Company Leadership
"O/CTs" are defined as high-ranking cadets who no longer hold a leadership position. Typically, they are cadets who are seniors who have finished their staff position and are now considered Observer/Controller, Trainer (O/CTs). They typically are the team captains for a co-curricular team. Upon being removed from their position they will keep the same rank and assist the program in training other cadets in leadership positions. They will assist the company leadership, in the class they are assigned, in training them and teaching lower LET levels. They will help cadets that are placed in charge of events to plan successful events for the battalion.
a. Duties and responsibilities include, but are not limited to the following:
- Lead by example; the primary role model for appearance, behavior, and attitude for the hour
- Full participation within the class is required and staff work is not to be conducted during instruction or required activities (I.E. PT, Drill and Ceremony, First-Aid) regardless of rank or position within the Battalion

- When requested to perform a task by company leadership, if within reason, it must be performed regardless of rank or position.

b. Requirements
- Must maintain good moral standing with the corps of cadets

2-14. All Bulldog Cadets including Leadership –

a. Duties and responsibilities include, but are not limited to the following:
- Follow the instructions of the JROTC instructors and cadet chain of command.
- Cadets in leadership positions are not allowed to discipline other cadets.
- Strive to improve as a student and a citizen by fully participating in, and applying the lessons learned in JROTC.
- Wear the JROTC uniform on all uniform days and for designated JROTC activities; in accordance with the standards in the Cadet Reference Guide and Annex: Uniform SOP.
- Know and memorize the entire Cadet Creed and do your best to live by the JROTC Creed and Core Abilities.
- Remember that the Bulldog Battalion is a team and that your actions reflect on the entire Battalion inside and outside of the school at all functions.

b. Requirements
- Strive for good physical fitness
- Maintain good grades, a 2.5 is required to participate in ANY JROTC function except community service events.
- Follow the SOP at all times

2-15. Cadet-in-Charge (CIC)
a. Duties and responsibilities include, but are not limited to the following:
- All cadets placed in charge of events will be approved my an Army Instructor.
- Cadets participating in an event requiring a CIC are required to follow the commands of the CIC regardless of rank or position.
- Paperwork/AAR's are required to be completed and submitted within 2 school days of completion of the event.
- Maintain accurate attendance and accountability of cadets at all times including contact numbers.
- The Cadet in Charge is not allowed to leave the event until all cadets under his/her supervision have left.
- Leaving the event or unprofessional attitudes or actions is not acceptable.

- Must have a way to account for cadets who signed up for the event, add-ons, and no shows.

b. Requirements
- Must be an LET 2, 3, or 4
- Must be able to provide accurate and precise directions on how to get to the destination.
- Must arrive least 15 minutes prior to the event fully prepared.
- Must be in good moral standing within the corps.
- Must maintain a minimum GPA of 2.5.

2-16. Positional Reassessment
a. Events that may prompt re-assignment of leadership positions
- Insubordination
- Grades
- Time Spent in the Position
- Attendance
- Misconduct
- Leaders transfer or drop JROTC

b. Procedure to counsel a leadership position
- First conflict – Cadet to cadet, oral, no instructor, informal
- Second conflict – Cadet to cadet, oral, instructor present
- Third conflict – Written conflict submitted to SAI, See SAI for format
- Fourth conflict – Written conflict submitted to SAI, Evaluation by SAI on position evaluation
- Direct loss of leadership position may result by discretion of SAI.

2-17. When Duties, Responsibilities and Requirements Are Not Met
- Extra-curricular (I.E. Drill Team, Recondo, CIC Privileges) are taken away when the minimum GPA requirements are not met.
- Possibility of demotion or expulsion from the program in extreme cases.
- Probationary Period of ONE (1) quarter is granted to those to regain and maintain required GPA.
- Risk of loss of ability to command activities or participate in future activities.

Chapter 3 – Extra Curricular Activities

3-1. Color Guard – Community/School Support
a. How to participate
- Normal participants – inform CSM/BN XO about interest in color guard, become color guard trained at color guard practice and become Color Guard Certified.
- Commander participants – become color guard commander certified, sign up for a commander slot on a color guard team

b. Requirements to participate
- 2.0 grade point average

- Passing all classes
- Color Guard Certified
- Follow all rules set by the Cadet SOP
- Outstanding appearance and uniform wear grades
- Must be an exemplary cadet in the corps

c. Duties
Perform color guards in the community and school when needed in a highly professional manner.

d. Special Information
- Cadets who participate in color guards will receive 2 hours of community service for each color guard.
- Alternates are suggested for off-campus color guards, and alternates who show up will receive half the amount of community service hours for the event if their services are not needed.

e. Possible Awards
- Color/Honor Guard Ribbon – N-3-6 after three color guards
- Color Guard Arc after four color guards
- Color Guard Cord (3rd Class) after five color guards
- Color Guard Cord (2nd Class) after seven color guards
- Color Guard Cord (1st Class) after commanding seven color guards

3-2. Flag Detail
a. Participation
- All cadets participate
- CSM/BN XO will train 1SG's and they will train their company cadets.
- Company flag duty is approved by the CSM and posted in the classroom for duty company of the week.

b. Requirements
- Show up 5 minutes early to your assigned flag duty
- Follow all rules set by the Cadet SOP

c. Duties
- Raise/Lower the flags at the beginning/end of the school day IAW Established procedures

d. Special Information

- The maximum consecutive term to be on flag detail is 3 weeks.
- The staff members, known as HQ will also participate in flag detail.

e. Possible Awards – After participating in flag detail for a semester (About 40 flag details)

- Flag Detail Ribbon N-3-12
- Flag Detail Arc

3-3. Honor Guard/Saber Team

a. How to participate

- Normal participants – sign up and come to practice on a first come, first serve basis
- Commander candidates – sign up and come to practice. Selection by C/CSM, SAI, and AI.

b. Requirements to participate

Follow all rules set by SAI/AI and commanders

c. Practice

TBD.

d. Special Information

This event conflicts with the homecoming football game. Members of the Honor Cordon/Saber team will be in uniform and participate at the half time of homecoming game, Military Ball and/or other formal events when requested.

e. Possible Awards

- Honor Guard Ribbon N-3-6
- Honor Guard/Saber Team Cord
- Honor Guard Arc

3-4. JROTC PT Team

a. How to participate

- Normal participants – Team selections will be based on desire to participate and the cadet's score on the Cadet Challenge and commitment to PT.
- Commander candidates – Submit a resume to the SAI/AI after resumes are requested.

b. Requirements to participate

Follow all rules set by SAI/AI and commanders

c. Practice

Practice is to be determined at a later date but will leisurely involve 4 weeks of practice before the competition

d. Meets

TBD

e. Possible Awards

- Raider Challenge Arc
- Merit Ribbon – N-3-5
- PT Team Ribbon – N-1-10

3-6. Drill Teams

a. Teams

- Male Mixed Color Guard (MMCG)
- Female Color Guard (FCG)
- Unarmed Drill Team (UDT)
- Armed Drill Team(ADT)
- Physical Fitness team
- Raider team
- Academic team

b. How to participate

- Participants – Sign up and come to practice
- Practice during season after school

c. Requirements to participate

- GPA Requirements (see below)
- Follow all rules set by SAI/AI and commanders.

d. Practice

- TBD

e. Meets

- TBD

g. Possible Awards

- Drill Team or Color Guard Commander Cord
- Drill Team or Color Guard Cord
- Drill Team or Color Guard Arc
- Drill Team Ribbon N-3-6
- National Drill Team Medal
- National High School Drill Team Championship Medal

3-7. Raider Challenge – Starting SY 25-26

a. Teams

- Obstacle Course
- Tire pull
- Bridge
- One mile run

b. How to participate

- Normal participants – Come to Raiders practice, sign up for the desired team

- Commander Candidates – Submit a resume into SAI/AI after he asks for it.

c. Requirements to participate

Follow all rules set by SAI, AI, and Commander.

d. Practice

Practice schedule will be decided by the team commander prior to the start of practices.

e. Meets

Raiders Challenge – TBD

f. Possible Awards

- Raider Cord
- Raider Arc
- Adventure Training Ribbon N-3-8

3-8. GPA Rules

a. Eligibility Rules

- Enrolled in and passing 5 classes(not including Teacher Assistant) with at least a 2.0 GPA
- In school the complete day before and after an event and attend the practice before the event

b. Suspension or Expulsion from the activity may result from:

- Insubordination
- Obscene gestures, swearing or profanity
- Fighting, stealing, lying
- Substance abuse
- Other inappropriate behavior of a student

Chapter 4 – Promotion/Demotion

4-1. Philosophy of Promotions:

Promotions are only given to deserving cadets that work to earn them. Cadets will be recommended for promotion based on the following factors:

- Demonstrated skill and motivation in current duty position
- Potential for higher level of responsibility & leadership
- Academic success in JROTC and all other subjects
- Participation in JROTC extra-curricular activities
- Commitment to the success of the corps
- Cadet of the Year award

4-2. Possible Rank per position

Position	Base Rank	Highest Rank
a. Squad member	C/PVT	C/SGT
b. Squad leader	C/CPL	C/SSG
c. Platoon Sergeant	C/SSG	C/SFC
d. Platoon Leader	C/2LT	C/1LT
e. Company First Sergeant	C/SFC	C/1SG
f. Company Commander	C/1LT	C/CPT
g. Battalion Staff	C/2LT	C/CPT
h. Battalion Staff Assistant	C/SGT	C/SFC
i. Battalion Executive Officer	C/CPT	C/MAJ
j. Battalion Command Sergeant Major	C/CGM	C/CSM
k. Battalion Commander	C/LTC	C/LTC

*Exceptions may be made by order of SAI

4-3. Recommendations

In order to go before the promotion board, a cadet must be recommended by a senior cadet within the chain of command, preferably the Platoon Sergeant or Platoon Leader. That recommendation must be seconded by another senior cadet within the chain of command, preferably the Platoon Leader. If the Company Commander is in agreement said cadet will be boarded. Cadets who are nominated will be notified, at least one week before the board. The C/CSM will post a list on the bulletin boards of each classroom at least one week before the board of all the cadets going before the board.

4-4. Board

The promotion board is only for those cadets who are attempting to be promoted to C/CPL or higher. The board will consist of all Company 1SGs and the CSM. The promotion board increases in difficulty with the higher the rank attempting to obtain and LET level. During the board the cadet is graded on appearance, bearing, and answers. When the board occurs during uniform inspection the cadet reporting to the board will automatically be excused from in-ranks inspection for that day. Anything covered during class, current events, enclosed in study guides, or curriculum knowledge questions are fair game. The procedure for the board is as follows:

a. The cadet will request to enter the room by knocking three times on the door that they will be entering from. If the command “ENTER!” is not given within 10 seconds of knocking, the cadet will wait for 30 seconds and knock again unless otherwise directed.

b. On the command of “ENTER!” the cadet will enter the room by marching and proceed to march and halt on the “x” that has been provided for them on the floor.

c. The cadet will halt, face the board, and present arms. Upon presenting arms the cadet will present in, in a confident voice, “Sergeant Major, Cadet (Rank and name) reporting to the president of the board as directed!”

d. At this time the president of the board will present arms and begin the inspection.

e. After the drill evaluation the president of the board will direct the cadet to be seated.
f. The cadet will be briefed on what exactly will occur.
g. From this point on each board member, starting with the president, will ask a series of questions. Cadets should answer every question using the correct answering procedure.
h. After the last board member has asked their last question the president of the board will instruct the cadet that the board is a private matter and should not be discussed with anyone. At this time the president of the board will inform the cadet that the board has concluded and that they are dismissed.
i. The cadet will rise, present arms, wait for the president of the board to present arms, and exit as in marching.
j. Major infractions in the board procedure are placed solely on the responsibilities and duties of the Company Leadership.

4-5. Promotion – In order to be promoted the cadet must score at least a 70% on the board and have no serious infractions (GPA < 2.0, etc)

4-6. Performance Promotions
One other type of promotion is a merit or performance promotion.
a. PERFORMANCE: When a cadet performs to an extreme standard that is recognized throughout the corps, that cadet may automatically qualify for a promotion based upon their performance. This type of promotion is possible for a cadet at the highest possible rank for their position depending on the rank and position at the discretion of the SAI/AI.

4-7. Exceptions
a. Beginning of semester promotions – Promotions done at the beginning of semester may occur to promote a cadet to the lowest rank possible due to a position increase. The cadet MUST start at the lowest rank possible and be promoted further. If a cadet has a rank that is within the boundaries of the position, they will retain their rank.
b. LET 1 Drill Team and Color Guard Commanders – The SAI/AI may allow for the LET 1 drill team and color guard commanders to be promoted to a Staff Sergeant and Sergeant rank respectively at the first drill meet of the season.
c. Staff Member – Staff members will automatically be promoted to the rank of Second Lieutenant.
d. Staff Member Assistant – If assistants are well trained, the Executive Officer or Staff Member can recommend the staff assistant for promotion to SGT.
e. End of 1st Semester – Any LET 1 in good standing will be promoted from PVT to PFC or PFC to C/CPL providing they passed JROTC in the first semester and have a GPA of 3.0 or better.

4-8. Demotions
a. Position lower than previously occupied – if a cadet is to occupy a position at a lower rank than previously issued the cadet will be demoted to a rank in the boundaries of that position unless they earned a rank within the boundaries of that position.
b. Lack of Performance/Respect/Attitude – at the discretion of the SAI and AI a cadet may be demoted due to misconduct, or of a lack of performance in academics, leadership, attitude, or attendance, and etc.
c. Procedures for Demotion- The Cadet Chain of Command will follow the following steps:

- Cadet leadership will council (verbal) with the cadet
- Cadet leadership will council in writing, this will include an explanation of what the cadet is doing wrong or not doing, and what the cadet needs to do to avoid being demoted.
- Before any change is made to the current approved leadership structure (firing a cadet), the company/platoon leadership must inform the company and battalion leadership. The best way to receive this approval is by submitting promotion orders. Demotion orders must also be submitted if applicable. Included with demotion orders will be documentation of counseling.
- No change in key leader positions without approval from the AI/SAI.

Chapter 5 – Cadet of the Month/Year

5-1. Cadet of the Month
The Cadet of the Month is a title that has much prestige. When a cadet earns this title they have been recognized for their excellence above and beyond every other cadet of their LET level.
- There will be boards for every school month except for August and June.
- The boards will, in a perfect world, occur on the last uniform wear day of the month that the cadet is nominated for.
- The cadet of the month nominee should be a model cadet: have an 'A' average in JROTC, carry no less than a 2.5 GPA in the rest of the school. The nominee should also look outstanding in uniform, should be an all-around excellent cadet and be proficient in cadet knowledge.
- Cadets may appear before the board more than one time only if they have not won Cadet of the Month for that school year. Exceptions may be made at the discretion of the battalion leadership.
- Cadets chosen as Cadet of the Month for previous school years may be nominated and chosen as Cadet of the Month for a new school year.
- Cadets who appear before the board will automatically be excused from the in ranks inspection for the day of the board.

5-2. Recommendation
A cadet will be recommended to appear in front of the Cadet of the Month board by their platoon leadership. Each company can nominate one LET 1 and one LET 2, 3, or 4.

5-3. Procedure
The procedure of the board is much like the promotion board but has a higher level of excellence. Refer to 4-4. The Board, only replace any instance of "promotion" with "Cadet of the Month."

5-4. Determining Cadet of the Month
Any cadet who reports and performs in front of the Cadet of the Month Board will be brought into consideration for the Cadet of the Month and will be graded on:
a. Board performance
b. Academic Performance

5-5. Determining Cadet of the Year
A Cadet of the Year will be nominated by company commander and 1SG (two LET 1's, two LET 2/3/4's). Cadets need to have continually exhibited outstanding characteristics and ideals

of JROTC for the entire school year. This cadet will be selected based on the judgment of the BN CDR, BN XO, and CSM through a board.

5-6. Awards of Cadet of the Month/Year
Cadets who are chosen as the Cadet of the Month/Year will receive:
a. recognition of being the Cadet of the Month Cadet of the Year for a year
b. N-4-3 Cadet of the Month/Year Ribbon – N-4-3
c. Cadet of the Month Arc

Chapter 6 - Awards

6-1. Ribbons – Awards and Requirements
a. Academic
N-1-1 Distinguished Cadet – Awarded annually to one cadet who exhibits the highest degree of excellence in scholastics.
N-1-2 Academic Excellence – Awarded annually to one cadet in each LET level for maintaining highest school academic grades.
N-1-3 Academic Achievement – Awarded annually to those cadets that maintain a grade of "A" in JROTC and a "B" in all remaining academic subjects.
N-1-4 Perfect Attendance – Awarded to cadets with no unexcused absence during each semester.
N-1-5 Student Government – Elected to a student government office.
N-1-6 Leadership Education Training Service – Awarded to cadets successfully completing first semester of training of each LET year.
N-1-7 Military Ball Commendation – Awarded annually to those cadets recognized at the annual Awards banquet but did not receive a medal/ribbon.
N-1-9 – NHS member – Awarded annually to those cadets who are inducted into the CCHS High School chapter of NHS.
N-1-10 – PT Team – Awarded annually to those cadets who participate in the PT Team each year.

b. Military
N-3-1 DAI/SAI Instructor Leadership “Superior Cadet” – Awarded annually to one cadet per LET level who displays the highest degree of leadership.
N-3-2 Personal Appearance – Awarded annually to cadets who consistently present an outstanding appearance and no unexcused “No-Dresses”.
N-3-3 Proficiency – Awarded annually to those cadets who have demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.
N-3-4 Drill Team – Awarded annually to drill team members.
N-3-5 Orienteering – Awarded annually to cadets who complete 3 out of 4 orienteering points at the JCLC orienteering course without assistance
N-3-6 Color/Honor Guard – Awarded annually to members of color/honor guard.
N-3-7 Rifle Team – Awarded annually to rifle team members.
N-3-8 Adventure Training – Awarded annually to cadets who are members of adventure training type units (Raider) or completion of all phases of JCLC.
N-3-9 Commendation – Awarded to cadets whose performance of duty exceptionally exceeds that expected of a cadet of their grade and experience.
N-3-10 Good Conduct – Awarded annually to the cadets who have demonstrated outstanding

conduct throughout the school.
N-3-11 JCLC Participation – Awarded to cadets for JCLC participation.
N-3-12 Flag Detail – Awarded to those cadets who have participated on flag detail of a semester.
N-3-13 Community Service – Awarded to those cadets who have accumulated 50 hours of community service.
N-3-14 JLAB Participation- Awarded annually to those cadets who participate in the annual JLAB teams
N-3-15 Military Merit –Awarded to those cadets who participate with merit in events.

c. Athletic
N-2-1 Varsity Athletics – Awarded annually to cadets that excel in varsity sports.
N-2-2 Physical Fitness – Awarded annually to cadets who score at or above the 85th percentile on all five fitness tests
N-2-3 JROTC Athletics – Awarded to cadets who score at or above the 50th percentile on all five fitness tests.
N-2-4 JROTC Physical Fitness Participation – Awarded to those cadets who score 350pts or higher on the cadet challenge or those who have completed all physical training phases at JCLC.
N-2-5 – Marching Band/Band - Awarded to those cadets who have participated in the Colony High School Marching Band or one complete year of a music class.

d. Miscellaneous
N-4-1 Parade – Awarded to cadets who have participated in local community parades; i.e., Veterans' Day Parade, Christmas, Charro Days Parade, etc.
N-4-2 Recruiting – Awarded to cadets who recruit students into the JROTC program each quarter/semester.
N-4-3 Cadet of the Month/Year– Awarded to the Cadet of the Month or Cadet of the Year
N-4-4 First Aid/CPR – Awarded annually to those cadets who have completed all phases of the First Aid/CPR Unit
N-4-5 Orientation Day Participation – Awarded to those cadets who have participated in the annual Orientation Program.
N-4-6 Service Learning – Awarded to those Cadets who have completed a service learning project.
N-4-7 Staff Excellence – Awarded annually to cadet staff officers for excellent performance.

6-2. Unit - Awards and Requirements
a. Meritorious Unit Insignia (white star) – Awarded to each member of a unit designated as an Meritorious Unit
b. Honor Unit Insignia (blue star) – Awarded to each member of a unit designated as an Honor Unit
c. Honor Unit with Distinction Insignia (gold star) – Awarded to each member of a unit designated as an Honor Unit with Distinction
d. Academic Achievement Insignia (gold wreath) – Awarded to those cadets that obtain a 3.5+ semester GPA as well as an A in JROTC, Subsequent awards are indicated by a felt pad center background: second award---a red pad, third award---a silver pad, fourth award---a gold pad.

6-3. Medals - Awards and Requirements

a. Marksmanship – Medals are earned every year

- Marksman Medal – Shoot a score of 110-129 (10 shots prone, 10 shots standing)
- Sharpshooter Medal – Shoot a score of 130-200 (10 shots prone, 10 shots standing)
- Expert Medal – Shoot a score of 220-300 (10 shots prone, 10 shots standing, 10 shots kneeling)

b. Physical Fitness – the top 3 male and top 3 female cadet challenge participants are awarded the appropriate place. Females ONLY qualify for top 3 if they execute the pull-up test. These are permanent awards.

c. National Drill Team – awarded to cadets who participate at national level drill team competitions. These are permanent awards.

d. Special Information – Cadets are permitted to purchase medals and corresponding drapes and wear them in place of their ribbons at high priority events (i.e. Military Ball, Awards Banquet) with permission from the AI/SAI or XO. These if chosen to be purchased are to be purchased from paradestore.com. The series permitted are as follows in descending order of priority: N-, A-, and school medals (with inserts). For Specifics see XO.

6-4. Cords

a. Awards and Requirements

(1) Second Class

Color Guard (White) – Awarded to those cadets who participate on at least five color guards

Drill (Red) – Awarded to those cadets who march at a drill meet on a drill team

Orienteering (Tan) – Awarded to those cadets who locate 4 out of 4 points in the JCLC land navigation course

Company Leadership (Green) – Awarded to cadets in either a company commander or company first sergeant position.

Raiders Team (Black) – Awarded to those cadets who participate on the Raider team and compete.

Staff Cord (Gold) – Awarded to those cadets who are staff members

Honor Guard (White) – Awarded to those cadets who practice and perform on the Honor Guard.

Saber Team (Gold and Black) – Awarded to those cadets who practice and perform on the Saber team.

PT team (Blue) – Awarded to those cadets who successfully compete in PT.

Exhibition Drill Team (Red) – Awarded to those cadets who perform on an Exhibition Drill team.

b. Wearing

(1) Term limit – A cord can only be worn for ONE year after issue unless awarded again. After the one year term limit is over you must turn the cord in. EXCEPTION: The staff cord and the executive officer cord are to be turned in when the cadet is no longer on staff or the executive officer

(2) How to wear – if you only have one cord you will wear it on the left shoulder, cords are to be worn so that the braid is under the arm, the extension is towards the front and the tassel is outside the shoulder. The higher priority cord is to be worn on the left shoulder.

6-5. Arcs
a. Awards and Requirements
Color Guard– Awarded to those cadets who participate on five or more color guards
Honor Guard– Awarded to those cadets who participate on either the Honor cordon or Saber team
Drill Team– Awarded to those cadets who march at a drill meet on a drill team
Raider– Awarded to those cadets who participate on the Raider team AND met the Raider team requirements
Orienteering– Awarded to those cadets who participate on the Orienteering team or complete the requirements for the orienteering cord.
Staff– Awarded to those cadets who are in good standing on staff.
Drill Team– Awarded to those cadets who participate on the Rifle team.
P.T. Team– Awarded to those cadets who participate in a PT competition
Band– Awarded to those cadets who participate in band activities for at least one year
Cadet of the Month– Awarded to those cadets who earn the title of Cadet of the Month
JCLC– Awarded to those cadets who successfully complete all phases of JCLC
Perfect Attendance– Awarded to those cadets who earn perfect attendance in all classes for one semester
Superior Cadet– Awarded to those cadets who earn the Superior Cadet award
Citizenship– Awarded to those cadets who earn the Citizenship Award

b. Wearing
(1) Term limit
- The Color Guard, Honor Guard, Drill team, and Raider team arcs can only be worn for ONE year after issue unless awarded again. After the one year term limit is over you must turn the arc in.
- Staff arcs are to be turned in when you leave a staff position.
- All other arcs have no term limit.

No more than seven arcs may be worn at one time.

6-6. Berets
a. Awards and Requirements
White – Awarded to those cadets who compete on the Exhibition Armed Team

b. Wearing - Term Limit – A beret may only be worn while on the designated team or planning to be in the off season. As soon as you are not on the designated team, the beret must be turned in.

c. Special Information – Cadets may have the privilege of wearing the beret taken away for misconduct, illegal wear of beret, or lack of performance in grades, leadership, or the team.

Chapter 7 – Selection of Leadership Positions

7-1. General Philosophy
Cadets will be assigned to leadership and staff positions based on the following factors:
a. Demonstrated skill and motivation in current duty position.

b. Potential for higher level of responsibility.
c. Academic success in JROTC and all other subjects.
d. Demonstrated performance in front of cadet promotion boards.
e. Participation in JROTC extra-curricular activities.
f. Dedication to the JROTC program
g. Class ranking
h. Resume
i. Recommendations letter from teacher outside of JROTC
j. Cadet Challenge score

7-2. Normal Progression
a. LET 1
(1) DUTY POSITION:
- Squad Member
- Squad Leader
- Staff Assistant

(2) RANKS: PVT, PFC, CPL, SGT, SSG
b. LET 2
(1) DUTY POSITION:
- Squad Leader
- Platoon Sergeant
- Platoon Leader
- Staff Assistant
- Staff Officer

(2) RANKS: CPL, SGT, SSG, SFC, 2LT, 1LT
c. LET 3
(1) DUTY POSITION:
- Company First Sergeant
- Platoon Leader
- Company commander
- Staff Officer

(2) RANKS: SFC, 1SG, 2LT, 1LT, CPT
d. LET 4
(1) DUTY POSITION:
- Company First Sergeant
- Battalion Sergeant Major
- Company Commander
- Staff Officer
- Battalion Executive officer
- Battalion Commander

(2) RANKS: SFC, 1SG, CSM, 1LT, CPT, MAJ, LTC

7-3. Factors Impacting Normal Progression
a. Sometimes cadets will be assigned a position lower than what they may expect or deserve due to a large class period and/or other qualified candidates within the class period.
b. Lack of a qualified Senior Cadet will result in premature promotion of a LET 1/2/3.

c. Concern that we may be promoting a cadet too fast. If a cadet rises too fast in rank/responsibility the individual may lose some of their motivation to excel in their final two years in the program or decide to drop out of the program.
d. Transfers into the program. Until the potential of a transfer cadet can be accurately evaluated, he/she will be likely be "under assigned" as a staff assistant or squad leader until a more meaningful vacancy becomes available.
e. Being in the right spot at the right time. A cadet moves/drops out of JROTC, or changes duty position, and a vacancy occurs. This can ripple through the chain of command as series of individuals are promoted as they move into positions of higher responsibility.

8-4. The Bottom Line
Cadets are expected to do the best job he/she can in any assigned position no matter what LET level. Complaints about being "under-assigned" will reflect a negative attitude to the battalion and company leadership and could lead to low consideration for positions when positions need to be reassigned. They should display initiative, dedication, set an example, and be a positive influence on other members of the Corps of Cadets.

Chapter 8
JROTC Cadet Leadership Challenge (JCLC)

8-1. Description
JCLC is similar to a camp. The objectives of JCLC are to:
- Provide cadets an opportunity to practice leadership skills in an unfamiliar environment.
- Allow cadets a chance to participate in citizenship and leadership building exercises.
- Give cadets the opportunity to experience living and interacting with their peers in a military setting.
- Instruct leadership-type skills to JROTC cadets in a "hands on" military type environment.
- Provide an opportunity to participate in adventure training not normally available to cadets.
- Provide cadets an opportunity to develop personal courage, overcome fears, and leave their comfort zone.
- Take advantage of recreational facilities available at military installations and to have fun.

8-2. Attendance Requirements
To attend JCLC a cadet must meet the following requirements:
- Completed at least one semester of JROTC
- Physically, mentally, and emotionally fit

8-3. Positions Within the "Battalion" at JCLC
- The assignments to companies comes from the JCLC camp S-3
- Positions can range anywhere from squad member to BC and anything in-between.

8-4. FAQ's about JCLC

Q: Are there any fees associated with JCLC?
A: Yes, for incoming or returning cadets, the fee is usually $45 paid for by the Bulldog Cadet fund.

Q: What events occur at JCLC?
A: Events at JCLC can include but are not limited to participating in the Obstacle Course, learn basic drill and ceremony, begin to learn basic map reading, Drown-Proofing, Physical fitness training, learn to repel, and face the basic fear of heights by jumping out of the Jump Tower.

Chapter 9
Uniform Wear

9-1. Rules for Uniform Wear
a. Uniforms are to be worn every Wednesday all day at School unless changed by the SAI/AI.
b. When the Class "A" or ASU Jacket is worn the tie/tab must also be worn
c. When outside the cover (beret/garrison/chrome dome) must be worn
d. Cadets are NOT allowed to wear civilian clothes when in your JROTC Uniform. This is to include civilian jackets, and the wearing of a backpack (it is to be held in the left hand.)
e. Cadets will follow uniform regulations as stated in AR 670-1 and CCR 670-1.

9-2. No wear of uniform
a. Authorization to not wear the uniform - Cadets are only allowed to change out of uniform for classes that they would dirty or damage it otherwise. Cases include Welding, Automotives, PE classes, Art during a project, Chemistry during a lab, Biology, etc.

b. In school no wear – Cadets who are in school but do not wear their uniform must make up one uniform wear for a maximum grade of 90%. If cadets are caught out of uniform during the school day he/she will receive a zero their uniform grade and must make up two uniform wears with the maximum grade of 85%.

c. Out of school no wear – Cadets who are out of school on a uniform wear day must perform one (1) uniform make up for the day missed.

9-3. Upkeep, Maintenance, Exchange of Uniforms
a. Properly care of the uniform is important. Instructions for laundering the uniform can be found on the tags fixed to the uniform.
b. If a sewn button falls off the uniform, it is the responsibility of the cadet to have it sewn back on.
c. Uniform returns and exchanges will occur at the convenience of the S4. Cadets are responsible for coordinating times with the S4.

9-4. Awards
a. When awards are authorized for cadets to wear on the uniform, he/she should wear all awards authorized. Ribbons, arcs, and basic accouterments are required for any uniform wear.
b. No more than seven arcs may be worn at one time.
c. Ribbons must be ordered when placing them on the uniform.
d. Cords are optional, maximum of one per shoulder. If only one is worn it is worn on the left

shoulder.

9-5. Willful Disobedience and Neglect of the Uniform

After being informed on a uniform wear day that a cadet needs to fix or exchange something pertaining to their uniform (I.E. haircuts, dirty ribbons, brass, too big/small items, etc.) willful disregard of this request will result in a warning for the first offense, a zero in that category for the second offense, a zero for the uniform wear for the third offense, reprimand for the fourth and fifth offense, and the sixth offense is an automatic demotion.

Chapter 10
Physical Training/Cadet Challenge

10 Basic information

a. Cadet Challenge scores factors into class grades.
b. Participation and attitude also factor into class grade.
c. Physical training is performed every Tuesday and Thursday. Schedule may be changed at the discretion of the SAI, AI, and battalion leadership.

10-2. Cadet Challenge

a. The cadet challenge is a battery of physical fitness tests that test muscular endurance and strength. This test consists of five events: Curl-ups, Pull-ups/Flexed Arm hang, Shuttle Run, V-Sit, and the One mile run. The amount or time that you earn on these events is inputted into a score form based on the Presidents' challenge numbers. The combined score is your cadet challenge score. The maximum score is 500 points.

10-3. Rules for Physical Training

If cadets fail to dress properly, they will recieve a "no-dress" and does not exercise - This goes into his/her grade as a 0/100. No-dress and exercise is a 70/100

a. Good things to do on PT days

- Wear the right clothing (loose fitting clothing and running shoes)
- Give your best effort every time
- Do not over exercise or hurt yourself

b. Bad things on Fridays

- Wear tight clothing
- Wear flip-flips or non-athletic shoes
- Over exercise when you are hurt
- Become a recurring malingerer

Chapter 11
Frequently Asked Questions (FAQ)

11-1. Purpose

The purpose of this chapter is to answer or direct where to find the answers for any remaining

questions you may have about the CCHS HS JROTC program.

11-2. Questions

Q: Does Army JROTC recruit for the military?
A: No, however we may assist in nominating and recommending cadets to Military Academies. In addition, senior JROTC cadets who have completed 3+ years in the program may qualify for advancement in military rank should they choose to enlist in the military.

Q: How often do you have to wear the uniform?
A: Every Wednesday, unless there is some form of schedule change

Q: Do you have to purchase the uniform?
A: No, you are issued the uniform at the beginning of the school year. You only must pay for lost or damaged uniform items.

Q: Are there any fees associated with JROTC?
A: No. Cadets participation in fundraising is paramount to ensure that certain fees for events are covered for students.

Annex A:
Supply Room Operations (S4 Procedures)

1. Inventories
There are two types of inventories that are mandatory for a JROTC Battalion: an annual 100% inventory and a monthly sensitive item inventory. Both inventories deal only with government property; School property will be accounted for separately.

a. 100% Inventories
(1) The Bulldog Battalion conducts a 100% inventory twice a year. Once in spring, usually during April to be concluded in May, after JROTC uniforms and equipment has been returned to the Supply Room and once in November, this is forwarded to Brigade S4 to satisfy the annual requirement.
(2) The inventory counts all government equipment and uniforms on-hand. The inventory numbers are matched against the instructor's Property Book. All differences in the Property Book and the number of items on hand must be accounted for by the SAI.
(3) The standard is for all JROTC equipment to be entered into JUMS. The JUMS Property Inventory Report will be exported to Excel and used to fill the 100% inventory requirement to Brigade.
(4) Coordinate the time and number of cadets needed to assist conducting the inventory with XO and the SAI.
(5) If equipment does not have a National Stock Number (NSN) and/or a Line Item Number (LIN) one will have to be created for it. All equipment must have a NSN and LIN to be entered into JUMS. Check with the SAI on creating NSN's and LIN's for items that do not have them. In most cases the automation equipment will not have and NSN or LIN.

b. Sensitive item inventories.

(1) Sensitive items are defined as the following items:

- Air Rifles
- Fax Machine
- Drill rifles
- TV's
- Computers
- White Boards
- Printers
- CPS's
- Projectors
- Cameras
- VCR's
- USB drives
- DVD players

(2) Sensitive items must be inventoried, by serial number, once every month. This will be accomplished using the sensitive item inventory listing.

(3) Coordinate to have a different cadet assist in the Sensitive item inventory to avoid having the same two cadets conduct the inventory two months in a row. The Sensitive item inventories are a shared responsibility between S4, S2, and instructors.

(4) If any items are missing, report it to the SAI immediately, and coordinate a search of the JROTC area to find the item.

(5) The Sensitive item inventory sheet will be checked for accuracy and updated at the time of the 100% inventories. It will also be updated whenever a new piece of sensitive equipment is received or a piece of equipment is destroyed at the end of its life cycle.

2. Inputting Equipment into JUMS

All government equipment and uniforms should be entered into JUMS. All primary uniform items must be entered into JUMS by size in order for JUMS to issue Cadet Clothing Records and to track uniform items still on the shelf in the Supply Room. Tracking uniform items on the shelf is an inspectable item on the Cadet Formal Inspection.

a. Military Clothing Items.

(1) Uniforms items must be entered into JUMS by size.

(2) In order to put the uniform items into JUMS, use the following steps:

- Log into JUMS, select supply, select clothing
- Select Adjust Shelf
- Use the 100% inventory sheet to add or remove items to make the shelf number correct (be sure to account for any uniforms that cadets have current clothing records for, the number of items on the shelf should only show the number of items in the Supply Room; JUMS will automatically remove issued items from the shelf)
- Select Save
- JUMS will have your entire inventory entered and your 100% inventories should be exported to an Excel spreadsheet

b. Property Book Items.

(1) All government property should be entered into JUMS. This is an instructor responsibility,

but the SAI cannot enter accurate numbers without the S4s assistance (inventory).

(2) In order to put JROTC government equipment into JUMS, use the following steps:

- Log into JUMS, select supply, select property
- Select New
- Select Description, if item is a choice, select replicate, then input the correct data
- If the item is not a choice in description; Select Table
- Select New
- Input a basic description
- Input the NSN and LIN
- If it is a computer be sure to select track item at the bottom of the screen
- Select Save then go back to the third step

c. There are actually multiple methods for inputting data into JUMS. JUMS can also generate many different types of inventory reports. The best way to become familiar with JUMS is to experiment with the different functions. If a better method of inputting data or printing inventories that method should be added to Appendix L.

3. Cadet Clothing Records

a. Cadet clothing records are produced using JUMS, and act as a signed hand receipt to show what uniform items each cadet has been issued. Cadet clothing records are inspectable during the Cadet Formal Inspection.

b. The S4 is the primary assistant to the instructors for issuing uniforms. The S4 must coordinate with the XO and SAI to schedule a time when cadets are to be issued uniforms. Most uniforms are issued to new cadets within the first two weeks of school.

In order to begin the process of establishing a cadet clothing record, the following steps must be taken:

(1) Uniforms will be issued by class and after school during the first two weeks of school or at the convenience of the S4.

(2) Coordinate to have both male and female experienced cadets to assist with fitting and issuing of uniforms.

(3) Establish fitting rooms with uniforms of all different sizes available for cadets to try on, if they do not know their sizes.

(4) After a cadet has been sized for all uniform items, they will be issued those items from the supply room. Each piece of clothing, by size, must be recorded so that it can be entered into JUMS.

(5) Do not issue out the last uniform item of any one size until all cadets have been sized.

(6) If we don't have enough of certain sizes to put all cadets in complete uniforms, report the shortages to the instructors immediately. The instructors will either order new uniforms, or coordinate with another JROTC program to fill the shortages.

c. Inputting the clothing records into JUMS. The S1 must have completed updating JUMS with all active cadets prior to uniform issue in order for the clothing records to be created for each cadet.

(1) Log into JUMS, select cadet

(2) Select the cadet you wish to enter clothing for

(3) Select History

(4) Select Clothing

(5) Select issue/return/edit

(6) Select issue

(7) Select each item to be issued from the list, and push it down to the lower block
(8) Select save

d. Printing the cadet clothing record.
(1) Log into JUMS, select reports
(2) Select clothing
(3) Select cadet clothing record, then select run
(4) Select cadets by name, or all the cadets to be printed, and push them to the right
(5) Select continue
(6) Select "do not print returns" box, then continue
(7) Select export, to a Word document
(8) Name the file with the current date
(9) Export the file to a clothing folder that was created on the C drive

e. Every cadet must sign their Cadet Clothing Record. Parent's signatures are not mandatory on cadet clothing records.
(1) Coordinate with the XO to use the cadet chain of command to hand out the clothing records to the cadets. The S-4 will print and sort records by class/company.
(2) Coordinate with the XO to set suspense on when all cadet clothing records must be returned.
(3) Coordinate with the instructors to have cadets return uniforms if their cadet clothing record is not on file with the S4 within 30 days of the uniform being issued.
(4) As the cadet leadership collect and turn in the cadet clothing records they are placed in the S4 Cadet Clothing Record Binder.

f. Cadet Clothing Record Binder.
(1) The binder will be a 3" or 4" three-ring binder.
(2) It will be clearly identified and secured by the S4 at all times.
(3) The binder is organized in alphabetical order, and not separated by class, LET level, or high school grade. It will however be separated by male and female cadets.
(4) This binder will be the primary tool when cadet clothing records are inspected.

g. Changes to cadet clothing records/
(1) Students drop JROTC:

- Collect the uniform items from them, unless the instructors give them permission to keep any of the items because it is at the end of its life cycle.
- Initial that the items have been returned on the cadet's clothing record and give them a copy of the record.
- Log the cadet's name and date of turn in on the uniform turn in log.
- Mark the S-4 copy of the hand receipt as "cleared"
- Enter the returns into JUMS
- Put the items back in the Supply Room (laundry).

(2) Cadets need to change sizes or trade-in damaged items:

- Collect the uniform items from them, unless the instructors give them permission to keep any of the items because it is at the end of its life cycle.
- Issue the new items
- Enter the changes into JUMS
- Print out a new cadet clothing record and have the cadet get it signed and returned.
- Put the returned items back in the Supply Room.

h. Awards, Cords, Berets, and Rank Insignia
(1) Awards.

- Awards will not be added to the cadet clothing record.
- Awards will be issued based on JUMS orders produced by the S1.
- Awards will be issued to the cadet chain of command (Company Commanders) to be presented in formation.
- When the supply of any single award goes below 20 in the Supply Cabinet, notify the instructors of the need to order that type of award

(2) Cords.

- Cords will be issued based on the instructors placing a cadet in a position or on a team that entitles the cadet to that chord.
- Cords will not be added to the cadet clothing record.
- When the supply of any single Cord goes below 5 in the Supply Room, notify the instructors of the need to order that type of Cord.

(3) Berets. Special berets (i.e. white, navy blue, and Kelly green) are not government property, so no entry in JUMS is required.

- Special berets (white berets for exhibition armed) will be issued based on the instructors placing a cadet on a team or in a position that entitles the cadet to wear a beret.
- Special berets will be hand written on the bottom of the cadet's JUMS clothing record.
- ASU grey berets will still be entered into JUMS as government property the same as any other uniform item.
- When the supply of any single size of beret goes below 10 in the Supply Room, notify the instructors of the need to order that size of beret.

(4) Rank Insignia.

- Rank Insignia will not be added to the cadet clothing record.
- Rank Insignia will be issued based on JUMS orders produced by the S1.
- Rank Insignia will be issued to the cadet chain of command (Company Commanders) to be presented in formation.
- A separate minimum quality for each rank insignia will be established and annotated on the storage cabinets, notify the instructors of the need to order a specific rank insignia whenever the stock on hand falls below the minimum.

4. Supply Room Organization.

a. The JROTC Supply Room is an important part of the overall JROTC program. A neat and well organized Supply Room will help make the instructors' and the S4's jobs easier, and it will be a source of pride during visits and inspections.

b. Safety. The Supply Room must be free of fire and safety hazards.

(1) Make sure no clothing or equipment is stored within six inches of a light source.

(2) Make sure that no items are stacked in such a way where they could fall and injure someone getting items out of the supply room.

(3) Ensure that the overhead sprinkler system is not blocked from doing its normal function of sensing and extinguishing a fire.

(4) Ensure that a fire extinguisher is available and in working order in the clothing storage area.

c. Security.

(1) The Supply Room will have controlled access. Coordinate with the XO and the instructors to determine who can have access to the Supply Room and post the list on the Supply Room door.

(2) The Supply Room will remain locked whenever someone on the access list is not in the immediate vicinity of the Supply Room.

(3) All of the items on the Sensitive Item inventory list must be given an extra level of security. The following items will be locked in the Supply Room, a desk, or instructor's office at the end of each day.

- Laptop computers
- USB memory drives
- Digital camera
- CPS remotes
- Projectors

The following items must be locked in their proper wall locker or weapons rack in order to meet the double lock standard for these items.

- Air Rifles
- Drill rifles
- Pellets
- Sabers

(4) Any violation of security procedures or if there is a problem in securing any equipment must be brought to one of the instructors immediately.

d. Organization of equipment and uniforms.

(1) The Supply Room will be clean and neat at all times. The area will be swept and dusted at least once every two weeks.

(2) All female and male uniform items will be separated and clearly marked.

(3) All uniform items will be separated by size.

(4) All shoes and boots will be stacked on the shelves and organized by size. Boots used only for JCLC will be kept in a separate wall locker and stacked as neatly as possible.

(5) The current Supply Room layout for organization of equipment and uniform items will be posted to the inside of the Supply Room door.

(6) Air Rifles that do not work properly will be marked with a red tag, and exhibition armed only rifles will be taped.

e. Goodie bag Wednesday I-O-U procedures:

(1) On Wednesday (Uniform wear days) the S4 will assign a cadet to man the "Goodie bag" and issue IOUs for cadets who forgot a part of their uniform. The IOU station will be manned from 0700-0740 every uniform wear day.

(2) Cadets will fill out an IOU form, sign it and hand it to the S-4 Rep. At that point the S-4 rep will hand the cadet the uniform item.

(3) Cadets who borrowed a uniform item on an IOU will return the item to the JROTC class room at the end of the school day. Instructors or S-4 cadets will give the IOU paper back to the cadet when he/she returns the uniform item.

(4) If a cadet fails to return a uniform item (per para 3 above) by the next uniform wear, the S-4 will add that uniform item to the cadet's JUMS clothing record.

(5) The S-4 is also responsible for preparing and transporting the Goodie bag to off campus JROTC events when the uniform is worn, such as Parades and Drill Meets.

(6) The Goodie Bag is the responsibility of the S-4 and must be kept clean and organized at all times during the school year.

f. JCLC uniform issue and turn in

(1) Uniforms for JCLC will be issued two weeks before the end of school.

(2) Raider cadets will be issued a modified uniform set because they were previously issued one set of ACUs for Raider.

(3) On the last night of JCLC, all JCLC uniform items will be collected by the S-4.

- Uniforms will be returned in the same condition they were issued with the exception of dirty clothing items. That means that canteens will be empty and there will be no trash in uniform pockets. Cadets who fail to correctly follow these procedures will receive corrective training.
- Cadets will separate unused (clean) uniform items and turn them in separately from dirty items.
- The S4 will separate all uniform items into duffle bags. Each bag will contain only one type of uniform item, and the bag will be tagged in a way that identifies the content. Clean items will be bagged and tagged separately from dirty items.
- The S-4 will separate, count, and prepare a laundry ticket at the end of the uniform turn in process, so that the instructors can drop those uniform items at the laundry the next day.

(4) Upon returning to CCHS on the last day of JCLC, the S4 will direct the offloading of supplies, ensuring that all supplies and uniform items (tagged duffel bags) are placed in the correct location before departing for the summer break. Coordinate with the XO and SAI for

cadet manpower to accomplish this mission.
g. Laundry procedures:
(1) At CCHS JROTC we generally do large laundry runs at the beginning, middle (semester), and end of the school year. Additional laundry runs will occur as needed during the school year.
(2) The S-4 will collect dirty uniform items as they are turned in. Uniform items in need of laundry will be stored in the "awaiting laundry" area of the supply room.
(3) The SAI/AI will inform the S4, through the XO, at least one week out that it is time for a laundry run. The S4 will then sort the laundry into "laundry" and "dry cleaning", count the items, and complete tickets for each type. After items are counted and the tickets are filled out the S-4 consolidates all laundry into duffel bags. The laundry tickets are handed to the SAI/AI after the bags are ready.
(4) When the laundry returns to school with returning laundry, the S4 will supervise the transfer of uniform items from the laundry truck to the supply room. The S4 will count and verify that all laundry was returned matching the turn in ticket. The S4 then has one week to place the returned uniform items to the proper rack or storage area in the supply room.
h. Ordering Name Tags for New Cadets:
(1) At the beginning of each semester the S4 is responsible for ensuring that a name tag has been ordered for all new cadets. The S4 coordinates with Company leadership to verify that all cadets who need a name tag are on the list, and s/he confirms that all cadet names are spelled correctly. The S4 will coordinate with Company leadership on this task.
(2) When name tags arrive in the mail the S4 will ensure that they are distributed to the correct cadet. Name tags will only be issued to cadets that are in uniform. The cadet will place the name tag on his/her uniform at that time.
(3) The goal of the S4 is to see that all first year cadets will receive their name tag by their first uniform wear. All second year cadets receive a second name tag with the initial order for first year cadets. This second name tag is for the grey short sleeve shirt. Any other cadet who needs a name tag (because they broke or lost theirs) will pay $2.00 for the replacement name tag.
(4) The S4 will order additional name tags as required during the school year in order to keep all cadets in the proper uniform. There will be another smaller order of name tags at the beginning of the second semester, but other than that there will be no further orders until at least 5 name tags are needed.
5. Tagging Equipment.

Government equipment must be tagged to distinguish it from School owned property. These tags are an inspectable item on the Cadet Formal Inspection.
a. Use the tag templates for both government and school equipment.
b. Tags are not required for school owned clothing items, unless they are not clearly distinguishable as being out of standard with the basic JROTC uniform items.
c. Tags will be affixed in such a way that the information can be read without having to significantly move the equipment.
d. School owned air rifle tags will be inspected monthly to ensure they stay in place.
6. Required Documentation – Staff Coordination.

The S4 is required to document that coordination with other staff officers and the chain of command is taking place to execute the S4 responsibilities. Staff coordination documentation is inspectable on the Cadet Formal Inspection. This SOP is the primary document that spells out the procedures requiring staff coordination in our Battalion.
a. S1 orders to document issuing awards and rank insignia.

(1) The orders must be JUMS generated.
(2) Copies of the orders will be maintained in the S4 file cabinet, separated by SY and order type.
(3) Paragraph 5-3 of this SOP also clarifies the use of those orders to issue the awards and rank.
b. S3 coordination documents.
(1) The Upcoming Events Calendar – used to plan ahead to insure that we have enough awards on hand to issue the cadets who participate.
(2) OPORD's – used to identify specific tasks to the S4 and to plan ahead for any logistical requirements that may result from the event.
(3) Tasking letters – used to identify S4 requirements and to coordinate suspense's that affect the S4 records.
(4) Transportation request forms – used to document coordination for coordinating with the S3 for transportation needs.
c. S5 Coordination documents.
(1) Letters to parents in which the S4 may have logistical responsibilities.
(2) Coordination required for a Feeder School visit.
7. Cadet Staff Briefings (Appendix K)
a. Update the S4 portion of the Cadet Staff Briefing anytime there are significant changes to the data in the briefing.
b. Maintain data to be used in the briefing.
(1) Current Sensitive Inventory.
(2) Number of current Cadet Clothing Records.
(3) Current number of active cadets.
(4) Current logistical areas of concern.
c. Brief S4 responsibilities.
(1) Maintaining JUMS for cadet clothing records.
(2) Organization of the Supply Room.
(3) Sensitive Items Inventory.
(4) Issuing cadet uniforms, awards, and rank insignia.
(5) Maintaining records of staff coordination.
d. Personal information.
(1) Name, age, grade.
(2) Accomplishments in school and JROTC.
(3) How JROTC has affected your life.
(4) Future goals.
8. Historical Data.
Maintaining historical cadet data can assist in preparing briefings and provide the instructors or school administers information they may use for a variety of purposes. The types of data that should be maintained and updated annually include:
a. 100% equipment inventory
b. Sensitive Item inventory
c. Cadet uniform items not recovered when a cadet leaves the program.
9. Cadet Staff Meetings.
Be prepared at each staff meeting to participate with information or requirements from the S4 perspective.
a. Logistical requirements for upcoming events.
b. Supply Room shortages.

c. Equipment and transportation issues to coordinate with the S3.
d. Record the staff coordination taking place.
END Annex A

Annex B: Important Web Sites
The following are websites are able to provide a cadet with any needed information.

US Army JROTC portal - http://www.usarmyjrotc.com/index.php

END Annex B
Annex C: Saluting
1. When to Salute
Army JROTC personnel in uniform are required to salute when they meet and recognize persons entitled (by grade) to a salute except when it is inappropriate or impractical (in public conveyances such as planes and buses, in public places such as inside theaters, or when driving a vehicle).
a. A salute is also rendered—
(1) When the United States National Anthem, "To the Color," "Hail to the Chief," or foreign national anthems are played.
(2) To uncase National Color outdoors.
(3) At reveille and retreat ceremonies, during the raising or lowering of the flag.
(4) During the sounding of honors.
(5) When the Pledge of Allegiance to the U.S. flag is being recited outdoors.
(6) When turning over control of formations.
(7) When rendering reports.
b. Salutes are not required when—
(1) Indoors, except when reporting to an officer
(2) Saluting is obviously inappropriate. In these cases, only greetings are exchanged. (Example 1: A person carrying articles with both hands, or being otherwise so occupied as to make saluting impracticable, is not required to salute a senior person or return the salute to a subordinate.) Either the senior or the subordinate is wearing civilian clothes.
c. In any case not covered by specific instructions, the salute is rendered.

2. Reporting Outdoors
When reporting outdoors, the soldier moves rapidly toward the officer, halts approximately three steps from the officer, salutes, and reports (as when indoors). When the soldier is dismissed by the officer, salutes are again exchanged. If under arms, the soldier carries the weapon in the manner prescribed for saluting.

3. Other Salutes
Other instances when saluting is an issue are discussed herein.
a. Outdoors – Whenever and wherever the United States National Anthem, "To the Color," "Reveille," or "Hail to the Chief" is played, at the first note, all dismounted personnel in uniform and not in formation face the flag (or the music, if the flag is not in view), stand at Attention, and

render the prescribed Salute. The position of Salute is held until the last note of the music is sounded. Military personnel not in uniform will stand at Attention (remove headdress, if any, with the right hand), and place the right hand over the heart.
b. Indoors – When the National Anthem is played indoors, officers and enlisted personnel stand at Attention and face the music or the flag if one is present.

4. Saluting Colors

National and organizational flags, which are mounted on flagstaffs equipped with finials, are called Colors. JROTC cadets in uniform passing an uncased National Color salute at six steps distance and hold the Salute until they have passed six steps beyond it. Similarly, when the uncased Color passes by, they salute when it is six steps away and hold the Salute until it has passed six steps beyond them.

Annex D: JROTC Lettermen Jacket Policy

1. CCHS JROTC Cadets will earn or purchase the CCHS Lettermen Jacket providing they meet the following criteria including a. and b. and:

a. Earn a passing grade in current year/1st Semester in all classes and above 90% in JROTC.
b. Remain in good standing by avoiding serious disciplinary infractions to include school suspensions, excessive, and excessive absences (more than 10.)
c. Must have been in the program and teams for at least 3 years including senior year.
d. Seniors, not in a team, but have been in the program the minimum amount of time above, then the program can pay half the amount of the jacket.
e. For Non-Seniors who participate in 4 or more competitions can earn the jacket earlier granting they are active in JROTC and stay on teams.

2. Mandatory JROTC Activities for leaders include the following:

a. Leadership Positions – Cadets must successfully serve in a key leadership position, including the Battalion Commander, Executive Officer, Command Sergeant Major, any staff officer position, or a key company leadership position (i.e. Company Commander or 1SG) for a minimum of one semester.
b. Drill Team – Cadets must perform in at least 3 of the 4 Drill meets, as a member of a team to include regulation armed and un-armed, first-year un-armed and color guard, exhibition armed and unarmed, and competition color guard.
c. PT Teams – Cadets must participate in at least two athletic competitions (i.e. Raider Challenge, Cadet Challenge competition)

3. Other JROTC Extracurricular Activities include the following:

a. Color Guard – Cadets must perform in a four or five man Color Guard during after school hours (unless for assembly, etc….). A total of five (5) Color Guards are needed to count for one (1) major JROTC extracurricular activity.
b. Military Ball and Awards Banquet – Cadets must participate in both the Military Ball and the Awards Banquet to receive credit for one (1) minor JROTC extracurricular activity.
c. Community Service – Cadets are required to complete a minimum of four (4) hours of community service through the CCHS JROTC Program per semester. An additional four (4) hours of completed community service will allow a cadet to earn one (1) minor JROTC extracurricular activity.

4. The SAI/AI is the final approval authority for Lettermen Jackets.

End Annex D

Annex E: Uniform Wear and Appearance Policy

1. Wear and Appearance:
All CCHS JROTC cadets must wear the JROTC uniform all day each Uniform day and at all other announced times.
a. Uniform shirt is to be worn tucked in, fully buttoned, and belted.
b. No unauthorized items are to be exposed on the uniform. No hands are to be in pockets unless momentarily retrieving an item.
c. No running, foul language, inappropriate behavior, or horse play will be done in uniform.
d. Covers will be worn any time outside to include transit to and from school, or while under Arms.
e. During your JROTC class you will be inspected in the Class B uniform. Class B Uniform components are:
(1) Low quarters
(2) Black calf length socks or nylons
(3) Blue slacks or dark blue skirt
(4) Belt with gold belt buckle
(5) White T-shirt
(6) Grey shirt
(7) Accouterments (Cords, Brass, rank, awards, etc…)
(8) Appropriate cover (Garrison/Beret)
f. Tie should be tied in a Half-Windsor knot, Windsor knot, or four-in-hand knot. Wear the top of the knot parallel to and slightly above the top of the shirt collar closure, hiding the top button. The bottom of the tie hangs within one inch of the top of the belt buckle. The tie does not cover the belt buckle

g. During the cold weather the black windbreaker is allowed. Civilian jackets, sweaters, or sweatshirts may not be worn with the uniform.
h. Backpacks may NOT be worn on the shoulders of the Class B.
i. Jewelry
(1) Earrings may not be worn with the male uniform, females may wear one pair of earrings they must be studs no larger than 1/4 inch in diameter in gold, silver, white pearl, or diamond. Earring must be unadorned and spherical. Earrings must be a matched pair with only one earring per earlobe. **Gauges, nose rings, etc are not to be worn in uniform and will result in an automatic zero for the overall uniform grade.**
(2) Chains or necklaces must be worn out of sight and not bulging through the uniform.
(3) Cadets may wear a wristwatch, a wrist identification bracelet, and a total of two rings with cadet uniforms, unless prohibited by the commander for safety or health reasons. Any jewelry worn by cadets while in uniform must be conservative. Cadets are only authorized to wear one item on each wrist while in uniform.
j. Military and civilian clothing will NOT be mixed except when approved by the SAI/AI.
k. Personal Grooming and Hair
(1) Males hair will be kept neatly groomed on the top and present a tapered appearance. When the hair is combed it will not fall over the ears or eyebrows, or touch the back of the collar. Males will be clean shaven (see AR 670-1 Ch. 3-2); a mustache is acceptable but must be kept neatly trimmed, tapered, and tidy. It cannot extend past the corners of the cadet's mouth. Sideburns will not extend below the bottom of the ear opening or be flared. **If a male does not shave on uniform wear day it will result in an automatic zero for the overall uniform grade.**
(2) Females hair may not be eccentric or faddish and will present a conservative, professional appearance. Hair should be kept off the collar and not interfere with the wear of the headgear. Any hair accessories (e.g. bobby pins, hair ties, clips) will match or nearly match the cadet's hair color. For more specific guidelines, see AR 670-1 Ch. 3-2.
(3) Hair will be kept combed and neat in appearance
(4) Fingernails will be kept clean and trimmed. Females will not exceed a nail length of ¼ inch as measured from the tip of the finger. Only clear polish is permitted in uniform.
(5) Cosmetics for females are permitted provided they are applied modestly and conservatively and complement the cadet's complexion and uniform. Eyelash extensions are not authorized. Lipstick that distinctly contrasts with the natural lip color is not permitted.
l. Cadets are only exempt from wearing the uniform on uniform days if the following is true: ONLY during PE, Science during a lab, welding, small engines, art class, or specific permission from SAI/AI.

2. Grading Policy:

Cadets absent on uniform day need to make up one uniform wear graded by chain of command. Cadets who are not in uniform but in class or not wearing uniform when not allowed make up two uniform wears with a maximum score of seventy-five. Cadets with major uniform violations (such as hair being out of regulation, no brass on uniform, not in full uniform) will lose all points in the appropriate category (-18) and for every consecutive week thereafter will be an additional loss of ten points from the previous week's loss. (e.g.: -18 first week, -28 second, -38 third, etc…)

For rules on wearing awards see Chapter 6: Awards. Some awards are permanent (ribbons) and some awards are temporary (Cords). Check the guidelines set out in Chapter 6 for the specific regulations.

3. Maintenance and Upkeep:
a. Clothing will be clean, properly maintained, and pressed.
b. Shoes will be "glass" shined for the whole shoe. Boots will have a "glass" shined toe and heel with the rest of the boot shined
c. Brass accessories on the uniform will be highly shined and properly placed. Shine the dish separately when shining them. NOTE: DO NOT shine the torch, the nametag, DUI (gold star), CCHS crest, or awards. Never attempt to polish brass while it is on the uniform. Brasso or other chemicals will ruin the uniform material.

End Annex E

Annex F: JROTC Safety Alert; Weapons on School Campuses

Due to the recent rise in incidents involving weapons (guns) on school campuses, and the heightened awareness with regards to gun control, our JROTC Cadets and Instructors may be at a higher degree of risk of serious injury or death.

Several recent incidents have involved Cadets practicing drill competition or conducting air rifle marksmanship training, then subsequently taking their rifles with them while going to do something else on the school campus. Transporting the rifle across or on the school campus immediately raised security and safety concerns among school administrators and their security personnel, and could have seriously endangered the Cadets carrying the rifles, their Instructors, or other students and school employees on campus.

For security personnel, particularly those who are new or have not had sufficient training to distinguish a perspective terrorist from a Cadet in uniform with a non-operational (demilitarized) rifle, this could result in a major incident or even in the serious injury or death of a Cadet or Instructor. Even the most experienced and fully trained security and law enforcement personnel have made tragic mistakes in attempting to identify whether a student with a demilitarized rifle is harmless or a potential threat.

In view of this potential danger, following are some safety and security considerations that may prove critical to your risk management concerns:
a. Ensure all training, especially with drill or air rifles, is scheduled and indicated on a published training schedule.
b. Ensure all changes to the training schedule, especially with regards to training involving drill or air rifles, are posted, and that all school and other authorities are notified of the changes.
c. Ensure the school's main office, security and safety offices, and school/campus police are notified and made aware that you are conducting training that will involve rifles or other items that may be considered weapons.
d. Ensure the school has notified proper authorities that you will be conducting training involving rifles or other items that may be considered to be weapons.
e. Ensure Cadets train in a centralized area and under the supervision of a certified Instructor.
f. Ensure Cadets are not released from the training area while carrying or transporting weapons. If Cadets have to go somewhere else during the training session, ensure they leave their rifle

with an authorized person at the training site.

g. Ensure rifles/weapons are secured and locked up in an authorized storage area with limited access, and that only Instructors have the ability to unlock the area.
h. Ensure no unauthorized firearms or ammunition are stored with your drill rifles or air rifles.
i. Ensure your drill rifles or air rifles are not stored or locked in either open or locked vehicles.
j. Ensure all Cadets and Cadre are briefed prior to each training event, to include practices, with regards to safety and security.
k. Ensure everyone is aware of the location of the nearest medical support in case of emergencies, and the procedures for local emergency plans.
l. Ensure everyone is aware of and follows school guidelines and procedures WRT safety, security, and the notification process for emergencies. In the event of emergencies, use the following notification process: your school officials, then your DAI office and/or Brigade. Notification to the Army JROTC office should be through your Brigade.

End Annex F

Copperas Cove High School Cheerleading Handbook

Head Coach- Chandler Diaz
diazc@ccisd.com
Assistant Coach- Caitlin Hall
hallca@ccisd.com

COMMUNICATION CHAIN OF COMMAND

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

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

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

Varsity Team Requirements:

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

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

Junior Varsity Team Requirements:

- Proper motion placement
- Proper jump technique

TEAM SELECTION

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

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

CAPTAIN SELECTION

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

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

The decision made by the judges is FINAL!

Each Varsity Cheerleader is expected to:

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

Each JV Cheerleader is expected to:

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

PARENT/GUARDIAN EXPECTATIONS

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

DRESS AND APPEARANCE

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

ELECTRONIC DEVICES

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

SOCIAL MEDIA

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

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

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

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



Copperas Cove High School Cheerleading Program Expectations
Handbook Agreement

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

Student Name (Printed): _____

Student Signature: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Date: _____

Copperas Cove Independent School District
Dance Team Constitution and Code of Ethics

Article I: Name and Purpose

Section 1: The official name of the Copperas Cove High School Dance Team shall be the Copperas Cove High School Copperettes Dance Team.

Section 2: The purpose of this organization shall be to promote school spirit, strive for excellence in dance and to set an academic and behavioral example for fellow students. Dance team members will represent the high school at appropriate athletic events and school functions, as well as competitive dance events. Good sportsmanship and conduct will be stressed at all times. Further purpose includes developing character, leadership and individual responsibility in each member while maintaining high standards. Each team member agrees to abide by the rules and regulations as set forth in this constitution.

Article II: Commitment

Section 1: Dance team is a year round activity. Student and family schedules will sometimes need to be adjusted to accommodate a commitment to the organization. A performance and activity calendar will be provided to each student in a timely fashion and will also be posted on Schoology and/or Band App.

Section 2: Dance team members practice every regular school day from August through May unless otherwise noted.

Section 3: Dance team includes many summer commitments such as camp, rehearsals/practices and fundraisers that each member is required to attend.

Section 4: Students must notify a director of any conflict with other activities prior to the day of the dance team event/practice. Failure to do so may result in loss of performance status. It is the responsibility of the student to understand the importance of always being a team player.

Section 5: Attendance is required at all dance team activities. Should a conflict arise that is school related, every effort will be made to work through the conflict.

Article III: Team Membership Eligibility Requirements

Section 1: Student members must be full time students at the respective high school and be enrolled in the school's dance team class.

Section 2: All dance team candidates must have and maintain a scholastic average of 75. Grade criterion for selection of members is based on the average of all six-week grading periods of the current school year, prior to auditions.

Section 3: Dance team candidates must have and maintain a conduct rating of Satisfactory or Excellent. A candidate for a line position may not have received any more than one disciplinary referral during the current school year prior to auditions. Students who have been assigned to an alternative disciplinary school or have been suspended will not be allowed to audition for the dance team. Exceptions can be made for offenses that director and campus level administrator determine to be of a minor nature.

Section 4: Candidates must provide a copy of grades, parental consent form, physical waiver and expense sheet with all appropriate parent signatures. All documents must be submitted by an assigned date.

Section 5: Any student transferring from another high school dance team may tryout until August 1st at the discretion of the director and campus level administration. Transfer students must have previous team membership verified and be recommended by past director and administration. The student must meet the same standard of grades and verify grades upon completion of all school enrollment procedures.

Section 6: All members must audition each year. Returning members are not guaranteed a position on the line in any subsequent year.

Section 7: All candidates must audition for a panel of judges. The total number of student members is subject to change on a yearly basis.

Section 8: Upon selection, all new members are considered trainees until the new semester. Trainees will participate in fundraisers, performances and all dance team activities assigned by the director.

Section 9: Members are expected to participate in all dance team activities including all summer camps. Members are expected to attend camp from beginning to end and neither arrives late nor leaves early.

Section 10: All members are expected to remain in good standing to retain membership. Good standing is defined as having a clear balance, attending all before or after school rehearsals and maintaining an overall grade average of 75 or above.

Section 11: A dance team position cannot be relinquished without the written permission of the director, parent/guardian, and/or campus level administration. Any outstanding fees must be paid in full before leaving the team. All school-owned equipment, uniforms, costumes, etc. must be returned to the director in a timely manner and in an appropriate condition of repair. Students are responsible for the cost of repair to or replacement of any lost or damaged school-owned property.

Article IV: Character Qualifications:

Section 1: Attitude must be enthusiastic and positive: "Team First"

Section 2: The member must be willing to accept constructive criticism in a gracious manner. The member must have perfection as a goal.

Section 3: The member must be reliable and dependable. The member must understand that the schedule and discipline of the dance team demands a high level of determination, hard work, strength, dedication, self-discipline and loyalty - again "Team First."

Section 4: The member must accept responsibility for loaned uniforms, props, costume pieces, fundraising items and all other articles belonging to the school. The member is expected to participate in all activities and fund raising events.

Section 5: The member must be courteous and respectful of fellow team members, faculty members and other adults involved in the organization. The member must always converse respectfully with all adults involved with the organization.

Section 6: The member's reputation must be above reproach. All members must accept responsibility for all actions. Team members must abide by all rules and regulations as outlined in the Copperas Cove ISD Student Handbook and those pertaining to the respective school.

Section 7: The member must understand that decisions made by the director are in the best interest of the team and individual members.

Article V: Auditions for Team Membership

Section 1: Auditions will be held at a date, time and site selected by the director.

Section 2: Candidates for dance team must register in advance for audition clinic with the director by a designated day. Upon registration, candidates must provide a copy of grades, parental consent form, physical waiver and expense sheet. All forms must be complete with parent signature.

Section 3: **Candidates who have previously been team members must be in good standing as determined by the director before being allowed to register for the new audition.** Good standing is defined as having a clear balance, attending all before or after school rehearsals and maintaining an overall grade average of 75 or above. Fees, forms, uniforms and other team properties must be cleared before the audition date.

Section 4: Candidates must attend an informational meeting with a parent or guardian prior to the audition process on the date(s) specified by the director. Candidates must have parental consent and waivers on file to audition.

Section 5: A candidate must be present and on time for all audition clinic workshops and tryout.

Section 6: The audition process includes an evaluation by a panel of qualified and impartial judges.

Section 7: Candidates will perform a dance routine and a high kick routine taught during the audition workshops in addition to a display of other dance skills.

Section 8: Candidates will be evaluated by the judging panel in the following areas -

a. grooming/appearance
b. projection/showmanship
c. placement/execution
d. dance technique
e. memory
f. kick technique
g. splits
h. potential
i. coordination/precision
j. timing/rhythm

Candidates should expect to execute the following skills for placement on either team, including but not limited to:

Junior Varsity- Right split, single pirouette, right leap, x-jump, bodily awareness, showmanship, and potential.

Varsity- Right and left splits, high kicks, double pirouette, right and left leaps, leaps in 2nd, calypso, bodily awareness, great showmanship, and potential.

Section 9: Scoring for membership will be based on the following terms:

a. 75% Judges scores
b. 25% Teacher Recommendations, Discipline Report, and Grades

Section 10: The number of dance team members may vary from year to year. The judges' scores and the recommendation of teachers and administrators will determine the exact number of members that earn a position on the team in relation to the total number of candidates that audition.

Section 11: The decision of the tryout panel is final.

Article VI: Eligibility for Officer Tryouts

Section 1: Officer Candidates must have been a member of the team during the entire school year prior to officer auditions. Candidates for Dance Officer must be classified as a sophomore, junior, or senior for the upcoming year. Candidates for Social Officer must

be classified as a sophomore, junior, or senior for the upcoming year. Candidates must sign the acknowledgment page in the officer audition packet.

Section 2: An officer candidate may not receive ANY disciplinary referral for the current school year prior to auditions.

Section 3: A candidate must have and maintain a scholastic average of 80 or above for all grading periods of the current school year prior to auditions.

Section 4: Any dance officer placed on grade probation may be demoted. **Any officer that receives a demerit will be demoted.** This officer will not be eligible to audition for an officer position until the next officer audition the following year.

Section 5: In the event an officer vacates the position during the school year, the director and campus administration may fill the vacancy with an eligible member from the team.

Section 6: A minimum of two and a maximum of eight positions will be set for dance officers. A minimum of two and a maximum of five positions will be set for social officers. Ranks and titles of both dance and social officers shall be at the discretion of the director and administration.

Section 7: All officers and officer candidates must be willing and able to give extra time and effort for all team activities and events.

Section 8: All officers and officer candidates must have and maintain a positive attitude towards team members and the director and demonstrate appropriate leadership skills for all members of the organization.

Section 9: All dance officer candidates must be willing to rearrange class schedule in order to be enrolled in the dance officer class should one exist. There are no exceptions. All officers are to remain a team member and an officer for a full academic year and participate in all dance team member activities. Any officer unable or unwilling to meet this standard may be removed from the team.

Section 10: Officers will be evaluated by qualified and impartial judges on the following material.
Including but not limited to:

Social Officers

a. Notebooks
b. Team Motivation
c. Spirit Gifts
d. Community Service Project
e. Appearance
f. Interview
g. Teacher Recommendation letter

Dance Officers
a. Appearance
b. Original routine
c. Interview
d. Teacher Recommendation letter
e. Group Choreography
f. On the spot
g. Whistle commands/officer strut
h. Splits

Section 11: Scoring for officer auditions will be based on the following terms:
a. 75% Judges scores
b. 25% Teacher Recommendations, Discipline Report, and Grades

Article VII: Parent Permission and Responsibilities

Section 1: Parents must sign appropriate permission forms after reviewing all guidelines. Parents are expected to attend an audition meeting in order to register their child for potential dance team membership.

Section 2: Parents must be willing to meet all financial obligations involved as a parent of a dance team member. All members are expected to participate in fundraisers for team and, when applicable, booster club/parent association.

Section 3: Parents are expected to attend and participate in fundraisers, when applicable. Each parent will be expected to assist with the dance team events on multiple occasions depending on the event.

Section 4: All appropriate medical information forms and physical forms must be completed and returned to the Director by the appropriate date. Failure to do so makes the student ineligible to participate in any team activity. (Appropriate consequences will apply.) All injuries and illnesses over three days must be documented with a physician's note stating limitations and recovery time. Member will not resume participation without physicians note granting permission.

Section 5: Parents are responsible for arranging transportation to and from all activities, performances and practices, except when transportation is provided by the school. Members must be picked up at the respective meeting area in a timely manner at of the end of a rehearsal, performance or bus arrival from an event – certainly within 15 minutes. Disciplinary actions could result for those students who are consistently picked up late.

Section 6: Parents must be willing to cooperate and communicate with the director concerning important information about the student. Parents are expected to act professionally and in the best interest of the team at all times. Parents who demonstrate inappropriate behavior or actions while volunteering with the Copperette Dance Team will not be permitted to chaperone or volunteer as a representative of the Copperettes. If a

parent does not communicate in a professional manner their student may be removed from the team with administrator approval.

Article VIII: Physical Fitness

Section 1: A uniform may not be issued and the member may not participate until a physical examination form has been completed and returned to the director. A new physical exam is required every two years. If student receives a surgery, a new physical exam is required.

Section 2: Members must be willing to maintain endurance and stamina requirements while striving for outstanding physical fitness. Each member must consistently work to improve and elevate technique through team, individual and private avenues.

Section 3: All injuries and illnesses over three days must be documented with a physician's note stating limitations and recovery time. Participation will not resume without a physician's note granting permission. If you are cleared by your physician to resume activity, you are expected to do so.

Article IX: Summer Practices and Camps

Section 1: Summer dance camp is mandatory. Students will be notified of the specific, required dates and times as quickly as possible. Members unable to attend summer camp will be dismissed from the team. Director has the authority to alter this requirement for emergency situations. Vacations, summer school and work should be planned so as to not conflict with practice or summer camp.

Section 2: All dance and social officers when required must attend an officer training/leadership camp to maintain their officer status.

Article X: Before/After School Practice Session Responsibilities

Section 1: Practice will be required each day during a specified time period. Students must meet specific requirements for any performance – evaluated by director.

Section 2: Before school, after school and summer practice sessions are required. Time specifications for these practices will be established as camp dates and school schedules become available to the director.

Section 3: All dance and social officers when required must attend all officer practices, planning meetings and performances. Unexcused absences may result in loss of position.

Section 4: Members must arrive on time to all practices and will be dismissed only by the director.

Section 5: Members must attend school for at least half the day on the day of a performance.

Section 6: It is the responsibility of each member to notify the director of absences before dance team class/practice. Failure to do so may result in disciplinary action or loss of performance status.

Section 7: Any member missing a practice for the week of performance may not be allowed to participate in performance that week and may be replaced by an alternate if one is available. School related excuses will only be accepted if communicated well in advance.

Section 8: Competition practice schedule and Spring Show practice schedule is announced in advance, routine doctor and dental appointments need to be scheduled to avoid conflicts. Special circumstances will be ruled by the director. Unexcused absences from any of these practices may result in removal from a routine.

Section 9: Transportation to and from all practices and some performances is the responsibility of the student and parent/guardian.

Article XI: Routine Evaluation

Section 1: Routine evaluations will be held prior to each performance or whenever the director deems necessary. All members who are eligible to audition for a routine must do so. If a member misses the instruction of a routine, it is the student's responsibility to learn that routine and be prepared prior to the tryout.

Section 2: Director will select the number of students to perform in any routine. Aspects of the dance will be judged by knowledge of routine, projection, overall impression, precision, and dance technique. The previous week's performance - during football season – will enter into the decision-making process as well.

Section 3: Any member who misses evaluation day may be eliminated from that performance unless prior arrangements have been made.

Section 4: Alternates

a. Must attend all rehearsals and performances
b. May be placed in routine at the discretion of director.
c. An alternate should be prepared for any part of the dance and be prepared to learn all appropriate changes
d. If an alternate is place in the routine the student replaced will be placed back in the performance only at the discretion of the director.

Article XII: Performances

Section 1: All members are expected to participate and attend all performances unless on academic or disciplinary probation. If on probation or out due to injury/surgery/etc... the member will attend the performance/game in full uniform to but will sit with the director.

Section 2: Members are expected to conduct themselves with pride and discipline at all times. Rehearsals should be quiet, focused and well-disciplined. The use of profanity is inappropriate. The director may dismiss any member for inappropriate behaviors.

Section 3: Students unable to perform due to illness, injury or grade probation must continue to dress in workout wear and uphold all responsibilities as an "alternate."

Section 4: Inspections - A complete uniform check will be held 30 minutes prior to the activity or performance. This includes:

a. Uniforms and costumes clean
b. Dance shoes, boots, and accessories
c. No nail polish, no jewelry, no panties will be worn (unless otherwise designated)
d. Hair must be in style designated by director
e. Proper field or stage make up
f. Member must report to roll call at designated time

Failure to meet these expectations may result in suspension from performance or other disciplinary action as assigned by the director and campus administrator.

Section 5: Bus Transportation

a. Members are expected to ride the bus to and from an event. Members can choose not to ride the bus back; however, the parent/guardian must submit an email, a Schoology message, or a hand-written note in advance to receive director approval.
b. Bus transportation is provided for many performances. Buses leave from and return to campus.
c. Buses leave promptly and will not wait for late arriving students.
d. Roll call will be taken before the bus departs and again before it returns.
e. When riding a school bus, all members are expected to conduct themselves properly and abide by all school regulations governing the use of a school bus.

Section 6: Stand Regulations

a. Dance team members have an assigned area is which to sit during a football game. Visitors (family members, boyfriends, friends, etc.) are not allowed in the dance team seating area unless the director has given permission. Nonperforming members must remain in an assigned area during the performance.
b. Dance team members are there to support the football team and therefore expected to attend the entire game. Members must participate in all stand routines and cheers with enthusiasm and complete cooperation. Members will not be permitted to leave early unless an emergency arises.
c. Dance team members must stay in assigned seat/area.

d. No part of the uniform may be removed without director permission.
e. Only the official equipment will be carried into the stands. Personal items must be carried in a team bag. Water jugs will be allowed in the stands. Drinks will be inspected. Food should not be eaten in the stands without director permission.
f. Members will not communicate with parents, friends or family while at a team event without director permission.
g. Trips to the restroom will be made prior to the game, after halftime, and before departing an event unless and emergency arises.
h. All members are expected to participate and attend all performances unless on academic probation.

Article XIII: Absences and Tardies

Section 1: Calendars are given in advanced so that all schedules can be arranged to avoid conflicts with dance team activities. Though copies are emailed to parents/guardians, it is the dancer's responsibility to know when/where they need to be.

Section 2: All members must be present and on time for practices, games, camps, pep rallies and planned activities. Absence from any dance team activity is considered unexcused except in the following circumstances:

a. Personal illness or accident
b. Illness, death or funeral in the family
c. Special school activities that are approved in advanced by the director
d. Only excuses approved by the director in advance will be accepted and each one will be evaluated individually. Parental grounding, work, bad weather and/or principal/teacher detention hall will not be considered an excused absence.

Section 3: Types of Absences -

Excused Absences: Excused absences from a Dance team function will include participation in another approved school function or observance of a religious holiday. All other excuses will be evaluated on an individual basis. Remember only excused absences will not receive repercussions. A phone call or email should be made to the director immediately if the absence is due to illness or extreme emergency.

Unexcused Absences: An unexcused absence is an absence that is not approved by the director at least 7 days prior to the event and is not an emergency situation the director was made aware of. An unexcused absence will result in possible consequences. A student physically well enough to attend school is considered well enough to participate in dance team practice on that day.

Expected Absences: An expected absence is an absence for a doctor's appointment or an outside organization that was planned prior to an activity. For an expected absence, member must explain the absence in writing, Band message,

Schoology message, or email to the director prior to the absence. These will be approved by on an individual basis. Students may have a maximum of two approved expected absences per grading period. More will result in possible demerits, or removal depending on individual situations.

Section 4: Members missing any practice are missing valuable time learning, reviewing and polishing a performance. Therefore, it is the responsibility of each member to catch up on anything missed during a practice at times other than required rehearsal time.

Section 5: Members arriving tardy to practices may be moved to an alternate position at director discretion.

Section 6: Dance team members should attend tutorials at a time agreed to by student and director. Members that miss practice for tutorials or make up work should present a signed note from the tutorial teacher upon leaving and returning to practice. Director should be informed before practice about the required tutorial.

Section 7: Any member who misses a field practice or a band practice may not be allowed to perform at that game. Members must be present at school for at least half of the school day in order to participate in the performance.

Article XIV: Dues and Fees

Section 1: Members must be willing to meet the financial obligations and expenses of the organization. Members and parents must indicate the ability to meet financial obligations in written form to the director before tryouts.

Section 2: Members are expected to participate in all team fundraisers.

Section 3: All financial obligations for camp and clothing must be complete by the scheduled dates. Failure to do so can result in performance suspension. Payments can be made in installments or in full. Payment due dates are assigned by the director.

Section 4: All money should be turned in to student services in an envelope with name, group, amount and what the payment goes towards. A written receipt will be given to the dance team member.

Section 5: A member who is ineligible, dismissed or relinquishes membership is still responsible for outstanding fees and will not be reimbursed for payments made.

Article XV: Uniforms

Section 1: The field uniform is the property of the school.

Section 2: All members are required to complete a uniform inventory contract when issued a uniform and upon its return. All pieces must be returned with a dry cleaners tag attached at the end of the school year. Failure to return uniform in a timely manner may result in disciplinary action.

Section 3: Uniforms must be maintained in a clean, well-maintained condition, ready for inspection. Members are responsible for the cost of any lost or damaged uniform items. Any problems with uniforms should be addressed with the director well in advance of scheduled performances to allow time for correction.

Section 4: Team members will return all uniform parts at the time designated by the director.

Section 5: Hat cover should remain on the hat at all times unless the hat is being worn.

Section 6: Formal uniform should not be worn in public without permission of the director.

Section 7: No part of the uniform should be removed unless the director or officer in charge gives this instruction.

Section 8: The uniform shall be respected at all times. While wearing a uniform the members shall conduct themselves in an appropriate and respectful manner. Members may not eat or drink in uniform with the exception of water or with director permission.

Article XVI: Demerit System

Section 1: A 3-demertit system will be used with the team. Failure to follow the CCISD Dance Team Constitution may result in consequences for both major and minor infractions.

Minor infractions include but are not limited to:

a. Not wearing the correct practice/performance gear
b. Late to practice/performance/game
c. Missing items
d. Negative attitude towards teammates/coach/campus administrators
e. Off task behavior during practice/performance/game
f. Social Media warnings/violations
g. Bullying – but severity of incident could result in dismissal.

Major infractions include but are not limited to:

a. More than 2 unexcused absences from practice/performance/game
b. 6-week grade failure
c. Campus referrals and detentions
d. Participation in illegal activities
e. Bullying – but severity of incident could result in dismissal.

Consequences for major and minor infractions include but are not limited to the following actions:

a. Extra practice time / conditioning
b. Sitting out at practice, performance or competition
c. Suspension/Probation from team
d. For major infractions the director will use a 3-demerit system

4 minor infractions will result in 1 demerit

1 major infraction will result in 1 demerit

Depending on the infraction, the director and campus administrator reserves the right to immediately dismiss the member from the team.

Section 2: Demerit System Discipline Guidelines

Actions	Consequences
-Varsity member fails to perform, maintain, and improve skills. - Varsity member has insufficient knowledge of routines and chants at practice, games, and events	1st: Warning 2nd: Extra Practice/parent notification 3rd: Probation 4th: Parent meeting/ demoted to JV (If Varsity member does not participate and cannot execute required Varsity skills during summer skills check, member will be immediately moved to Junior Varsity)
- Junior Varsity member fails to perform, maintain, and improve skills. - Junior Varsity member has insufficient knowledge of routines and chants at practice, games, and events	1st: Warning 2nd: Extra practice/ parent notification 3rd: Probation 4th: Probation/ Parent meeting 5th: Dismissal from team
-Unexcused tardy to practice/game/event -Jewelry/hair/gum infraction -PDA in or out of uniform -Untidy or incomplete practice uniform	1st: Warning 2nd: Conditioning 3rd: Probation 4th: Demerit ***For further guidance regarding hair, piercings, or tattoos please refer to CCHS Copperette Body Modification Agreement.***
-Wearing the wrong uniform, forgetting items at an event. -Nails- paint in a non-neutral color, nails longer than1/8th inch -Wearing jewelry or refusing to take off/out a piercing.	1st: Warning 2nd: Conditioning/ Parent notification 3rd: Probation / Parent notification 4th: Demerit ***For further guidance regarding hair, piercings, or tattoos please refer to CCHS Copperette Body Modification Agreement.***

-Disrespect to directors, teammates, other team members, administration, parents, game officials, teachers, etc. (This offense may also lead to an office referral, which then results in probation.)	1st: Conditioning 2nd: Parent notification, Probation, and Behavior think sheet 3rd: Demerit 4th: Dismissal from team
- Improper notification of an absence (Must turn in absence notification 7 days in advance, unless ill or family emergency with a note provided upon return) -Not having proper documentation to receive an excused absence -Leaving a practice, game, event without permission (If early release is required written notification is giving 7 days in advance, unless ill or family emergency with a note provided upon return)	1st: Warning/extra practice time 2nd: Probation and Parent Meeting 3rd: Probation and Demerit 4th: Dismissal from team
-Grades ineligible for UIL	1st: Probation until next grade report / Tutorial Schedule -2nd: Dismissal from team
-Talking or goofing off during the National Anthem -Unsportsmanlike behavior at practice, event or game -Refusal to follow instructions given by coaches at any time	1st: Warning 2nd: Conditioning 3rd: Probation and Parent Meeting 4th: Probation and Demerit 5th: Dismissal from team
Social media or school-based conduct regarding: -Smoking, Alcohol, Drug Use -Associated with Alcohol, smoking, drug use, or inappropriate materials of a profane or sexual nature -Engaging or indicating knowledge of bullying/ cyberbullying and/or harassing another student or staff member -Any previous disciplinary / inappropriate behavior that is not reported to the coaches but may interrupt the integrity of the program.	1st: Coach/administration can give a demerit, place member on probation, and/or dismiss member depending on severity of offense ***For further guidance on Social Media Expectations please refer to CCHS Copperette Social Media Guidelines.***

Section 3: Receiving Demerits

a. If/when a member breaks a rule that member may receive a demerit against them.

b. Demerits may be given to dance team members by the director at any dance team function.
c. Directors will assign demerits. No student is permitted to assign demerits.
d. Each demerit is documented.
e. Members will be notified as quickly as possible without interrupting practice when receiving demerits. Members will receive a full explanation of the reason behind the demerit and should then sign for each demerit.
f. Demerits are permanent and will remain for the entirety of the school year.
g. When a member receives 3 demerits, they will no longer be a part of the organization.

Article XVII: Probation and Loss of Team Membership

The probationary period for any infraction will range from two to three (2-4) weeks depending on the severity of the violation. A member can be placed on academic or disciplinary probation for the following reasons:

Section 1: Academic Probation

a. Texas Education rules state that any student who fails any course for a six weeks grading period with a grade below 70 will be ineligible to participate in any dance team performance.
b. However the student must attend, dress out and participate in all scheduled practices and mandatory booster club functions.
c. Two 6-week academic probations in one school year will result in loss of membership in the organization. To regain membership, the student must be selected during the annual auditions.

Section 2: Disciplinary Probation

a. A member may be placed on disciplinary probation for conduct or behavior in violation of school or district policies at the discretion of the director and campus administration.
b. A member placed on disciplinary probation is required to attend all dance team functions, including practices and performance in uniform, but will not perform for the length of the probationary period.
c. Members placed on disciplinary probation twice other than demerit probation in one year may be removed from the team at director discretion with approval of campus administration.

Section 3: The following list of circumstances may result in dismissal from the dance team:

a. Two non-consecutive periods of academic probation
b. Excessive unexcused absences from dance team activities
c. Chronic failure or refusal to perform duties and/or participate in assigned activities
d. Personal behaviors in violation of school or district policies that negatively affect the reputation of the dance team.

e. Multiple campus discipline referrals to school administrators.
f. Possession or use of alcohol, non-prescribed/illegal drugs or tobacco products
g. Fighting in or out of uniform
h. Truancy from any class
i. Violations of rules and regulations governing out of town trips/team functions
j. Suspension from school
k. Any alternative school assignments- DAEP
l. The accumulation of any 3 demerits
m. Other inappropriate actions or behaviors as determined by the director and campus administrator.

Section 4: Students dismissed from the dance team will immediately return all school owned property to the director within seven (7) days of the dismissal. Uniform(s) will be returned cleaned. The former member's class schedule will be changed as quickly as possible. If the member's schedule cannot be changed until semester break, director will assign other non-dance responsibilities.

Article XVIII: Social Media

Section 1: Dance Team members shall be respectful and appropriate in their postings on any type of social media. Any postings deemed inappropriate by the directors or administration shall be removed within twenty-four (24) hours from the electronic time stamp. Corresponding demerits shall be issued. Three (3) Social Media warnings/violations will result in a demerit. Refusal to remove any inappropriate postings will result in further disciplinary action. Please refer to the Social Media Contract.

Article XIX: Letter Jackets

Section 1: Dance team members may earn letter jackets for participation at the Varsity level of the Dance Program as they complete their second full academic year.

a. Varsity Copperettes will earn their letterman during the second semester of their 2nd year on the team.

Revised February 2021

Copperas Cove ISD Dance Team
2024-2025
Dance Team Handbook and Code of Ethics

_____(initial) I have read and understand the Dance Team Handbook and Code of Ethics. I am aware that as a member of the Copperas Cove High School Copperettes, my dancer, _____, will be required to adhere to the expectation set in place. I realize that upon violation of the handbook and code of ethics, my dancer will be removed from the team for the remainder of the year.

Parent Signature: _____
Date: _____

Student Signature: _____
Date: _____

The heart and soul in sports®

The Fellowship of Christian Athletes Club Constitution and Bylaws

ARTICLE I. Fellowship of Christian Athletes

The name of the organization shall be the Fellowship of Christian Athletes on the campus of Miami Dade College Kendall Campus

ARTICLE II. Mission

The mission of Fellowship of Christian Athletes is "to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord and serving Him in their relationships and in the fellowship of the church."

ARTICLE III. Qualifications of Members

Additional stipulations regarding active membership (e.g. GPA requirements, attendance requirements, etc.) should be addressed in a separate article AFTER Article IX. The following language, and no additional information about membership, should appear verbatim for Article III.

Section A. Membership in Fellowship of Christian Athletes is open to all enrolled students at Miami Dade College, Kendall Campus. All members are free to leave and disassociate without fear of retribution, retaliation, or harassment.

Section B. Fellowship of Christian Athletes shall be in full compliance with all Federal and State nondiscrimination and equal opportunity laws, orders and regulations. Fellowship of Christian Athletes shall not discriminate against a Student Officer, member or prospective member on any basis identified in MDC Procedure 1665 (Discrimination and Harassment Grievance Process), except if specifically exempted by law. Fellowship of Christian Athletes shall be open to all currently enrolled MDC Students, except if specifically exempted by law.

remaining sections of this article must include: the selection method; term; duties and responsibilities; and process of replacement for student organization advisors.

Section A. All Registered Student Organizations must have least one advisor who is a full-time faculty or staff member at MDC.

ARTICLE VIII. FINANCE

This article must include information about how the organization will be funded. If an organization requires membership dues, the maximum dollar amount and/or other financial obligations of members, as well as when payment is due, must be clearly stated in this article. If an organization does not require membership fees or other financial obligations, a statement to that effect should be included in this article.

Fellowship of Christian Athletes does not require membership fees or financial obligations of members.

ARTICLE IX. DISSOLUTION/SUSPENSION OF ORGANIZATION

Requirements and procedures for the dissolution of the student organization must be stated in this article. Should any organization assets and/or debts exist, appropriate means for disposing of these assets and/or debts must be specified clearly and unequivocally. A specific charity or organization must be designated as the recipient of any remaining assets at the dissolution of the organization.

Per MDC Procedure 4073 (Suspension of Student Organization) a recognized organization may lose its official recognition and be suspended if, as a result of the actions of its officers or members, or as a result of an activity of the organization as a whole, the organization violates College policy and procedures or applicable laws.

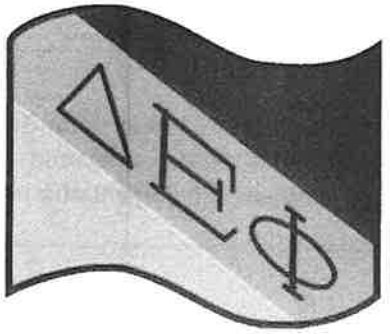
ARTICLE X AMENDMENTS TO CONSTITUTION

Amendments to this constitution may be proposed by any National member. Amendments shall become effective if approved by two-thirds vote of the organization. All policies of the said group must be consistent with the policies of the Fellowship of Christian Athletes National Support Center, 8701 Leeds Rd, Kansas City, MO 64129, and (800) 289-0909.

DELTA EPSILON PHI

Deutsche Ehrenverbindung

National Honor Society
for High School Students of German



CHAPTER HANDBOOK

A program of the

AATG

American Association of Teachers of German, Inc.

School Name: Copperas Cove Highschool

ΔEΦ Chapter Name: Texas Gamma Chi

Charter Date: _____

Date	Student(s) inducted	
3/ /21	Bailey Devinney	Grad
3/ /21	Carina Lippert	Grad
11/18/21	Emily Hicks	Grad
3/14/22	Asia Osborn	G
3/14/22	Daisy Miller	Left
1/11/23	Tajrick Cowins	Grad
1/11/23	Lexi Taylor	G
1/11/23	Ryan Hicks	Grad
1/11/23	Matthew Northrop	G
4/5/23	Heather Hyden	A
4/5/23	Dylan Rolfe	A

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ORGANIZING A CHAPTER

Charter

Delta Epsilon Phi chapters may be established in accredited public and private senior high schools.

To establish a ΔEΦ chapter, a request on official school stationery must be sent to the AATG office and a one-time activation fee must be paid.

Chapter Sponsor

The sponsor of a chapter must be a teacher of German and a member of the American Association of Teachers of German (AATG).

Student Membership

To be eligible for induction, students must have completed at least three semesters of German.

During these three semesters, students must have attained an overall grade point average of 3.0 and a German grade point average of 3.6 (on a 4-point scale).

Individual chapters may set additional eligibility requirements.

Eligible students may be inducted into their local ΔEΦ chapter upon registration and payment of induction fees to the national office. The induction fee includes official membership certificate and membership card.

Initiation times and dates are determined by individual chapters.

SUGGESTED INDUCTION CEREMONY

Chapter President: We are gathered here for the induction of these students into the German Honor Society of _____ (insert school name). We are happy to make you members of _____ (insert chapter name) chapter of the National German Honor Society **Delta Epsilon Phi**.

Let your membership in this honor society reflect your continued interest in increasing your understanding of your **own** culture by learning to appreciate **another**. In the presence of these witnesses, we ask you now to join this honor society:

Sponsor: Ihr habt euch als Schüler der deutschen Sprache besonders ausgezeichnet und euer Interesse an der deutschen Sprache und Kultur bewiesen. Seid ihr bereit, Mitglied der Ehrenverbindung Delta Epsilon Phi zu werden? Antwortet mit einem klaren "Ja".

Inductees: "Ja."

Sponsor: Und jetzt heißen wir euch herzlich willkommen in die Ehrenverbindung **Delta Epsilon Phi**.

Chapter President: We now declare you members of Delta Epsilon Phi, the National German Honor Society. Please come forward when your name is called to receive your membership certificate.

Optional

Chapter President: Let us look at the light which comes from this candle. (Pause - light each student's candle.) Let this light symbolize your commitment to international understanding. May this light be ever with you, for it will enable you to extinguish the darkness which misunderstanding and mistrust bring about. May it always guide you in your attempt to promote friendship and understanding between your country and other countries of the world. And now, as you extinguish the flame of your candle, let us hope that it will remain with you and guide you always.

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CONSTITUTION

Article I. Name, Purpose, Classification

Section 1 The name of this organization shall be *Delta Epsilon Phi, Deutsche Ehrenverbindung.*

Section 2 The purpose of this organization is to recognize high school scholastic achievement in the study of German and to promote interest in the study of German language, literature, and culture.

Section 3 The organization is a national educational honorary society for the study of high school German and is sponsored by the American Association of Teachers of German (AATG).

Article II. Organization

Section 1 The national organization shall consist of all duly chartered chapters.

Section 2 The Executive Director of the AATG, in cooperation with the Executive Council of the AATG, shall manage the organization and provide administrative support.

Article III. Chapters

Section 1 Any accredited high school (public or private) is eligible to have a chapter.

Section 2 Sponsors of chapters must be teachers of German and must be members of the AATG.

BYLAWS OF THE NATIONAL HONOR SOCIETY OF GERMAN

OF COPPERAS COVE HIGH SCHOOL

ARTICLE I — Qualification for Membership

Section 1: The "honor average" mentioned in the Constitution will be a 3.6 in German to be considered for induction into the Deutsche Ehrenverbindung.

Section 2: The student must be have successfully completed 3 semesters of German.

Section 3: The student must have an overall GPA of 3.0 to gain admittance.

ARTICLE II — Member Selection

Section 1: Any student who meets the qualifications in Article 1 may fill out an application, on which the registrar must write the student's GPA.

Section 2: The selection process will take place during the fall / spring semesters of the school year. A panel of 2 Foreign Language teachers will review the applications to verify the qualifications of each applicant.

Section 3: There will be an initiation ceremony, in which the nominated students must attend in order to gain official membership.

ARTICLE III — Membership Status and Requirements

Section 1: The student must maintain an overall GPA of 3.0 and 3.6 in German to remain a member.

Section 2: An overall GPA of 3.2 is required for seniors to graduate with cords.

Section 3: Members of the society are required to attend at least 2/3 of the monthly meetings as well as to attend the group community service activities to remain a member. Attendance will be recorded.

Section 4: The student must submit the required 10 hours of community service per semester. This demonstrates seriousness to the purpose of the Deutsche Ehrenverbindung.

Section 5: The student must participate in scheduled group projects. The sponsor will schedule at least two group community service projects per year.

MU ALPHA THETA

Mathematics Honor Society



Sponsors

C. Hawkins (208)

D. Hollister (211)

XI. NATIONAL CONSTITUTION

(As amended January 1986, July 1994, April 1998, April 2002, October 2003, April 2004, October 2009, April 2011, November 2012, April 2014, March 2015, October 2016, November 2020, April 2022)

Article I--Purpose

Mu Alpha Theta, which is sponsored by professional mathematics organizations, including the Mathematical Association of America, the National Council of Teachers of Mathematics, the Society for Industrial and Applied Mathematics, and the American Mathematical Association of Two-Year Colleges, is a non-secret organization whose purpose is the promotion of scholarship in, and enjoyment and understanding of, mathematics among high school and two-year college students.

Article II--Name

The name of the organization shall be Mu Alpha Theta, National High School and Two-Year College Mathematics Honor Society. Either of these names may be used as desired. The organization was established in 1957. Each chapter shall be designated by the name of the school, city, and state in which it is located.

Article III--National Organization

SECTION 1. Ultimate authority

The ultimate authority for the affairs of Mu Alpha Theta shall rest with the chapters, each having one vote. However, the chapters may be delegated to the Governing Council (see Section 2), committees, and conventions of the organization the authority to deal with questions not specifically delegated to the chapters by this Constitution. Unless otherwise provided for by this Constitution, the following procedure shall be followed in submitting questions to the chapters: Questions may originate either in the Governing Council or in a General Convention. Or a question may be proposed by any chapter of the organization by referring the question to the Governing Council. The Council may then make a recommendation to be voted on by all chapters. Recommendations shall be deemed approved unless a majority of the chapters voting decide against it and inform the Treasurer of their disapproval within two months of the date of submission, not including summer months.

SECTION 2. The Governing Council

The Governing Council of Mu Alpha Theta shall exercise all those functions usually assigned to a board of directors and shall have the power to decide all questions concerning the organization as a whole, which are not otherwise addressed by this constitution or by vote of the chapters. The Council will meet at least twice a year. The Governing Council shall include: a President, a President-Elect or Past-President, a Treasurer, four Regional Governors, a representative from each of the sponsoring organizations, and an Executive Director.

Governors and officers shall serve without remuneration.

An Executive Committee composed of the President, President-Elect or Past-President, and the Treasurer shall be responsible for making senior staff personnel decisions. Compensation packages must be approved by the Governing Council as a whole.

SECTION 3. Election of Officers

The Regional Governors and the Treasurer shall each serve for a term of four years, with two Regional Governors elected every two years. A president-elect will be elected every two years and will serve one year as president-elect, two years as President, and one year as Past President. The term of each officer shall begin at the conclusion of the annual meeting of the year or September 1 of that year, whichever is earlier. A nominating committee, of at least two persons, shall be appointed by the President no later than October 1 of the year before elections are held. Each sponsoring organization shall be invited to appoint one Council member. If any organization should fail to appoint such a member, then the nominating committee will prepare a slate of nominees, which will include the names of at least two members of said organization. The nominating committee shall nominate at least two qualified candidates suitable for the office of the president-elect and for the offices of Regional Governor, and at least one for the office of Treasurer. Should the nominating committee be unable to find two willing candidates for any position, after contacting all chapters for qualified volunteers, a single candidate may stand for election. The Governing Council, a General Convention, or any chapter may make additional nominations at any time before the ballots are prepared. Nominations are subject to the following restrictions: Nominations are subject to the following restrictions:

(1) No one shall serve more than one consecutive term as President.

(2) No limit shall be placed on the number of terms of the Treasurer.

3) No elected council member, other than the Treasurer, may serve more than eight consecutive years. (

4) A sponsoring organization shall determine the term of its representative. (5) Two Council members shall not be elected from the same institution. Region 1: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming, Canada, the Far East, the Pacific Islands, and Western Europe. Region 2: Arkansas, Louisiana, Oklahoma, Texas, Mexico, Central America, South America, the Middle East, and South Asia. Region 3: Alabama, Connecticut, Indiana, Kentucky, Maine, Massachusetts, Michigan, Mississippi, New Hampshire, New Jersey, New York, Ohio, Rhode Island, Tennessee, Vermont, and Eastern Europe. Region 4: Delaware, Florida, Georgia, Maryland, North Carolina, Pennsylvania, South Carolina, Virginia, West Virginia, District of Columbia, the Caribbean, Puerto Rico, and Africa. Only chapters in a region shall vote on the candidates for Regional Governor of that region. All chapters shall vote on the candidates for president-elect and treasurer. Ballots shall be submitted 3 to chapters by March 15 and shall contain the nominees for Regional Governor of the appropriate region and also the nominees for president-elect and treasurer. Each chapter shall indicate only one choice on the ballot for each of the officers to be elected. Ballots to be counted must be received by April 24. Decisions shall be based upon a plurality of chapter votes cast for each office. In case of a tie among two or more candidates for an office, the outgoing Governing Council shall choose between the candidates.

SECTION 4: Duties of Officers and Regional Governors

(1) The President shall be the chief executive officer of the organization with the following responsibilities:

a) Promote national Mu Alpha Theta activities.

b) Approve all new chapters and sign the charters.

c) Conduct meetings of the Governing Council

d) Preside at the meeting for sponsors at the National Convention.

e) Consider ideas and suggestions of sponsors and students.

f) Meet with Student Delegate Assembly whenever possible and help to organize regional Student Delegate Assemblies.

g) Appoint a Nominating Committee for the bi-annual elections.

h) Serve with other members of the Governing Council as member of an appeal body in any case involving disciplinary action.

i) Participate in the activities of the national convention.

j) Represent Mu Alpha Theta at meetings and ceremonies of other organizations (e.g., United States Mathematical Olympiad Awards Ceremony).

k) Appoint representatives to boards and councils on which Mu Alpha Theta is represented.
l) Make appointments to fill all vacancies that occur among the Regional Governors or officers, with the approval of the Governing Council, for the balance of the term. However, should the President-Elect be unable to fulfill the term of office, the President shall nominate a candidate to fill the remainder of the term, with approval of the Governing Council. That candidate and the person who received the next most votes in the prior election for the post, should that person agree to run, shall be placed in a special election of the chapters to be concluded within one month of the resignation of the President-Elect. The term for the individual elected in the special election shall be the remainder of the term of the resigning officer. Chapters shall have the opportunity to approve a replacement, even if only one candidate stands for election.

(2) The Past President or President-Elect shall perform the duties of the President in case of any temporary or permanent incapacity of the latter.

(3) The Treasurer shall discharge the duties ordinarily pertaining to the office of treasurer. The Treasurer shall keep an accurate record of all proceedings of the Governing Council; all decisions made by vote of the chapters and shall have charge of the records and official correspondence of the organization. The Treasurer shall also have charge of all money or other valuable properties belonging to the organization and shall keep an accurate record of all financial transactions, said accounts to be audited as provided by the Council. The Treasurer shall make an accounting to the Governing Council at all meetings of the Governing Council. The Treasurer shall keep an official record of all members and issue membership certificates.

(4) Each Regional Governor shall:

a) Promote Mu Alpha Theta activity within his(her) region:

b) Vote throughout the year on approval of new chapters in his or her region.

c) Attend all meetings of the Governing Council and report annually, at the winter meeting, Mu Alpha Theta activities in their region during the past year.

d) Consider ideas and suggestions of sponsors and students.

e) Meet with the Student Delegate Assembly when able and help to organize the regional Student Delegate Assembly.

f) Serve on committees of the Governing Council.

g) Serve with other members of the Governing Council as member of an appeal body in any case involving disciplinary action.

h) Be a leader in suggesting ways in which Mu Alpha Theta can improve and expand.

5) Each representative of the sponsoring organizations shall

a) Serve as a liaison between Mu Alpha Theta and their organization.

b) Attend all meetings of the Governing Council and report on these to their sponsoring organization.

c) Make an annual report to the Governing Council at the summer Council meeting, describing interactions during the prior year between Mu Alpha Theta and the sponsoring organization, if any.

d) Serve on committees of the Governing Council.

e) Be a leader in suggesting ways in which Mu Alpha Theta and the sponsoring organization can best work together to further the mission of Mu Alpha Theta and better serve its chapters and their members.

(6) The Executive Director shall manage details of the day-to-day business of Mu Alpha Theta and shall serve as a non-voting, Ex-Officio member of the Governing Council.

SECTION 5: Conventions

Mu Alpha Theta may hold regional or national conventions at such times as it may choose to do so. Such conventions may propose legislation to be submitted to the chapters for final vote, in which case the procedure shall be the same as specified in Section 1 of this Article. At such conventions officers may also be nominated and proposals made to be referred to the Governing Council. SECTION

6: Certificates of Membership

Certificates of Membership shall be issued by the Treasurer on certification from the faculty sponsor of the chapter.

SECTION 7: Fees and Dues

There shall be no national annual individual student (member) dues. An initiation fee per member shall be paid to the Treasurer for each person initiated into membership, whereupon the Treasurer shall issue a membership certificate to that member and place his or her name on the official roll.

Article IV-- Chapters SECTION 1: Qualifications for Chapters

Any high school or two-year college, with accreditation from a recognized accrediting agency and offering courses in mathematics, may petition to have a chapter, providing it meets the following minimum requirements.

(1) High schools must offer at least two years of algebra and one year of geometry, or their equivalent, and a minimum of one year of more advanced mathematics. These requirements cannot be fulfilled by courses in general mathematics, general business mathematics, or arithmetic. Two-year colleges must offer at least three courses beyond pre-calculus, which include calculus, differential equations, linear algebra, or statistics.

(2) The school must employ at least one teacher whose primary teaching field is mathematics and who has completed an undergraduate mathematics major or its equivalent at an accredited college or university. The equivalent of a mathematics major should be understood to include a minimum of six college mathematics courses at the calculus level or above. 6

(3) The principal, or other chief administrative officer of the institution, must approve the petition.

(4) An initial charter fee, along with the regular initiation fee for each member, shall be paid to the office of the Treasurer before a charter is granted. If a check accompanies the petition, it will be held until the institution is granted a charter, at which time it will be cashed. If the charter is denied, the check will be returned to the petitioning school with an explanation of why the charter was denied.

(5) High school chapters shall be admitted for membership on the approval of the President and the Governor of the appropriate region. Two-Year College chapters shall be admitted for membership on the approval of the President and the AMATYC Representative. Should either deny a petition for membership, the school may appeal the decision to the Governing Council for consideration. A two-third vote of the Governing Council shall be required to approve such a chapter for membership.

SECTION 2: Inactive Chapters and Forfeiture of Charter

(1) If a chapter makes no report of new members for one year, at the end of that school year, the National Office shall inquire by letter if it is still an active chapter. If no members are added the following school year, for a total of two consecutive years without members, the chapter shall be considered inactive. The school will be notified that the chapter has been made inactive and asked to remove the name Mu Alpha Theta from its math club. A chapter may reactivate at any time, simply by

sending the initiation fees for its members and paying a reactivation fee. (2) If an inactive chapter, with members, continues to use the Mu Alpha Theta name; and three months after a warning letter is received, still does not register their members, their charter will be rescinded. If a charter is forfeited, the school must resubmit a petition and pay for a new charter, should they want to have a chapter at some time in the future. The chapter sponsor and the principal of the school will be notified by registered mail that they are in violation of this constitution and that their charter has been forfeited.

Article V—Membership

The following minimum requirements for Members and Associates shall be common to all chapters:

(1) Each chapter shall have a faculty-student committee, which will recommend possible members to the chapter.

(2) Members: a) High school students in grades 9 through 12, at the school where their permanent record resides, who have completed the equivalent of two years of college preparatory mathematics and in addition have completed or are enrolled in a third year of college preparatory mathematics are eligible for membership, 7 providing their mathematical work was done with distinction. On the 4-point grading scale, this shall mean at least a 3.0 grade point average.

b) Two-year college students who were members of Mu Alpha Theta in high school are eligible for membership in their college's chapter. Two-year students are also eligible if they have had at least one mathematics course at or above the College Algebra/Precalculus level and at least a 3.0 GPA overall in all Two-year college mathematics courses at or above the College Algebra/Precalculus level.

(3) Associates: High School students in grades 9 through 12, at the school where their permanent record resides, who have completed one year of algebra, or its equivalent, with distinction and are currently enrolled in a higher math course are eligible to be Associates of Mu Alpha Theta. Associates are not members of Mu Alpha Theta but are likely candidates for membership. Associates do not pay the initiation fee but are eligible to be listed with the National Office, should they wish to participate in Mu Alpha Theta national math contests. While they are not entitled to vote nor hold office in their chapter, they are entitled to attend and be heard at meetings. A student may remain an Associate for only one year and then, if eligible, must be inducted as a Member of Mu Alpha Theta

(4) No student shall be recommended for consideration that does not meet the minimum qualifications. Individual chapters may impose additional requirements, however, no student will be denied membership on account of race, religion, color,

creed, ethnicity, national origin, age, gender, sexual preference, and/or physical disability.
(5) No student may list membership in Mu Alpha Theta on a resume until their name has been submitted to the Treasurer for inclusion in our official records. Chapters are responsible for notifying the Treasurer within one month of a student's initiation. (6) A student may only compete in Mu Alpha Theta competitions with a team from the school where they are currently listed as a member and where their permanent records reside.

Article VI--Chapter Organization

Each chapter is free to set up its own organization, officers, and finances with the following restrictions:
(1) Each chapter must have a semi-permanent faculty sponsor, and the national organization (Treasurer) must be kept informed of the current faculty sponsor's name and address.
(2) The minimum membership requirements set forth by the national organization must be met by all initiates.
(3) A complete and accurate list of all member initiates, accompanied by their initiation fees, must be received by the office of the Treasurer no longer than one month after new members have been initiated. Failure to register students can lead to forfeiture of the chapter's charter.
4) Each chapter must hold regular meetings at periodic intervals and not merely consider itself an honor society for high grades. At a minimum, there should be one meeting every month.
(5) Meetings must be open to all interested persons.

Article VII – State/Regional Affiliates

(1) Local chapters may organize state or regional affiliates in order to sponsor events for chapter members and schools at a state or regional level.
(2) Any state or regional affiliate must receive permission to use the Mu Alpha Theta name and logo prior to doing so. A written application form must be submitted and approved by the Governing Council to obtain this permission. The application should include the affiliate's Constitution and/or by-laws.
(3) No state or regional affiliate shall, in any way, supersede local chapter authority as delegated and defined in this Constitution.
(4) Any state or regional affiliate shall prepare by-laws or a Constitution that conforms to all official documents prepared by the National Mu Alpha Theta.

(5) Any state or regional affiliate which charges dues for student members is responsible for ensuring that they are current members of Mu Alpha Theta in a Mu Alpha Theta chapter that is active as defined by this Constitution.
(6) Any state or regional affiliate that collects funds from members or others during the year must keep accurate financial records, available for review by the public. Where appropriate, the affiliate should have a government tax identification number, provide proper tax forms to anyone who paid more than $600 during the year, and file all appropriate tax forms with the IRS, including a yearly 990 tax form.
(7) Affiliate funds should be used to support state or regional activities in line with the mission of Mu Alpha Theta, provide student or chapter scholarships or grants, and not be used to enrich any individual or specific school. Affiliates may have paid employees that serve the organization, however.
(8) Mu Alpha Theta will not provide any financial oversight to any affiliate and will not be legally responsible for any activities or liabilities incurred.
(9) Any state or regional affiliate shall provide a yearly report to the Governing Council to be presented at the July meeting, including any changes to their Constitution or by-laws. The report shall be submitted to the National Office or to their Regional Governor approximately two weeks prior to the July meeting.
(10) Affiliates shall designate a person within their organization as a liaison with the National Office.
(11) The Governing Council reserves the right to withdraw an affiliate's approval to use the Mu Alpha Theta name or logo should it violate any of these rules, or state or federal law.

Article VIII--The Constitution

A two-thirds majority of the chapters voting shall be required to change this constitution.

Chapter Bylaws
of the
Richard Kirkpatrick Chapter
of the
National Honor Society
Adopted: May 14,2025

ARTICLE I: NAME AND PURPOSE

Section 1. The name of this organization shall be the Richard Kirkpatrick Chapter of the National Honor Society of Copperas Cove High School.

Section 2. The purpose of this chapter shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in the students of Copperas Cove High School.

ARTICLE II: THE PRINCIPAL

Section 1. The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 2. The principal shall annually appoint a member or members of the faculty as chapter adviser(s), who may serve consecutive terms.

Section 3. The principal shall annually appoint a faculty council composed of five members of the school's faculty who may serve consecutive terms.

Section 4. The principal shall receive appeals in cases of non-selection of candidates, and the disciplining or dismissal of members.

ARTICLE III: THE CHAPTER ADVISER(S)

Section 1. The chapter adviser(s) shall be responsible for the direct, day-to-day supervision of the chapter and act as liaison between faculty, administration, students, and the community.

Section 2. The chapter adviser(s) shall maintain files on membership, chapter history, activities, and financial transactions. The chapter adviser(s) shall send the annual survey to the national office.

Section 3. The chapter adviser(s) shall regularly review each member for compliance with the chapter bylaws.

Section 4. The chapter adviser(s) shall be (an) ex officio, nonvoting, member(s) of the faculty council and shall facilitate all meetings of the council.

ARTICLE IV: FACULTY COUNCIL

Section 1. The faculty council shall consist of five voting faculty members appointed annually by the principal. No principal or assistant principal may be included on the faculty council.

Section 2. The term of the faculty council shall be one year. Members may be appointed to consecutive terms.

Section 3. The faculty council shall meet at least once a year to review the procedures of the chapter, select members and to consider non-selection, dismissal, other disciplinary actions, and warning cases.

ARTICLE V: MEMBERSHIP

Section 1. Membership is open to any junior or senior who meets the published criteria for scholarship, character, leadership, and service. The faculty council will select the members based on the above criteria. Once selected, members have the responsibility to continue to demonstrate these qualities.

Section 2. Candidates become members when inducted at a special ceremony.

Section 3. A National Honor Society member who transfers from another school and provides a letter from the former principal or chapter adviser(s) shall be accepted automatically as a member in the Copperas Cove High School chapter of the National Honor Society. Transfer members must meet the new chapter's standards within one semester in order to retain membership.

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

Section 5. Membership shall be known as active, honorary, and alumni. Active members shall become alumni members at graduation. Honorary and alumni members shall have no voice or vote in chapter affairs.

Section 6. Nondiscrimination. Our chapter of NHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, age, color, religion, gender, national origin, disability, or any other basis prohibited by law. This policy of nondiscrimination applies to all practices, including the chapter administration and the selection, discipline, and dismissal of members.

ARTICLE VI: SELECTION OF MEMBERS

Section 1. To be eligible for membership the candidate must be a member of the junior or senior class. Candidates must have been in attendance at Copperas Cove High School the equivalent of one semester.

Section 2. Candidates shall have a minimum cumulative scholastic grade point average (GPA) of 3.75. Candidates shall then be evaluated on the basis of service, leadership and character.

Section 3. The selection of each member to the chapter shall be by a majority vote of the faculty council. Prior to notification of any candidates, the chapter adviser(s) shall review with the principal the results of the faculty council's deliberations.

Section 4. A description of the selection procedure shall be published in an official school publication which is widely available to all students and parents of the school.

ARTICLE VII: OBLIGATONS OF MEMBERS

Section 1. Members must maintain a minimum cumulative scholastic GPA of 3.75 and excellent conduct.

Section 2. Members must perform 20 hours of community service per semester. These include the chapter service project that all members of the chapter participate in as well as each member's individual service project. Documentation of these hours shall be submitted to the adviser(s) by the end of each semester.

Section 3. Members may count up to five service hours from summer projects for the fall semester and five service hours from Christmas break for the spring semester.

Section 4. Fall inductees begin their service hours during the Christmas break of the same school year of induction, and spring inductees begin their service hours in the summer.

Section 5. Members are expected to attend all NHS meetings unless there are prior arrangements with the faculty adviser(s).

Section 6. Members may miss one meeting per year without penalty. Members who

miss two meetings will receive an appropriate warning.

Section 7. Members must pay dues in the amount of $20 annually.

ARTICLE VIII: MEETINGS

Section 1. Regular meetings of this chapter shall be monthly during the school year. Special meetings can be called by the president with approval of the adviser(s).

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

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

ARTICLE IX: DISCIPLINE AND DISMISSAL

Section 1. Members who fall below the standards, which were the basis for their selection, shall be promptly warned in writing by the chapter adviser(s). (Examples: assignment to DAEP, suspension (ISS), any conduct detrimental to the organization, community misconduct, or cumulative GPA below 3.75). The member shall be given a reasonable time period for improvement. In the case of flagrant violation of school rules or civil laws a member does not necessarily have to be warned.

Section 2. The faculty council shall determine when an individual has exceeded a reasonable number of warnings. (Example: 3)

Section 3. In all cases of impending dismissal, a member shall have a right to a hearing before the faculty council.

Section 4. For the purposes of dismissal, a majority vote of the faculty council is required.

Section 5. A member who has been dismissed may appeal the decision of the faculty council to the principal. The principal's decision is final.

ARTICLE X: SELECTION OF OFFICERS

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

Section 2. Chapter officers shall be elected at the last meeting of each school year. All returning members in good standing with the chapter are eligible to run for a position as an officer.
a. Returning members will declare their candidacy by completing the intent-to-run form by the published date.

b. The adviser(s) may confer with the candidates concerning their eligibility, office responsibilities, and availability to serve as an officer.
c. Candidates for office will be declared one meeting prior to the last meeting of the year.
d. Candidates will be introduced to the membership prior to the election.

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

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

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

Section 6. The secretary shall keep the minutes and attendance records for meetings and be responsible for all official correspondence.

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

Section 8. The historian shall maintain a record of chapter events and accomplishments.

Section 9. The parliamentarian shall provide guidance on following the chapter bylaws.

Section 10. If an officer becomes unable to fulfill their duties, the current officers may decide how to fill the vacancy.

Section 11. An officer can be relieved of their duties or have them suspended if they fail to meet chapter standards.

Section 12. Officers and the chapter adviser(s) shall collectively be known as the chapter's executive committee. The executive committee shall establish annual goals for the chapter and have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

ARTICLE XI: RATIFICATION, APPROVAL, AND REVIEW

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

approval by the administration.

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

ARTICLE XII: AMENDMENTS

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

Approved on May 14, 2025
Date of last approved revision: November 1, 2009

Signatures

Emily Kimball, Chapter President

Carlin Grammer, Principal

James Barker, Adviser

Tonya Rosas, Adviser

SciNHS Bylaws

PURPOSE

The purpose of this organization shall be to encourage participation in and recognition of scientific and intellectual thought, to advance the students' knowledge of classical and modern science, to communicate with the scientific community, to aid the civic community with its comprehension of science, and to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind.

ARTICLE I. Name and Objectives

- The name of this organization is the Copperas Cove High School Science National Honor Society (CCHS SciNHS)
- The Objectives of this organization are to:
    - Encourage and recognize scientific and intellectual thought
    - Advance students' knowledge of classical and modern science
    - Communicate with the scientific community
    - Aid the civic community with its comprehension of science
    - Encourage students to participate in community service which will employ scientific principle and in turn ,benefit all humankind

ARTICLE II. Membership

- Membership is an honor bestowed upon a student.
- A member must be in the last two years of secondary school education but exceptional sophomore students can be accepted into the chapter, in accordance to the guidelines of the chapter.

Section 1. Eligibility. Membership in the Society is open to students at Copperas Cove High School (CCHS). Potential applicants must:

- be at least a sophomore
- have completed at least one (1) honors or advanced level science course
- have at least a 3.5 unweighted grade point average (GPA) across all science courses
- have at least a 3.0 GPA overall unweighted GPA
- NOT have *any* disciplinary problems on record at the administrative level
- commit to attend one monthly meeting of the CCHS SciNHS scheduled meetings
- commit to attend at least one (1) community service event.

A member must maintain behavior that is acceptable to the guidelines as outlined by the CCHS and CCISD code of conduct. Any inappropriate behavior as outlined on the district's and campus student code of conduct , whether or not a disciplinary action is taken, will be subjected to review by an advisory

- All chapter members are required to present one brief scientific lecture annually.

ARTICLE V: Officers

- The officers of this chapter, their duties, and the method of their election shall be available prior to elections.
- The elected officers will comprise the executive board.
- Elected officers shall be a President, a vice president, a treasurer, a secretary, a community outreach officer, and historian. In addition to the specific duties and responsibilities listed below, the officers shall assume other duties and responsibilities as required of their respective offices.
- It shall be the duty of the officers to attend meetings.
- It shall be the duty of President to preside at all the meetings of this chapter and represent the chapter at public occasions.
- It shall be the duty of the Vice-President to fulfill the duties of the president in her/her absence.
- It shall be the duty of the Community Outreach Officer to coordinate all community service projects.
- It shall be the duty of the chapter Secretary to keep accurate minutes of each meeting, a record of all business, and a record of attendance by the members. These records should be provided to the chapter advisor when the term of the chapter secretary ends. Records should be stored, if possible, in electronic format. The chapter secretary shall also be responsible for publicizing the events of the chapter and keeping its members informed of those events.
- It shall be the duty of the Treasurer to keep an accurate account of the receipts and disbursement in accordance with school regulations.
- It shall be the duty of the Historian to keep an accurate record of the society's activities and achievements throughout the year by taking/collecting photographs, articles, and/or other similar types of materials that are important to the society.
- Members seeking to hold office are required to submit an application in order to be considered for election.
- Election of officers shall take place in the spring semester of each school year.
- Election results will be determined by simple majority of membership votes cast.
- All chapter officers are required to present one brief scientific lecture annually.

ARTICLE VI. Dues

- Annual dues for this chapter shall be $25.00. Dues go toward chapter expenses.
- Dues must be paid in full not later than February 1st.

ARTICLE VII. Amendments

These Bylaws may be amended in accordance with the following due process,

- All proposed amendments must be presented at a Chapter meeting and than published on the Chapter's website for 30 days prior to any scheduled vote.
- Passing a proposed amendment requires the affirmative vote of two-thirds of members in good standing, physically present at the scheduled Chapter meeting.
- All amendments to these Bylaws shall be in harmony with the Constitution of the Science National Honor Society of Secondary Schools.

Constitution and By-laws of
Copperas Cove High School
Chapter of the Science National Honor Society

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this organization shall be the Copperas Cove High School Science National Honor Society.

Section 2. The purpose of this organization shall be to encourage scientific thinking and engagement by advancing students' knowledge of science, increasing communication between students and the scientific community, and aiding the public with its comprehension of science and the scientific process through student-led public outreach and community service.

Section 3. The Science National Honor Society is a non-profit organization under 501(c) 3 as Internal Revenue Service approval.

Section 4. The Science National Honor Society shall be a scholarship-granting body.

ARTICLE II

THE NATIONAL BOARD OF DIRECTORS

Section 1. The control of this organization at the national level is vested in the National Board of Directors, who will be elected by popular vote of the existing officers and directors.

Section 2. The National Board of Directors shall consist of three unpaid members.

Section 3. A simple majority shall constitute a quorum of the National Board of Directors.

Section 4. The members of the National Board of Directors shall serve a three-year term. A person can be re-elected.

Section 5. The members of the National Board of Directors shall elect a Chairman, Secretary, and Treasurer by popular vote. If there are only 3 board members, then one member is Secretary / Treasurer.

Section 6. Elections shall be held annually for one-third of the members on a rotational basis. If a vacancy occurs between elections, the board shall appoint a new member.

Section 7. The Chairman may form committees and appoint chairpersons to them.

Section 1. The chapter adviser shall be responsible for the direct, daily supervision of the chapter, and act as a liaison between faculty, administration, students, and community. There may be multiple chapter advisers.

Section 2. The chapter adviser shall maintain files on membership, chapter history, activities, and financial transactions. The chapter advisor shall send an annual report to the national office.

Section 3. The chapter adviser shall frequently review each member for compliance with Science National Honor Society standards, obligations, and ideals.

Section 4. The chapter advisor shall help the chapter officers understand and carry out their duties.

ARTICLE VII

MEMBERSHIP

Section 1. Membership is an honor bestowed upon a student.

Section 2. A member should be in the last two years of secondary school education, however, sophomore students that have completed Honors Biology with a yearly average that is a minimum of an 85 can be accepted into a chapter.

Section 3. A member must have and maintain a 3.0 grade point average (GPA) across all classes and a 3.5 GPA across all sciences. The GPA requirements are unweighted GPA values. If your school uses a weighted GPA scale, then the chapter advisor is responsible for converting these values based on the scale used at your school.

Section 4. A member must be enrolled in a science class. A member must be enrolled in at least one honors level science class during or prior to the eleventh-grade year. A member must be enrolled in at least one second year honors science class during or prior to the twelfth-grade year. A member must be enrolled in at least one upper-level science class during the twelfth-grade year or, alternatively, maintain an active role in science related activities (at the discretion of the chapter advisor). If second year honors or upper level science courses are not offered by the school, then the student must be enrolled in an additional science course that is either first year honors, upper level, or college level class. In the case of exceptional students who do not meet these requirements, the National Board may waive the requirements on a case-by-case basis.

Section 5. A member must maintain behavior that is acceptable to the guidelines as outlined by the school's code of conduct. All behaviors that result in ISS/OSS may lead to dismissal after review by advisory panel consisting of Science NHS advisors, administrator, and counselor.

Section 6. All members must attend one local chapter officer's lecture annually. All lectures must be approved by the chapter's advisor before being presented.

Section 7. Regular members are encouraged to also give a science related lecture annually during a regular member meeting with the chapter advisor's approval. These lectures will be directed to the current members of the society and may be given individually or with a fellow society member.

Section 8. Any active member who falls below the standard of 3.00/4.00 GPA or who falls below a 3.50 unweighted average across all science courses shall be placed on probation for the interim of one grading period. A 3.00 unweighted overall GPA and a 3.50 unweighted average across all science courses will be the standard that is mandated for students. The member will then be given one grading period to correct the

Section 5. The chapter treasurer shall keep an accurate account of the receipts and disbursements in accordance with school regulations.

Section 6. The chapter secretary shall keep the minutes of the meeting, a record of all business, and a record of attendance by the members. These records should be provided to the chapter advisor when the term of the chapter secretary ends. Records should be stored, if possible, in electronic format. The chapter secretary shall also be responsible for publicizing the events of the chapter and keeping its members informed of those events.

Section 7. The chapter community outreach officer shall coordinate all community service projects.

Section 8. The chapter historian shall keep an accurate record of the society's activities and achievements throughout the year by taking/collecting photographs, articles, and/or other similar types of materials that are important to the society

Section 9. All chapter officers are obligated to the duty of presenting one scientific lecture annually. The lecture shall be ten to fifteen minutes in length and are given during a regular chapter meeting or during a special meeting for this purpose. The lecture may cover any scientific idea, concept, or research finding from the past or from current research. The lecture may include hand drawings on a board or be in an electronic presentation format. The goal is to introduce the chapter to new ideas and encourage discussion.

Section 10. The local chapter officers shall have general supervision of the affairs of the chapter as overseen by the chapter adviser. All officers shall review *Robert's or Sturgis Rules of Order, Newly Revised* and hence, conduct the meetings according to the policies outlined therein. The officers shall meet regularly, make recommendations to the chapter, and perform all duties named in the chapter bylaws.

Section 11. Chapter officers shall fulfill all duties named in this Constitution and the local chapter bylaws.

Section 12. A majority of the votes cast shall be necessary to elect any chapter officer.

Section 13. The chapter officers shall have general charge over the meetings and the business of the chapter.

Section 14. The officers of the chapter shall determine the exact amount of the local dues, if any. If there are exceptional students who cannot pay the dues, the chapter shall raise the money by outreach activities.

ARTICLE XI

MEETINGS

Section 1. Each chapter shall have regular meetings during the school year on days designated by the officers and in accordance with school policy and regulations.

Section 2. The regularity of the meetings shall be designated in the chapter bylaws.

Section 3. Members are required to meet at least four times a year.

Section 4. The president may call emergency meetings, if approved by the officers and the chapter advisor.

Section 5. The officers of this chapter shall be elected in April and assume responsibilities in May.

ARTICLE XV

BYLAWS

Section 1. Each chapter shall write bylaws to amplify sections of this Constitution, and to clarify operating procedures of the chapter. Bylaws shall be consistent with this Constitution.

Section 2. The chapter bylaws shall contain information concerning the election and duties of officers, the schedule of meetings, member obligations, and dues. Chapters may add any other information pertinent to the chapter.

Section 3. Local chapter bylaws shall be sent to the National Board of Directors.

Copperas Cove High School- Bylaws of the Américo Vespucio Chapter of the National Spanish Honor Society



¡Todo A Una!

Bylaws of the Américo Vespucio Chapter of the National Spanish Honor Society at Copperas Cove High School

Article I **Qualifications for Membership**

Section 1: The "honor average" mentioned in the constitution will be a 3.75 in the Spanish language to be considered for induction into the National Spanish Honor Society.

Section 2: The student must be a sophomore or a junior to be considered for induction and have completed a minimum of (3) semesters of Spanish. The student must also present documentation of at least 10 hours of community service hours at the time of their packet submission.

Section 3: The student must have an overall GPA of 3.5 to gain admittance.

Article II **Member Selection**

Section 1: Any student who meets the qualifications in Article I may fill out an application. The student's grade counselor must verify the student's overall and Spanish GPAs and provide the verification to the SNHS Advisor.

Section 2: The selection process will take place either in the fall or spring semester of the school year. There will be an induction ceremony, in which the nominated students must attend in order to gain official membership. There is a one-time induction fee of $20.00 prior to the induction of the student into the National Spanish Honor Society.

Article III **Membership Status & Requirements**

Section 1: The student must maintain an overall GPA of 3.5 and a 3.75 in Spanish to remain a member.

Section 2: An overall GPA of 3.5 is required for seniors to graduate with cords.

Section 3: Members of the society are required to attend at least 2/3 of the bi-monthly meetings as well as to attend the group community service activities to remain a member. Exceptions, such as illness, can be made with approval of the sponsor.

Section 4: The student must submit the required 10 hours of community service per semester. This demonstrates seriousness to the purpose of the National Spanish Honor Society.

Section 5: The student must participate in scheduled group projects. The sponsor will select as least two group community service projects per year.

Article IV **Officer Positions**

Section 1: Members of the society will choose and elect officers, which are the President, Vice-President, Secretary, Treasurer, and Committee Chairperson(s).

Section 2: In order to run for office, the student must be currently enrolled in a Spanish class.

Section 3: All officers must follow and carry out the duties mentioned in the Handbook for Chapter Sponsors and Officers.

Article V **Removal from the Society**

Section 1: If any of the requirements mentioned above or in the constitution is not met or honored by a member, removal from the Society in written and verbal form will be issued.

Section 2: If the student acts with misconduct while representing NSHS, immediate removal from the chapter will be enforced.

The Bylaws and Constitution of the SOCIEDAD HONORARIA HISPÁNICA

Article I. Name and Classification

Section 1. The name of this organization is the Sociedad Honoraria Hispánica and shall be referred to in this document as "the SHH."

Section 2. The purpose of the SHH is to recognize high achievement in Spanish and Portuguese by students of secondary schools and to promote continuity of interest in Hispanic and Luso-Brazilian studies.

Section 3. The SHH is classified as a national and international academic honor society in the study of high school Spanish and Portuguese and is sponsored by the American Association of Teachers of Spanish and Portuguese, Inc. (AATSP)

Section 4. Each unit of the SHH located in a secondary school is designated as a Chapter. The name of the Chapter, which is in Spanish or Portuguese and preferably relates to Hispanic or Luso-Brazilian culture, literature or history, shall be chosen by the Chapter Sponsor. Chapter names may not be duplicated within a state and must be approved by the SHH Director. The person in charge of the Chapter is the Chapter Sponsor. In special cases two or more schools in one school district may form a Chapter.

Article II. Qualification of Secondary Schools and Chapter Sponsors

Section 1. All public and non-public secondary schools are eligible to charter a Chapter of the SHH. Application from a secondary school seeking to charter a Chapter is made on an official form provided by the AATSP.

Section 2. The initial charter fee for a school Chapter is established by the SHH Advisory Board. No monthly or annual dues or assessments are charged to the schools affiliated with the SHH.

Section 3. In order to remain an Active Chapter of the SHH, the Chapter Sponsor must remit student membership fees to the AATSP National Office each school year with the names of the respective students to be inducted.

Section 4. Failure of the Chapter Sponsor to remit student membership fees to the AATSP National Office each school year places the Chapter on an inactive status, and a reactivation fee will be required after two years of no new membership fees. If the Chapter remains inactive for a period of five years, it may result in the withdrawal of the charter.

Section 5. A Sponsor who does not have an active Chapter may affiliate with an active Chapter in the area in order to promote Chapter activities.

Section 6. Sponsors and Co-Sponsors of Chapters must be members in good standing of the AATSP.

Article III. Qualifications for Chapter Membership

Section 1. A regularly enrolled student of a secondary school (grades 9-12) who has maintained an honor average in the study of Spanish or Portuguese for at least three semesters is eligible for membership in the SHH. The student must be enrolled in the study of the language at the time of induction.

A school with block scheduling may interpret each half of a course as one semester. Therefore, all eligible students must complete at least 1.5 courses prior to induction.

No induction is to take place earlier than the tenth grade.

However, in exceptional cases, such as a ninth grade student who has maintained an honor average in the study of Spanish or Portuguese for at least five semesters, a ninth grader may be inducted during the second semester of the ninth grade at the sole discretion of the SHH Director. In such cases, the Chapter Sponsor shall submit to the SHH Director an official transcript of the student's course, showing the first semester grade together with a letter of recommendation by the student's teacher stating the reason for the requested ninth grade induction.

Section 2. The SHH does not conduct business with students or parents. All local decisions concerning membership are to be handled by the Chapter Sponsor in accordance with school policies, which include decisions made by the Board of Education, the Principal, or the Department Chair.

Section 3. The student membership fee payable before induction is established by the SHH Advisory Board. Each student member will receive a Certificate of Membership.

Section 4. If a member chooses not to continue the study of Spanish or Portuguese, the student may remain in the SHH as an Associate Member until graduation at the discretion

of the Chapter Sponsor. Students who have completed the highest level of Spanish offered by the school may remain in the Chapter as Active members.

Section 5. A member may be removed from the Chapter at the discretion of the Chapter Sponsor for failure to maintain an honor average, misconduct, insubordination, or other serious infraction.

Section 6. Associate Members may enjoy limited privileges and benefits in the SHH. They may not vote, hold office, or be eligible to receive scholarship or travel awards of the SHH. All inducted members who participate in the Chapter through senior year may receive graduation regalia. Only members currently enrolled in Spanish or Portuguese or seniors who have already completed the highest level of Spanish or Portuguese provided by the school may participate in the national awards program of the SHH.

Section 7. Honorary Membership may be granted to a person in the school or community who has demonstrated an interest in the promotion and advancement of the purposes of the SHH. The fee for honorary membership is established by the SHH Advisory Board. Each Honorary Member shall receive a Certificate of Membership.

Article IV. National Organization

Section 1. The SHH consists of the SHH Advisory Board and the School Chapters.

Section 2. The SHH Advisory Board consists of the SHH Director; six elected officers: a President, a President-Elect, and four Regional Directors; the Editor of *Albricias*; the Director of the Sociedad Hispánica de Amistad; and the Executive Director of the AATSP. The SHH Advisory Board may create other appointed positions.

Section 3. In order to be eligible to serve as an officer, a person must have served for at least one year as a Chapter Sponsor and be the Sponsor of an active Chapter of the SHH at the time of his or her election. If at any time an officer no longer serves as Chapter Sponsor, he or she may complete the respective term of office upon approval of the SHH Advisory Board. Vacancies, except in the office of the President (See Article VII, Section 3), are filled by the SHH Advisory Board.

Section 4. All elected officers are chosen by majority vote by SHH Chapter Sponsors.

Section 5. Elected members of the SHH Advisory Board as such shall not receive any compensation for their services, but by resolution of the SHH Advisory Board expenses of attendance, not exceeding an amount determined by the AATSP Director of Finances, may be allowed for attendance at regular or special meetings of the SHH Advisory Board; but nothing herein contained shall be construed to preclude any Advisory Board Member from serving the SHH in any other capacity and receiving compensation therefore by resolution of the SHH Advisory Board. Compensation for the services of the SHH Director, the Editor

of *Albricias*, the SHA Director, and other appointed positions shall be determined by the AATSP Board of Directors.

Article V. Legislative National Convention

Section 1. The legislative body of the SHH is the SHH Advisory Board, which meets at least once each year to approve policies for the progress and welfare of the SHH. The meeting is held in conjunction with that of the AATSP. Electronic meetings and votes may also take place.

Section 2. Each member of the SHH Advisory Board has the right to speak and vote at the national meetings. Each member of the SHH Advisory Board shall be entitled to one vote on each matter submitted to a vote of the members of the Board. The rights of the ex officio members of the Board shall be identical to those of the elected members. The President may vote in all matters and business of the Board and may vote to create or break a tie. Voting rights of a Board member cannot be delegated nor exercised by proxy.

Section 3. Chapter Sponsors may be invited to attend the meeting of the SHH Advisory Board, but shall not be present in executive sessions and may not speak unless placed on the Agenda by the SHH Director before the meeting, and may not vote.

Article VI. Powers and Duties of the SHH Advisory Board

Section 1. The SHH Advisory Board is the governing body of the SHH and creates policy and guidelines for its activities and programs.

Article VII. Powers and Duties of the Officers

Section 1. The President shall preside at all meetings of the SHH Advisory Board and at all business meetings of the SHH and shall perform such duties as pertain to the office of President. The President appoints the Chairperson and new members of the Nominating Committee, the State Directors, and makes other necessary appointments with the approval of the SHH Advisory Board. The President must have previously served on the SHH Advisory Board prior to nomination. The President is elected for a term of two years as President-Elect, two years as President, and will be retained as a member of the SHH Advisory Board for an additional year to serve as Past-President. The term of office begins January l. The President is not subject to reelection for a consecutive term of office.

Section 2. The President-Elect performs the duties of the President if the latter is unable to serve. The President-Elect is to remain cognizant of all business and policies of the SHH and will serve as Chairperson of one of the awards offered by the SHH, as designated by the President and approved by the SHH Advisory Board. The President-Elect serves a two-year term before assuming the office of President. The term of office begins January l.

Section 3. In the event of a vacancy in the office of President during his or her term, the President-Elect shall assume the office of President for the remainder of the term, without any further action therefore and with all rights and responsibilities of the office. The term of office shall be for the remaining period of the former President's term of office, plus the period of time necessary to complete one full two-year term as President.

Section 4. The Sociedad Honoraria Hispánica Director is directly responsible for promoting the SHH, its mission, and its activities. The SHH Director approves new Chapters, communicates with all Chapter Sponsors, and participates in the supervision of the AATSP staff members designated to communicate with Chapter Sponsors. The SHH Director presides at meetings of the SHH Advisory Board and maintains minutes and records of SHH activities and business. The SHH Director, in conjunction with the AATSP Executive Director, develops and manages the annual budget which becomes part of the operational budget of the AATSP, and works closely with the AATSP National Office to collect monies due to the SHH (charter and membership fees). The AATSP National Office staff pays all monies owed by the SHH and maintains the financial records of the SHH. The fiscal year of the SHH is the same as that of the AATSP. Financial information about the SHH is shared with the AATSP Board of Directors and the SHH Advisory Board. The SHH Director is appointed by the AATSP Board of Directors for a term of three years that is renewable upon the approval of the AATSP Board of Directors.

Section 5. The Editor of *Albricias* is responsible for selecting and editing student work that appears in the publication. The Editor oversees the *Albricias* Editorial Board and the personnel contracted to assist with layout and copyreading of the journal. The Editor of *Albricias* is selected by the AATSP Board of Directors with input from the SHH Advisory Board representatives for a term of three years that is renewable upon the approval of the AATSP Board of Directors. The SHH Advisory Board provides feedback to the Editor annually.

Section 6. The Regional Directors will nominate Chapter Sponsors for the position of State Directors and submit these names to the President and SHH Director for approval and appointment. The Regional Directors with the President-Elect will serve as Chairpersons and administer the special awards and contests of the SHH. They will remain in contact with the State Directors of their area and solicit a yearly report from each State Director. In the event that there is no State Director within a state in the Region, the Regional Director communicates directly with the Sponsors in those states and recruits potential State Directors. The Regional Directors are elected for a term of three years. The term of office begins January 1. The Regional Directors are not subject to reelection for a consecutive term of office.

Article VIII. State Directors

Section 1. The President appoints a State Director in each state or territory of the United States and in each country in which Chapters of the SHH are located.

Section 2. The State Director is to represent the SHH Advisory Board in his or her territory and will cooperate with the SHH Advisory Board in carrying out the purposes of the SHH.

Section 3. The State Director will maintain communication with existing Chapters in the state or territory and promote new Chapter growth and reactivation of old Chapters.

Section 4. Term of office shall be for three years and is subject to reappointment for additional three-year consecutive terms upon approval by the SHH Advisory Board.

Article IX. Nominating Committee

Section 1. The President, in consultation with the National Director, appoints a Nominating Committee consisting of three persons: one or two outgoing members of the SHH Advisory Board and one Chapter Sponsor or State Director of the Year, to serve for one year, none of whom shall be the incumbent of any position to be filled. One of these persons is designated by the President as Chairperson.

Section 2. The Committee nominates candidates for President, President-Elect, and Regional Directors. The slate of nominees shall be delivered to the SHH Director and the President prior to the annual meeting of the SHH Advisory Board. Upon approval of the slate of nominees by the SHH Advisory Board, the SHH Director shall prepare a ballot and an online election will take place during the fall preceding the term of office.

Article X. Insignia

Section 1. The insignia of the SHH is the official one of the AATSP, as represented on the merchandise which may be purchased or awarded for excellence in Spanish and Portuguese. If pins are desired, they are to be ordered by the Chapter Sponsor directly from the official AATSP merchandise provider.

Section 2. SHH graduation regalia may be purchased from the official AATSP merchandise provider. Members who participate with the SHH Chapter through their senior year may receive graduation regalia.

Section 3. The seal of the AATSP is the official seal of the SHH, and it may be used in conjunction with any other seal upon approval of the SHH Advisory Board.

Section 4. The motto of the SHH is Todos a una.

Section 5. The colors of the SHH are red and gold.

Section 6. The flower of the SHH is the carnation.

Article XI. Publications

Section 1. The official publication of the SHH is *Albricias*. It shall be published online for all Sponsors and students to review. Printed publication recipients will be determined by the AATSP National Office and Editor of *Albricias* in consultation with the SHH Director.

Article XII. Amendments

Section 1. Any proposed amendment to this Constitution must be signed by three officers or Chapter Sponsors of the SHH and sent to the SHH Director. The SHH Director arranges for publication online of such proposed amendment.

Section 2. Any amendment so published may be adopted by two-thirds (2/3) of the officers and Chapter Sponsors present and voting at the Meeting of Members at the General Session of the SHH at any National Convention.

Article XIII. Chapter Constitutions

Section 1. Each Chapter of the SHH may adopt a constitution for its individual government, but no part of it shall be in opposition to the stated aims and requirements as expressed in this Constitution.

Section 2. Each Chapter of the SHH must keep a copy of its Constitution and Bylaws regarding the name of the chapter, qualifications for membership, and reasons for removal from the Chapter. The document should include nomination process and duties of officers and committee and chapter activities. Bylaws should include information necessary for running the Chapter within the parameters of the school setting.

Article XIV. Chapter Regulations

Section 1. Collection of dues for local purposes must have the approval of the Chapter Sponsor and local school authorities.

Section 2. No Chapter may impose any obligations of secrecy upon its members.

Section 3. With the approval of the Chapter Sponsor and of school authorities, a Chapter may adopt projects for raising funds or for advancing the cause of the study of Spanish and Portuguese, but always in accordance with the purposes of the SHH.

Section 4. No student shall be inducted before the student's name and induction fee are submitted to the AATSP National Office.

Section 5. Induction ceremonies shall follow the official ritual unless permission is given by the SHH Director for a substitute form.

Section 6. The SHH Director is empowered to revoke the charter of any Chapter that has been inactive for five years or more. The names of those Chapters may then be used by any new Chapters in the same state.

Section 7. The Secretary of the Chapter and the Chapter Sponsor shall keep complete records of all meetings, projects and services rendered by the Chapter.

Section 8. Each Chapter shall promote the purposes of the SHH not only in Spanish and Portuguese classes in the school, but also in the community whenever possible.

Section 9. The Chapter Sponsor is to submit a list of inductees to the AATSP office with the student membership fees.

Section 10. When a Chapter member is removed from the Chapter for the failure to maintain an honor average, misconduct, insubordination, or other serious infraction, the Chapter Sponsor must notify the SHH Director who will note the removal on the submitted list of inductees.

Section 11. When a Chapter Sponsor changes schools, it is his or her responsibility to leave with another teacher or school official all records of the Chapter and to arrange for its continuance the following year. Any change of Chapter Sponsor within a school is to be reported to the SHH Director.

Section 12. Sponsors of Active Chapters may award the *Certificado de Excelencia / Excelência* to inducted members, winners in the National Spanish/Portuguese Examinations, or to the inducted member who has achieved the highest grade point average in Spanish or Portuguese for that school year. Duplicate certificates are awarded in case of ties. The number awarded is limited to ten percent of current inductees. The certificates may be obtained from the SHH Director at no cost.

Section 13. Sponsors of Active Chapters may award the *Certificado por Servicios / Serviços* to recognize inducted members who have rendered meritorious service to their Chapter. The number awarded is limited to ten percent of current inductees. The certificates may be obtained from the SHH Director at no cost.

Section 14. Sponsors of Active Chapters may award the Premio de Honor to the best graduating senior member of the Chapter. The certificate may be obtained from the SHH Director at no cost and will be sent upon receipt of the student's name. Each Chapter may receive only one certificate each year.

Article XV. Emergency Bylaws

Section 1. Additional regulations for facilitating the government of the SHH and the activities of the Chapters may be prepared by the SHH Advisory Board whenever the exigencies for such regulations arise.

COPPERAS COVE HIGH SCHOOL
STUDENT COUNCIL CONSTITUTION

ARTICLE I: Name, Purpose, and Powers

Section 1: The name of this organization shall be the Student Council of Copperas Cove High School, herein referred to as the Student Council.

Section 2: The purposes of this organization are:

A. To serve as a liaison between the students, the administration, and faculty.
B. To provide meaningful contributions toward the overall enhancement of school life.
C. To promote school and community loyalty and service.
D. To promote high ideals of honor, good citizenship, and leadership.
E. To provide a means for student participation in school government.
F. To provide a forum for student expression.
G. To establish and build a healthy, thriving campus culture by being open minded and inclusive.

Section 3: All powers of the Student Council are delegated to it by the school administration. Therefore, the principal has the right to veto any act of the Student Council and the right to revoke any of the powers held by the council.

ARTICLE II: Membership

Section 1: The Executive Committee membership will consist of the following elected officers: President, Vice President, Secretary, Parliamentarian, Historian, committee chairs, and any other elected or appointed executive representatives. The general a ssembly membership will be open to qualified members of the student body.

Section 2: All members shall:

A. Have passed all classes for the previous school semester with an overall average of 70.
B. Be currently passing all classes in which they are enrolled.
C. Maintain a good citizenship record by not receiving disciplinary consequences such as GAP or JJ. In the case of suspension from school, the Review Board will take into account the circumstances surrounding the suspension.
D. Submit a signed contract to the Student Council officers and Advisor along with signed parent consent.

ARTICLE III: Election of Officers

Section 1: Procedures

A. Each candidate for office must be a member in good standing in the Student Council at the time of nomination. Election rules and candidate qualifications are outlined in the Bylaws.

Section 2: Election Dates

The officer elections will be held at the beginning of the 4th 9 weeks during the spring semester.

Section 3: Offices

A. President (TO BE HELD BY A SENIOR), Vice President (TO BE HELD BY A SENIOR), Secretary, Parliamentarian, Treasurer, and Historian
B. Committee chairs will be appointed as needed.

ARTICLE IV: Meetings

Section 1: Student Council will hold meetings during the Student Leadership class period. Other meetings to include General Membership will be held outside of school hours, primarily every other Wednesday and/or at the discretion of the Advisor and Officers.

Section 2: The Executive Officers may hold special meetings when deemed necessary, but will meet primarily once per week during the 6B class period.

ARTICLE V: Duties and Responsibilities of Membership

Section 1: General Members

General members shall:

a. Attend all meetings of the Student Council
b. Participate in at least 2 school activities per month.
c. Be an active member of the Student Council for the entire year or to qualify for Student Council office.

Section 2: Officers

A. President [must be a senior-level student]
    1. Presides over council meetings and Executive Committee meetings.
    2. Has power to appoint committees under the advisement of the advisor.
    3. Has the authority to call special meetings under the advisement of the advisor.
    4. Supervises the work of the other officers.
    5. Prepares an agenda prior to all meetings in cooperation with the Executive Committee.
    6. Reports council activities to the principal and seeks approval of principals for events.
    7. Oversees assigned committees.
    8. Must represent Student Council at appropriate school functions.
    9. Must be in the Student Council Leadership Class.
    10. Must be in at least one committee.

B. Vice President [no separate election–to be runner-up to President]

1. Presides over meetings in the president's absence.
2. Has the power of the President in the President's absence.
3. Oversees assigned committees.
4. Manages Point Merit System for all members of Student Council
5. Must be in the Student Council Leadership Class.
6. Attends Executive Committee meetings

C. Secretary

1. Must be in the Student Council Leadership Class.
2. Keeps an accurate record of attendance to Student Council and committee meetings.
3. Keeps an accurate record of the minutes from all council meetings and types them for principal and advisor approval.
4. Enters TASC State Reports in conjunction with Advisor.
5. Oversees assigned committees.
6. Attends executive committee meetings.

D. Treasurer

1. Must be in the Student Council Leadership Class.
2. Attends executive committee meetings.
3. Assists Advisor with fundraising activities
4. Reports on Activity Fund balance to Student Council whenever possible
5. Oversees assigned committees.

E. Parliamentarian

1. Serves to keep order in all Student Council meetings according to Robert's Rules of Order.
2. Helps oversee all elections.
3. Oversees assigned committees.
4. Attends all executive committee meetings.

F. Historian [by appointment]

1. Must be in the Student Council Leadership Class.
2. Handles all Student Council publicity in local papers, media technology, etc.
3. Attends executive committee meetings.
4. Responsible for the recording of all Student Council activities and correspondence.
5. Oversees assigned committees.

Section 3: Removal and Replacement

A. Any member or officer who is put on probation by the Review Board will be placed on probation for one month. If he/she fails to fulfill his/her contract the following month, he/she will be removed from membership for the remainder
B. of the semester.
C. Any officer or member may be removed from his/her position on the council if he/she fails to carry out his/her duties. These duties or responsibilities are understood by written agreement in his/her contract as well as in the Constitution ☐and Bylaws. The officer or member may be removed by the advisor

with the approval of the principal. If an officer is removed from office, he/she may not run for office the following year.

D. If an officer is unable to fulfill his/her position or is removed from office, he/she will be replaced by the runner up as per election results providing that the runner up meets the requirements of office. If there is no runner up, the Student Council officers and Advisor will choose a replacement.

ARTICLE VII: Misconduct

Section 1: Distraction/disruption during meetings

A. A member who causes distractions or disruptions during a meeting will receive a warning from the advisor. If a member shows further misconduct, he/she will be told by the parliamentarian to leave the meeting.

B. A member who is twice removed from a meeting will be dismissed from the Council.

Section 2: Insubordination during meetings

Members who cannot learn to work together and walk out of a meeting before its conclusion will be considered as having been removed by the parliamentarian.

Section 3: Insubordination to the advisor and/or any acts deemed as inappropriate to the image of a Student Council member will be evaluated by the Executive Committee and can be reason for dismissal by vote of this Committee or can be considered for removal by the Parliamentarian.

Section 4: Members removed by the parliamentarian for behavior in Section 1 and/or Section 2 may appeal their removal to the Executive Committee within one week of the meeting in question. Members are to leave the meeting when told to do so by the parliamentarian and then make an appeal afterwards.

ARTICLE VIII: Committees

Section 1: Members may be placed on committees when deemed appropriate, for example: homecoming, pep rallies, holiday celebrations, & teacher appreciation.

Section 2: Special committees are to be formed as needed, including DASH, E & E, P & P, and Community Service.

ARTICLE IX: Ratification

This Constitution must be ratified by two-thirds majority of the general assembly with the approval of the Advisor and Principal.

ARTICLE X: Amendments

Section 1: The constitution may be amended by a two-thirds vote of the Student Council provided a member makes the amendment and submits it in written form.
Section 3: The amendment must be read and discussed at a General Meeting.
Section 4: In case of emergency as determined by the advisor, the one week deadline may be absolved and the Council, by a two-thirds vote, may vote and ratify an amendment.

ARTICLE XI: Effective Constitutional Date

Section 1: This Constitution shall become effective after ratification by a two-thirds vote of the Student Council.
Section 2: This Constitution may be abolished by a two-thirds vote of the Student Council, provided there is a Constitution to replace this one immediately after it is abolished.



Criminal Justice Bylaws

Amended September 2024

ARTICLE I:

The name of this Organization is the Copperas Cove High School Criminal Justice Club and shall be abbreviated as "CCHSCJC" or "CJC".

ARTICLE II:

CCHSCJC is an extra-curricular organization at Copperas Cove High School designed for students interested in the law enforcement career path and other public safety careers. The club is designed for students to be able to get an in-depth look into the different careers the public safety arena has to offer.

The purpose of CCHSCJC is to advance the education and welfare of its members in the following ways:

I. Providing a safe work and learning environment.
II. Further developing a respect for the public service career field.
III. Developing the leadership abilities of its members through a public service program of motivation, awareness, competition, and recognition.
IV. Encouraging the use of ethical practices in the public service arena.
V. Developing character, promoting responsible citizenship, and fostering patriotism.
VI. Developing an understanding of current public safety issues and being aware of them.
VII. Encouraging mental and physical health through participation in beneficial social and recreational activities.

will not be tolerated and handled with disciplinary actions defined in Article 4 Section 5. The advisors will have discretion when dealing with disciplinary actions.

When in uniform for competition and the like, uniforms are to be clean pressed, and neat. Hair should be kept well groomed. The uniform should follow both school rules and SkillsUSA guidelines.

ARTICLE IV:

OFFICERS

SECTION 1. POSITIONS

The CCHSCJC officer board will consist of a President, Vice President, Secretary, Historian, Treasurer, Parliamentarian, and Sergeant of Arms. These officers shall perform the duties prescribed by these bylaws.

SECTION 2. DUTIES

I. The President is the head of the officer board and the highest-ranking student member of the organization. Their duties will include communicating the needs of the club to the advisors, conducting officer or club voting sessions, taking care of various issues that may occur in the club, overseeing the other officers, and developing rules and policies that they see fit. They will have the final say in anything that the club wants to bring to the advisors for approval.

II. The Vice President is the second highest-ranking student member of the organization. Their duties will include being in charge of all matters concerning competition, running trainings as they see fit, supporting the President with leading the club, handling any issues that may occur in the club along with the President, and perform the duties of the President if and when the President is not present for something.

III. The Secretary is the third highest-ranking ranking member of the organization. Their duties include taking roll of all members that are present at meetings, trainings, or events the club attends, keep an active list of all members of the club, collect and count votes when necessary, keep all past records of the club, and keep an active calendar of meetings, trainings, and events set forth by the President and Vice President. They will also keep an active list of all the current member's points for lettermen and inform the

SECTION 4. ELECTIONS, ELIGIB\ILTY, AND COMMENCEMENT OF OFFICERS

SUBSECTION A. ELECTIONS AND COMMENCEMENT

At the end of the school year, elections will occur for next year's officer positions. Club members can nominate themselves for any position on the officer board. Once the nominations have ceased, the current officer board will comprise a list of all of them and post them to the club's social media and Schoology accounts for the club. At the next scheduled meeting, the nominees will be allowed to state their case to the club on why they should be elected to that position. After each nominee has made a statement, the current President will start the voting with the Sergeant of Arms position and work their way up to the President position. After each position, the current Secretary will collect the votes and count them. Once all the votes have been counted by both the Secretary and the President, the President will announce the new officer board for the next year.

In the event of low member participation or a low number of Officer Position applicants, the current leadership must take a vote on employing the use of an alternate leadership selection process. This process would consist of members submitting formal applications, being selected and going through an interview board, and then being selected by the board. The interview board will consist of the current officer, and at least one advisor. There may also be another person from outside the club allowed on the board for an unbiased opinion.

SUBSECTION B. ELEGIBILITY

To be eligible for the officer board, members must have completed one full school year of membership in the club, and they must be active, participating members of the organization. They also must meet UIL standards and have a passing semester average to nominate themselves. Nominees will fill out an application for their desired position and turn them into any current officer or designate drop-off area.

SECTION 5. DEMOTION/REMOVAL OF OFFICERS

If an officer is negligent to their duties or is abusing their authority, advisors may choose to demote them to a standard member. The officer team must first meet with the officer in question to address the issue. If nothing changes, then it will be brought to the advisors who will meet with the officer in question to properly assess the situation. If the officer's actions continue, then

Members that have received any legal charges will inform the advisors directly and will be removed from the club entirely. Any formal accusation of criminal activity or illegal actions will result in expulsion.

Members who have been apprehended by an officer, taken to or held in jail, or charged with any illegal activities will be removed from the club.

If any members have harassed or assaulted a member of the club, they will have a meeting with the advisors and the SRO's

ARTICLE VI:

ADVISORS

At least one advisor of CCHSCJC must be at every event held by the club.

The advisors must have members permission slips before Feild trips or competition activities to ensure the members safety and parents'/guardians' authorization.

The advisors must provide a safe and supervised environment for the High School club members. Advisors should also set guidelines and expectations for all officers to ensure the club is being efficiently run.

As the club is student run, the advisors still must provide appropriate expectations and guidelines as well as set a good example for the student officers and club members.

ARTICLE VII:

FINANCES

When dealing with club finances, the club members will have full voting power over spending and finances. When voting to spend or raise money, the President will conduct a vote, and the vote needs a majority vote to pass. The officers must have also reached a unanimous decision.

The advisors will have physical control over any club funds but will not be able to use them without the majority vote from the club. It is the responsibility of the advisors to keep control of any club funds and the duty of the Treasurer to keep a record of all club funds.

ARTICLE VIII:

2. Depending on the severity of the violation, the member may be subjected to an extended probationary period of multiple months as deemed appropriate by overseeing authority.
3. All members must maintain an academic grade point average of at least seventy percent in their respective courses.

Failure to uphold these standers may result in disciplinary action as necessary.

SkillsUSA Copperas Cove Culinary Club BY-LAWS

Copperas Cove High School

Article I

Name and Purpose

Section 1: The name of this organization shall be the SkillsUSA Copperas Cove Culinary Club.

Section 2: The purpose of this organization shall be to create enthusiasm for culinary arts and hospitality, a desire to participate in competitive culinary activities, and to develop character and leadership in the students of Copperas Cove High School.

Article II

The Chapter Advisor(s)

Section 1: The Chapter advisor(s) shall be responsible for the direct supervision of the Chapter and act as liaison between faculty, admission, students and the community.

Section 2: The Chapter advisor(s) shall maintain files on membership, Chapter history, activities, and financial transactions.

Section 3: The Chapter advisor(s) shall regularly review each member for compliance of the rules.

Article III

Membership

Section 1: All members must be currently enrolled in at least one in-person culinary or hospitality class at Copperas Cove High School.

Section 2: Members must be passing all classes.

Section 3: Members are required to attend all meetings unless there are prior arrangements with the advisor(s).

Section 4: Members may not miss mandatory meetings:

1. 1st missed meeting will result in a Dismissal Committee meeting to review reason for missed meeting only. Valid reasons for a missed meeting will include:
    a. Prior approval for missing meeting given by Advisor
    b. Excused absence. Member is absent from ALL classes the day of the meeting and the absence is categorized as Excused in Skyward.
    c. Inability to leave job to attend. Must present note from supervisor with contact information to verify.
    d. Family responsibilities. Must present note from parent/guardian with reason and contact information to verify.

Section 5: Members who are absent from a meeting shall present their case before the Dismissal Committee.

Section 6: Members who violate bylaws, safety procedures, and or direct instructions from their advisor while attending SkillsUSA events shall present their case before the Dismissal Committee.

Article VI

The Dismissal Committee

Section 1: A committee shall be established including the advisor, President, Vice President, accused, and one additional leadership member chosen by the accused.

Section 2: The committee shall reserve the right to approve all activities and decisions of the Chapter.

Section 3: The committee shall receive appeals in cases of non-selection of candidates and the disciplining or dismissal of members.

Section 4: Once convened, the committee will hear from the advisor what the disciplinary action the accused is facing and why. The accused will be given an opportunity to respond and explain why they should not face the disciplinary action suggested. Once the accused has spoken, the committee will take a secret vote and majority decision will be implemented.

Article VII

Deadlines

Section 1: Chapter dues shall be submitted before the 30th of September.

Section 2: Entry fees for the Fall Leadership Conference must be paid no less than two weeks prior to the Conference.

Article VIII

Selection of Officers

Section 1: Officers will be elected by the membership of the Chapter if multiple members are running, or appointed by the advisor(s) if there is no competition.

Section 2: Officer candidates should be persons whose involvement is evident throughout the year in character, scholarship, and leadership.

Section 3: Officers for the following year shall be elected at the last meeting of the school year, one month after the SkillsUSA state competition.

Article IX

Fall Leadership Conference

    - Understand when a meeting can be held informally or MUST be held formally and ensure appropriate meetings occur
- After a meeting
    - see that the wishes of the meeting are carried out correctly and expediently
    - assist the Secretary in preparing the minutes
- Other duties
    - serve on Dismissal Committee
    - continuously refine Chapter's overall objectives, mission statement, and value system
    - organize, and create promotions for Chapter fundraisers events
    - foster positive relationships between executive team leaders, Chapter members and other
    - stakeholders
- Eligibility requirement
    - Only members who are currently part of the leadership team are eligible to run for President
    - Only members who will be in their Senior year of high school during their term are eligible to run for President

Vice President:

The Vice President's duties are:

- assist President in fulfilling their responsibilities
- in the absence of the president, the Vice President is to fulfill the President's roles
- serve on Dismissal Committee

Secretary:

The Secretary's duties are:

- Before a meeting
    - ensure all materials required are available
    - ensure minutes from prior meeting are complete
- During a meeting
    - record meeting
- After a meeting
    - prepare minutes with the assistance of the President
- Other duties
    - facilitate communications within the Chapter
    - perform administrative tasks, including filing and photocopying
    - write emails, memos, and letters
    - implement and/or develop office procedures and record systems
    - order and maintain supplies
    - organize and distribute messages

The Parliamentarians duties are:

- Before a meeting
  - Brief all members of leadership team on proper parliamentary procedure when necessary
  - Familiarize themselves with the agenda to determine when parliamentary procedures are likely to be disrupted and formulate a plan to avoid the circumstance
- During a meeting
  - Assist the Chair
  - Sit adjacent to the Chair
  - Unobtrusively give the Chair help or guidance
  - The chair can and should consult with the parliamentarian when not certain on how to rule on a question or proceed in the circumstances.
  - Watch for any breach of parliamentary procedure
    - Call for a pause when they occur
    - Explain proper procedure to members in attendance
    - Resume meeting
  - Answer questions on proper procedure that occur
  - Offer preliminary opinion during meeting
  - Prepare a full report based on bylaws and appropriate parliamentary procedure to be reviewed by leadership team
- After a meeting
  - Assist Secretary in preparing minutes regarding any issues of parliamentary procedure
  - Prepare any reports that may be required

Reporter:

The Reporters duties are:

- Before a meeting
  - Produce Chapter news and reports to be read during the meeting
  - Familiarize themselves with the agenda to ensure that they take note of situations that may require their attention
- During a meeting
  - Take note of situations that may require publicity and note enough information in order to prepare a story on the situation
  - Document direct quotes from members that may be important.
- After a meeting
  - review their notes with a present officer or the advisor
  - ask for any additional information that might be useful
  - draft a report in a timely manner
  - have a fellow officer or advisor approve the report.

COPPERAS COVE HIGH SCHOOL DECA BYLAWS

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ORGANIZATION OVERVEIW

DECA Mission:

The mission of DECA is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship.

DECA helps students develop skills and competence for Marketing careers, build self-esteem, experience leadership and practice community service.

DECA is committed to the advocacy of Marketing education and the growth of business and education partnerships.

DECA Purpose:

DECA, a International association of Marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA is not extracurricular; it is an integral part of the classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, Marketing or management careers. While DECA membership consists primarily of students in marketing programs, membership extends also to alumni and to professionals in marketing education and in marketing teacher education. Working hand in-hand with the education and business communities, DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation; one that includes:

- Occupational competencies needed for career in Marketing, management and entrepreneurship.
- Leadership abilities
- Social and business etiquette
- Understanding and appreciation of civic responsibility
- Ethical behavior in personal and business relationships
- Understanding the role of our free enterprise system in the global economy

To accomplish this, DECA utilizes on-the-job experience, chapter projects, and a program of competency based competitive events in specific Marketing occupational areas. These events emphasize academic and vocational excellence as building blocks for successful Marketing and management careers and demonstrate the direct relationship between Marketing education and the real needs of business and industry. Each year more than 143,000 students participate in the competitions on the local, state and International levels.

A non-profit organization, International DECA is governed by an elected Board of Directors. The International Advisory Board made up of representatives of major U.S. corporations and businesses who support DECA's mission, and the Congressional Advisory Board made up of members of the U.S. Congress, offer members support and guidance. Since July 1991, the organization is known by its commonly recognized acronym, DECA, accompanied by the tag line, "An Association of Marketing Students". The familiar diamond DECA logo has been updated; newly designed to suggest the strength, stability, and forward-looking attitude of the association and its 180,000 student members.

Copperas Cove High School

DECA

DECA Creed:

I believe in the future which I am planning for myself in the field of marketing and management, and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God- that by so doing, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation-that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind.

Emblem and Colors: Texas DECA = Blue (Black and White)

The official emblem of DECA, An Association of Marketing Students, is the insignia of the Association. 

The official colors of DECA are navy blue and gold. Texas DECA is Blue (Black and White)

Fees and Dues:

Fees and dues are collected each year in order to participate as a member of DECA. These fees are used to cover a variety of expenses encountered throughout the year by the DECA chapter that are not covered by Copperas Cove I.S.D. No dues will be refunded or transferred.

First year marketing student DECA Member Dues $40.00
DECA Alumni Dues $20.00

All dues collected go to cover local, state and International DECA dues. A breakdown of the fees included in the $40 amount follows: These dues are subject to change.

$10.00 State Dues
15.00 International Dues
15.00 DECA Shirt

Reimbursement:

If for any reason a DECA member is unable to participate in a competition/leadership event at the Regional, State, or International level, the district reserves the right to ask for reimbursement of any and all fees and expenses paid on the student's behalf in preparation for the event. This includes the unfortunate situation of a student not participating due to disciplinary action or academic ineligibility resulting in removal from the event.

Fundraising:

All DECA members are expected to participate in various fundraising activities throughout the school year. Most of the chapter fundraising is generated through these fundraisers.

Money raised through fundraising activities pays for state and International leadership opportunities, social activities and scholarship opportunities.

STUDENT CONDUCT

Membership Expectations:

Membership in DECA is open to any student currently or formerly enrolled in a Copperas Cove I.S.D. Marketing education class.

Student Expectations:

All students of the DECA organization are expected to follow the ethical principles established by Copperas Cove DECA Chapter.

Integrity *doing the right thing.*

- Do not compromise your values. Always do what you know to be right.
- Follow all school and DECA rules.

Fairness *treating everyone equally.*

- Celebrate with others when they succeed.
- Do not criticize students who earn recognition.

Loyalty *supporting someone or something.*

- Each student is charged with the unique responsibility to protect and respect the earned reputation of our DECA chapter as well as our school.

Concern for Others *caring for and helping others*

- Be forgiving and tolerant of each other.

- Use good judgment. Decide BEFORE you speak or take action whether what you are about to say or do will be considered appropriate.
- Help create and maintain a safe environment. Speak positively to and about each other.
- Leave personal problems outside the door.

Respect for others *being polite and kind to everyone and everything.*

- Behave in a respectful manner to all Marketing students, teachers, chaperones, parents and guests.
- Respect our time by using all class and competition preparation time wisely. Refrain from any disruptive behavior and do not talk when other people are preparing for competition.
- Keep hands, feet and objects to yourself.
- Follow advisors' and all adults' instructions the first time they are given.
- Cell phones and pagers should be turned off during all Marketing classes and competitive events.
- Use the restroom and water fountain before and after class only.

Law-abidance /Civic Duty *obeying rules and laws/making the world a better place.*

- Do your part to help the DECA and Marketing Education program run smoothly.
- Any behavior which is not representative of good citizenship in DECA may result in the student's dismissal from the DECA activity and/or Marketing Education program.

Pursuit of Excellence *doing everything the best you can; looking for ways to improve.*

- Make an effort to improve daily.
- Compete, behave, and be your best at all times and you will succeed. Lead by example.
- Maintain the highest level of preparation time.
- Stay focused.

Accountability *admitting to what you do wrong, and taking pride in what you do right*

- Accept responsibility for your actions. Do not blame others. Admit your mistakes.
- Take care of school facilities and equipment. Do not remove anything from the school without permission.
- Follow through on your commitment to other students and the advisor. Attend all required practices and competition.
- Pass all your classes every grading period to maintain eligibility.
- Be on time to all practices and competitions.
- Do not leave the Marketing facilities without permission from the advisor.
- Wear the appropriate DECA attire required for each competition or field trip.

Promise-keeping *doing what you say you are going to do*

- Signing the DECA contract is a promise to follow all policies and guidelines outlined in the CCHS DECA Handbook. You must know the handbook well to keep the promise!

Honesty *telling the truth*

- Always tell the truth in a kind way.
- Always help other DECA students to make the best decisions for themselves and the Marketing program.
- Discuss problems that arise in Marketing with the DECA Advisor.

SCHOOL OWNED EQUIPMENT

Use and Damage:

Several DECA competitive events require the use of school owned equipment such as laptops, easels, and display equipment. Please do your part to take care of school owned equipment and preserve its use for future events.

Any misuse of school owned equipment will prevent the student from future use of school equipment and can lead to payment of damaged equipment.

TRAVEL GUIDELINES

Student Conduct:

Students will be required to comply with District rules and regulations regarding discipline and conduct while on a trip. Students are expected to model the honor code principles at all times while at school and DECA sponsored events. School rules and the authority of the District to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with school and DECA sponsored events.

Students are expected to be in attendance at school the day prior to and the day following an out-of-town activity.

Students are expected to participate in any and all scheduled activities including meals.

Student Transportation:

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exceptions may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the advisor or principal the day before the scheduled trip that the student can ride with an adult designated by the parent. The principal or advisor may require that students ride district transportation in certain instances.

Chaperones:

When there is overnight travel involved, DECA is required by the district to provide one chaperone per 10 student participants. All chaperones must comply with the CCISD Volunteer Program and must have background and information on file before the trip. Chaperones are also expected to model the Copperas Cove Honor Code at all times during the school-sponsored trip, ensuring that the safety and well-being of all students is the top-priority.

Copperas Cove High School Overnight Trip – Rules/Expectations

Overnight student trips are a privilege for students at Copperas Cove High School. At all times during such trips, students are representing their school, community and family and are to conduct themselves in an appropriate manner. Manners, proper dress and mature conduct are very important. All students and their parents/guardians must review the rules and expectations listed. No student will be allowed to participate in an overnight school trip without a signed copy (by student and parent/guardians) of these rules, which must be on file prior to the trip.

A. General Rules

1. All CCHS school rules apply at all times for the duration of the trip.
2. Students are required to ride/fly to the event with the sponsored school group.
3. There shall be NO DRINKING OF ALCOHOLIC BEVERAGES OR USE OF TOBACCO PRODUCTS OR ILLEGAL DRUGS during the trip. Any student who must use prescription medication MUST inform the head advisor before the trip.
4. At all times, students are expected to show proper courtesy, cooperation and respect for the chaperones and guides and must abide by their decisions.
5. At all times, students are expected to stay with the school group for the duration of the trip. Students will not be allowed to go off with others to include family members while on a school sponsored trip.
6. In case of illness, parental permission will be sought before seeking medical care.
7. Students will not receive tattoos, body piercing, etc at any time on school trips.
8. Students will not charge incidentals to their rooms. Any incidental charges incurred, ie, movies, long distance calls, room service, etc will be paid for by the student(s) prior to departure.

B. Hotel Rules

1. Students shall be held liable for any damage or loss of property at all times while on the trip.

2. Rooms will be kept locked at all times and windows are not to be opened.
3. Only individuals assigned to the room shall be admitted in that room.
4. Money or valuables will not be left unattended in rooms.
5. There will be no MIXED GROUPS in hotel rooms; that is no boys in girls' rooms or vice versa.
6. Only CCHS students who are participating in the function will be allowed to visit or stay in hotel rooms.
7. Any meeting of mixed groups will take place in the lobby or some other public place designated by the advisor/chaperones.
8. Students shall be in their rooms by curfew, which will be announced each night, generally, 11 o'clock. No exceptions will be made unless there is an emergency. Students may not leave their room after bed check.
9. Students must be courteous to other hotel guests. There are to be no loud noises at any time.
10. Students are not allowed to leave hotel ground without permission or unaccompanied by advisor/chaperones.
11. By agreeing to attend this function as a member of the school, students surrender the right to the advisor/chaperones to enter and inspect a student's room at any time the advisor/chaperones feel such entry or search is necessary.

C. Tours

1. Students must cooperate in getting to morning and afternoon tours. Due to the expense and value of the trip, no student will be excused from a tour unless it is due to illness.
2. Due to the tight schedule requirements of the buses, students must cooperate with the drivers and advisor/chaperones in order to insure arrival and departure schedule at all times during the trip.

D. Consequences

1. Any student who fails to comply with the preceding rules and regulations or who fails to cooperate with the chaperones may be:
    a. Placed aboard an available vehicle and returned home. Parents/guardians will be notified of the student's return. The parents/guardians of the student will be responsible for extra expenses in such cases.
    b. Suspended from all extra-curricular activities for the remainder of the school year.
    c. Made to spend an appropriate amount of time after school when school is in session.
2. Improper conduct will also subject a student to disciplinary action, including possible suspension from school.
3. In the event of an illegal act, the police will be notified.

Furthermore, you understand that any violation of the school drug and alcohol policy or other rule violation leading to legal charges will also result in the enforcement of Student Code of Conduct, to include DAEP placement and/or suspension from school.

Travel Forms:

All students participating in DECA sponsored travel must have a medical release and permission slip on file with the DECA advisor in advance of the departure.

Travel Fees:

Transportation, hotel accommodations (if required), registration expenses and meal expenses at the approved rate per meal at the District, State and upon board approval at the International level will be paid by the District. Each participant is responsible for his/her own personal, incidental expenses. 204

ATTENDANCE

All DECA students are expected to participate in school-sponsored field trips. These field trips are an integral part of the learning experience in the Marketing industry. Participation grades are given based on attendance.

Trips associated with DECA competition and leadership is optional unless otherwise specified.

Only current DECA members can participate in CCHS DECA trips.

Students are expected to attend school the day following an out-of-town activity.

Students are expected to participate in all scheduled activities including meals.

COMPETITIVE EVENTS

Expectations:

Students are expected to model the CCISD Honor Code; In addition, students are to comply with all CCISD, local and state regulations while attending a DECA competitive event. Any student who violates a CCISD policy will be referred to the appropriate assistant principal at the time of return to campus. Any student that violates local and state rules will be referred to the local police authorities to handle.

While at competition, students are expected to follow the local curfew and policies enforced by the DECA governing body. Any violation of these policies will result in disqualification of ALL CCHS students from competition.

Frequency:

All DECA competitive events occur in the spring semester of the school year. Students MUST compete at the district level to be able to advance to the state and International levels.

District event dates fall the end of January, usually on a Friday evening and Saturday. State events fall at the end of February and run from Thursday through Saturday. International events fall at the end of April or early May and will last approximately five to seven days.

Because some competitive events fall on weekend days, students are expected to inform their employer as soon as possible that they will be missing work. Absence from competition due to a conflict in work schedule is not allowed.

Eligibility:

Students participating in DECA competitive events must follow all eligibility requirements under TEA, UIL and CCISD eligibility rules. Refer to the CCISD Student Handbook page 49.

Each individual chapter may establish its own additional competition policies in accordance with District, State and International DECA event guidelines, as well as established District and Campus policies governing competition.

AWARDS AND RECOGNITION

Trophies, Plaques and Medals:

All awards (trophies, plaques, and medals) received by students at DECA events are property of Copperas Cove High School as stated in the student handbook. These awards will remain on campus in trophy cases or in the Marketing classroom.

Letter Jackets:

Marketing, Business, and Finance Education students may earn a letter jacket through DECA events. Letter jackets are given in honor of a student, who comes to class, maintains good Marketing and Business grades, meets point's requirements, and participates in ALL required activities. In addition, letter jackets are reserved for those students who get involved in DECA activities beyond the required class activities. These include district, state, and International competition. DECA officers may buy patches for their elected office if they already have a letter jacket or have earned one by participating in DECA competition or meeting qualifications.

Students can not be fitted for a jacket until completion of the competitive event.

All jackets and patches will be paid for with parent group funds if they are available. If funds are not available, jackets will be paid for by the student unless the school or club pays for them. Please see guidelines below.

CONSTITUTION AND BY-LAWS:

Constitution of Copperas Cove High School Chapter of the Copperas Cove Texas Association of DECA

Article I – Name

Section 1 The official name of this organization shall be Copperas Cove High School chapter of the Copperas Cove Texas Association of DECA" and may be referred to as Copperas Cove High School DECA chapter."

Article II – Purposes

Section 1 DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management.

Section 2 DECA's Comprehensive Learning Program integrates into classroom instruction, applies learning, connects to business, and promotes competition.

Section 3 DECA prepares the next generation to be academically prepared, community oriented, professionally responsible, and experienced leaders.

Article III – Organization

Section 1 The Copperas Cove High School DECA chapter may be chartered as a member of Copperas Cove Texas DECA upon approval of the Texas DECA Executive Committee.

Section 2 The membership classifications that shall be recognized are:

High School Members
Alumni Members
Professional Members
Honorary Life Members

Article IV – Voting

Section 1 Copperas Cove High School DECA chapter members shall exercise their franchise in Copperas Cove Texas DECA through voting delegates as may be approved by the Copperas Cove Texas Association of DECA Inc.

Article V – Meetings

Section 1 Regular meetings shall be held at least once each month during the school year.

Section 2 Parliamentary procedure of all meetings will be governed by *Robert's Rules of Order, Newly Revised Guide to Parliamentary Procedure.*

Article VI – Officers

Section 1 The officers of the Copperas Cove High School DECA chapter shall consist of President, Vice President, Treasurer, Secretary, Reporter, Historian, Public Relations Officer, Sergeant of Arms(s) and each shall exercise the usual duties of the office to which he/she has been elected. The advisors reserve the right to add or take away offices as needed.

Section 2 The officers of the Copperas Cove High School DECA chapter shall submit to the Chapter Advisor a signed completed application by the candidate that the candidate will perform the office to the best of the candidate's ability by the assigned due date.

The committee (CCHS staff, advisor(s) and two staff members) shall review the officer candidate application(s) submitted and shall score the application(s) with the rubric provided.

Officers will be placed in order of position in accordance to ranking. The Highest score will be President followed by Vice President, Secretary, Public Relations Officer, Reporter, Sergeant of Arms, Treasurer, and Historian in this order. The advisors reserve the right to select override this policy.

Article VII – Advisors

Section 1 The Copperas Cove High School DECA chapter advisor(s) shall be the teacher of marketing, business management and administration, finance or hospitality and tourism courses at Copperas Cove High School. The advisor has the right to change this constitution if need should arise.

Article VIII – Finances

Section 1 Copperas Cove High School DECA chapter will be responsible for state/provincial and DECA Inc. dues according to the number of individual members claimed in each membership classification times the amount of money established for that classification of the state/provincial and DECA Inc. dues.

Section 2 The Copperas Cove High School DECA chapter will turn in money from school approved fundraisers to student services who shall be responsible for the DECA chapter finances and will furnish a monthly report to the Copperas Cove High School DECA advisor.

Article IX

Section 1 The emblem of DECA shall be a diamond-shaped design as described and protected from infringement by Trademark Numbers 652.076 and 663.265, as filed with the Patent Office of the United States Department of Commerce. The wearing and use of this emblem as it apply to each division of DECA shall be governed through each chartered association under policy established by the Board of Directors.

Section 2 The color of the Copperas Cove High School DECA chapter shall be blue.

Article X – Amendments

Section 1 To amend this Constitution, the proposed amendments must be presented, in writing, to the president, by a DECA member. The president will present the amendment to the membership where it must be approved by a two-thirds majority vote for adoption.

Section 2 No rules, regulations or bylaws shall be adopted which are contrary to this Constitution.

DECA OFFICER CONDUCT

As an officer, you must represent the only student organization at Copperas Cove High School preparing young students for the Marketing/Business world. The following are how to conduct and project the type of image required for DECA and Marketing/Business careers.

1. Wear appropriate attire, blazers, when appearing as a chapter, state, or International officer. Your appearance should be consistent with that of the business community, which is very professional.

2. Be a good communicator and most important ***polite***. Remember you are an officer; you are in charge of helping run Copperas Cove High School's DECA organization, so set an example for others.

3. Make a good first impression with people you first meet so that you can represent Copperas Cove High School's DECA organization; set an example for others.

4. Be a good listener at all times, so you know what's going on.

5. When visiting another school, pay attention to their accomplishments and ideas they have of running their DECA organization. You never know when some of their ideas could benefit our school.

6. Officers must attend all meetings and events unless you have prior approval from advisor. (approval would be work, emergencies and school related events)

7. Do the best you can to fulfill your officer duties. This applies to the president, vice president, secretary, historian, treasurer, reporter, Sergeant or Arms, Public Relations Officer, Project Coordinator, Resource Committee Chair and any other office designated by the DECA chapter.

8. Most importantly, always set a good example as a leader.

Copperas Cove ISD
Copperas Cove High School DECA

Copperas Cove High School

I, _____, have received a copy of the Copperas Cove ISD DECA Handbook/Bylaws.

I understand that I am expected to conduct myself, at all times, in a manner which reflects positively on the Chapter, the Campus, and the District, and in accordance with the established rules, regulations, and policies of the DECA organization, Copperas Cove ISD, and of society in general including Local, State, and Federal law enforcement authorities. In the unfortunate event that disciplinary action becomes required, the established policies and consequences of the appropriate entity will be in effect.

I have read the Copperas Cove ISD DECA Handbook in its entirety and agree to abide by all the rules, regulations, and provisions therein.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Contact Information:

Daytime Phone _____ Evening Phone _____

Cell Phone _____ Email _____

This form must be signed and returned to the Chapter Advisor prior to the last day of the first six weeks grading period of the current school year.

The following criteria <u>MUST</u> be met for a DECA member to earn a letter jacket from CCHS DECA.

Criteria 1: Maintain active membership for at least two years.

a. Active member is defined as:
    1. Paying annual DECA dues
    2. Attending *at least* seven DECA meetings each year
    3. Miss no more than two DECA meetings without a valid excuse per year.
    4. Enrolling in a Business, Marketing, and Finance Class for at least <u>1 year (2 semesters)</u>

Criteria 2: Participation in DECA activities for two years.

a. Participation in a minimum of six service projects (Walks, social events, volunteer opportunities, etc.)

Criteria 3: Participate in DECA leadership activities. Minimum 8 points required.

a. These activities may be a combination of, but not limited to the following:
    1. Holding a DECA Officer Position—2 points
    2. DECA Fall Leadership Conference—1 point
    3. Competitor at Area Competition—3 points
    4. Competitor at State Competition—6 points
    5. Competitor at National competition— 6 points

Criteria 4: Participate in at least two DECA fundraisers each year.
Criteria 5: No major disciplinary action taken against student during the two years of qualifying for the jacket (no Out of School or Long-Term Suspension)

Criteria 6: No more than <u>5 unexcused</u> absences (single day) during the year in which they are lettering. Talk to advisors regarding exceptions.
Criteria 7: Must maintain at least a "3.0" gpa average.

**CCHS DECA will only pay the base jacket price of ($35) and DECA patch ($25). **
Any other expenses will be the responsibility of the student

Student Name: _____ **ID #**_____ **Date:** _____

Listed below are the criteria for the students to qualify for a letter jacket in the DECA Leadership Organization.

	Student/Date Initials	Sponsor Initials
➢ No major discipline infractions	_____	_____
➢ 5 or less unexcused absences for year which they are lettering	_____	_____
➢ Students must be a member with dues paid in full for 2+ years	_____	_____
➢ Attending at least 7 meetings for the year in which they are lettering	_____	_____
➢ Enrolled in at least 2 semesters in Business, Marketing and Finance classes	_____	_____

Participation in DECA activities for two years:

Date	Activity		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Participation in DECA Leadership activities/competition:

Date	Points	Activity	Student Initial	Sponsor Initial
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

DECA Fundraiser each year: _____ _____

Student Applicant Signature: _____

Sponsor Signature: _____ **Date:** _____

Sponsor--Circle One: Approved *or* Denied

SkillsUSA Cove Engineering BY-LAWS

Copperas Cove High School

Article I

Name and Purpose

Section 1: The name of this Chapter shall be the SkillsUSA Cove Engineering.

Section 2: The purpose of this Chapter shall be to create enthusiasm for engineering, a desire to participate in competitive engineering activities, and to develop character and leadership in the students of Copperas Cove High School.

Article II

The Chapter Advisor(s)

Section 1: The Chapter advisor(s) shall be responsible for the direct supervision of the Chapter and act as liaison between faculty, admission, students and the community.

Section 2: The Chapter advisor(s) shall maintain files on membership, Chapter history, activities, and financial transactions.

Section 3: The Chapter advisor(s) shall regularly review each member for compliance with the rules.

Article III

Membership

Section 1: All members must be currently enrolled in at least one in-person engineering class at Copperas Cove High School.

Section 2: Members must maintain an 85% or higher in all engineering classes and must be passing all other classes.

Section 3: Members are required to attend all meetings unless there are prior arrangements with the advisor(s).

Section 4: Members may not miss mandatory meetings:

1. 1st missed meeting will result in a Dismissal Committee meeting to review reason for missed meeting only. Valid reasons for a missed meeting will include:
    a. Prior approval for missing meeting given by Advisor
    b. Excused absence. Member is absent from ALL classes the day of the meeting and the absence is categorized as Excused in Skyward.
    c. Inability to leave job to attend. Must present note from supervisor with contact information to verify.

Section 4: Once convened, the committee will hear from the advisor what the disciplinary action the accused is facing and why. The accused will be given an opportunity to respond and explain why they should not face the disciplinary action suggested. Once the accused has spoken, the committee will take a secret vote and majority decision will be implemented.

Article VI

Deadlines

Section 1: Chapter dues shall be submitted before the second regular Chapter meeting of the school year.

Section 2: Entry fees for the Fall Leadership Conference must be paid no less than two weeks prior to the Conference.

Article VII

Selection of Officers

Section 1: Officers will be elected by the membership of the Chapter.

Section 2: Officer candidates should be persons whose involvement is evident throughout the year in character, scholarship, and leadership.

Section 3: Officers for the following year shall be elected at the last meeting of the school year, one month after the SkillsUSA state competition.

Article VIII

Fall Leadership Conference

Section 1: Any officer who fails to attend the conference without a valid excuse shall be immediately removed from office.

Section 2: Participation fees for officers shall be paid for by SkillsUSA Cove Engineering

Section 3: If Chapter funds are insufficient the order of importance is as follows:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Sergeant at Arms
6. Parliamentarian
7. Reporter

- Only members who will be in their Senior year of high school during their term are eligible to run for President

Vice President:

The Vice President's duties are:

- assist President in fulfilling their responsibilities
- in the absence of the president, the Vice President is to fulfill the President's roles
- serve on Dismissal Committee

Secretary:

The Secretary's duties are:

- Before a meeting
  - ensure all materials required are available
  - ensure minutes from prior meeting are complete
- During a meeting
  - record meeting
- After a meeting
  - prepare minutes with the assistance of the President
- Other duties
  - facilitate communications within the Chapter
  - perform administrative tasks, including filing and photocopying
  - write emails, memos, and letters
  - implement and/or develop office procedures and record systems
  - order and maintain supplies
  - organize and distribute messages
  - prepare and mail outgoing correspondence
  - maintain all files/records
  - assist with presentations and reports

Treasurer:

The Treasurer's duties are:

- Before a meeting
  - ensure Treasurer's Report is ready
- During a meeting
  - present Treasurer's Report
- After a meeting
  - prepare minutes with the assistance of the President
- Other duties
  - Receive and act as custodian of Chapter funds
  - Pay Chapter funds as authorized
  - Keep the financial records of the Chapter

        - Resume meeting
    - Answer questions on proper procedure that occur
    - Offer preliminary opinion during meeting
    - Prepare a full report based on bylaws and appropriate parliamentary procedure to be reviewed by leadership team
- After a meeting
    - Assist Secretary in preparing minutes regarding any issues of parliamentary procedure
    - Prepare any reports that may be required

Reporter:

The Reporters duties are:

- Before a meeting
    - Produce Chapter news and reports to be read during the meeting
    - Familiarize themselves with the agenda to ensure that they take note of situations that may require their attention
- During a meeting
    - Take note of situations that may require publicity and note enough information in order to prepare a story on the situation
    - Document direct quotes from members that may be important.
- After a meeting
    - review their notes with a present officer or the advisor
    - ask for any additional information that might be useful
    - draft a report in a timely manner
    - have a fellow officer or advisor approve the report.
    - Email the report to the advisor and The Head of Communications in the Copperas Cove Independent School District.
- Other duties
    - Be the scribe for the Chapter
    - Document what happens during a Chapter meeting, activity, or event
    - Work with other members of the Chapter to produce Chapter news and reports.
    - Adhere to strict deadlines and be able to produce exceptional work in certain time frames

All Leadership Team Members:

Section 1: In order to hold a leadership position, members must:

1. be a current member of SkillsUSA Cove Engineering
2. have competed in the most recent SkillsUSA District level competition
3. have not been the accused in a Dismissal Committee meeting within the current school year

BYLAWS FOR COPPERAS COVE HOSA

ARTICLE I – NAME

The name of this organization shall be **HOSA–Future Health Professionals – Copperas Cove High School Chapter.**

ARTICLE II – PURPOSE

The purposes of this organization are:

1. To unite in a common bond without regard to race, creed, or national origin students enrolled in Health Science Education (or other related classes).
2. To develop competent and self-reliant leadership.
3. To improve scholarship and develop skills that enable students to participate effectively in health science education.
4. To promote interest and understanding in the intelligent choice of health careers.
5. To engage in individual and group service and leadership projects.
6. To recognize outstanding leadership and commitment.
7. To create school loyalty and help preserve the principles of democracy.
8. To foster personal growth, integrity, and professionalism.

ARTICLE III – ORGANIZATION

Section 1. This chapter is open to all students in the health science program at Copperas Cove High School and to all students who plan to pursue a career in the health field.

Section 2. Membership is unified on the state and national level and is established by the payment of membership dues.

ARTICLE IV – MEMBERSHIP

Any student enrolled in the health science program or interested in pursuing a health career is entitled to become an active member of the organization upon paying dues and meeting chapter expectations.

ARTICLE V – OFFICERS

Section 1. Officers of the Copperas Cove High School Chapter shall consist of the following:

- President
- Vice President
- Secretary
- Treasurer
- Parliamentarian

- Reporter
- Historian

In addition, there may be **two Coordinator/Chairs with assigned duties and one Co-chair**. Other officer roles may be created as needed.

Section 2. The Health Science program coordinator(s)/instructor(s) shall serve as the Chapter Advisor(s).

Section 3. Officers shall be selected through an **application and interview process**, overseen by a **non-biased party**, at the beginning of the school year.

Section 4. In other circumstances, the election or appointment of officers shall follow parliamentary procedure and the advisor's discretion.

ARTICLE VI – MEETINGS

Section 1. One business meeting shall be held on a scheduled day of each month during the school year, as determined during summer planning.

Section 2. Additional meetings may be called as necessary by the President or Advisor.

Section 3. Executive committee meetings shall be held as specified by the Chapter President and Advisor.

ARTICLE VII – OFFICER DEMERIT SYSTEM AND REMOVAL

Section 1. Expectations of Officers:

- Officers are expected to attend all scheduled meetings and HOSA events unless an **excused absence** is communicated **in advance** and approved by the advisor. Excused absences include **school-related activities only**.
- **Work, personal obligations, or non-school activities are not valid excuses** and will be marked as unexcused.
- Officers must maintain good academic standing and represent HOSA professionally in behavior and appearance.
- Officers are expected to fulfill all assigned duties in a timely and responsible manner.

Section 2. Demerit System:

Infraction	**Demerits**
Unexcused absence from a meeting	1
Unexcused absence from a required event	2
Failure to communicate an excused absence in advance	1
Inappropriate behavior or dress at a HOSA event	1–2
Academic ineligibility or behavior referral	2
Failure to complete assigned officer duties	1–2
Multiple tardies to meetings/events	1

Section 3. Consequences:

- Upon reaching **3 demerits**, the officer will be placed on **probation** and will receive a written notice from the Advisor.
- An officer on probation must not receive any additional demerits during the probationary period or may face removal.
- Upon receiving **5 demerits**, the officer will be **removed from office**.

Section 4. Appeals Process:

- An officer may submit a **written appeal** to the Chapter Advisor within **5 school days** of being notified of removal.
- Appeals will be reviewed by the Advisor and, if necessary, school administration. The decision after review is final.

ARTICLE VIII – GOVERNING AUTHORITY

- The HOSA Chapter Advisor, in collaboration with school administration, retains authority to make decisions on behalf of the chapter, including matters of discipline, scheduling, and interpretation of bylaws.

ARTICLE IX – AMENDMENTS

- These Bylaws may be amended by a **two-thirds vote** at any monthly meeting. Proposed amendments must be submitted **in writing at least 90 days** before the scheduled vote.

Updated 2021

National Technical Honor Society BY-LAWS

Copperas Cove High School

Article I

Name and Purpose

Section 1: The name of this Chapter shall be National Technical Honor Society (NTHS).

Section 2: The purpose of this Chapter shall be to provide structure and opportunity for all NTHS members.

Article II

The Chapter Advisor(s)

Section 1: The Chapter advisor(s) shall be responsible for the direct supervision of the Chapter and act as liaison between faculty, admission, students and the community.

Section 2: The Chapter advisor(s) shall maintain files on membership, Chapter history, activities, and financial transactions.

Section 3: The Chapter advisor(s) shall regularly review each member for compliance with the rules.

Article III

Membership

Section 1: All members must be currently enrolled in at least one in-person C.T.E. class at Copperas Cove High School.

Section 2: Members must maintain an 80% or higher in all C.T.E. classes and must be passing all other classes.

Section 3: Members are required to attend all meetings unless there are prior arrangements with the advisor(s).

Section 4: Members may not miss mandatory meetings:

1. 1st missed meeting will result in a Dismissal Committee meeting to review reason for missed meeting only. Valid reasons for a missed meeting will include:
    a. Prior approval for missing meeting given by Advisor
    b. Excused absence. Member is absent from ALL classes the day of the meeting and the absence is categorized as Excused in Skyward.
    c. Inability to leave job to attend. Must present note from supervisor with contact information to verify.
    d. Family responsibilities. Must present note from parent/guardian with reason and contact information to verify.

Article VI

Deadlines

Section 1: Chapter dues shall be submitted before the second regular Chapter meeting of the school year.

Article VII

Selection of Officers

Section 1: Officers will be elected by the membership of the Chapter.

Section 2: Officer candidates should be persons whose involvement is evident throughout the year in character, scholarship, and leadership.

Section 3: Officers for the following year shall be elected at the second to last meeting of the school year.

Article VIII

Alterations to bylaws

Section 1: Alterations to bylaws, either temporary or permanent, can be made during a general meeting but must be motioned, seconded, and receive a 2/3 majority vote in favor; minimum 90% of membership must be in attendance at the time of the vote.

Article IX

Leadership Teams

President:

The President's duties are:

- Before a meeting
  - plan
  - organize
- During a meeting
  - Chair the meeting
    - control the meeting
    - accept motions and amendments
    - rule on points of order
    - consult with the Parliamentarian when not certain on how to rule on a question or proceed in the circumstances
  - Understand when a meeting can be held informally or MUST be held formally and ensure appropriate meetings occur
- After a meeting

Treasurer:

The Treasurer's duties are:

- Before a meeting
  - ensure Treasurer's Report is ready
- During a meeting
  - present Treasurer's Report
- After a meeting
  - prepare minutes with the assistance of the President
- Other duties
  - Receive and act as custodian of Chapter funds
  - Pay Chapter funds as authorized
  - Keep the financial records of the Chapter
  - Assist in preparing an annual budget of estimated receipts and expenditures
  - Devise appropriate ways and means of financing Chapter activities
  - Cooperate with the Secretary in keeping an accurate membership roll
  - Prepare monthly financial statements and reports of special projects
  - Encourage systematic savings--individual and Chapter

Sergeant-at-Arms:

The Sergeant-at-Arms duties are:

- Before a meeting
  - familiarize themselves with the agenda
  - understand where and when motions may be called for based on agenda
- During a meeting
  - Call the meeting to order
  - Conduct motions
  - Call for/recognize motions at the appropriate times
  - Call for a second of a motion
  - Call for a proper vote on a motion
  - Report the result of the vote
  - Close the meeting
- After a meeting
  - ensure members live up to the expectations of their oath
  - ensure members are held accountable when they fail to do so
  - Prepare reports for Dismissal Committee meetings where the members conduct is applicable

Parliamentarian:

The Parliamentarians duties are:

- Before a meeting

- Be the scribe for the Chapter.
- Document what happens during a Chapter meeting, activity, or event.
- Work with other members of the Chapter to produce Chapter news and reports.
- Adhere to strict deadlines and be able to produce exceptional work in certain time frames.

All Leadership Team Members:

Section 1: In order to hold a leadership position, members must:

1. be a current member of NTHS.
2. have not been the accused in a Dismissal Committee meeting within the current school year

Section 2: A leadership team meeting will occur the day before or morning of any regularly scheduled full Chapter meeting. Members of the leadership team will attend the meeting to discuss the agenda and ensure they understand their roles during the meeting.

Section 3: All members of the leadership team will be expected to arrive no less than 15 minutes prior to a regularly scheduled full Chapter meeting to ensure meeting is set up properly.

Section 4: All members of the leadership team will conduct themselves in a manner to be an example of proper behavior and conduct to the Chapter. Any leadership team member who fails to do so will face a Dismissal Committee meeting to explain their conduct.

Section 4: All members of the leadership team are expected to fulfill the functions of their position to the best of their ability. Should anyone believe that a member of the leadership team is not fulfilling their duties a Dereliction of Duty process will occur.

Dereliction of Duty:

Any member of the Chapter may bring their concerns that a leadership member is not fulfilling their duties to the advisor in private. The advisor will discuss the complaint with the member and determine, with the agreement of the complaining member, whether a Dereliction of Duty meeting will be held. Prior to such a meeting, the advisor will discuss the situation with the leadership member accused.

The Dereliction of Duty meeting will involve ALL members of the leadership team and no other members of the Chapter. The advisor will explain the complaint in as non-biased a manner as possible to the leadership team and allow the accused member to defend themselves without interruption. Once the complaint and defense have been heard, the accused member of the leadership team will be given an opportunity to either resign their position and continue in the Chapter or proceed to a vote of no confidence.

A vote of no confidence will occur immediately following the Dereliction of Duty meeting. Each member of the leadership team will meet with the advisor privately and express their vote with a thumbs up, allow the accused member to continue in their position, or down, remove the accused member from the Chapter. Should the vote be

Copperas Cove High School UIL Speech and Debate Constitution

Effective for the 2024-2025 School Year

Article I: Name and Purpose

Name: The name of this organization shall be the Copperas Cove High School UIL Speech and Debate Team.

Purpose: The purpose of this team is to promote academic excellence, critical thinking, and public speaking skills among its members. The team will participate in the University Interscholastic League (UIL) Speech and Debate competitions and strive to represent Copperas Cove High School in a positive and competitive manner.

Article II: Membership

Eligibility: All Copperas Cove High School students are eligible to join the UIL Speech and Debate Team.

Requirements: To be a member of the team, students must execute the following:

- Participate in at least one UIL competition during the school year.
- Adhere to all UIL guidelines and procedures.
- Comply with all school policies and procedures.
- Maintain a minimum GPA as specified by the school administration.
- Attend a designated number of practices per week.
- Pay any required fees or dues.

Article III: Officers

Election: Officers will be elected by a majority vote of the team members at the beginning of each school year.

Duties & Officers will be responsible for the following:

- Organizing practices and competitions.
- Communicating with team members and coaches.
- Assisting with fundraising and other team activities.
- Resolving disputes among team members.
-

Article IV: Practices

- Approval: This constitution is hereby ratified by the members of the Copperas Cove High School UIL Speech and Debate Team, effective for the 2024-2025 school year.

Public Safety Club



ARTICLE I:

The name of this Organization is the Copperas Cove High School Public Safety Club and shall be abbreviated as "CCHSPSC" or "PSC".

ARTICLE II:

CCHSPSC is an extracurricular organization at Copperas Cove High School designed for students interested in the law enforcement career path and other public safety careers. The club is designed for students to be able to get an in-depth look into the different careers the public safety arena has to offer.

The purpose of CCHSPSC is to advance the education and welfare of its members in the following ways:

I. Providing a safe work and learning environment.
II. Further developing a respect for the public service career field.
III. Developing the leadership abilities of its members through a public service program of motivation, awareness, competition, and recognition.
IV. Encouraging the use of ethical practices in the public service arena.
V. Developing character, promoting responsible citizenship, and fostering patriotism.
VI. Developing an understanding of current public safety issues and being aware of them.
VII. Encouraging mental and physical health through participation in beneficial social and recreational activities.

ARTICLE III:

MEMBERS

SECTION 1. MEMBERSHIP

The Public Safety Club membership shall be open to any student enrolled in Copperas Cove High School interested in any public safety job. Any student also enrolled in the LPSCS track at CCHS is welcome to join the organization.

SECTION 2. FEES

Fees are set at the start of the school year by the Club Officers with advisor approval. Fees consist of Competition Fees as well as T-shirt Fees. The rest will be raised through club fundraisers.

SECTION 3. MEMBERSHIP YEAR

The membership year shall be from the date of enrollment in the CCHSPSC to the end of the school year.

SECTION 4. ELIGIBILITY

Since the CCHSPSC is a school-sanctioned organization, every club member must abide by University Interscholastic League (UIL) rules. These rules can be found at https://www.uiltexas.org/policy/eligibility. Members must have a passing average for the six weeks to participate in any CCHSPSC event or compete in competition.

SECTION 5. DRESS CODE AND PUBLIC APPEARANCE

Members shall abide by the CCHS dress policy when participating in anything involved with CCHSPSC. During meetings and training, casual clothing may be worn. When at a public event, officers may choose to be in the official CCHSPSC uniform and members will be encouraged to wear their club t-shirts, which will be issued at the beginning of each school year. While conducting anything with the CCHSPSC, members will be held to a high standard, because they are representing both the CCHSPSC and CCISD. This means unruly or inappropriate behavior will not be tolerated and handled with disciplinary actions defined in Article 4 Section 5. The advisors will have discretion when dealing with disciplinary actions.

When in uniform for competition and like, uniforms are to be clean pressed, and neat. Hair should be kept well groomed. The uniform should follow both school rules, SkillsUSA guidelines, and TPSA guidelines.

ARTICLE IV:

OFFICERS

SECTION 1. POSITIONS

The CCHSPSC officer board will consist of a President, Vice President, Secretary, Historian, Treasurer, Parliamentarian, and Sergeant of Arms. These officers shall perform the duties prescribed by these bylaws.

SECTION 2. DUTIES

I. The President is the head of the officer board and the highest-ranking student member of the organization. Their duties will include communicating the needs of the club to the advisors, conducting officer or club voting sessions, taking care of various issues that may occur in the club, overseeing the other officers, and developing rules and policies that they see fit. They will have the final say in anything that the club wants to bring to the advisors for approval.

II. The Vice President is the second highest-ranking student member of the organization. Their duties will include overseeing all matters concerning competition, running trainings as they see fit, supporting the President with leading the club, handling any issues that may occur in the club along with the President, and perform the duties of the President if and when the President is not present for something.

III. The Secretary is the third highest-ranking ranking member of the organization. Their duties include taking roll of all members that are present at meetings, trainings, or events the club attends, keep an active list of all members of the club, collect and count votes when necessary, keep all past records of the club, and keep an active calendar of meetings, trainings, and events set forth by the President and Vice President. They will also keep an active list of all the current member's points for lettermen and inform the President when someone is eligible. It is their duty to keep these things organized and neat.

IV. The Treasurer is the fourth highest-ranking student member of the organization. It is their duty to keep an active record of all club finances, share membership records with the Secretary, prepare financial statements, maintain accurate records of income and expenses, prepare the club budget, and plan fundraisers.

V. The Historian is the fifth highest-ranking student member of the organization. It is their duty to be the student liaison between the media and the club, maintain the social media accounts of the club, provide updates to the club about upcoming club functions such as trainings, meetings, and events, and take pictures of the club at different functions. The Historian may be issued a professional camera at the beginning of their term and will return the camera at the end of their term. In the event the Historian chooses to use their own professional camera, they may delegate the responsibility of the club's professional camera to another officer or member of the club.

VI. The Parliamentarian is the sixth highest-ranking student member of the organization. It is their duty to aid the President in implementing parliamentary procedure, act as the consultant to the president on procedural matters, have a working knowledge of rules of order and parliamentary law and give opinions based on it, call attention to errors in procedure, and aid the president in planning meetings.

VII. The Sergeant of Arms is the seventh highest-ranking student member of the organization. It is their duty to ensure that club rules and the bylaws are not violated, keep order at club meetings, trainings, and events, and ensure that members are comfortable at meetings, trainings, and events.

SECTION 3. VACANCIES

In the absence of the President, the Vice President will immediately be appointed President by the advisors and will remain President until the end of their term (end of the school year). In the absence of any other officers, their duties will be taken care of by the rest of the officer board. If the officers choose to do so, with the approval of the advisor, the President can conduct an election process to fill the vacant officer position. The club will vote on who they would like to be appointed to that position, and if there is a majority vote for a certain applicant, they will be elected to that position.

SECTION 4. ELECTIONS, ELIGIB\ILTY, AND COMMENCEMENT OF OFFICERS

SUBSECTION A. ELECTIONS AND COMMENCEMENT

At the end of the school year, elections will occur for next year's officer positions. Club members can nominate themselves for any position on the officer board. Once the nominations have ceased, the current officer board will comprise a list of all of them and post them to the club's social media and Schoology accounts for the club. At the next scheduled meeting, the nominees will be allowed to state their case to the club on why they should be elected to that position. After each nominee has made a statement, the current President will start the voting with the Sergeant of Arms position and work their way up to the President position. After each position, the current Secretary will collect the votes and count them. Once all the votes have been counted by both the Secretary and the President, the President will announce the new officer board for the next year.

In the event of low member participation or a low number of Officer Position applicants, the current leadership must take a vote on employing the use of an alternate leadership selection process. This process would consist of members submitting formal applications, being selected and going through an interview board, and then being selected by the board. The interview board will consist of the current officer, and at least one advisor. There may also be another person from outside the club allowed on the board for an unbiased opinion.

SUBSECTION B. ELEGIBILITY

To be eligible for the officer board, members must have completed one full school year of membership in the club, and they must be active, participating members of the organization. They also must meet UIL standards and have a passing semester average to nominate themselves. Nominees will fill out an application for their desired position and turn them into any current officer or designate drop-off area.

SECTION 5. DEMOTION/REMOVAL OF OFFICERS

If an officer is negligent to their duties or is abusing their authority, advisors may choose to demote them to a standard member. The officer team must first meet with the officer in question to address the issue. If nothing changes, then it will be brought to the advisors who will meet with the officer in question to properly assess the situation. If the officer's actions continue, then the advisors may address the demotion. In the event an officer is removed from their position, refer to Article 4 Section 3.

SECTION 6. POWERS OF OFFICER AND DICIPLINARY OPTIONS

If the officers reach a unanimous decision on any topic, the President will bring it to the advisors for approval. If any major issue arises with a member or multiple members, the officers will meet with the advisors to inform them of the situation and discuss disciplinary actions if the situation warrants it.

Disciplinary actions include but not limited to

Academic Probation- the member will not be allowed to attend any CCHSPSC event or participate in any meeting or training for a 1-month period. Depending on the situation, the member may be given multiple months of probation.

Expulsion from the Club- the member will be removed from the club entirely. The situations that warrant expulsion include being charged/convicted with/of breaking any local, state, or federal law, being given DAEP, or being expelled from CCHS.

The advisors will have full discretionary powers when dealing with disciplinary actions.

ARTICLE V:

DICIPLINARY ACTIONS FOR MEMBERS

SECTION 1: MINOR ACTIONS

Members who are given ISS, OSS, or DEAP by Copperas Cove High School Administration will receive a suspension from all club activities. When the member returns, they will sit down with the President, Vice President and Advisors for a meeting discussing the actions prior to returning to the club or being removed from the club. All the following will excuse you from competition.

ISS- Members who receive ISS will be given two weeks suspension from the club and all activities

OSS- Members who receive OSS will be given four weeks suspension and possibly expulsion.

DEAP – Members given DEAP will be removed from the club completely by the following year.

SECTION 2: MAJOR ACTIONS

Members that have received any legal charges will inform the advisors directly and will be removed from the club entirely. Any formal accusation of criminal activity or illegal actions will result in expulsion.

Members who have been apprehended by an officer, taken to or held in jail, or charged with any illegal activities will be removed from the club.

If any members have harassed or assaulted a member of the club, they will have a meeting with the advisors and the SRO's

ARTICLE VI:

ADVISORS

At least one advisor of CCHSPSC must be at every event held by the club.

The advisors must have members permission slips before Field trips or competition activities to ensure the members safety and parents'/guardians' authorization.

The advisors must provide a safe and supervised environment for the High School club members. Advisors should also set guidelines and expectations for all officers to ensure the club is being efficiently run.

As the club is student run, the advisors still must provide appropriate expectations and guidelines as well as set a good example for the student officers and club members.

ARTICLE VII:

FINANCES

When dealing with club finances, the club members will have full voting power over spending and finances. When voting to spend or raise money, the President will conduct a vote, and the vote needs a majority vote to pass. The officers must have also reached a unanimous decision.

The advisors will have physical control over any club funds but will not be able to use them without the majority vote from the club. It is the responsibility of the advisors to keep control of any club funds and the duty of the Treasurer to keep a record of all club funds.

ARTICLE VIII:

TEAM TRAININGS

The training will consist of two training officers appointed by the Vice President and approved by the advisors if the Vice President so chooses to have them. The training team will be in charge of helping with any club training and answering questions that other members may have. They are only there to assist the officers with training and are not above the other members of the organization.

Officers will be rotating through each team ensuring training is going smoothly and training officers are fulfilling their duties.

ARTICLE IX:

AMENDMENT OF BYLAWS

If a unanimous decision of the officers and two-thirds of the clubs is reached, these bylaws can be amended. Proposals of amendments may be brought to the officers, or the officer may propose that these bylaws be amended.

NEW PART OF BYLAWS: NEED VOTE;

ARTICAL XI:

ROMANTIC RELATIONSHIPS

All relationships among members/ officers are permitted, provided that the following guidelines are adhered to:

1. Public displays of affection in professional settings are strictly prohibited.
2. Members/ Officers are expected to maintain professionalism in interactions during club meetings and events.

Failure to comply with these expectations may result in disciplinary action.

ARTICAL XII:

ATTENDANCE AND PARTICIPATION RESTRICTIONS

1. A member found in violation of established conduct standards shall be prohibited from attending any CCHSPSC events and from participating in any meetings or training sessions for one month.

2. Depending on the severity of the violation, the member may be subjected to an extended probationary period of multiple months as deemed appropriate by overseeing authority.
3. All members must maintain an academic grade point average of at least seventy percent in their respective courses.

Failure to uphold these standers may result in disciplinary action as necessary.

CCISD – TAFE –BYLAWS

Constitution

Article I - NAME AND LOCATION

Section 1: The name of the association shall be Copperas Cove ISD - Texas Association of Future Educators/Educators Rising; hereinafter known as the **CCISD-TAFE**.

Article II - PURPOSES

Section 1: **CCISD-TAFE** shall learn about the teaching profession, its opportunities, responsibilities and its important role in our democracy.

Section 2: **CCISD-TAFE** shall explore our own interests and abilities in relation to the various fields in teaching.

Section 3: **CCISD-TAFE** shall promote scholarship and academic excellence in our schools.

Section 4: **CCISD-TAFE** shall cultivate in our selves the qualities of personality, character, and leadership which are essential in good teachers.

Section 5: **CCISD-TAFE** shall foster an understanding of how and where teachers receive their training, the cost, scholarships available and number of years required, certification requirements, and standards

Section 6: **CCISD-TAFE** shall provide information on professional career opportunities in education and the special competencies required.

Section 7: **CCISD-TAFE** shall assist in gaining an appreciation of the contributions that schools have made to citizenship in our democratic society.

Section 8: **CCISD-TAFE** shall promote teaching experiences which are both exploratory and developmental in nature.

Section 9: **CCISD-TAFE** shall study the lives and influence of great teachers.

Section 10: **CCISD-TAFE** shall encourage its members to exercise their rights and privileges as citizens and to willingly accept leadership in civic affairs.

Article III – AFFILIATION & ASSOCIATION MEMBERSHIP

Section 1: This **CCISD-TAFE** chapter shall be chartered by the Texas Association of Secondary School Principals and remain in effect as long as dues are kept current.

Section 2: **CCISD-TAFE** may be a co-curricular career pathways chapter or extracurricular club chapter.

Section 3: **CCISD-TAFE** membership is open to all students of CCISD in grades 6-12. Individual student membership in the **CCISD-TAFE** shall be confirmed by payment of the required fee.

Section 4: The principal (or an assistant principal appointed by the principal) should serve in an advisory role for chapter operations.

Section 6: The faculty advisor(s) shall advise the chapter in all its activities and relations.

Section 7: To be eligible to hold an office, the candidate must be an active member in grades 9 – 12 of CCISD-TAFE chapter and must maintain membership in the chapter throughout the term of office. Other specific criteria for officer candidates, such as minimum grade point averages or a record of chapter involvement may be established by the advisors and officer committee. Candidates must submit a completed application with supporting documents and all required signatures to be considered as an officer candidate. The candidate must be present at the election meeting and show willingness to accept the responsibility of position elected to.

Section 8: The term of office for the officers shall be one year from the date of officer induction or until their successors are duly elected or appointed. Incumbents are eligible to seek reelection for an additional year if eligible.

Section 9: Every officer shall keep a permanent file for his/her office. Officers will each have a OneDrive folder to keep records digitally and these shall be handed over to the incoming officers upon election at the end of term.

Section 10: The officers are responsible for the following duties:

The President:

a. Shall preside at all meetings and aid in preparing the agendas;
b. Shall represent the chapter as spokesperson or assign responsibility for such representation as needed;
c. Shall attend and assist with new officer training for the upcoming year.
d. May serve as Member Ex Officio on all committees;
e. Shall appoint the chairperson and members of such committees as are deemed necessary;
f. Shall prepare the **Outstanding Chapter Application** with advisors and other officers for state conference submittal.
g. Shall attend Chapter, Area-3, State and National conferences and meetings as required.
h. Shall have working knowledge of parliamentary procedure.
i. Shall be responsible for coordinating and overseeing all activities in the **LEADERSHIP TRAFLES**

The Vice-President (President Elect) - Parliamentarian:

a. Shall preside in the temporary absence of the President;
b. Shall assume the office of President upon removal or resignation of the President;
c. Shall be responsible for order during meetings;
d. Shall oversee all votes and elections;

h. Shall prepare a financial update to present at a chapter meeting once a month;
i. Shall assist in monitoring and updating any social media websites for CCISD-TAFE;
j. Shall maintain a financial report and record of all payments and expenses for TAFE After School program and other fundraiser activities;
k. Shall be responsible for coordinating events in the **RECREATION TRAFLES** and;
e. Shall have a working knowledge of parliamentary procedure.

TAFE Care Coordinator: (Fundraising):

a. Shall maintain binder of childcare registration packets and parent information;
b. Shall coordinate all bus volunteers and ensure buses are picked up on time;
c. Shall coordinate volunteers and schedule for each day to staff the care program;
d. Shall maintain inventory of snacks/drinks for kids and place order requests with advisors as appropriate;
e. Shall manage and supervise TAFE Care days for professional development teacher days, schedule, activities, lunches, etc.;
f. Shall report all payments or receipts to the Treasurer;
g. Shall be responsible for coordinating events in the **FUNDRAISING TRAFLES** and;
h. Shall have a working knowledge of parliamentary procedure.

Public Relations/Media/ Historian:

a. Shall be present and take pictures at all TAFE events for the yearbook; will ensure a responsible member attend and takes pictures in your absence.
b. Shall submit electronic versions of all photos to the TAFE albums on Schoology within 48 hours;
c. Shall collect pictures from other members who may have attended the events;
d. Shall be responsible for the Chapter Yearbook Contest at Area and State;
e. Shall assist the President with the Outstanding Chapter Application;
f. Shall be responsible for Staff member appreciation each month and for the Staff Member of the Month award;
g. Shall be responsible for creation of all newsletters, announcements, flyers and posters;
h. Shall be responsible for obtaining approval from the Student Activities Coordinator before publishing or hanging any materials;
i. Shall lead the monitoring and updating any social media websites on which CCISD-TAFE maintains an account;
j. Shall keep a file electronically and a hard copy of all letters sent or received and provide the official correspondence as necessary;
k. Shall be responsible for coordinating events in the **APPRECIATION TRAFLES** and;
l. Shall have a working knowledge of parliamentary procedure.

TRAFLES / Project Coordinator:

vote for one of the current non-officer student members to assume the office.

Section 5 If the above Succession of Officer procedures still leaves a student officer position open, the Executive Committee may vote to leave the position open until the next election or may vote on a candidate nominated by members of the Executive Committee.

Section 6 Three consecutive weeks of unexcused absences from regularly scheduled meetings may cause loss of membership and/or office.

Section 7 The scholastic and citizenship standing of each member shall be reviewed twice annually. Below average grades may result in placing the member on probation or cause loss of membership.

Article IX – QUORUM

Section 1: A quorum for the CCISD TAFE chapter shall consist of a majority of the members in attendance and voting.

Section 2: A quorum for the CCISD TAFE chapter may be obtained through multiple small group meetings if held during the same week.

Article X - PARLIAMENTARY AUTHORITY

Section 1: *Robert's Rules of Order, Newly Revised* shall be the authority on all questions of procedure not specified in these Bylaws.

Article XI - SUSPENSION PROVISION

Section 1: Any provision of these Bylaws may be suspended by a two-thirds vote of the members present and voting at any meeting of CCISD-TAFE.

Article XII - AMENDMENTS

Section 1: Amendments to these Bylaws may be introduced at any regular meeting of the CCISD-TAFE chapter and voted on.

Section 2: The president will submit in writing to the members any amendment at least seven (7) days prior to the meeting where it will be voted on, when possible,

Section 4: To be approved, an amendment must receive a majority vote of the official members present and voting.

Section 5: Amendments to these Bylaws shall become effective at the close of the meeting where they were adopted.

ART CLUB

Operating Guidelines

Art Club is an Open invitation organization for any registered CCHS student that meets on Tuesdays in room 468 from 4:15-5:15. We follow the school handbook guidelines for conduct. Students do not apply but attend as often as is convenient. There are no officers or cost associated with the club. We operate under the guidelines of social contracts from CKH.

INTERNATIONAL THESPIAN SOCIETY

Thespian Troupe #549 Constitution

"Act well your part; there all the honor lies."- Alexander Pope's,"*Essay on Man*"

Mission Statement

The mission of Troupe #549 is to encourage students to excel, grow, and learn more about theatre arts, to discover the truth in our craft, to immerse oneself in theatre activities for the simple appreciation of the process, the craft, and to ignite a passion for theatre.

Article I. Name and Purpose

Section 1. This organization shall be called **Troupe 549** of the International Thespian Society, a branch of the Educational Theatre Association.

Section 2. The purpose of this troupe shall be the advancement of standards of excellence in the theatre. More specifically, the troupe shall encourage students to attain a better mastery of the theatrical acts.

Section 3. The organization forbids secrecy; membership is given as recognition for meritorious work in the theatrical arts.

Article II. Membership

Active Membership

Section 1. All nominees for inducted (aka "active") membership shall be regularly enrolled students in grades 9-12 of Copperas Cove High School.

Section 2. Membership fees shall be the current amount due to EdTA.

Section 3. Active members are those students who are eligible scholastically. Members must strive to maintain a **2.5 GPA** to be a member, and officers must strive to maintain a **3.0 GPA**.

Section 4. All active members must have participated in at least one CCHS theatrical production, and have earned a minimum of **ten** (10) points, with six (6) being from involvement with Copperas Cove High School.

Section 5. Every Thespian MUST turn in ten (10) points a year to stay an active Thespian.

Section 6. Thespians are required to attend all CCHS Theatre Productions. Failure to attend will result in two (2) demerits, which will equal one (1) unexcused absence.

Section 7. Final authority concerning membership requirements shall be vested in the Troupe Director(s) and current officers.

Section 8. Honorary membership may be granted to adults for extraordinary and worthy assistance in the promotion of the theatre in the school and the community.

Section 9. Jr. Thespian Troupe members may transfer points into the senior troupe their freshmen year. Ten (10) points is the maximum amount to transfer into the HS troupe.

10-15 Jr. points = 5 HS points

16-25 Jr. Points = 7 HS points

26-40 Jr. points = 10 HS points

Inactive Membership/ Removal from Membership

Section 1. Members will be moved to Inactive Status for **non-payment of dues** by no later than the end of the first six weeks of the new school year.

Section 2. Members may also be moved to Inactive Status for academic ineligibility.

Section 3. Members may be removed from membership if the Thespian exhibits behavior which is commensurate with disciplinary action from the Fort Worth Academy of Fine Arts (FWAFA) Administration.

Article III. Officers

Section 1. Copperas Cove High School Troupe #549 shall hold an election of officers once a year in the last full month of the school term at a regular business meeting.

Section 2. Requirements for all elected officers are as follows: Each student must be an active participant with the troupe for at least one school year, and at the time of election must be going into at least their sophomore year.

Section 3. Officer meetings shall be held as needed and attendance is mandatory.



Section 4. The shared duties of the officers are as follows:

1) To be leaders of Troupe 549 and to represent the troupe with pride and grace.
2) To exhibit correct behavior and audience etiquette at all times.
3) To display integrity and to uphold the honor of the Troupe.
4) To recognize and celebrate birthdays and others' personal achievements.
5) To organize a buddy system between upper and lower grade Thespians.
6) To model respect and acceptance of all persons in and sponsors of the troupe.

Section 5. If an officer is unable to fulfill his/her duties, then Director(s) will appoint a replacement for the remainder of the year.

Section 6. The duties of the director shall be to oversee all troupe activities, to be the final authority in the selection of new members, and to be the guide and inspiration of the group.

Section 7. The Board of Directors shall be composed of the director(s), all elected officers, and any honorary members appointed by the Board of Directors.

The specific duties for each office are as follows:

President

The duties of the President shall be:

1) To preside over all regular business meetings, specially-called meetings, and Board of Directors meetings in accordance with a *relaxed version* of *Robert's Rules of Order*.
2) To stay informed with secretarial, treasury and others' reports.
3) To appoint all *ad hoc committees*.
4) To prepare all Texas Thespian Convention forms.
5) To encourage and to communicate to the troupe in every event and aspect.
6) To perform all other duties pertaining to the office of president of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Vice President

The duties of the Vice President shall be:



1) To assist the president in his or her duties.

2) To preside over meetings in the absence of the president.

3) To draft resolutions and amendments to the constitution and bylaws, which are to be presented to the troupe and Director(s) for approval.

4) To preside over the induction of new members. The vice president plans the induction ceremony including invitations to new inductees (and mails them three weeks in advance), creates the service, delegates who gets the candles, flowers, and certificates, as well as the program for the inductees.

5) To connect with the Junior Thespian Troupe and help them plan, organize, and run their induction ceremony.

6) To create/ input data for the Thespian calendar or planner.

7) To perform all other duties pertaining to the office of vice president of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Secretary

The duties of the Secretary shall be:

1) To create and retain copies of the meeting agendas.

2) To take minutes at every regular business meeting, specially called meetings, and Board of Directors meetings.

3) To post the minutes on the Thespian bulletin board and on CCHS Thespian Socials.

4) To maintain a working copy of all members' contact information.

5) To handle the correspondence of Copperas Cove High School Troupe #549.

6) To submit secretarial reports to the Board of Directors prior to the next meeting.

7) To be sure all building use forms and other administrative documents are properly completed and submitted.

8) To perform all other duties incident to the office of secretary of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).



Treasurer *

The duties of the Treasurer shall be:

1) To accurately and safely handle all the money at Thespian functions.
2) To coordinate with the vice president on new inductees and to collect their dues and fees.
3) To work with the troupe director(s) on dues for the troupe to EdTA.
4) To keep an expenditure log for the entire fiscal year.
5) To provide the correct information for the order of Thespian pins and items to be purchased from the ITS catalog to the sponsor of the troupe.
6) To oversee the collection of all Texas Thespian Convention and other fees.
7) To assist the president and director(s) in filling out the convention forms.
8) To provide receipts for monies collected.
9) To perform all other duties incident to the office of treasurer of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Clerk *

The duties of the Clerk shall be:

1) To keep an attendance record of every meeting and an accurate records of the number of points each member of Troupe #549 has accumulated.
2) To keep accurate records of other CCHS students not yet inducted into the Copperas Cove High School Troupe #549 but who have earned points through their work in productions.
3) To update point records following each production with the help of the Troupe Director(s) or to head a meeting in which students update their own point records. The clerk will review and approve all points in conjunction with the Director(s) and will notify Thespians if there is a discrepancy in point totals.



4) The report to the Director(s) and president any and all eligible candidates for induction into the Copperas Cove High School Theatre Arts Troupe 549 at least one month before the induction ceremony is scheduled.

5) To perform all other duties incident to the office of clerk of Copperas Cove High School Theatre Arts Troupe #549 and under the discretion of the Director(s).

Historian

The duties of the Historian shall be:

1) To keep photographic records of all events of Copperas Cove High School Theatre Arts Troupe #549.

2) To make a scrapbook for the current year.

3) To update the Thespian bulletin board with current photos of Thespian activities.

4) To review, choose the best and submit photos to the CCHS yearbook staff.

5) To perform all other duties incident to the office of Historian of Copperas Cove High School Theatre Arts Troupe #549 and under the discretion of the Director(s).

Special Events/ Publicist *

The duties of the Special Events/ Publicist Chairman shall be:

1) To provide or coordinate refreshments for special events or activities of Copperas Cove High School Troupe #549.

2) To schedule off-campus venues for seeing performances.

3) The schedule a venue and oversee the planning for the Thespian Banquet.

4) To handle all promotions of Thespian events including meeting announcements, advertising performances, and write-ups for the newspaper.

5) To perform all other duties incident to the office of Special Events/ Publicity Chairman of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).



The duties of the Publicist shall be:

1) To create banners and signs to advertise meetings and events.
2) To create lobby displays for all theatre productions.
3) To communicate and to invite area schools to CCHS productions.

***Denotes positions that may be combined with other officers' responsibilities or managed according to the discretion of the Director(s).**

Article IV. Meetings and Attendance

Meetings

Section 1. Meetings shall be held twice a month after school.

Section 2. Special meetings may be called by the Board of Directors, Director(s), or the president.

Section 3. A quorum shall be fifty percent of the active membership and must include three officers.

Attendance

Section 1. Members arriving more than 10 minutes late to or leaving 10 minutes early from meetings to a mandatory meeting, without a reason considered valid by the theatre director(s) will receive a demerit. Two (2) demerits equal one unexcused absence, and will be counted as such.

Section 2. Regular meetings will be at least once a month after the school from 4:05pm to 5:30pm, unless special notice is posted as to the change of time.

Section 3. Irregular attendance indicates a lack of interest; therefore any member absent four (4) meetings per school year without submitting a written excuse to the Board of Directors, or the director(s) shall be automatically suspended from the active roll or membership. Notification of excused absences should be completed within two days after the meeting.

Section 4. Those members who have been moved to Inactive Status must provide, in writing, an appeal for readmission. Any member requesting admittance after suspension must have the consent of the director(s) and two-thirds of the membership.

Section 5. Any member who causes deliberate dissension, which would disrupt the workings of any production or business meetings, shall be dropped from



active membership by a vote of two-thirds of the membership with the consent of the director(s).

Section 6. Attendance shall be considered in the point award system.

Section 7. Absences shall accumulate for only one school year at a time.

Article V. Dues

Section 1. There shall be dues of $20.00, payable by October 1st of each year. If dues are not paid by October 2nd, the member will be transferred to Inactive Status until dues are paid.

Article VI. Amendments

Section 1. All amendments to this constitution must have the vote of two-thirds of the troupe membership. This constitution and its amendments shall be subject to change according to any or all requirements of the International Thespian Society.



Bylaws

Article I. Inductions

Section 1. Inductions shall be held once each year, or as often as deemed necessary by the Board of Directors.

Section 2. The time and place of induction as well as the form will be determined by the Board of Directors.

Section 3. The vice president will be held responsible for the training of the speakers of the induction ceremony, must schedule and rehearse said speakers, as well as take care of the preparation of the stage and induction properties.

Article II. Troupe Activities

Section 1. The troupe is not a secret organization, therefore, faculty and students interested in theatre, as well as honorary members and alumni, shall be invited to its meetings.

Section 2. The troupe shall cooperate with all other departments and clubs in the school in helping them with their programs in any way it can.

Article III. Point Award System

Section 1. The theatre director(s) will determine the exact number of points to be awarded in all theatrical and non-theatrical participation.

Section 2. Points will be awarded as suggested by the point system of the International Thespian Society.

Article IV. Elections

Section 1. Officers shall be elected at a business meeting in the final full month of the school year for the coming fall year.

Section 2. Nominations for officers are to be made by a committee meeting with the director(s), with additional nominations being permitted from the floor. Officers will be elected by a simple majority vote. Nominees for officer positions may not concurrently run for any other organization or class office.



Section 3. Voting will be done by secret written ballot.

Section 4. Three members, including one officer, may request, in writing, to the director, a recall election of all or any elected officers. This written request must state the need for such an election. A special meeting will be scheduled within five school days upon receipt of the request, for the purpose of voting on whether or not a recall election is necessary. Two-thirds of the membership is required to mandate a recall election. If a recall election is necessary, election of officers will follow the procedure set in Article III, Section 2, as well as Article IV, Section 2 of the Bylaws.

Article V. Installations

Section 1. Officers shall be installed at the last social or program meeting of the school term.

Section 2. The ceremony should not precede the Thespian Induction ceremony for the term.

Article VI. Conflict Resolution

Section 1. In the event issues/ conflicts arise between a Thespian and a Director which cannot be resolved with a mediator through communication between the two parties, the issue should be brought before the Board of Directors, and eventually the school administration if necessary.

Section 2. The Board of Directors may seek to resolve conflicts with a simple majority vote by secret ballot.

Section 3. The goal for any conflict resolution is to minimize distress affecting the troupe as a whole and to make restitution among all members involved.

Article VII. Adoption

Section 1. Two-thirds of the current voting members is needed for adoption of this constitution.



I hereby agree to the terms and conditions of the Copperas Cove High School Troupe #549 Constitution.

_____

Troupe Director

_____

Troupe Director

Troupe Officers:

_____

President

_____

Vice President

_____

Secretary

_____

Treasurer

_____

Historian

_____

Clerk

_____

Date



Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
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Member	Member

Date



The Pride of Cove
STUDENT HANDBOOK

2025-2026

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Disclosure

Welcome to the Copperas Cove HS Band Bulldawg Band!

By becoming a member of this ensemble, you agree to perform to the best of your abilities and work together with the band directors in making this year's band the finest performing ensemble that our combined efforts can produce. We do not expect every member of the band to be a virtuoso musician or performer. We DO expect maximum effort, maturity, and responsible actions.

In all cases, please report PROMPTLY to all rehearsals, classes, and performances. Practice efficiently and sufficiently to perform at your absolute best every time, all the time. Make YOUR best, BETTER!!

The success of this organization is a culmination of multiple pieces, including but not limited to spirit, pride, dedication, leadership, and cooperation of its members. Certain rules, policies, and procedures are necessary not only to ensure the organization's goals are met, but also to enable us to operate safely and effectively for each member of our ensemble.

To ensure that we can have a safe and successful band program, we have developed this handbook. Its purpose is to ultimately familiarize each band member with:

1. General operation, procedures, and guidelines of the Copperas Cove HS Bulldawg Band
2. The standards by which all band members are expected to conduct themselves

This handbook is not intended to be all-inclusive, as every possible situation and question cannot be predicted in advance; however, a thorough knowledge of these materials is essential to the success and operation of the Copperas Cove HS band programs.

Any and all final decisions/disciplinary actions are at the discretion of the band directors.

The Pride of Cove Band Directors

Mario Morales
Director of Instrumental Music
Moralesma@ccisd.com

Cait Koch
Associate Director of Bands
kochc@ccisd.com

Hunter Jacks
Assistant Director of Bands
jacksh@ccisd.com

Frank Jacobo
Director of Percussion
jacobof@ccisd.com

Charles Fleming
Assistant Director of Percussion
flemingc@ccisd.com

Mackenzie Callison
Director of Color Guard
callisonm@ccisd.com

Performance Opportunities

Concert & Contest Season

A major part of the Pride of Cove Band program is in the area of concert and sight reading contest. The concert band involves all members of the band and provides the most meaningful musical experience for student musicians. These rehearsals are much more detail-oriented and will require high levels of musicianship. Be Prepared! Sectionals will be a required aspect of this season, dates and times will be communicated well in advance.

Marching Season

The appearance of the band in the public eye is very important. Most individuals from beyond Copperas Cove ISD will see the Pride of Cove Band *only once*. The impression you receive from the public has a great deal to do with the presentation of yourself, the spirit and pride of the ensemble, and the general reputation of the band. We will strive to continually have our image be one that is favorable and reputable in all of our actions. Regardless of where you are, you represent the Pride of Cove Band, Copperas Cove High School, and Copperas Cove ISD!

The following guidelines will apply to FOOTBALL GAMES:

1. Be properly dressed in uniform at all times, unless otherwise stated by a director
2. No food or drink (water is the exception)
3. Sit in your assigned sections; there is to be no "floating" between different sections
4. 3rdf quarter off- During 3rd quarter break, students may use the restroom or visit the concession stand only. Students may remain in the band stands but are not permitted to wander or leave the designated area. All students must be back in their seats and ready to play with 2:00 remaining on the game clock. Do not bring any food back to stands.
5. No one other than CURRENT BAND MEMBERS, DIRECTORS, AND CHAPERONES is allowed to be in the band section without the express permission of the band directors
6. Have flip folder for stand-tune music

The following guidelines will apply to MARCHING CONTESTS

1. Students must travel with the band in Copperas Cove ISD transportation to and from ALL competitions - Permission must be granted in order for students to ride home with parents.
2. Students are required to remain with the band throughout the entire contest.
3. Members are required to wear the following attire
    a. Show shirt, band shorts, long black socks, and band shoes to all contests
4. Contests are public performances, and students should act professionally at all contests.

Color Guard / Winter Guard

The color guard is essential to the effectiveness of the marching band. The color guard provides most of the general effectiveness of the show, dance, and other auxiliary elements in the production. Members of these ensembles, please refer to

the separate Guard Student Handbook for specifics on performances and other elements of the ensembles!

Varsity / Junior Varsity Marching Band

Just like most high school athletics programs, the Pride of Cove Band has a Varsity and a Junior Varsity marching block. The Varsity block is the portion of the band that will march the competitive version of the fall marching production, while the junior varsity block (JV for short) marches an achievable version of the same show alongside the varsity ensemble. While both the Varsity and JV ensembles will perform/participate in the band's public performances and march in the halftime show during marching season, only the Varsity block will march in competitive and UIL contests. While the JV block may not be actively marching during these contests, they will still be required to travel with the band to participate in other roles as needed.

Participation in Varsity Ensemble

Membership in the varsity marching ensemble is not guaranteed. The stipulations of participation include, but are not limited to:

- Grades, attendance, behavior, and marching/visual/musical skill.

Ultimately, the decision of a varsity/JV position will be determined by a director. There is a possibility for movement between ensembles (JV to Varsity or vice versa). Individual spots are NOT guaranteed. Assignment to or removal from is up to the discretion of the directors.

All-Region

All-Region is an extra event that presents students with the opportunity to audition and advance to perform with the ATSSB All-State band in San Antonio, TX, during the TMEA convention.

Wind Ensemble

- Members of the Wind Ensemble will be REQUIRED to participate in the All-Region process.

Symphonic Band

- Members of the symphonic band are required to perform "cuts" of the etudes for a grade. They are encouraged to participate in the all-region process.

Solo & Ensemble

The UIL Solo and Ensemble contest presents the opportunity for students to experience different elements of musical performance through solo or chamber (small) ensemble repertoire.
The following are the expectations for Solo and Ensemble
Wind Ensemble

- Perform a Class 1 or 2 Solo
- Perform a Class 1 or 2 Ensemble - membership/make-up of ensembles will need to be discussed with the band directors

Symphonic Band

- Perform a Class 1, 2, or 3* Solo
- *ONLY FRESHMEN ARE ALLOWED TO PERFORM A CLASS 3
- Perform a Class 1 or 2 Ensemble - membership/make-up of ensembles will need to be discussed with the band directors

Copperas Cove ISD Private Lesson Policy

What are private lessons?

Private lessons offer students a unique experience that he or she cannot receive in a regular classroom setting. Students will meet with a private instrumental specialist

specific to their instrument once a week at an arranged time. Lessons can be either 25-30 minutes or a full hour. During this time, students receive specialized and full attention from the instructor. Lessons are geared towards helping our students become truly great musicians by focusing on what they need to progress and improve their musical skills. While we, as a band staff, strive to give our students the diverse and individualized attention they may need, we are limited simply by time and ensemble sizes. It is because of this that we supplement students' music education with these specialists.

Participation

Members of the wind ensemble will be required to participate in regularly scheduled lessons. Financial Aid will be available for students. See Mr. Morales for aid application.

Members of the symphonic band will be highly encouraged to participate in these lessons but will remain optional.

For more in-depth details on the CCISD private lesson program, including:

- Fees
- Responsibilities (student and instructor)
- Financial considerations/assistance
- Absences, tardiness, and termination of lessons

As well as the enrollment form, please refer to the CCISD Private Lesson Policy forms.

Attendance

Attendance

The complete schedule of events is made available for students and parents at the beginning of the semester (for marching season). All rehearsals, clinics, contest days, and football games are on the calendar. It is the expectation of the Copperas

Cove Band programs that members are in attendance at all of these scheduled events for the program to reach its full potential.

Doctors' appointments, hair appointments, personal business, tutorials, etc., should be made in the afternoons, Wednesday/Thursday, if possible.
Exceptions may be made for special circumstances. Please communicate well in advance for these occasions.

The Copperas Cove High School band will refer to campus and district absence policies as well as our own. Please communicate absences (excused or otherwise) to campus secretaries, AS WELL AS Copperas Cove ISD band directors. This allows for an open source of communication.

Determination of excused vs unexcused will be at the discretion of the CCISD absence policy and the band directors.

All rehearsals are a part of the Copperas Cove HS band curriculum and, as such, are included as part of the band grading. An unexcused absence from a rehearsal is subject to, but not limited to, suspension from public performances. Multiple unexcused absences may result in loss of varsity/non-varsity positions/band placement, or removal from the band program.

Performances

All performances are required. Unless academically ineligible, students MUST be in attendance for performances with their prescribed music ensemble. This includes, but is not limited to,

- Marching Band, Concert Bands, Solo and Ensemble contests, etc.

For an absence from a performance to be considered excused, it must be communicated to the primary director of the affected ensemble AT LEAST THREE

(3) WEEKS before the absence. Directors, in conjunction with Copperas Cove HS administration, if necessary, as to whether the absence is excused or unexcused will be determined after communication has been made.
Any unexcused absence from a performance may result in, but is not limited to, the following:

- Movement from Varsity Block to Alternate (marching band)
- Suspension from band trips (Away games, spring trip, off-campus performances)
- Suspension from Home football games
- Multiple occurrences may result in loss of other privileges and/or removal from the band program

Sectionals

Although not specifically listed in calendar events (for marching season), there may be times when specific sections need more work. Sectional times as needed will be communicated as well in advance as possible. Students are expected to participate in these sectionals.

For the concert and sight reading season, there will be required sectionals weekly that will be laid out on the spring calendar. Again, all students are expected to be in attendance during their specified sectional time.

Unexcused Tardy Policy

Students are to be punctual to all rehearsals, performance call times, and any other band-related event. The safest policy for the individual is to arrive 15 minutes before the set call time.

In the event of a tardy, the student will be subject to disciplinary action by the director at the time of the occurrence. 3 unexcused tardies will result in an absence.

Grading

The majority of band assignments are set to meet the TEKS established by TEA and recommended by TMEA for fine arts classes. Band is NOT a class where a blanket participation grade is given or where a 100 is given for the six weeks based solely on attendance at rehearsals and performances; in neither instance do those scenarios align with/meet TEA expectations as well as CCISD grading policies. The Copperas Cove HS band classes will follow the grading guidelines set forth by CCISD. Each class will have formative and summative assignments and grades for each grading period. These can be, but are not limited to;

- Pass offs
- Sectionals
- Playing Assignments
- Visual Assignments

These assessments will most always have a deadline; however, students will be presented with the opportunity to re-test/play for a higher grade after the deadline or until the end of the grading period. Final decisions are at the discretion of the band directors.

As well as the aforementioned summative and formative grading examples, ensemble rehearsal skills may also be included as evaluations during the grading period. Ensemble rehearsal skill evaluations will be made at every rehearsal, including those taking place outside of the school day.
These "Ensemble Skills" include but are not limited to:

- Attendance at all rehearsals, sectionals, and public performances (unless absence is excused)
- Being in place, warmed up, and prepared for rehearsal at the time rehearsal is to begin
- Having all of your music, a pencil, your instrument in optimal condition, and all accessories required by the music
- Being actively engaged throughout the entire rehearsal
- Having your part prepared before rehearsal
- Show effort in becoming better than you were when you walked into rehearsal

Eligibility

Statistics have shown that students in a musical ensemble make one letter grade higher than most other students on average and perform above-average on

achievement/standardized tests. However, eligibility is determined by the grade that is earned in classes (including band). If a student is struggling in a class, they are HIGHLY encouraged (at times even required) to attend tutorials to get extra individualized attention. Do not be afraid to ask for help; chances are, there is someone else in the band who is proficient in what you struggle with. There is always someone willing to help you succeed!

UIL No-Pass, No-Play

In order to encourage students to maintain focus on core academics, UIL instituted the "No-Pass, No-Play" rule.

Any student who does not maintain AT LEAST a 70% average in each of their classes during the first six (6) weeks grading period, and again at the first nine (9) weeks grading period, will not be allowed to participate in any extracurricular activities in the following grading period. This is specific to marching band.

For HONORS classes (Pre-Ap, AP, and Dual Credit), according to district and UIL policy, are EXEMPT from this rule. Students are strongly encouraged to pass ALL classes regardless of classification; however, honors classes will not affect eligibility or lack thereof.

All College Board Advanced Placement (AP) courses offered in all disciplines are eligible for exemption of "No Pass, No Play". • All classes identified as Honors course are in the disciplines of ELA, Mathematics, Science, Social Studies, Economics, or Languages other than English are eligible for exemption from "No Pass, No Play". • All Dual Credit courses taken for ELA, Mathematics, Science, Social Studies, Economics, or Languages other than English as part of the Foundation School Program with an Endorsement are eligible for exemption from the "No Pass, No Play" rule. • All Career and Technical Education (CTE) courses taken for Mathematics or Science credit as part of the Foundation School Program with an Endorsement are eligible for exemption from the "No Pass, No Play" rule.

Students may regain eligibility after the progress report (, if the student is passing ALL (with the exception of honors classes) of their classes with a 70 or higher (60 or higher for PAP/AP courses).

Eligibility or lack thereof goes into effect the Friday after progress reports or report cards are released.

CCHS Band Hall / Fine Arts Facilities & Equipment

The facilities and equipment that we have here at CCHS are among the nicest in the area. It is the responsibility of all band members to keep the equipment and areas provided as pristine as possible. Not only are they to be kept in the best shape possible, but the

facilities and equipment need to be treated with the respect that they are due. Instruments are expensive. Facilities are expensive. Uniforms are expensive.

Band Hall

The band hall is our base of operations and should be treated with dignity. The following guidelines are to be followed regarding the CCHS band hall, which include but are not limited to:

- NO food or drink inside the band hall rehearsal/locker room areas without the express permission of a director. Water is permitted.
- NO ONE other than band members and band parents is allowed in the band hall without the express permission of a director.
- ALL doors leading outside are to remain locked and closed. NO ONE is to enter through these doors from the hours of 7:30 am - 4:15 pm. If a student is late to rehearsal, they must enter the school through the cafeteria or main entrance.
- No food is to be stored in your instrument locker.
- Directors' offices are to remain free of student belongings and are not to be used as a walkway between band halls

School-Owned Instruments

Students are provided with the opportunity to check out instruments in the CCHS band program. It is the responsibility of the student to maintain the instrument in all aspects, including playing condition and appearance.
An instrument checkout form MUST be filled out with a director. Failure to abide by the agreement may result in loss of instrument checkout privileges and/or the need for compensation for damages.
Students should NOT swap instruments with other students or the band inventory without the express permission of a director.

NO STUDENTS, OTHER THAN PERCUSSION STUDENTS, SHOULD PLAY OR TOUCH PERCUSSION EQUIPMENT.

Uniforms

It is a privilege to wear any uniform of the Copperas Cove High School Band program. Whether it is a marching band uniform, concert attire, or color guard costume, the same standards apply. Be sure you have all of the parts of your uniform for all performances. All uniform parts must be worn correctly or not at all.

Never attempt to "fix" your uniform on your own. See the band staff or parents to resolve these issues. If your uniform does not meet the standard that the CCHS band requires, there will be consequences equal to the action.

Marching Uniform Guidelines
All marching band uniforms are to be treated with respect. It is a privilege to have CUSTOM show toppers for each show that the band performs.

- Under the topper and bibber's members are required to wear their show shirt, their CCHS black band shorts, and long black socks.
- Baggy or bulky shorts, jeans are never appropriate to wear with the uniform.
- Hair must not touch the collar of the uniform and should be kept in a "show bun" under the shako.
- Hair must be a NATURAL color.
- No jewelry is to be worn while in uniform. The only exception will be stud-style earrings.

Concert Attire
UIL concert and sight-reading is a professional evaluation of our band programs. The attire worn for this event needs to reflect that. The CCHS concert ensembles will wear "concert uniforms" at all concerts, unless specific instructions are otherwise given by a director.

Gentleman

- White, long-sleeved, collared, button-up shirt. One that fits appropriately and can be tucked in.
- Black Slacks or dress pants
- Black belt (Belt is optional, color of the belt is not)
- Solid black dress shoes
- Black socks

Ladies

- Long black dress - below the knee OR Black dress pants with black dress shirt.
- Fit needs to be appropriate for school/professional occasions
- Black dress shoes and black pantyhose/stockings

Letter Jackets

To qualify for a letter jacket, students must earn a minimum of ten (10) points over the course of one (1) school year. Points will be earned in one (1) area of activity (Band, Color Guard, etc.) Students may earn only one (1) major letter award during their high school career.

BAND AND COLOR GUARD GUIDELINES

Band members may earn points in the following manner:

- Three (3) points for gaining membership through audition into the All-Region Concert Bands.
- Two (2) points for gaining membership into the Freshman All-Region Band.
- Four (4) points for advancing to the All-Area Audition.
- Three (3) points for performing a Class I, II or III Solo at the UIL Solo & Ensemble Contest and earning a Superior (First Division) rating.
- Two (2) points for performing a Class I, II or III solo at the UIL Solo & Ensemble Contest and earning an Excellent (Second Division) rating.
- Two (2) points for performing a Class I, II or III ensemble at the UIL Solo & Ensemble contest and earning a Superior (First division) rating.
- One (1) point for performing in a Class I, II or III ensemble at the UIL Solo & Ensemble Contest and earning an excellent (second division) rating.
- Three (3) points for performing in a solo or ensemble at the State Solo and Ensemble Contest.
- Two (2) points at the end of their first year of satisfactory participation. A student who is ineligible for any extra-curricular activities during the year will forfeit these participation points.
- Five (5) points at the end of their second year of satisfactory participation. A student who is ineligible for any extra-curricular activities during the year will forfeit these participation points.
- Ten (10) points at the end of their third year of participation.

Color Guard members may earn a letter jacket in the following manner:

- By participating in four (4) full productions (fall and/or spring competitive seasons) while maintaining extra-curricular eligibility during each of the four competitive seasons.
- By the CCHS Winter Guard team placing 1st at the Winter Guard State Championships.

GENERAL GUIDELINES

Any member applying for a letter jacket must have been academically eligible for all UIL and TMEA events during the current school year. For band or color guard students who join the band program during the middle of their high school years, we will give participation credit for years that they were in band or color guard at their previous school(s). Jackets will be ordered in the spring for summer delivery.

Public Performances and Travel

Conduct

All members of the CCHS band program are always expected to exhibit conduct beyond reproach, both in and out of band settings. By the time a student reaches high school, they should know how to behave appropriately. The high standards set by the Copperas Cove HS band will be strictly enforced. Poor behavior is a sign of a lack of maturity, pride, and concern for the band program. Members who continually display inappropriate conduct and/or violate school policies may receive consequences in the band program as well as through CCHS administration. These consequences may include, but are not limited to, loss of performing privileges, being moved to a lower-level band class, and/or removal from the band program entirely.

Travel

CCHS Band students are to ride to and return from all football games, marching contests, concert contests, and additional events as a group via CCISD transportation. On rare occasions, due to emergency, family commitment, or other CCHS event necessities that a parent may provide transportation to and/or from a band event. In these instances, the following will apply:

- A director must be notified
- A director must receive an email or a written note from the parents
- The student must either check in (if being brought to the event) or be checked out (if leaving the event) by a director with the parent.

This protects the CCHS band program, CCHS, CCISD, the parents, and most importantly, the students.

Football Games

Football games are one of the most exciting parts of being a member of the Bulldawg Band. We are there to have fun, support the team, and perform at our highest level. Band members can (and at times are expected to stand up, cheer, and dance in support of the team throughout the game; however, they should always remain in their assigned location. It is always important to be aware of the important equipment that is around you at all times, and be ready to play at any given moment (that is why we are there after all!). Students are always required to hold their personal assigned instrument while in the stands - damage to

the instrument will be the responsibility of the student to whom the instrument belongs or to whom the instrument is checked out.

ONLY CURRENT BAND MEMBERS ARE ALLOWED IN THE BAND AREA AT FOOTBALL GAMES

Overnight Trips

Any overnight trip will be governed by the policies of CCISD concerning approval, administration supervision, eligibility, and absences. All students and parents will sign a Code of Conduct agreement BEFORE leaving on the trip. This form will outline in detail all conduct, punctuality, discipline policies, and expectations for the students while on the trip.

Pride Of Cove Band Booster Organization

The Pride of Cove Band Boosters is a non-profit organization that includes very active parents and volunteers. The Boosters raise funds through the sales of concessions, fundraisers, and various other means throughout the year. The Boosters provide funding for many things, such as meals, private lessons, scholarships, supplies, etc. The Boosters are also very active in support of the band by volunteering to serve meals, chaperones at away games, band trips, and so much more!
The Boosters meet once a month during the school year to review financials and prepare for upcoming events.
We invite all band parents, friends, and family to join us in support of the Pride of Cove Band!

Implementation of Handbook Rules

All rules, regulations, and expectations of the Pride of Cove band will be upheld for each student who is enrolled in the band program at all times, ***regardless of whether or not the Band Agreement Form has been signed and returned by every student.*** This is to maintain the efficient operation, positive reputation, and safe, successful environment of the CCHS Bulldawg Band, and more importantly, the physical/mental/emotional safety and well-being of EVERY person involved with the Pride of Cove Band. This agreement also means band students will follow all CCHS Student guidelines as detailed in the Copperas Cove High School Student Handbook.

Conclusion

This document is intended to guide the decision-making process for Directors, parents, and students of the Copperas Cove High School band program. It is again not intended to be an all-inclusive list of rules and regulations. It is impossible to lay out and discuss each scenario that our band program could face. Directors of the CCISD band programs will always use their best judgment to evaluate and interpret each situation and make decisions that are in the best interest of the membership.

Please remember that the purpose of this handbook is to provide information and create a framework within which important decisions can be made. Diligent adherence to these ideals and principles will allow our program to continue to prosper and be successful.

PURPOSE

The purpose of this organization shall be to encourage participation in and recognition of scientific and intellectual thought, to advance the students' knowledge of classical and modern science, to communicate with the scientific community, to aid the civic community with its comprehension of science, and to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind.

ARTICLE I. Name and Objectives

- The name of this organization is the Copperas Cove High School Science National Honor Society (CCHS SciNHS)
- The Objectives of this organization are to:
    - Encourage and recognize scientific and intellectual thought
    - Advance students' knowledge of classical and modern science
    - Communicate with the scientific community
    - Aid the civic community with its comprehension of science
    - Encourage students to participate in community service which will employ scientific principle and in turn ,benefit all humankind

ARTICLE II. Membership

- Membership is an honor bestowed upon a student.
- A member must be in the last two years of secondary school education but exceptional sophomore students can be accepted into the chapter, in accordance to the guidelines of the chapter.

Section 1. Eligibility. Membership in the Society is open to students at Copperas Cove High School (CCHS). Potential applicants must:

- be at least a sophomore
- have completed at least one (1) honors or advanced level science course
- have at least a 3.5 unweighted grade point average (GPA) across all science courses
- have at least a 3.0 GPA overall unweighted GPA
- NOT have *any* disciplinary problems on record at the administrative level
- commit to attend one monthly meeting of the CCHS SciNHS scheduled meetings
- commit to attend at least one (1) community service event.

A member must maintain behavior that is acceptable to the guidelines as outlined by the CCHS and CCISD code of conduct. Any inappropriate behavior as outlined on the district's and campus student code of conduct , whether or not a disciplinary action is taken, will be subjected to review by an advisory panel consisting of Science NHS advisors, administrator, and counselor; this includes any behavior that violates the ideals of the Science National Honor Society.

- Members who fail to maintain all requirements according to these bylaws will not be eligible for graduation recognition as being a member in good standing of the CCHS SciNHS.

Section 2 Induction.

- Induction of Members will take place during the spring semester of each school year.

Section 3 Members In Good Standing, Probation, and Dismissals.

- Members in good standing, shall maintain required GPA, meet required attendance for meetings and community service, fulfill all fiscal obligations to the CCHS SciNHS and adhere to Section 1.
- Members who fail to maintain all requirements according to these bylaws will lose their good standing status, be subjected to probation, and possible dismissal. Further, any student not in good standing will be ineligible for graduation recognition as a member of the CCHS SciNHS.
- A student may be dismissed if he/she violates the standards, obligations, or ideals of the CCHS SciNHS. The process for dismissal follows the pattern of probation, formal notification, opportunity to regain good standing and failing that, dismissal. This process will suffice for most infractions. However, the advisory panel reserves the right to revoke membership and to immediately dismiss members who commit serious offenses against the CCISD Student Code of Conduct or violate the ideals of the Science National Honor Society.

- The member will receive written notification of the reason for possible dismissal from the advisory committee.
- The member and advisory committee will discuss the written notification in a conference.
- Should dismissal be warranted, a letter will be sent to the principal, student, and parents.

ARTICLE III. Meetings

- The CCHS SciNHS shall have regular meetings during the school year on days designated by the officers and the advisory committee.
- The officers shall duly notify all active members of Chapter meetings.
- All meetings shall be open meetings and shall be held under the sponsorship of the advisory panel.
- All members shall be required to attend the monthly meeting.

ARTICLE IV. Chapter Activities/Community Service Events

- This chapter will be involved with hosting community science events.
- Students will participate in fundraising and community service projects that will be designed to assist science education.
- All chapter members are required to present one brief scientific lecture annually.

ARTICLE V: Officers

- The officers of this chapter, their duties, and the method of their election shall be available prior to elections.
- The elected officers will comprise the executive board.
- Elected officers shall be a President, a vice president, a treasurer, a secretary, a community outreach officer, and historian. In addition to the specific duties and responsibilities listed below, the officers shall assume other duties and responsibilities as required of their respective offices.
- It shall be the duty of the officers to attend meetings.
- It shall be the duty of President to preside at all the meetings of this chapter and represent the chapter at public occasions.
- It shall be the duty of the Vice-President to fulfill the duties of the president in her/her absence.
- It shall be the duty of the Community Outreach Officer to coordinate all community service projects.
- It shall be the duty of the chapter Secretary to keep accurate minutes of each meeting, a record of all business, and a record of attendance by the members. These records should be provided to the chapter advisor when the term of the chapter secretary ends. Records should be stored, if possible, in electronic format. The chapter secretary shall also be responsible for publicizing the events of the chapter and keeping its members informed of those events.
- It shall be the duty of the Treasurer to keep an accurate account of the receipts and disbursement in accordance with school regulations.
- It shall be the duty of the Historian to keep an accurate record of the society's activities and achievements throughout the year by taking/collecting photographs, articles, and/or other similar types of materials that are important to the society.
- Members seeking to hold office are required to submit an application in order to be considered for election.
- Election of officers shall take place in the spring semester of each school year.
- Election results will be determined by simple majority of membership votes cast.
- All chapter officers are required to present one brief scientific lecture annually.

ARTICLE VI. Dues

- Annual dues for this chapter shall be $25.00. Dues go toward chapter expenses.
- Dues must be paid in full not later than February 1st.

ARTICLE VII. Amendments

These Bylaws may be amended in accordance with the following due process,

- All proposed amendments must be presented at a Chapter meeting and than published on the Chapter's website for 30 days prior to any scheduled vote.
- Passing a proposed amendment requires the affirmative vote of two-thirds of members in good standing, physically present at the scheduled Chapter meeting.
- All amendments to these Bylaws shall be in harmony with the Constitution of the Science National Honor Society of Secondary Schools.

CCHS VOICES OF COVE

CONCERT CHOIRS

1. Concert Treble (1st Period)
2. Concert Tenor/Bass (3rd Period)
3. Concert Mixed (8th Period)

CONCERT = UIL NON-VARSITY

CHORALE CHOIRS

1. Treble Chorale (6th Period)
2. Tenor/Bass Chorale(2nd Period)
3. Mixed Chorale (5th Period)

CHORALE = UIL VARSITY

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POP CHOIR

4th Period

POP = Show Choir Lite

Choir Parents

BAND app Sign Up



Mr. G invited you to the Voices of Cove Choir Members Band.

Band description

Voices of Cove Choir Handbook

2025-2026

Copperas Cove High School
Guide for Parents and Students

Rick Gates, Head Director

James Barker, Associate Director

Heeyoung Cho, Accompanist

Band App Student: Voices of Cove Choir Members Band

Band App Parents: Voices of Cove Choir Booster Club

Facebook: Voices of Cove—High School Choirs

Instagram: @cchs_choirrr

CCHS VOICES OF COVE

Auditions / Contests / Evaluations / Competitions

Texas Music Educators Association (TMEA) All-State Choir
This audition is open to all high school choir members, required for Chorale students, and involves participation outside of school hours. Competitive auditions progress in difficulty from September through January. Students who advance through every audition will sing in one of three All-State choirs at the TMEA convention in February. All singers who advance at the first audition will participate in a Region Choir Clinic and Performance in November. A music purchase may be necessary. ***THIS IS AN INDIVIDUAL AUDITION.***

Texas Music Educators Association (TMEA) 9/10 Region Choir
This audition is open to all 9th and 10th grade choir members and involves participation outside of school hours. The audition is held in November and is required for Chorale students. Singers who are accepted will participate in the 9/10 Region Choir Clinic and Performance in November. ***THIS IS AN INDIVIDUAL AUDITION.***

UIL Solo & Small Ensemble Contest
University Interscholastic League sponsors a contest in which choir members perform a solo in a live setting before a judge. Singers who qualify will advance to the State level contest in May. Outside practice is mandatory and is required for Chorale students, ***THIS IS AN INDIVIDUAL CONTEST.***

UIL Choir and Sight Reading Assessment
This is an important evaluation event for selected choirs. The teamwork and skill that each singer develops during the school year culminates in a live concert and sight singing evaluation before a panel of judges. This event takes place in April. The choir program has earned many trophies in past evaluations and the expectation is that current groups will represent CCHS well. ***THIS IS A GROUP UIL ASSESSMENT.***

Festival Choir Competitions
Some choirs will participate in competitions that include a day trip to perform before judges, generally followed by a fun activity. ***THIS IS A GROUP COMPETITION.***

Choir Activity Fee

Because of our growing program and needs, we charge a non-refundable activity fee of **$50** for each student who participates in any of our choirs here at CCHS. The fee will cover:

$20.00	Uniform rental & cleaning / (Pop Choir = props)
$15.00	Choir Retreat
$15.00	Choir Semester Socials / Supplies

ALL FEES DUE BY SEPTEMBER 2nd

* SCHOLARSHIPS AVAILABLE. SEE MR. GATES FOR DETAILS *

Uniforms

Each choir member will be provided a concert uniform to use during the school year. The student will wear the uniform for each concert and contest unless otherwise stated. There is a rental/cleaning fee charged in our activities fee for the use of the uniform. The uniform is to be returned at the end of the school year before school is dismissed for summer. Any damaged or lost items will be assessed an additional fee and placed on the school fines list.

Accessories to be provided by the student are described below.

Ladies: plain black flats, black leggings, tights, or stockings.

Men: solid black dress shoes and plain black (or printed crazy) socks. No white or gray athletic socks allowed.

Voice Lessons (optional)

Each half hour lesson is **$20** (not included in choir activity fee) and is payable at the beginning of each month in advance for that month. Through the years, our students have excelled in individual competitions, partially because of the one on one attention they received through private instruction.

We will offer these lessons after school MONDAY and TUESDAY only, with music teachers from CCISD. Victor Becerra (CCJHS), Kendra Nelson (SCLee) and Marla Raoelina (CPE) will teach privately on Monday & Tuesdays. Should we have interest in Wednesday afternoons, we will consider that as well.



Accounting Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Accounting Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 920: HIGH SCHOOL ACCOUNTING CONTEST

(a) **THE CONTEST.**
  (1) Purpose. The Accounting Contest prepares students in principles and practices of accounting for sole proprietorships, partnerships and corporations.
  (2) Format. The contest may include bookkeeping terminology, the worksheet with adjustments, income statement, balance sheet, trial balance, account classification, journalizing, posting, bank reconciliation, payroll and other items related to the basic accounting cycle.
  (3) Calculators. Refer to the contest handbook for restrictions on calculators.

(b) **ENTRIES.**
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION.** Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**
  (1) Individual Competition. No ties are to be broken.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Accounting
Contest Rules and Procedures

1. **TEST FORMAT.** The UIL Accounting test will be comprised of 80 objective questions in multiple formats, worth five points apiece, with 20 potential bonus points awarded for starred questions, for a total potential score of 420. The tests will measure contestants' understanding of UIL Accounting Concepts as outlined at the end of this handbook.
2. **SOURCES USED FOR COMPOSING TESTS**. State-adopted high school, first-year accounting texts will be used in test writing, without preference to any particular text.
3. **CONTEST ROSTER.** A contest roster will be generated by the meet director from the UIL Spring Meet Online Entry System, listing the school, contestant number, contestant name, district or region number and alternates. Scores and/or results will be recorded on this form and returned to the meet director after the contest, who will then enter the results/scores into the online system before verification is held for the event.
4. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet.
5. **ROLL CALL**. The contest director will call roll from the contest roster, assigning contestant IDs, and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state. School personnel should notify the meet director of any changes so an updated roster can be generated. After roll call, all persons except contestants, the contest director, assistants and monitors will be excluded from the room during the test.
6. **SUBSTITUTIONS**. Schools may replace ONE individual contestant on its team with a substitute as long as the coach or contestant presents the contest director with the appropriate documentation, signed by an authorized school official. If a member of a school's team cannot compete at the Regional or State meet, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
7. **ALTERNATES**. If an individual qualifier who placed first, second or third cannot compete at the next higher meet, the school whose student cannot compete shall make every effort to notify the school of the first alternate that such alternate will be allowed to compete at the next higher meet. In the absence of such notification, individual alternates listed on the contest roster may still compete at the Regional or State meet in the absence of a qualifying contestant by being present at roll call when the absence of the qualifying contestant is confirmed.
8. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school.
9. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after the contest has begun. The decision to allow late entry rests with the contest director of the meet.
10. **CALCULATORS.** Contestants are restricted to using basic four-function calculators only. Contest officials shall check all calculators prior to the beginning of the contest. The decision to allow or disallow a calculator rests with the contest director of the meet.

    a. Basic Four-Function Calculators. Contestants may use their own cordless, silent, calculators, which shall not be equipped with a tape and do not require external wall plugs. Calculators shall not possess any built-in features that would enable pre-recorded alpha or numeric data to be brought into the contest room. Higher-level calculators such as, financial, statistical, graphing, scientific, etc. are not allowed. Calculators that allow 10-key entry by touch are encouraged, but any scrolling display must be turned off or covered.

b. Allowed Functions. Examples of standard, allowed functions include +, –, x, ÷, % and √ (square root). Simple memory is permitted as indicated by M+, M-, Memory Subtotal and Memory Grand Total. If a calculator is otherwise considered a basic four-function calculator but includes minimal additional functions (such as sales tax, markup, currency exchange, average, etc.), the calculator is allowed.

c. Disallowed Calculators. If a calculator is disallowed and the contestant can obtain an allowable calculator from any willing source, the contest director may allow the substitution of a calculator. The disallowed calculator should be put away by the student and completely inaccessible.

11. **TEST DISTRIBUTION**. Testing materials will be distributed, and the contestant number assigned during roll call should be written in the top right-hand corner of the test and answer sheet. Contestants shall not open the test prior to instructions from the contest director.
12. **SCRATCH PAPER**. Contest directors shall provide contestants with three sheets of scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the scratch paper ONLY after the testing period begins. If contestants wish to have their scratch paper returned with their test, contestant ID numbers should be written on the pages.
13. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
14. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After 55 minutes have expired, the contest director should give the verbal notification, "Five minutes remain." After 60 minutes, the contest director will give the verbal notification to stop.
15. **CONTESTANT ITEMS**. Allowable items during the contest include pencils, mechanical pencils, erasers, highlighters, calculators, standard watches or silent timing devices. No smart watches, cell phones, listening devices, or other electronic equipment may be accessed in the testing room. All personal items (purses, caps, backpacks, electronics, good-luck charms, pencil boxes, etc.) should be completely inaccessible during the contest.
16. **ANSWER SHEETS.** All answers shall be written on the answer sheet. Graders will ONLY consider answers written on the answer document during grading.
17. **LEGIBILITY.** Contestants should complete the Legibility Control section at the bottom of the answer sheet to indicate how they write or print their numerals and letters. After reviewing a contestant's Legibility Control section, if graders cannot read an answer, the answer will be marked as incorrect.
18. **CONCLUSION OF TESTING PERIOD**. When the time has elapsed, the contest director should collect all test materials, including scratch paper, and deliver all materials to the grading room.
19. **LEAVING EARLY**. Contestants shall remain seated with their papers during the 60-minute testing period, unless there is an emergency. If a contestant leaves the room, testing materials shall be turned in before exiting, and the contestant may not re-enter. The contestant's answer sheet shall be graded, scored and ranked as submitted.
20. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
21. **VERIFICATION OF KEY**. Coaches are allowed to review the test and answer key during the testing period; however, all testing materials must be returned to the contest or grading room to be returned with their schools' materials at the appropriate time.
22. **ANSWER KEY CONCERNS**. Prior to the start of grading, the Head Grader should immediately communicate to the contest director any reviewers' concerns or suggested changes to the answer key. In the case of a suspected error on the answer key, the contest director or meet director should contact the UIL State Office (at the number shown on the last page of this handbook) and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification. Any key corrections or changes must be approved by the UIL State Office or the state contest director.

23. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error. Graders do not need to understand Accounting theory in order to grade the objective answer sheets.
24. **SCORING**. Answer sheets shall be carefully scored, awarding five points for each correct answer. That subtotal score will be added to the sum of the extra points earned (one point for each star on starred questions answered correctly) to determine the contestant's total score. Write the total score in the appropriate blank on the answer sheet.
25. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. No individual ties are to be broken.
    b. Team Competition. The sum of the top three scores from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
26. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
27. **ANNOUNCING OFFICIAL RESULTS**. Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
28. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than late Saturday of Regional weekend.
29. **CONFIDENTIALITY**. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
30. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure a testing room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height. A second room is needed for the graders during and after the contest.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank sheets of scratch paper for each contestant
- Accurate clock for timing
- One large, manila envelope for each competing school, labeled with 'Accounting' and the school name (to be used after grading to sort contest materials for verification)

Contestants should provide:

- Number two pencils and erasers
- Highlighters (allowed, not required)
- Timing devices (as allowed)
- Basic 4-function calculators only (see calculator restrictions).

CONTEST PACKET
The League office will provide a contest packet including:

- A copy of the UIL Accounting Handbook
- Copies of tests and keys
- Answer sheets

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL (District and Region)
At the District and Regional meets, coaches of competitors may serve as contest directors, contest assistants, room monitors and graders. At the State meet, coaches may serve as conference assistants, monitors, inspectors, and graders, as needed by the state director.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Graders should be coaches of the contestants, as much as possible, in order to utilize their skill and experience to ensure accurate and efficient grading of the test papers. One grader should be designated as Head Grader. Teams advancing to the Regional and State Meet shall provide a grader to score papers, unless excused for a valid reason by the contest director.

PERSONNEL (State)
After the Regional Meet, EVERY coach of a state contestant (whether the contestant is competing as an individual or as a member of a team) shall respond to the State Contest Director by email as outlined in the "Memo from the Accountng State Contest Director" posted on the UIL Academics website.

TIME REQUIRED
Allot a minimum of 90 minutes to two hours for the contest. Plan for at least 30 minutes for announcements, grader sign up, approval of calculators, roll call, instructions, distribution of materials and contestant completion of the Legibility Control section of their Answer Sheet. One hour of working time will be allotted for the actual testing period exclusive of time required for instructions. The one hour begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. Scores and/or results will be recorded on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all tests to ensure that all pages are printed clearly and completely. Ensure a sufficient number of tests and answer sheets are provided for the number of competitors listed on the roster, as well as three sheets of scratch paper for each competitor.

(REGION) If there is more than one conference at the meet, it is important to differentiate schools by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Acquire and label a large manila envelope for each school that has contestants entered in the contest. After the verification period, contestants' tests, answer sheets and a key should be placed in the appropriate envelope for return to each school. The meet director and the contest director should ensure that testing materials are returned to schools based on UIL guidelines about the official release date.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of scratch paper. Caution contestants not to open the test until instructed.
7. Instruct contestants to complete the Legibility Control section at the bottom of their answer sheets prior to the start of the testing hour.
8. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Write the assigned contestant number in the top right-hand corner of the answer sheet and test. (Check for accuracy if it has already been written by contest officials.)
c. Contestants should complete the Legibility Control section at the bottom of the answer sheet to indicate how they write or print their numerals and letters. After reviewing a contestant's Legibility Control section, if graders cannot read an answer, the answer will be marked as incorrect.
d. Scratch paper has been distributed with tests and answer sheets. No other paper may be brought into contest room. Contestants are permitted to write on the exam and on scratch paper provided, but only after contest time begins. If you wish to have your scratch pages returned with your test, be sure to identify them with your contestant number.
e. Write all answers legibly on the answer sheet. Graders will not consider answers written on the test or scratch paper. Contestants should not use the answer sheet for calculations or other marks.
f. Only basic 4-function calculators that have been approved by the contest director of this meet may be used during the contest. All approved calculators, including backups, for each contestant must remain on the testing surface.
g. Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. Such disallowed devices shall not be accessible during testing.
h. You will have one hour to take the test. A five-minute warning will be announced after fifty-five minutes.
i. Contestants must remain seated and retain their papers during the 60-minute testing period, unless there is an emergency. A contestant exiting early must turn in all testing materials and will not be allowed to reenter.
j. Be considerate of fellow contestants and avoid unnecessary noise from page turning, calculator use, etc. Once the testing hour begins, absolutely no talking is allowed.
k. Verification period will be held in (room) at (time). This is the contestants' and coaches' only time to verify grading and unofficial results.

l. Are there any questions?
m. You may begin the contest.

9. Give contestants the signal to start. After 55 minutes have expired give the verbal notification, “five minutes remain.” After 60 minutes, give the verbal notification to stop.
10. When the time has elapsed, the contest director should collect all test materials, including scratch paper.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. Head Grader will provide answer keys, surplus tests and scoring charts. Persons not assigned to grade should not enter the grading room. Alternates not called to compete may review contest materials with the graders only with the consent of the contest director of the meet. After the review of the test and prior to grading, alternates who reviewed with the graders should be excused from the grading room.

Graders should review the test and verify the official answer key. The purpose of the review is to verify the official key. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director. See 'Answer Key Concerns' under Contest Rules and Procedures above.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

The procedures listed below should be followed during grading:

a. The Head Grader will provide answer keys for all graders and have tests available for reference. Persons not assisting in grading should not enter the grading room.
b. At the district and regional contests, each test should be graded by two scorers, with the eight highest-scoring papers being scored a third time. Graders should write their initials and indicate the number of correct answers in the designated blank.
c. When marking the answer sheets, no mark should be made if the item is correct.
d. Mark part of an X over the question number that is incorrect. Grader 1 begins the X; grader 2 completes the X; grader 3 completes a star. Do not mark over the contestant's answer.
e. Do not write the correct answer if the answer written is incorrect.
f. If any answer space is left blank, draw a line through the blank, as well as marking the X.

SCORING

Answer sheets shall be carefully scored, awarding five points for each correct answer. That subtotal score will be added to the sum of the extra points earned (one point for each star on starred questions answered correctly) to determine the contestant's total score. Write the total score in the appropriate blank on the answer sheet.

PLACES AND TIES

Refer to Accounting Contest Rules and Procedures.

IDENTIFYING PAPERS FOR RETURN

Ater papers have been ranked, write on each answer sheet and test the name of the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes. Each school's materials may be sorted into envelopes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Contest directors shall give the completed contest roster/results form, as well as all test materials, to the meet director immediately after the contest papers are scored. Resolve questions at this time. All scores must be entered into the online entry system prior to verification and announcement of individual and team results. Return any substitution forms received at roll call to the meet director as well.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. Place these instruments out of sight in briefcases, purses, book bags, etc. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's scored answer sheet
- Contestant's test
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System (except for State)

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At the State Meet only, the contest director may omit a display of data entry into the UIL Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first and second place teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE
Contestants can qualify to the next level of competition as individual first, second and third place

winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the Regional meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to schools at the close of the meet.

ACCOUNTING QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing 1 – grading
PREP TIME —30 **TEST TIME** — 60

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock or timer, 8 1/2 x 11-inch scratch paper, and one large manilla envelope per school.

PERSONNEL
During contest
- Director
- One or more assistant(s)/monitor(s)
- Head Grader

NUMBER OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district; 1st place team (four members) per district; wild card team.

TIES
- Individual — Break no ties.

If tie for 3rd place, both advance.
- Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Coaches are encouraged to be graders.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per region will also advance to regional meet. One wildcard team will also advance to State.

Study Material

Visit https://www.uiltexas.org/academics/resources/study-materials for information on how to download study materials.

- Study packet includes materials from every level of competition for the stated year.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Accounting Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restriction

Contestants are restricted to using basic four-function calculators only. Contest officials shall check all calculators prior to the beginning of the contest. The decision to allow or disallow a calculator rests with the meet director.

(a) Basic Four-Function Calculators. Contestants may use their own cordless, silent, calculators, which shall not be equipped with a tape and do not require external wall plugs. Calculators shall not possess any built-in features that would enable pre-recorded alpha or numeric data to be brought into the contest room. Higher-level calculators such as, financial, statistical, graphing, scientific, etc. are not allowed. Calculators that allow 10-key entry by touch are encouraged, but any scrolling display must be turned off or covered.

(b) Allowed Functions. Examples of standard, allowed functions include +, –, x, ÷, % and √ (square root). Simple memory is permitted as indicated by M+, M-, Memory Subtotal and Memory Grand Total. If a calculator is otherwise considered a basic four-function calculator but includes minimal additional functions (such as sales tax, markup, currency exchange, average, etc.), the calculator is allowed.

(c) Disallowed Calculators. If a calculator is disallowed and the contestant can obtain an allowable calculator from any willing source, the contest director may allow the substitution of a calculator. The disallowed calculator should be put away by the student and completely inaccessible.


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Current Issues & Events Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.

Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Current Issues & Events Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 932: HIGH SCHOOL CURRENT ISSUES AND EVENTS CONTEST

(a) **THE CONTEST.**

(1) Purpose. The Current Issues and Events Contest focuses on basic knowledge of current state, national and world events/issues through the study of national and international online news sites and/or hard copy, daily newspapers, specialized periodicals, weekly news magazines, journals of political or social nature, and other periodicals that report, summarize or explain world events.

(2) Format. The contest will consist of objective questions and an essay assessing knowledge of important domestic and international issues, events and personalities.

(3) Essay. Contestants who fail to submit an essay shall be disqualified. A judge or judges will evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of all contestants tied for eighth will be judged. The score will be added to the point total from the objective portion of the test, resulting in an overall score.

(b) **ENTRIES.**

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION**. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. All ties shall be broken through sixth place. If a tie exists after the grading of the essays, then those essays involved in the tie will be judged one against the other(s) to break the tie. When a tie occurs, those contestants who are tied shall be awarded a place before any other places are awarded.

(2) Team Competition. Refer to Section 902 (h)(3)(D).

Current Issues & Events Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS**. Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test, answer sheet and essay.
3. **ROLL CALL**. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
6. **LATE ARRIVAL**. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS**. Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and three sheets of blank (preferably lined) paper. Contestants may bring extra lined paper as long as it is presented to a test proctor for inspection prior to the start of the contest. Contestants may write on the exam. Textbooks, periodicals and other reference sources may not be brought into the contest room.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and essay.
9. **ESSAY REQUIRED**. The contest will consist of questions that will be posed in such a way as to allow for objective grading and an essay question that all participants are required to answer. The essay should be of an expository nature. Contestants who fail to write an essay shall be disqualified.
10. **ANNOUNCEMENTS**. Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After exactly 60 minutes, the contest director will give the verbal notification to stop.
12. **TIMING AND ELECTRONIC DEVICES**. Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet. Graders will not consider answers written on the test or scratch paper. The essay shall be completed on the paper provided by the contest director.
14. **LEGIBILITY**. If a consensus of graders cannot read an answer, they will mark that answer as

incorrect.

15. **TURNING IN PAPERS**. Contestants shall remain seated and retain their papers during the 60-minute testing period, except in the case of a medical or other emergency. In that event, the student shall receive permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
16. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Lead Grader.
17. **ANSWER KEY**. Prior to the start of grading, the Lead Grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
18. **ANSWER KEY ERRORS**. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error.
20. **SCORING**. The objective portion of all tests will be carefully scored, awarding two points for each correct answer. A judge or judges will then evaluate the essays of the eight contestants with the highest scores inA judge or judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of contestants tied for the eighth slot shall be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. If there is more than one judge, each judge must read and assign a score individually before conferring collectively to determine a final consensus score. ALL judges must read ALL essays separately. After reaching a consensus, the judge(s) should record individual and consensus scores along with comments. This score will be added to the point total from the objective portion of the test, resulting in an overall score. If, at this point, a tie exists, then those essays involved in the tie will be judged one against the other(s) to break the tie. The decision of the judge(s) and contest director is final.
21. **PLACES AND TIES**. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 932 of the UIL Constitution and Contest Rules.
    b. Team Competition. The sum of the top three objective scores (not including the essay score) from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time to review contest materials and to correctly identify papers and input of results (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions and accept results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
23. **ANNOUNCING OFFICIAL RESULTS**. Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two

teams. Official results, once announced, are final.

24. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
25. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the respective district week. Regional papers may be returned no sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES**. If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
27. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM

Secure the best room available that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with writing areas large enough for students to write comfortably.

MATERIALS AND EQUIPMENT

The contest director will provide:

- Three blank (preferably lined) sheets of paper to each contestant for writing the essay
- Accurate clock for timing, preferably one that contestants can see during the contest
- Stapler
- Pens for grading
- (District) One 8.5 x 11 envelope per school entered, for returning materials

CONTEST PACKET

The League office will provide:

- A copy of the UIL Current Issues and Events Handbook
- Copies of the tests and answer keys
- Answer sheets
- Grading memo
- Essay Rubric

Contest officials should inventory the contents before the contest. The sealed testing packet should be checked to verify 1) the correct materials are enclosed and 2) the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest. The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Lead Grader. Make these selections prior to the beginning of the contest.
- An impartial judge or judges who have no vested interest in the contest should grade the essays.

TIME REQUIRED

Allot up to 90 minutes for the contest. Approximately 20 minutes for roll call, opening remarks, and distributing contest materials and 60 minutes for the test. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the tests, answer sheets and three pieces of lined (preferably) paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones must be turned off and not set to vibrate.
c. Write your assigned contestant number in the top right-hand corner on the answer sheet, the test and each page of your essay. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper. Answers must be written on the answer sheet and the essay on the paper provided.
e. All participants must answer the essay question.
f. This is a 60-minute contest. A contestant may turn in contest materials, including brainstorming notes and rough drafts, once he or she has finished the test.
g. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

7. During the contest, remain silent. It is important that the contestants have a quiet setting for the contest.
8. Give contestants the signal to start. Terminate the contest at the end of exactly 60 minutes.
9. When the time has elapsed, the contest director should collect all test materials, including test, answer key and essay. Check that the correct contestant number is on each document.
10. Deliver all materials to the grading room.
11. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS
The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. Impartial judge(s) who have no stake in the contest will be selected to grade the essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The Lead Grader will provide answer keys, surplus tests and scoring charts to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS
Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank. The graders should initial each error.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully. Grade and score papers contending to place no fewer than three times..

GRADING THE ESSAY
After grading the objective portion of the contest, judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Complete the rubric for each essay being graded. Each essay will be read and assigned a score based on a one to 20 scale, with 20 being the highest score possible. This score will be added to the point total from the objective portion of the test, resulting in an overall score.

The essay should be of an expository nature. The essay should be judged on content first. Writing style, clarity and precision of composition should be secondary considerations. Students should attempt to substantially develop a full range of points relative to the essay prompt. In the question of quality versus quantity, judges will determine whether an essay that introduces many points shall be scored higher than an essay that develops fewer points more substantially.

PLACES AND TIES
Refer to Current Issues and Events Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key, in its original form as supplied by the League office
- Essay rubric, if the essay was graded
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
After resolving all questions, or the end of the 15 minutes, the contest director should announce that verification has ended. Official results with the name and the school of each contestant who places first through sixth and the schools of the winning and alternate teams should be announced. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE
Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team. All who qualify to regional or state will compete for individual honors.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

CURRENT ISSUES & EVENTS CONTEST QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME — 20
TEST TIME — 60

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, rubrics.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- One or more assistant(s)/monitor(s)
- Head grader

NUMBER OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
- Individual — All ties are broken by judging the essays. Even if two essays were originally scored equally, compare one to the other to break the tie.
- Team — Break tie with fourth team member's objective score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. Top second place team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.
- Current Issues & Events Study Guide offers contestants and coaches information about the test, strategies and tips for study and tips on writing a successful essay.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Current Issues & Events Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.


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Literary Criticism Handbook

For Contest Directors, Coaches and Contestants

2024 • 2025

UIL Literary Criticism Handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2024 | 2025
University Interscholastic League
Literary Criticism Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 940: HIGH SCHOOL LITERARY CRITICISM CONTEST

(a) THE CONTEST.
  (1) Purpose. The Literary Criticism Contest challenges students to acquire a thorough knowledge of literary history and of critical terms, and encourages development of abilities through critically thinking about literary texts.
  (2) Format. The contest will consist of objective questions and an essay assessing knowledge of literary history and of critical terms, and ability in literary criticism. Students are tested over material on the reading list announced annually on the UIL website and shall also analyze literary passages from works not on the reading list.
  (3) Essay. Contestants who fail to submit an essay shall be disqualified. The essay will be evaluated only for contestants with tied objective portion scores in order to break the ties for students ranking through sixth place. Although the essay section is required of all contestants, no points will be awarded.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. All ties shall be broken through sixth place. If two or more contestants are tied, three judges who are not coaches of the tied contestants will rank the essays and give the higher rank to the contestant with the better essay based on judging criteria in the contest handbook. The ojective score is not adjusted to reflect the breaking of a tie; the ranking itself suffices to indicate the breaking of a tie.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Literary Criticism
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant has been assigned a number. This contestant's number is on the contest roster and should be placed, by the contestant during roll call, on the contestant's test, answer sheet and essay pages. See Organizing Materials, page 6 for helpful detail.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and blank (preferably lined) paper for the essay. Contestants may write on the exam. Textbooks, periodicals and other resources cannot be accessed by contestants during the contest.
8. **SOURCES USED FOR COMPOSING TESTS.** William Harmon's *A Handbook to Literature* (check current reading list for the edition being used), state-adopted texts and the announced reading list for the current year, posted on the UIL website, will be used as sources for the tests.
9. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and each page of the essay.
10. **ESSAY REQUIRED.** A tiebreaker is required in which the contestant shall write a good-form essay dealing with a specified topic about a short literary passage. Contestants who fail to write an essay shall be disqualified.
11. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.

12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly 90 minutes, the contest director will give the oral notification to stop. The contest director should give an oral notification when 15 minutes of contest time remain; however, responsibility for keeping up with time rests with contestants.
13. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
14. **ANSWER SHEETS.** Answers should be written as capital letters on the answer sheet. Graders will not consider answers written on the test itself. The essay shall be completed on the three pages of (preferably lined) paper provided by the contest director.
15. **LEGIBILITY.** Capital letters should be used on the answer sheet. If a consensus of graders cannot read an answer, that answer will be marked incorrect.
16. **TURNING IN PAPERS**. Contestants may turn in papers and exit the contest room as soon as they complete the test and the essay.
17. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the lead grader.
18. **ANSWER KEY.** Prior to the start of grading, the lead grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
19. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
20. **GRADING THE CONTEST.** Each test should be graded by more than one person and errors initialed by the grader who marked the error.
21. **SCORING.** The objective portion of all tests will be carefully scored, awarding points for each correct answer as outlined: The 30 items in Part 1 are worth one point each. The 20 items in Part 2 are worth two points each. The 15 items in Part 3 are worth two points each. In the event of a tie, three to five judges will evaluate the essays of the tied contestants. The contestant essays involved in the tie(s) will be judged one against the other(s) to break the tie(s). The essays should be compared in terms of their response to the prompt, the quality and depth of the literary analysis and the quality of written expression—in that order. No points for the essay are awarded. The decision of the judges and contest director is final. The objective score is not adjusted to reflect the breaking of a tie; the ranking itself suffices to indicate the breaking of a tie.
22. **PLACES AND TIES.** Contestants qualify for the next level of competition as individual first, second and third place winners or members of the winning team or wild card team, according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 940 of the UIL Constitution and Contest Rules.

b. Team Competition. The sum of the top three objective scores from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second and third place to the teams with the next two highest scores. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules (see also page 12 of this handbook). All team members who qualify for regional or state will compete for individual honors.
c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

23. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions about grading and ranking only and must accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
24. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce the names and schools of contestants through sixth place and the top three teams. Official results, once announced, are final.
25. **RETURNING THE PAPERS.** When results are final, district papers may be returned but not sooner than the end of the last contest day of district week. Regional papers may not be returned sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete in accordance with Section 904 (Region) and Section 905 (State) of the UIL Constitution and Contest Rules. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
27. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
28. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules. Third place team is not awarded points.

BEFORE THE CONTEST

ROOM
Secure a room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height. Designate a room for grading.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank sheets (preferably lined) of paper for each contestant's essay
- Stapler
- Pens for grading
- Accurate clock for timing, placed so that the contestants can see it during the contest
- (DISTRICT) Recommended one 8.5 x 11 envelope per school entered, for returning materials
- (DISTRICT) Recommended for returning materials: one 8" x 11" env elope or binder clip per school entered

CONTEST PACKET
The League office will provide:

- Copy of the UIL Literary Criticism Handbook
- Copies of the tests and answer keys
- Answer sheets

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Check all tests to ensure that all pages are printed clearly and completely. Make certain that there are enough keys to include at least one clean copy-one for each participating school- with returned contestants' tests and answer sheets. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director
- Assistant to the contest director
- Room monitor(s)
- Graders: Almost certainly the best graders will be coaches of the contestants, and UIL encourages the contest director use his or her skills and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the lead grader. Make these selections prior to the beginning of the contest.
- Tiebreaker judges: Three to five judges who have no vested interest in the contest should read and rank the essays in the event of a tie. These judges may be either coaches whose contestants are not involved in the tie or other qualified teachers of literature.

TIME
Allot up to two hours for the contest: approximately 20 minutes for opening remarks, roll call, instructions and handing out materials and 90 minutes for the test. Because some contestants may need to go to other events, it is critical to stay on schedule. Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

CONTEST ROSTER AND RESULTS SHEET
Obtain a copy of the contest roster from the meet director, that has been generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. Record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all tests to ensure that all pages are printed clearly and completely. Each contestant will be assigned a number indicated on the contest roster. The number will be listed on the roster as, for example, 6A-17 or 2A-4, indicating the conference and a number. Ensure that the contestant writes his or her contestant number in the upper right-hand corner of the test cover sheet, on the answer sheet, and on each page of the tie-breaking essay.

If there is more than one district or conference at the meet, it is important to differentiate contestant numbers by district or conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide (and label) one large (8.5 x 11) envelope or binder clip for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room, separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of (preferably lined) paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones, smart watches or other prohibited devices must be turned off, not set to vibrate and out of sight.
c. Write your assigned contestant number in the top right-hand corner on the answer sheet, the test and each page of your essay. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper; however, answers must be written on the answer sheet, using capital letters, and the essay on the paper provided, on only one side of the paper.
e. All participants must respond, in good essay form, to the essay prompt.
f. This is a 90-minute contest. You may turn in contest materials, including all brainstorming notes and rough drafts, once you have finished the test.
g. Verification period will be held in room _____ at___ a.m./p.m. This is the only time for contestants and coaches to verify grading and the unofficial results.
h. Are there any questions?

8. Ensure that the contestants have a quiet setting for the contest; check for hallway noise.
9. Give contestants the signal to start. Terminate the contest at the end of exactly 90 minutes. Give an oral notification when 15 minutes of contest time remain. When the time has elapsed, the contest director should collect all test materials, including tests, answer sheets and essays, as well as notes, rough drafts, etc. Check that the correct contestant number is on each document to be judged or graded.
10. Deliver all materials to the grading room.
11. Submit the substitution forms/letters to the meet director before grading begins to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. At least three impartial judges will be selected to grade with rank the tiebreaking essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The lead grader will provide answer keys and surplus tests to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS

Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

Each grader is to be given a key to the questions. At least two graders should verify the answers on each answer sheet in accordance with the key. Use a calculator to compute and verify the score. Grade tests contending to place no fewer than three times.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully.

GRADING THE ESSAY

Coaches or other qualified teachers of literature may be selected by the contest director for the judging of the tiebreaking essays. If ties exist, three coaches whose contestants are not involved in the tie or other judges should be asked to read the essays, working without supervision or interference, of only the tied contestants.

Break all ties through sixth place. The essays from Part 4 must be used in breaking these ties. Only the essays of the contestants tied for a place will be read and compared. If, for example, the top six scores are 93, 92, 90, 90, 89 and 88, the first place winner (93) and the second place winner (92) are clear. Break the tie between the two contestants scoring 90 each by

judging the essays of these two contestants to determine who places third and who is the alternate, or fourth place winner. Mark the results of the tiebreaker clearly on the roster and results form.

Do not add or subtract points or half-points to rank the tests: any altering of the objective scores might well affect wild card determination.

The decision of the judges about which essay is better will determine the winner of the tie. The essay should be judged on the contestant's attention to the prompt, the quality of the literary analysis, the quality of the written expression, and the correctness of the writing—in that order. Even though the essay is required of each contestant, no points are awarded. Contestants who fail to write an essay will be disqualified.

PLACES AND TIES

Refer to Literary Criticism Contest Rules and Procedures on page 3 of this handbook.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO THE MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the meet director immediately after the contest papers are scored and ties are broken. The meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. Photos of the test and answer key are forbidden. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key in its original form with any correction(s) authorized by and only by the League office
- Display of scores after entry into the UIL Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections. After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

ANNOUNCING OFFICIAL WINNERS

After resolving all questions, or the end of the 15 minutes, the contest director should announce that verification has ended. Official results with the name and the school of each contestant who places first through sixth and the schools of the winning, second and third place teams should be announced. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants at the end of the day.

CONTEST QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading
PREP TIME — 20
TEST TIME — 90

CONTEST MATERIALS
UIL Provides: Packet: tests, keys, answer sheets.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8.5 x 11-inch (preferably lined) paper, pencils or pens for graders, stapler, and one 8.5 x 11-inch envelope per school

PERSONNEL
Director
One or more assistant(s)/monitor(s)
Lead grader
3-5 tie-breaker judges

NUMBER OF ENTRIES
(District) 6 per school
(Region)1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
Individual: Break ties for 1st through 6th by judging essays. Objective scores are not altered to break ties
Team: Break tie with fourth team member score. If tie still exists, all teams involved in tie advance. Team without a fourth member forfeits.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches; however, tiebreaker judges should not participate in breaking ties involving their own contestants.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st and 2nd place teams
Plaque: 1st place team (2nd and 3rd place at Region and State)

POINTS

1st — 15	4th — 8
2nd — 12	5th — 6
3rd — 10	6th — 4

1st team — 10
2nd team — 5

ADVANCE: Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Literary Criticism Study Packets include the prior year's tests as samples and the current reading list.
- The UIL Literary Criticism homepage features a link to a pdf study aid that serves as a non-exhaustive master list of terms used in previous years' contests.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Literary Criticism Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for Academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

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Ready Writing Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.

Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Ready Writing Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 948: HIGH SCHOOL READY WRITING CONTEST

(a) **THE CONTEST.**

(1) Purpose. The Ready Writing Contest builds students' skills and helps refine writing abilities through writing expository compositions, which explain, prove or explore a topic in a balanced way, allowing the argument and the evidence given to be the deciding factor in the paper.

(2) Format. This contest gives contestants a choice between two prompts, each an excerpt from literature, publications (past and present), or speeches from which to write an expository composition.

(3) Use of Computers. If contestants choose to use their own laptop/computers, they shall bring a portable printer, associated hardware,software and paper. Spell check, thesaurus and dictionary functions may be used if available on the computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer (if available). When printing the contest on an electronic printer, the print command shall be started by the time contest time expires. Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print the entry. District or regional host sites may provide computers for contestants but are not expected to make those provisions. Computers will not be provided at state, but contestants by use their own laptops and portable printers.

(4) Writing By Hand. Contestants who are handwriting their compositions shall use their own standard 8 1/2 x 11-inch ruled white notebook paper or typing paper or the paper provided by the host school. Contestants shall write or print the composition in ink and on only one side of the paper.

(5) Thesaurus and Dictionary. Contestants may use a printed thesaurus and dictionary or may use spell check, dictionary and thesaurus functions of a laptop during the contest. No other resource materials may be used during the contest.

(b) **ENTRIES.**

(1) Individual Competition. Each member high school may enter as many as three individuals in the district meet.

(2) Team Competition. There is no team competition in this event.

(c) **QUALIFICATION.** Individuals qualify for the next level of competition according to Section 902.

(d) **TIES.** There can be no ties in this contest. Judges shall rank papers in order of their excellence: 1, 2, 3, 4 etc.

Ready Writing
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's topics, papers and essay.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room during the contest.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils and writing paper. Contestants may use computers or write by hand and use a thesaurus or dictionary. See Section 948 of the UIL Constitution and Contest Rules for specifics. District and Region host sites are not forbidden to provide computers for contestants, but are not expected to make those provision. Computers will not be provided at State.
8. **TYPED ENTRIES.** Typed entries should be single-sided and double-spaced, using any standard 12-point font and 1-inch margins on regular 8 1/2 x 11-inch white paper. The print command shall be entered prior to the time the contest expires.
9. **MANUSCRIPT INSTRUCTIONS.** Contestants are strongly encouraged, but not required, to include the following.
    a. Title. The title should be centered at the top of the first page of writing.
    b. Margins. Consistent left margins of approximately one inch should be used. However, contestants who compose on computers should not be penalized for variations in margins.
    c. Page Numbers. Pages should be numbered on the upper left-hand corners, without parentheses, to distinguish the page number from the assigned contestant number.
10. **TEST DISTRIBUTION.** Distribute the topics face down to the contestants and explain that they should choose one of the statements and write an essay on a clearly related topic. Contestants shall not turn the page over prior to instructions from the contest director.
11. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly two hours, the contest director will give the verbal notification to stop. The contest director should give a verbal notification when 15 minutes of contest time remain. However, responsibility for keeping up with time rests with contestants.
13. **ELECTRONIC DEVICES.** Cell phones, smart watches or any device other than a laptop that can

wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.

14. **TURNING IN PAPERS.** Contestants may turn in papers and exit the contest room as soon as they complete their paper.
15. **JUDGES.** Impartial judges exclusive of the coaches whose contestants are represented in the contest will be selected to judge. Prior to judging, the contest director should discuss thoroughly with judges the criteria for evaluating the compositions.
16. **BRIEFING JUDGES.** See Instructions for Judges.
17. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners according to Section 902 of the UIL Constitution and Contest Rules. Judges will rank the papers through sixth place. There are no ties in this contest.
18. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to identify papers (see After the Contest, Verification Period). Judging decisions and rankings are subjective and shall not be subject to protest. Coaches or contestants not present for the viewing period forfeit the opportunity to identify entries and accept final results as official.
19. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place. Official results, once announced, are final.
20. **RETURNING THE PAPERS.** If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than late Saturday of region weekend.
21. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete.
22. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
23. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.
24. **PUBLICATION OF COMPOSITIONS.** Compositions of contestants in the State Meet become the property of the League and may be printed and circulated or otherwise used by the League in promotion of the contest.

BEFORE THE CONTEST

ROOM
Secure a room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height. Sufficient electrical outlets should be available for students wishing to compose on the computer.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Accurate clock for timing and clock which contestants can see during the contest
- Paper clips, stapler, scissors, extra ink pens
- (DISTRICT Recommendation) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The UIL office will provide:

- A copy of the UIL Ready Writing Handbook
- Copies of the writing topics
- Ready writing judging rubrics
- Suggestions for grading procedures

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Judges. Select properly qualified and impartial judges exclusive of the coaches whose contestants are represented in the contest to be judged. A minimum of three judges is recommended.

TIME
Allot 2 ½ hours for the contest: up to 30 minutes for equipment set up, roll call, opening remarks, and exactly two hours for the test. It is critical to stay on schedule as some contestants may need to go to other events.

Allow four hours for grading the essays.Arrange for and announce the time and place for viewing judges' comments and announcing official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all prompts to ensure that all pages are printed clearly and completely. Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. It may be helpful to put the contestant number on each topic page or on an index card to hand out during roll call to assist contestants to place the number on each page of their print out.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' essays and judges' comments should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with rubrics and surplus prompts.
6. Distribute the contest prompts, face down and remind students to not turn it over until instructed to do so.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not turn over the topics sheet until instructed to do so.
b. Choose only one of the topics and write an essay clearly related to it.
c. Contestants must write or print the composition in ink only, not pencil, and write on only one side of the paper.
d. Typed entries must be single-sided and double-spaced, using any standard 12-point font.
e. Contestants composing by hand may use a printed or electronic thesaurus and dictionary during the contest. Contestants composing on computers may use spell check, dictionary, and thesaurus functions of the computer during the contest. No other resource materials may be used during the contest.
f. Center your title at the top of the first page.
g. Consistent left margins of approximately one inch should be used.
h. Pages should be numbered on the upper left-hand corners, without parentheses.
i. Your contestant number should be placed in the top right-hand corner of each page, and placed in parentheses.
j. This is a two hour contest. I will give you a 15 minute warning before the end of the testing time. Do not leave the room prior to turning in your paper except in an emergency situation.
k. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
l. Are there any questions?

8. Give contestants the signal to start. Prevent any communication between contestants, or any reference on the part of contestants to notes, books or any printed matter other than a thesaurus or dictionary. Give a verbal notification when 15 minutes of contest time remain. Terminate the contest at the end of exactly two hours.
9. When time is called, gather all essays and the topic sheets for the contest so that none

are retained by the contestants, coaches or other interested parties.

10. Check that the correct contestant number is on each manuscript as they are turned in.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

INSTRUCTIONS FOR JUDGES

1. Allow sufficient time for careful judging.
2. Contestants and coaches shall be excluded from room when judging.
3. Each judge will be provided with an adequate number of rubric sheets and a set of judging instructions. The composition is judged on interest (60%), organization (30%) and correctness of style (10%).
4. The contest director decides whether each essay shall receive one or three judging rubrics. See Judging Essays below. Please do not write on the contestants' papers. Make comments only on the rubrics. Attach the completed rubric(s) to the back of the essay.
5. Check the wording in the rules (contest directors may read portions of this information aloud to contestants):
    a. Nature. The composition is to be expository in nature. Descriptive or narrative passages may be used to illustrate or reinforce an idea or point that is being explained, but they must be clearly subservient or incidental to the purpose of exposition.
    b. Length. Avoid wordiness and sparseness indicative of lack of development. There is no minimum or maximum length requirement, but judges recognize well-developed ideas and the use of evidence to bolster main point(s).
    c. Requirements for writing the essay. Contestants must write essays in ink and on only one side of ruled, or plain white, regular sized paper or type the essay using any standard 12 point font and one inch margins, on a word processing computer. Print computer-generated compositions on unlined paper.
    d. Recommendations, but not requirements, for writing the essay:
        i. Title. Center the title at the top of the first page of writing
        ii. Margins. Follow consistent left margins of approximately one inch.
        iii. Page numbers. Number pages on the upper left-hand corners, without parentheses, to distinguish the page number from the assigned contestant number.
6. Judging Criteria.
    a. Interest depends primarily upon substance, i.e., having something to say that is worth saying because of its acuteness of analysis and its originality of thought. It depends next upon clarity and upon including specific details and examples that individualize the composition as an outgrowth of the writer's character and experience.
    b. Organization has clarity as its main goal. The plan of the whole composition should be such that each part contributes to an understanding of the writer's main idea or thesis, no part being misleading or unrelated to that thesis. The organization of each paragraph should be directed to the logical and full development of one idea.
    c. Correctness of style includes avoiding errors in sentence structure, punctuation, grammar, word usage and spelling that hinder clear communication.

7. Judging Essays.
    a. Judges shall read all of the compositions and without marking on the papers. Scan the papers first and award a plus (+) or minus (-) at the bottom of the last attached UIL judging rubric. Either one or three rubrics will be attached to the back of each essay, depending on the contest director's choice of judging procedures. There are three possible methods for providing responses:
        i. One judge may give written response in the space provided on a rubric;
        ii. All three judges may collaboratively provide responses on one rubric; or
        iii. All three judges may write separate responses on separate rubrics.
    b. Gather the essays and separate papers into (+) and (-) stacks.
    c. Redistribute the (+) papers to judges.
    d. Judges read and give preliminary ranking to the (+) essays. Judges may award a total of 30 points on the rubric by circling the appropriate numbers in each of the three major areas of consideration: interest, organization and correctness of style.
    e. The judges should discuss the papers contending for rank, and may alter decisions as a result of the discussion, to concur on rankings.
    f. Judges are to reach a consensus on the rankings of the top six essays. Rank, from highest to lowest, only the top six essays. There can be no ties in this contest.
    g. Give at least one rubric assessment for each essay (both the + and - papers) entered in the contest.
8. Judges should prepare comments on the Ready Writing Judging Rubric for each entry. Comments should reflect the UIL philosophy on judging. First identify and comment on the positive aspects of the essay. Then offer constructive criticism aimed to help students overcome areas of weakness or error. The comments need not be long, but should be specific rather than general because specific references are more beneficial. Evaluate each composition by checking the areas of content designated on the rubric and tabulate a score for each contestant. Scores should reflect the outcome of the consensus ranking of compositions.
9. Attach judging rubric(s) to the contestant's essay and return (with rubric) during verification, or immediately thereafter.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are ranked The district meet director is responsible for entering results into the online entry system. All ranks must be entered into the online entry system prior to verification and announcement of results. Enter only the top six ranks. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's papers
- Rubrics
- Display of ranks after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in online entry or mistakes in contestant numbers. Judging decisions and rankings are subjective and shall not be subject to protests.

Display or unofficially announce the top six contestant's ranks, preferably by displaying the printed page from the online scoring system after ranks were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

If errors are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners as described in Section 902 of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all entries, prompts and rubrics so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants on the day of the meet.

READY WRITING QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing (can use same room as spelling)
1 – grading

SET UP–30
PREP TIME — 20
TEST TIME — 2 hours

CONTEST MATERIALS
UIL Packet: topics, rubrics, grading suggestions

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, paper clips, stapler, scissors, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- 1 or 2 room monitors
- 3 judges (minimum)

NUMBER OF ENTRIES
(District) 3 per school
(Region) 1st/2nd/3rd individuals per district.

TIES
- Individual — No ties.

GRADING/JUDGES
Panel 3-5. Judges may not be a coach of an entrant. English/language arts teachers or professional writers preferred.

RECOMMENDED AWARDS
Individual medals: 1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

ADVANCE
Top 3 individuals

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Ready Writing Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download.
http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The Ready Writing Manual features the judging rubric, recommendations for judging and previous winning essays from each conference with judges' comments. The handbook also includes a section of notes for judges and sample judges' remarks.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic coordinators. Check the different web pages for Speech and Debate, Journalism, Theatre and the A+ Program for current information and forms specific to those contests.

Computer Usage

If contestants choose to use their own laptop/computers, they shall bring a portable printer, associated hardware,software and paper. Spell check, thesaurus and dictionary functions may be used if available on the computers.

Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer (if available).

When printing the contest on an electronic printer, the print command shall be started by the time contest time expires. Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print the entry.

District or regional host sites may provide computers for contestants but are not expected to make those provisions. Computers will not be provided at state, but contestants by use their own laptops and portable printers.


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Social Studies Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Social Studies Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 956: HIGH SCHOOL SOCIAL STUDIES

(a) **THE CONTEST.**

(1) Purpose. The Social Studies Contest challenges students to read widely and deeply in the areas of social studies in order to: expand and apply their understanding of the nature of geography and the physical setting of the earth to physical and cultural environments; expand and apply their understanding of the governmental systems; and expand and apply their understanding of historical trends, movements and eras, the impact and significant of time and place, cause and effect, and change over time.

(2) Format. The contest will consist of objective questions and an essay assessing knowledge of history, geography, civics and economics. Students are tested over material based on a theme announced annually on the UIL website.

(3) Essay. Contestants who fail to submit an essay shall be disqualified. A judge or judges will evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of all contestants tied for eighth will be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. The score will be added to the point total from the objective portion of the test, resulting in an overall score.

(b) **ENTRIES**.

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher meet.

(c) **QUALIFICATION**: Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. All ties shall be broken through sixth place. If a tie exists after the grading of the essays, then those essays involved in the tie will be judged one against the other(s) to break the tie.

(2) Team Competition. Refer to Section 902 (h)(3)(D).

Social Studies
Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS**. Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test, answer sheet and essay.
3. **ROLL CALL**. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
6. **LATE ARRIVAL**. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and three sheets of blank (preferably lined) paper. Contestants may bring extra lined paper as long as it is presented to a test proctor for inspection prior to the start of the contest. Contestants may write on the exam. Textbooks, periodicals and other reference sources may not be brought into the contest room.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and essay.
9. **ESSAY REQUIRED**. The contest will consist of questions that will be posed in such a way as to allow for objective grading and an essay question that all participants are required to answer. The essay should be of an expository nature. Contestants who fail to write an essay shall be disqualified.
10. **ANNOUNCEMENTS**. Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After exactly 90 minutes, the contest director will give the verbal notification to stop.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet. Graders will not consider answers written on the test or scratch paper. The essay shall be completed on the paper

provided by the contest director.

14. **LEGIBILITY**. If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
15. **TURNING IN PAPERS**. Contestants may turn in papers and exit the contest room as soon as they complete the test and the essay.
16. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader. Impartial judge(s) who have no vested interest in the outcome should be selected to grade the essays.
17. **ANSWER KEY**. Prior to the start of grading, the Head Grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
19. **ANSWER KEY ERRORS**. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error.
20. **SCORING**. The objective portion of all tests will be carefully scored, awarding points as outlined for each correct answer. The items in Part 1 are worth one point each. The items in Part 2 are worth two points each. The items in Part 3 are worth three points each. A judge or judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of contestants tied for the eighth slot shall be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. If there is more than one judge, each judge must read and assign a score individually before conferring collectively to determine a final consensus score. ALL judges must read ALL essays separately. After reaching a consensus, the judge(s) should record individual and consensus scores along with comments. This score will be added to the point total from the objective portion of the test, resulting in an overall score. If, at this point, a tie exists, then those essays involved in the tie will be judged one against the other(s) to break the tie. The decision of the judge(s) and contest director is final.
21. **PLACES AND TIES**. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 956 of the UIL Constitution and Contest Rules.
    b. Team Competition. The sum of the top three objective scores (not including the essay score) from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions and accept final results as official. The purpose of the

verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

23. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
24. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the respective district week. Regional papers may be returned no sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES**. If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
26. **CONFIDENTIALITY**. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure the best room available that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with sufficiently large writing areas.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank (preferably lined) sheets of paper to each contestant for writing the essay
- Accurate clock for timing, preferably one that contestants can see during the contest
- Stapler, pencils, pens for grading
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide:

- A copy of the rules from the UIL Social Studies Handbook
- Copies of the tests and answer keys
- Answer sheets
- Rubric

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Each page of the test The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the head grader. Make these selections prior to the beginning of the contest.
- An impartial judge or judges who have no vested interest in the contest should grade the essays.

TIME
Allot up to two hours for the contest. Expect to spend no less than 20 minutes for roll call, opening remarks, and distributing contest materials and 90 minutes for the contest. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones must be turned off and not set to vibrate.
c. Write the assigned contestant number in the top right-hand corner on the answer sheet and the test. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper. Answers must be written on the answer sheet and the essay on the paper provided.
e. All participants must answer the essay question.
f. This is a 90-minute contest. A contestant may turn in contest materials, including brainstorming notes and rough drafts, once he or she has finished the test.
g. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

8. During the contest, remain silent. It is important that the contestants have a quiet setting for the contest.
9. Give contestants the signal to start. Terminate the contest at the end of exactly 90 minutes.
10. When the time has elapsed, the contest director should collect all test materials, including tests, answer sheets and essays, as well as rough drafts, notes, etc. Check that the correct contestant number is on each document to be graded or judged.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. Impartial judge(s) who have no stake in the contest will be selected to grade the essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The head grader will provide answer keys, surplus tests and scoring charts to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS

Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank. The graders should initial each error.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully. Grade and score papers contending to place no less than a third time.

GRADING THE ESSAY

After grading the objective portion of the contest, judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Complete the rubric for each essay being graded. Each essay will be read and assigned a score by each judge individually based on a one to 20 scale, with 20 being the highest score possible. Once all judges have graded all essays separately a consensus score will be assigned and added to the point total from the objective portion of the test, resulting in an overall score.

The essay should be of an expository nature. The essay should be judged on content first. Writing style, clarity and precision of composition should be secondary considerations. Students should attempt to substantially develop a full range of points relative to the essay prompt. In the question of quality versus quantity, judges will determine whether an essay that introduces many points shall be scored higher than an essay that develops fewer points more substantially.

An effort should be made by the judge(s) of the essays to write constructive comments relating to the strengths or weaknesses of the essay. These comments should not be written on the scoring sheet until all judges have individually read and assessed each essay and a final score has been agreed to.

PLACES AND TIES
Refer to Social Studies Contest Rules and Procedures. All ties must be broken.

IDENTIFYING PAPERS
After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key, in its original form as supplied by the League office
- Essay rubric, if the essay was graded
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE
Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS
If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

SOCIAL STUDIES QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME – 20
TEST TIME – 90

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- Assistant
- Head grader

NUMBER OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
- Individual – Break all ties by judging essays.
- Team – Break tie with fourth team member's objective score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3. Graders may be coaches.Refer to Handbook regarding essay grading.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st place team — 10
2nd place team — 5

ADVANCE
Top 3 individuals and 1st place team.
One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

- The Social Studies Study Guide contains additional information to assist coaches and contestants in preparing for the contest.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Social Studies Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.



University Interscholastic League

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Social Studies Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Social Studies Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 956: HIGH SCHOOL SOCIAL STUDIES

(a) **THE CONTEST.**

(1) Purpose. The Social Studies Contest challenges students to read widely and deeply in the areas of social studies in order to: expand and apply their understanding of the nature of geography and the physical setting of the earth to physical and cultural environments; expand and apply their understanding of the governmental systems; and expand and apply their understanding of historical trends, movements and eras, the impact and significant of time and place, cause and effect, and change over time.

(2) Format. The contest will consist of objective questions and an essay assessing knowledge of history, geography, civics and economics. Students are tested over material based on a theme announced annually on the UIL website.

(3) Essay. Contestants who fail to submit an essay shall be disqualified. A judge or judges will evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of all contestants tied for eighth will be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. The score will be added to the point total from the objective portion of the test, resulting in an overall score.

(b) **ENTRIES**.

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher meet.

(c) **QUALIFICATION**: Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. All ties shall be broken through sixth place. If a tie exists after the grading of the essays, then those essays involved in the tie will be judged one against the other(s) to break the tie.

(2) Team Competition. Refer to Section 902 (h)(3)(D).

Social Studies
Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS**. Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test, answer sheet and essay.
3. **ROLL CALL**. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
6. **LATE ARRIVAL**. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and three sheets of blank (preferably lined) paper. Contestants may bring extra lined paper as long as it is presented to a test proctor for inspection prior to the start of the contest. Contestants may write on the exam. Textbooks, periodicals and other reference sources may not be brought into the contest room.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and essay.
9. **ESSAY REQUIRED**. The contest will consist of questions that will be posed in such a way as to allow for objective grading and an essay question that all participants are required to answer. The essay should be of an expository nature. Contestants who fail to write an essay shall be disqualified.
10. **ANNOUNCEMENTS**. Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After exactly 90 minutes, the contest director will give the verbal notification to stop.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet. Graders will not consider answers written on the test or scratch paper. The essay shall be completed on the paper

provided by the contest director.

14. **LEGIBILITY**. If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
15. **TURNING IN PAPERS**. Contestants may turn in papers and exit the contest room as soon as they complete the test and the essay.
16. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader. Impartial judge(s) who have no vested interest in the outcome should be selected to grade the essays.
17. **ANSWER KEY**. Prior to the start of grading, the Head Grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
19. **ANSWER KEY ERRORS**. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error.
20. **SCORING**. The objective portion of all tests will be carefully scored, awarding points as outlined for each correct answer. The items in Part 1 are worth one point each. The items in Part 2 are worth two points each. The items in Part 3 are worth three points each. A judge or judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of contestants tied for the eighth slot shall be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. If there is more than one judge, each judge must read and assign a score individually before conferring collectively to determine a final consensus score. ALL judges must read ALL essays separately. After reaching a consensus, the judge(s) should record individual and consensus scores along with comments. This score will be added to the point total from the objective portion of the test, resulting in an overall score. If, at this point, a tie exists, then those essays involved in the tie will be judged one against the other(s) to break the tie. The decision of the judge(s) and contest director is final.
21. **PLACES AND TIES**. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 956 of the UIL Constitution and Contest Rules.
    b. Team Competition. The sum of the top three objective scores (not including the essay score) from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions and accept final results as official. The purpose of the

verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

23. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
24. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the respective district week. Regional papers may be returned no sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES**. If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
26. **CONFIDENTIALITY**. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure the best room available that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with sufficiently large writing areas.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank (preferably lined) sheets of paper to each contestant for writing the essay
- Accurate clock for timing, preferably one that contestants can see during the contest
- Stapler, pencils, pens for grading
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide:

- A copy of the rules from the UIL Social Studies Handbook
- Copies of the tests and answer keys
- Answer sheets
- Rubric

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Each page of the test The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the head grader. Make these selections prior to the beginning of the contest.
- An impartial judge or judges who have no vested interest in the contest should grade the essays.

TIME
Allot up to two hours for the contest. Expect to spend no less than 20 minutes for roll call, opening remarks, and distributing contest materials and 90 minutes for the contest. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones must be turned off and not set to vibrate.
c. Write the assigned contestant number in the top right-hand corner on the answer sheet and the test. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper. Answers must be written on the answer sheet and the essay on the paper provided.
e. All participants must answer the essay question.
f. This is a 90-minute contest. A contestant may turn in contest materials, including brainstorming notes and rough drafts, once he or she has finished the test.
g. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

8. During the contest, remain silent. It is important that the contestants have a quiet setting for the contest.
9. Give contestants the signal to start. Terminate the contest at the end of exactly 90 minutes.
10. When the time has elapsed, the contest director should collect all test materials, including tests, answer sheets and essays, as well as rough drafts, notes, etc. Check that the correct contestant number is on each document to be graded or judged.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. Impartial judge(s) who have no stake in the contest will be selected to grade the essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The head grader will provide answer keys, surplus tests and scoring charts to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS

Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank. The graders should initial each error.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully. Grade and score papers contending to place no less than a third time.

GRADING THE ESSAY

After grading the objective portion of the contest, judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Complete the rubric for each essay being graded. Each essay will be read and assigned a score by each judge individually based on a one to 20 scale, with 20 being the highest score possible. Once all judges have graded all essays separately a consensus score will be assigned and added to the point total from the objective portion of the test, resulting in an overall score.

The essay should be of an expository nature. The essay should be judged on content first. Writing style, clarity and precision of composition should be secondary considerations. Students should attempt to substantially develop a full range of points relative to the essay prompt. In the question of quality versus quantity, judges will determine whether an essay that introduces many points shall be scored higher than an essay that develops fewer points more substantially.

An effort should be made by the judge(s) of the essays to write constructive comments relating to the strengths or weaknesses of the essay. These comments should not be written on the scoring sheet until all judges have individually read and assessed each essay and a final score has been agreed to.

PLACES AND TIES
Refer to Social Studies Contest Rules and Procedures. All ties must be broken.

IDENTIFYING PAPERS
After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key, in its original form as supplied by the League office
- Essay rubric, if the essay was graded
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE
Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS
If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

SOCIAL STUDIES QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME – 20
TEST TIME – 90

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- Assistant
- Head grader

NUMBER OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
- Individual – Break all ties by judging essays.
- Team – Break tie with fourth team member's objective score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3. Graders may be coaches.Refer to Handbook regarding essay grading.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st place team — 10
2nd place team — 5

ADVANCE
Top 3 individuals and 1st place team.
One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

- The Social Studies Study Guide contains additional information to assist coaches and contestants in preparing for the contest.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Social Studies Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

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Calculator Applications Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Calculator Applications Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 924: HIGH SCHOOL CALCULATOR APPLICATIONS CONTEST

(a) **THE CONTEST.**
- (1) Purpose. The Calculator Applications Contest trains students in efficient problem solving strategies involving calculations in the areas of engineering, science and mathematics.
- (2) Format. The contest includes calculations involving addition, subtraction, multiplication, division, roots, powers, exponentiation, logarithms, trigonometric functions, inverse trigonometric functions, iterative solutions for transcendental equations, differential and integral calculus, elementary statistics and matrix algebra. In addition to straightforward calculation problems, the contest shall include geometric and stated problems similar to those found in recently adopted high school algebra, geometry, trigonometry, pre-calculus and calculus textbooks, previous contests, and UIL materials related to the contest.
- (3) Calculators. Refer to the contest handbook for restrictions on calculators.
- (4) Late Arrivals. Qualified contestants not present when the tests are distributed will be disqualified.

(b) **ENTRIES.**
- (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
- (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION.** Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**
- (1) Individual Competition. In the event of a tie, the higher place shall be given to the contestant gaining the most points on stated and geometric problems. If the same number of points are gained on stated and geometric problems, then a tie exists.
- (2) Team Competition. Refer to Section 902 (h)(3)(D).

Calculator Applications
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test. Contestants shall not write their name or the name of their school on their tests.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Qualified contestants not present when the tests are distributed will not be admitted and are disqualified.
7. **CALCULATORS.** All commercially available calculators are permitted provided they are hand-held, can operate silently and do not require auxiliary electric power. Calculators that have gone off the market are permitted so long as they meet the other contest requirements.
    a. Calculators may not be user-modified.
    b. A maximum of two calculators will be permitted and may be used at any time during the contest.
    c. Calculators will not be checked or verified respecting any information stored on them prior to the start of the contest.
8. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test cover page.
9. **SCRATCH PAPER.** Contest directors shall provide contestants with scratch paper, if requested. Contestants may write on the test and on the scratch paper provided.
10. **ANNOUNCEMENTS.** For district and regional contests, following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After 30 minutes have expired, the contest director should give the verbal notification to stop. No other time warnings shall be given. When the end of the contest period is indicated, contestants shall cease calculator operations and may write down the number displayed on the calculator.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the

contest should be turned off and should not be accessible during testing.

13. **ANSWERS.** Only the answer should be written in the answer space.
    a. Contestants may erase or mark out an answer previously written, provided they clearly indicate the answer they wish graded.
    b. Answers may be written in decimal or in powers of 10 notation of the form, 1.23×10^{-6}. Except in integer, dollar sign and certain stated problems, answers should be written with three significant digits only, with plus or minus one unit error in the third significant digit permitted. Integer problems require answers written as an integer and no error is permitted. Dollar sign problems should be answered to the exact cent in fixed notation, but plus or minus one cent error is permitted. Stated problems using inexact numbers require use of the method of least significant digits. Problems requiring the method of least significant digits are indicated by "SD" in the answer blank. Plus or minus one unit error in the last significant digit is permitted. The test cover sheet illustrates how answers should be written.
14. **LEGIBILITY.** If a consensus of graders cannot read an answer, they will mark that answer as incorrect. See Grading the Contest section for additional information.
15. **TURNING IN PAPERS.** Contestants shall remain seated and retain their papers during the 30-minute testing period. If a contestant leaves the room, testing materials shall be turned in before exiting, and the contestant may not re-enter. The contestant's test shall be graded, scored and ranked as submitted.
16. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
17. **ANSWER KEY.** Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the graders and any suggested changes to the key.
18. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
20. **SCORING.** All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus two points for incorrect, skipped, or illegible answers. Stated problems involving inexact numbers that are answered correctly but with the incorrect number of significant digits are awarded plus three points, provided at least two significant digits are indicated and the more precise answer rounds exactly to the lesser precise answer.
21. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 924 of the UIL Constitution and Contest Rules.
    b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all

levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will compete for individual honors.

c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
23. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
24. **NOTIFYING ALTERNATES.** If an individual qualifier or team cannot compete at the region or state meet, the alternate shall be notified and allowed to compete. It is the responsibility of the school scheduled to attend to notify the meet director and the alternates school in writing as soon as possible prior to the contest. Failure to do so could violate the Academic Contest Ethics Code.
25. **RETURNING THE PAPERS.** When results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
26. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information regarding test content shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure the best room you can find that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with writing areas that are large, at least 18 x 24 inches. Using two rooms with suitable desks and conducting the contest simultaneously in both is preferable to using one unsuitable room.

MATERIALS AND EQUIPMENT
The contest director will provide the following:
- Clean scratch paper for use by the contestants
- Pens for grading
- Accurate clock for timing, preferably one that contestants can see during the contest
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

Contestants should provide the following:
- Pens or pencils
- Calculators (see calculator restrictions)

CONTEST PACKET
The League office will provide the following in the contest packet:
- A copy of the rules from the Calculator Applications Handbook
- Copies of the tests and answer keys
- (REGION) State Meet information cards for state meet qualifiers (11)

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Check every test to make sure that no test is defective. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may also serve as contest directors, assistants, monitors and calculator verifiers.
- Contest director
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the head grader. Make these selections prior to the beginning of the contest.

TIME REQUIRED
Allot one hour for the contest: up to 30 minutes for roll call, opening remarks, and distributing the tests, and 30 minutes for the testing period. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)
Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST

1. Set up the room that will best facilitate the contest where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room.
6. Clearing of calculators is no longer required. Calculators will not be checked or verified respecting any information stored on them prior to the start of the contest.
7. Distribute the test. Caution contestants not to open the test until instructed.
8. Read aloud the following:

Announcements Prior to Conducting the Contest

   a. Do not open the test until instructed to do so.
   b. Write the assigned contestant number in the top right-hand corner on the cover page of the test. Check for accuracy if it has already been written on the test.
   c. You may use any silent, hand-held calculator that does not require auxiliary electric power.
   d. You may write on the test paper and on the scratch paper provided, but only the answer should be written in the answer space. You may erase or mark out an answer previously written, provided you write the revised answer within the answer space and clearly indicate the answer you wish graded.
   e. This is a 30-minute contest. No time warnings will be given. Remain in your seat throughout the contest period.
   f. No talking or distracting noises will be permitted. Students may use timing devices as long as no audible signals are emitted by the devices during the contest. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and must be turned off and stored during the contest. Be sure that any watch alarms or signals are not set to go off during the contest, and that your cell phone is turned off, not set on vibrate.
   g. When the end of the contest period is indicated, you must cease calculator operations. After the signal is given you may, however, write down the number displayed on your calculator.
   h. The test cover sheet illustrates how answers should be written.
   i. All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem.
   j. Verification period will be held in___(name room) at_____(give time). This is the only time for contestants and coaches to verify grading and unofficial results.
   k. Are there any questions?
   l. You may begin the contest.

9. During the contest, remain silent and do not move about. It is very important that the contestants have a quiet setting for the contest.
10. Give contestants the signal to start. Terminate the contest at the end of exactly 30 minutes, allowing contestants to write one number that is on the calculator (but not transcribe answers written elsewhere on the test.)

11. When the time has elapsed, the contest director should collect all test materials, including scratch paper.
12. Deliver all materials to the grading room.
13. Submit any substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. The head grader will provide answer keys and surplus tests when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. If an error is suspected on the answer key of an objectively-scored contest, refer to instructions on Answer Key Errors in the Contest Rules and Procedures section of the contest handbook. Do not "throw out" a question or make any other alterations without a ruling from the UIL State Office and/or the respective state contest director, as this could affect wild card team selection.

Teams advancing to the State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Score each paper independently twice, and score papers contending to place among the top six a third time. Record the score on the outside of each paper and have the grader initial it. Coaches should disqualify themselves in scoring their own contestant's papers, if they recognize handwriting.

Begin grading a paper by marking a line after the last problem attempted. Check the next page to make sure that the contestant did not attempt further problems. Any mark in the answer blank, including erased marks, constitutes an attempt. Any erasure or mark-over (without a second answer) in the answer blank is considered to be incorrect, even if the number can be read and is correct. Students forego their right to consideration of their answer when they erase or mark out an answer.

The UIL Calculator Applications Handbook and the front cover of the test contains detailed information about how answers must be written. Make sure all graders are familiar with these rules.

SCORING

The first grader should compute the final score according to the formula: (5 x number attempted) - (7 x number wrong) - (2 x errors in significant digits), then write the score on the front of the test and place his/her initials next to the score. The second grader should compute the score according to the same formula, but also check that the two gradings agree in every detail. Record and initial the second score, and have the two graders work out any disagreement. All papers contending to place should be scored a third time.

The following guidelines are used at the state contest for determining legibility, and are recommended for district and regional contests also:

When doubting the legibility of a numeral or disagreement arises with another grader as to the legibility of a numeral, resolve it in the following manner. In a piece of paper, tear a small hole large enough to show the numeral without anything else. Using this as a mask, show the numeral to three other graders who do not know what the numeral is supposed to be. If two or more agree on what the number looks like, then that is what it is. If no two agree, then the numeral is declared illegible, and the answer is counted wrong. (The standards in the "x10" in scientific notation are lower since this is a standard format.)

PLACES AND TIES

Refer to Calculator Applications Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the cover sheet of the test the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At State Meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

CALCULATOR APPLICATIONS QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading (can use same room as Number Sense)

PREP TIME — 30
TEST TIME — 30

CONTEST MATERIALS
UIL Packet: tests & keys.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, calculators for graders, pencils and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
• Director
• One or more assistant(s)/monitor(s)
• Head grader

OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
• Individual — If two or more contestants have identical raw score, the higher place shall be given to the contestant gaining the most points on stated and geometric problems. If still tied, both advance.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE: Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Shop the UIL Online Store at store.uiltexas.org to purchase study Materials. Some materials are available for free download.

• The Calculator Applications Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download.

• Calculator applications study packets include the previous year's tests.

• The Calculator Applications Contest Manual (Revised, 2023) describes the current contest format and provides a wealth of information about the types of problems included in the contest.

• Calculator Applications Practice Manual for Stated and Geometric Problems (Revised, 2010). Appendices to the companion Contest Manual include an exhaustive list of unit conversions and a formal formula set for geometry problems intended to provide the assumed knowledge foundation for future stated and geometry problems.

• Calculator Applications Practice Manual for Numerical Problems (Revised, 2010). The general wisdom in improving speed and accuracy with the number cruncher problems is simply to practice a lot. That is the purpose of this drill manual. The manual provides 26 versions of all seven pages of the contest, 910 problems in all.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for Academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restrictions

All commercially available calculators are permitted provided they are hand-held, can operate silently and do not require auxiliary electric power. Calculators that have gone off the market are permitted so long as they meet the other contest requirements.

(a) Calculators may not be user-modified.

(b) A maximum of two calculators will be permitted and may be used at any time during the contest.

(c) Clearing of calculators is no longer required. Calculators will not be checked or verified respecting any information stored on them prior to the start of the contest.

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Computer Science Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Computer Science Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 928: HIGH SCHOOL COMPUTER SCIENCE CONTEST

(a) **THE CONTEST.**

(1) Purpose. The Computer Science Contest challenges students to study a broad range of areas in computer science, to gain an understanding of the significance of computation as well as the details of programming, to be alert to new technology and information in computer science, to gain an understanding of the basic principles as well as knowledge of the history and philosophy of computer science and to foster a sense of enthusiasm about computer science.

(2) Format.

(A) Test Questions. The written exam for individual and team contestants and a programming session for teams will focus on computer science programming knowledge and skills rather than on mathematical engineering or other subject applications.

(B) Materials. For the programming sessions, teams shall bring their own media for submitting solutions to judges when applicable. Teams shall be prepared to bring a computer to use for competition, including all necessary hardware, cables and software. Each team may use only one computer during the contest. A printer may be used but is not required. Refer to the *Computer Science Handbook* and UIL website for additional guidelines.

(C) Calculators. Calculators are not permitted. During the programming portion of the contest, a computer's included calculation functions may be used.

(b) **ENTRIES.**

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition, which shall include a written exam and a team programming session. All team members shall take the written exam. For teams with four members, the team's coach shall decide which three members will participate in programming. Schools that do not participate in the programming session shall not qualify for team placement, points or advancement, unless only one school entered enough contestants for team competition. If only one team is entered, conducting the programming session is encouraged but not required.

(c) **QUALIFICATION.** Individuals, teams and wildcards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. In the event of a tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.

(2) Team Competition. If two or more teams tie for first, second or third place, the scores in the programming session will be considered first. If a tie still exists, the scores on the written exam will be considered, followed by a total written exam score tiebreaker if necessary. For four-member teams, the total written exam score tiebreaker means adding in the fourth score. For three-member teams no additional score is added. The team with the highest total written exam score wins the tiebreaker. If a tie still exists, it will not be broken.

Contest Rules and Procedures

1. CONTEST ROSTER. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. TEST CONTENT. Java is the designated programming language for UIL Computer Science. Test content shall cover topics in Computer Science and Java programming as specified in topic lists and other materials available on the UIL website. The designated compiler for programming is the Java Development Kit (JDK). Version specifications shall be as posted on the Computer Science page of the UIL website. Teams may use any standard integrated development environment (IDE) package provided it utilizes the specified version of the JDK.
3 CONTEST COMPONENTS. The Computer Science contest includes two components: a 45-minute multiple-choice exam (the "written exam") that is used for individual placement and figured into team scoring, and a two-hour hands-on programming component that is used in team scoring only. The same contestants from a school participate in both components. All contestants shall take the written exam. For programming, three team members shall participate. If a team has four members, the coach determines which three team members will participate in programming and which team member will only take the written exam. A minimum of three contestants from a school is required to participate in team competition. If a school has fewer than three entries, those contestants will compete as individuals only and thus take only the written exam.
4. PROGRAMMING PARTICIPATION. If two or more teams are entered in the contest, the programming session shall be conducted and all teams shall participate. (If only one team is entered, conducting the programming session is recommended but not required.) Teams should utilize the full two hours of contest time in the programming session. Teams shall be actively engaged in working on contest problems during the contest period. A team that does not participate in programming shall not receive team placement, points or advancement, except in cases where only one school enters a team at a district contest and the district opts not to conduct a programming session. The UIL does not recommend allowing teams to leave the programming session early; at the discretion of the contest director, arrangements may be made to address specific cases or extenuating circumstances.
5. NUMBERING CONTESTANTS. For the written exam, each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet. Contestants shall not write their name or the name of their school on their answer sheets. For the programming session, it is acceptable to identify each team with the name of their school.
6. ROLL CALL. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
7. SUBSTITUTIONS AND ALTERNATES. Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
8. SEATING. For the written exam, contestants will be seated sparsely around the room and away from other contestants from the same school. For programming, each team should have a table

with adequate space to set up their computer system and access to an electrical outlet. Each team is allowed to use only one computer system; team members work collaboratively during the programming session.

9. LATE ARRIVAL. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after the written exam or programming session has begun. The decision to allow late entry rests with the contest director of the meet.
10. MATERIALS - WRITTEN EXAM. Contestants provide their own pens or pencils. Contest directors shall provide contestants with scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the exam and on the scratch paper. No notes or other materials are allowed during the contest. No calculators are permitted.
11. MATERIALS - PROGRAMMING. Each team will use one computer system during the programming session, which means one CPU, one display and one keyboard/mouse. A printer is also allowed but is not required. A team may also bring a backup system in case of equipment failure; the backup must remain powered off and stowed unless needed. Some host sites may have computers available for teams to borrow, which is acceptable, but teams should always be prepared to bring their own computer. A team may use up to two programming language reference manuals or textbooks. These must be published texts that are reasonably free of handwritten notes. The contest director of the meet has final authority to approve or disapprove any text or reference book. A book on CD or on the computer's hard drive is not an acceptable reference and must be removed from the team's computer before the contest. A team's computer may include standard PC software (office applications, antivirus, etc.), the JDK and an associated IDE package (including samples and help files), the Java API's and Java API reference (Javadoc). A team's computer shall not include any code previously written by students, coaches or other individuals for any purpose, including other contests, classwork or other projects; all such files must be removed from the team's computer before the contest.
12. ANSWER SHEETS. Answers for the written exam shall be written on the answer sheet in the space provided. Contestants should not use the answer sheet for calculations or other marks. Graders will not consider answers written on the test or scratch paper. Scantron or similar systems may be used for the written exam in lieu of the provided answer sheets.
13. ANNOUNCEMENTS. Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
14. START AND STOP SIGNALS. Contest directors should give a clear signal to start. Periodic time warnings may be given at the discretion of the contest director. A clock should be provided to indicate the remaining time in the contest at a position easily seen by all contestants. For the written exam, if contestants are in the process of writing down an answer when the stop signal is given, they may finish writing that answer; they may not do additional work on a test question. End-of-contest procedures for the programming session will depend on the platform being used; see the Conducting the Contest section for details.
15. TIMING AND ELECTRONIC DEVICES. Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
16. LEAVING THE CONTEST ROOM - WRITTEN EXAM. For the written exam, contestants shall remain quietly in their seats throughout the entire 45-minute testing period. Contestants who finish early should use the remaining time to check their work. In the event of a medical or other emergency, the student shall request permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room during the contest without permission shall be disqualified.

17. LEAVING THE CONTEST ROOM - PROGRAMMING. For the programming session, contest directors should establish procedures for restroom access and announce these to contestants before the contest begins. No more than one team member at a time should leave the contest room. Contest monitors should be assigned to keep track of contestants leaving and returning. Medical or other emergencies can be addressed as needed at the discretion of the contest director.
18. GRADERS. For the written exam, coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader. Coaches may also serve as judges for the programming session; see the Conducting the Contest section for additional details.
19. ANSWER KEY. Prior to the start of grading the written exam, the Head Grader should communicate to the contest director any concerns of the reviewers.
20. ANSWER KEY ERRORS. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
21. GRADING THE CONTEST. Each written exam paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed. See the Conducting the Contest section for details on judging the programming session.
22. LEGIBILITY. If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
23. SCORING. For the written exam, six points shall be awarded for all questions answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for an incorrect answer. For programming, each problem is worth 60 points. A correct submission on the first try receives the full 60 points. Solutions judged incorrect may be reworked and resubmitted for additional consideration, with a five point deduction for each incorrect submission. For example, a team that gets a problem correct on the third attempt would receive 50 points for that problem. Points are only applied to the team's score for problems that are ultimately solved correctly. If a team never submits a correct solution for a particular problem, no points are awarded or deducted for that problem regardless of the number of incorrect submissions.
24. PLACES AND TIES. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place is awarded to the contestant making the highest score on the written exam, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 928(d)(1) of the UIL Constitution and Contest Rules.
    b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 928 (d)(2) of the UIL Constitution and Contest Rules. In district competition, the contestants with the top four written exam scores from a school will constitute the school's team. At all levels, the sum of the top three written exam scores plus the programming score from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will also compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
25. VERIFICATION PERIOD. Following grading of the written exam and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials. Questions shall be resolved during the Verification Period. Contestants and

coaches not present at verification waive their opportunity to ask questions. See the Conducting the Contest section for additional information and verification procedures for programming The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

26. ANNOUNCING OFFICIAL RESULTS. Following verification, the contest director should announce, as official, the names and schools of contestants through sixth place, and the top three teams. Official results, once announced, are final.
27. NOTIFYING ALTERNATES. If an individual qualifier or team cannot compete at the region or state meet, the alternate shall be notified and allowed to compete. It is the responsibility of the school scheduled to attend to notify the meet director and the alternate's school in writing as soon as possible prior to the contest. Failure to do so could violate the Academic Contest Ethics Code.
28. RETURNING THE PAPERS. When results are final and all questions resolved, district materials may be returned no sooner than the end of the last contest day of the district week. Regional materials may be returned no sooner than Saturday of region weekend.
29. CONFIDENTIALITY. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information regarding test content shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
30. SWEEPSTAKES POINTS. Points are awarded through sixth place, and to first, second and third place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOMS

For the written exam, choose a room adequate in size and selected with quietness and excellent lighting as prime factors. The UIL recommends classroom armchairs or desks with accompanying armless chairs (no stools).

For programming, select a room with adequate space and a table for each team. Tables should each have three chairs and adequate surface space for teams to set up their computers, as well as access to an electrical outlet. A second nearby room will also be needed for judging.

MATERIALS AND EQUIPMENT

The contest director will provide the following for the written exam:

- Clean scratch paper for use by the contestants
- Accurate clock for timing and clock which contestants can see during the contest
- Pens for grading
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

For programming, the contest director will provide the following:

- Computers to serve as judging stations, with appropriate software installed
- Clean scratch paper for use by the contestants
- For networked contests, necessary hardware and software
- For non-networked contests, precontest team packets including run envelopes, clarification forms, etc.

It is acceptable but not required to provide computers for teams to borrow. Teams should always be prepared to bring their own computers. Teams are responsible for providing all necessary equipment for their systems, including cables, surge protectors, etc.

CONTEST PACKETS

The League office will provide the following:

- A copy of the UIL Computer Science Handbook
- Sufficient copies of the written exam and answer key
- Answer sheets for the written exam
- Sufficient copies of the contestant packet for programming
- Printed copies of the programming judge packet to use for reference during judging
- Instructions for the programming session
- Precontest handouts for programming
- Materials needed to create programming team packets if needed
- Confidential download access to contestant data files, judge data files, sample solutions and optional judging software.
- (REGION) State Meet information cards for state meet qualifiers (14)

The meet director may schedule a specific time and place for contest directors to pick up the test packets before the contest. The programming judging packet should be distributed to the contest

director several days prior to the contest to allow time for setup and configuration of judging computers, creation of contestant data disks and other preparations. Contest officials should inventory the packet contents before the contest. The test packets should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The written exam and contestant programming packets should then be resealed and not opened again until just prior to the beginning of the contest. The judging packet should remain unsealed and accessible to allow the contest director to work with those materials. All confidential material shall be kept secure.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants, monitors, graders and programming judges.

- Contest director.
- Assistant to the contest director.
- Room Monitor(s).
- Written Exam Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.
- Programming Judges. Coaches may serve as judges, or contest directors may select others with relevant knowledge and experience. For a contest with eight teams, two or three judges is sufficient.
- Programming Support. Contests may need one or more room monitors in addition to the contest director and judges. Non-networked contests will also need an archivist, scorekeeper and runner(s).

TIME

For the written exam, allot at least an hour and 15 minutes. Plan for 30 minutes for announcements, grader sign up, roll call, instructions and distribution of materials. Forty-five minutes of working time will be allotted for the actual testing period exclusive of time required for instructions. The 45 minutes begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events. Arrange for and announce during the opening remarks the time and place of the written exam verification period that will take place prior to the announcement of official results.

For programming, allot at least two and a half hours, plus an additional 30 minutes for team check-in and computer setup. The check-in/setup process can occur at any point during the contest day. Once setup is complete, plan for 30 minutes for announcements and instructions, distribution of materials and the dry run problem. Two hours of working time will be allotted for the actual testing period exclusive of time required for instructions and precontest procedures. Verification for programming should take place immediately after the programming session concludes; see the Conducting the Contest section for details.

EVENT ROSTER & RESULTS WORKSHEET

The contest director should obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. The roster will list the school, contestant number, contestant name, district or region number and will indicate students who are competitors and alternates. Scores and/or results are also recorded on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

For the written exam each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test and answer sheet. Check all tests to ensure that all pages are printed clearly and completely. Batch together a test booklet, answer sheet and scratch paper that can easily be handed out once contestants are seated.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST: WRITTEN EXAM

1. Set up the room that will best facilitate the contest, and where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room.
6. Distribute the test, answer sheet and scratch paper. Caution contestants not to open the test until instructed.
7. Read aloud the following:

Announcements Prior to Conducting the Contest

   a. Do not open the test until instructed to do so.
   b. Write the assigned contestant number in the top right-hand corner on the cover page of the test and on the answer sheet. Check for accuracy if the number has already been written.
   c. Contestants have 45 minutes to complete the test. All contestants must remain quietly seated for the entire 45 minutes. If you finish early, use the remaining time to check your work. In the event of a medical or other emergency, you may request permission to leave the contest room and will be accompanied by a monitor while outside the contest room if you intend to return.
   d. Students shall not use a timing device that emits an audible signal. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and are not to be visible during the contest.
   e. No calculators are allowed. No notes or other materials are allowed during the contest. Only your pens or pencils and test packet should be on your desk.
   f. You may write on the test paper and on the scratch paper provided. The answer sheet is reserved for answers only. Do not make notations or any other marks on the answer sheet. Write all answers on the answer sheet; answers written on the test or scratch paper will not be considered by graders.
   g. Write answers clearly and legibly, using only capital letters.
   h. When the stop signal is given, if you are in the process of writing an answer you may finish writing that answer only. You may not do any additional work on any test question. Contestants shall put their writing implement down and sit back while the tests are collected.
   i. Verification period will be held in__(name room) at_____(give time). This is the only time for contestants and coaches to verify grading and unofficial results.
   j. Are there any questions?
   k. You may begin the contest.

8. Give contestants the signal to start. Additional time signals may be given at the discretion of the contest director. After exactly 45 minutes, give the verbal notification to stop.
9. When the time has elapsed, the contest director should collect all test materials, including scratch paper. Deliver all materials to the grading room.
10. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST: WRITTEN EXAM

GRADERS

Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. If an error is suspected on the answer key of an objectively-scored contest, refer to instructions on Answer Key Errors in the Contest Rules and Procedures section of the contest handbook. Do not "throw out" a question or make any other alterations without a ruling from the UIL State Office and/or the respective state contest director, as this could affect wild card team selection.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. If an answer is incorrect, place an X over the question number. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. If any answer space is left blank, draw a line through the blank.

SCORING

Score points according to the guidelines in Computer Science Contest Rules and Procedures.

PLACES AND TIES

Refer to Computer Science Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

CONDUCTING THE CONTEST: PROGRAMMING EXAM

1. Set up the rooms that will best facilitate the contest, with adequate table space and electrical outlets for teams in the contest room and a nearby room for judging.
2. Provide a time for teams to check in and set up their equipment. Provided the contest room is kept secure, the setup time does not have to occur immediately prior to the contest.
3. Prepare contestant data files for distribution. The easiest method is by using USB drives. If you do not have enough drives on hand, it is permissible to collect a USB drive from each team during check-in, copy the contestant data files to it, and then return it just before the contest begins.
4. Once setup is complete, call roll to confirm that all teams are present. Verify that each team has three members participating in the programming session.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants.
6. Distribute precontest materials, which consist of a small set of handouts for networked contests or team packets for non-networked contests.
7. Make announcements regarding restroom access and procedures for emergencies.
8. Explain the processes for submitting solutions and clarification requests. (This will vary for networked vs. non-networked contests.)
9. Conduct the dry run problem. A copy of the dry run problem should be included in the precontest materials distributed to teams. The dry run is intended as a walkthrough to ensure that contestants, judges and contest assistants understand the contest process and that judging systems are working properly. It is not necessary for all teams to solve the dry run before moving on to the actual contest.
10. After the dry run is completed, distribute one copy of the problem set packet (the test) to each team, along with a disk containing the contestant data files. Instruct contestants not to open the test packet or insert the disk into their computer until instructed to begin.
11. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not open the test packet or insert the drive into your computer until instructed to do so.
b. You will have two hours for the contest. Problems may be worked in any order.
c. Students shall not use a timing device that emits an audible signal. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and are not to be visible during the contest.
d. No calculators are allowed, but your computer's built-in calculation functions and help files may be used. Internet access, whether on your computer or any other device, is prohibited.
e. You may make notes on the problem set packet and on the scratch paper provided. You may separate the pages of the problem set packet if desired.
f. When the stop signal is given, stop working and begin completing your Team Verification Form. Do not begin breaking down your computer until instructed to do so.
g. Verification period will immediately follow the conclusion of the contest, as soon as any remaining judging is complete.
h. Are there any questions?
i. You may begin the contest.

12. Give contestants the signal to start. Additional time signals may be given at the discretion of the contest director. After exactly two hours, give the verbal notification to stop.
13. For networked contests, hit stop on the contest server. For non-networked contests, collect any remaining submissions that are in a run envelope and being held up for a runner when time is called.
14. The contest director should collect all printed test packets and scratch paper.
15. Instruct teams to leave their computers set up, and to complete their Team Verification Forms.
16. After remaining judging is completed, compare the Team Verification Forms against the scoring data recorded in the judging room and resolve any discrepancies. Allow a 15-minute period for teams to request clarification on judging and scoring. These processes serve as the verification period for programming.
17. After verification, instruct teams that they can pack up their computers. Announce the time and location for awards presentations.
18. Deliver programming scoring information to the meet director for entry in the online system.

JUDGING PROGRAMMING

JUDGES

Well in advance of the contest, the contest director should identify an adequate number of judges for the number of teams participating. For a contest with eight teams, two or three judges is sufficient. Judges may be coaches, or other individuals with relevant knowledge and experience.

PLATFORMS

Contest directors are encouraged to utilize a networked contest platform if possible. Software called PC^2 is available for this purpose. Additional information is available on the UIL website regarding PC^2 setup and configuration.

For contests where networking is not possible, the contest can be run using manual transfer of solutions from teams to judges. USB flash drives work best for this format. The UIL website also includes a detailed guide for contest directors using a non-networked (or "sneaker net") contest platform. The UIL provides a DOS-based judging program that can be used for non-networked contests.

JUDGING GUIDELINES

Teams should submit only their source code for judging. Judges will compile the solution on the judging station and test it against the judge test data for that problem. White space differences at the end of lines or after the last line of output are never significant and should never cause a solution to be judged as incorrect. If the differences do not seem material to the problem being solved, err on the side of accepting the solution. For instance, if a problem is about performing a complex calculation, be flexible with output formatting. On the other hand, if the problem is all about formatting, then be a stickler. Above all, be consistent with your judging.

SCORING

Score points according to the guidelines in Computer Science Contest Rules and Procedures and instructions provided on the test packet. Programming counts for half of a team's score, with the team's top three written exam scores making up the other half. A perfect team score is 1440: (perfect written exam score of 240 x 3) + perfect programming score of 720 = 1440.

PLACES AND TIES

A team that does not participate in programming is not eligible for team placement, points or advancement (except in the case of district contests where only one team has entered and the district opts not to conduct a programming session). Refer to Computer Science Contest Rules and Procedures section for additional information.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form with written exam scores to the meet director immediately after the contest papers are scored. The contest director shall turn in a list of team programming scores to the meet director as soon as the programming session and verification procedures are completed. The meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' written exam scores, not just the top six and all programming scores, not just the top three. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD (Procedures below are for the written exam; see Conducting the Contest section for programming verification procedures)

Announce that no one present may use writing or erasing instruments during the verification period. If the written exam key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items for the written exam:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period. Also display a printout of the screen where programming scores are entered. (Scoring and tabulation for programming should have already been verified through the immediate post-contest procedures; the purpose of this final review is to verify data entry only.) At State Meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections. After resolving all questions, or at the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth, and announce the schools of the first place, second place (alternate) and third place teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING MATERIALS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, materials may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, materials may be returned to the contestants the day of the meet.

COMPUTER SCIENCE QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – written exam testing (with table surface)
1 – grading
1 – programming contest
1 – programming judging
(rooms may be used for multiple purposes as schedule allows)

SET UP — 30
PREP TIME — 20 written, 30 programming
TEST TIME — 45 written, 2 hours programming

CONTEST MATERIALS
UIL Packet: tests & keys, answer sheets, programming judging packets, programming problem sets, meet evaluation form.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red pens/calculators for graders, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL DURING CONTEST
- director
- 1 assistant
- 2-3 programming judges
- 2-3 programming assistants, as needed

OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

GRADING/JUDGES
at least 3, preferably more for the written exam, 2-3 judges for programming. Graders and judges may be coaches.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd,3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 20
2nd team — 16
3rd team — 12

ADVANCE: Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Shop the UIL Online Store at store.uiltexas.org to purchase Study Materials. Some materials are available for free download.

- The Computer Science Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

- The Computer Science study packet contains the prior year's written exams and answer keys, as well as the following items for each programming test: contestant packet, judge packet, contestant data files, judge data files, sample solutions.

The Computer Science page of the UIL website provides a number of helpful resources, including instructional videos, information on test topics and content, links to IDE software and other resources, and more.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Computers

For the Computer Science programming session, team members work collaboratively sharing a single computer system. This means each team may use one CPU, one display and one keyboard/mouse during the contest. For systems using a laptop and external keyboard, the laptop's built-in keyboard must be covered in some way (e.g. taping a piece of paper over the keyboard). A printer is also allowed but is not required.

A team may also bring a backup system in case of equipment failure; the backup must remain powered off and stowed unless needed.

Some host sites may have computers available for teams to borrow, which is acceptable, but teams should always be prepared to bring their own computer.

A team may use up to two programming language reference manuals or textbooks. These must be published texts that are reasonably free of handwritten notes. The contest director of the meet has final authority to approve or disapprove any text or reference book. A book on CD or on the computer's hard drive is not an acceptable reference and must be removed from the team's computer before the contest.

A team's computer may include standard PC software (office applications, antivirus, etc.), the JDK and an associated IDE package (including samples and help files), the Java API's and Java API reference (Javadoc). A team's computer shall not include any code previously written by students, coaches or other individuals for any purpose, including other contests, classwork or other projects; all such files must be removed from the team's computer before the contest.

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#UILSTATE

Mathematics Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Mathematics Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 942: HIGH SCHOOL MATHEMATICS CONTEST

(a) THE CONTEST.
  (1) Purpose. The Mathematics Contest is intended to encourage interest in math, to develop talent in problem solving skills and to inspire students to excel in all areas of mathematics.
  (2) Format. The contest will consist of objective questions designed to test knowledge and understanding in the areas of Algebra I, Geometry, Algebra II, Pre-calculus, AP Calculus (BC), AP Statistics, and director's choice topics.
  (3) Calculators. Refer to the contest handbook for restrictions on calculator.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, or a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. In the event of a tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Mathematics
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet. Contestants shall not write their name or the name of their school on their answer sheets.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Qualified contestants not present when the tests are distributed will not be admitted and are disqualified.
7. **CALCULATORS.** Students may use calculators. Contestants will be allowed the use of any commercially available silent hand-held calculators provided they do not require auxiliary electric power and are not modified. Each student may bring one spare calculator. Hand-held computers are not permitted. Memory should not be cleared.
8. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test cover page and answer sheet.
9. **SCRATCH PAPER.** Contest directors shall provide contestants with at least three sheets of scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the exam and on the scratch paper.
10. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.

11. **START AND STOP SIGNALS.** Contest directors should give a clear signal to start. After exactly 40 minutes, the contest director will give the verbal notification to stop. No other time warnings shall be given. A clock should be provided to indicate the remaining time in the contest at a position easily seen by all contestants. If all contestants agree to its absence, the clock may be omitted. When the signal to stop is given, contestants should stop immediately, put writing implements down, sit back and refrain from handling anything on their desks until the tests, answer sheets and scratch paper are collected.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing. Emission of audio signals of any kind during the contest will result in disqualification.
13. **ANSWER SHEETS.** Answers shall be written on the answer sheet in capital letters. Answers not written as capital letters will be graded as being incorrect. Contestants should not use the answer sheet for calculations or other marks. Graders will not consider answers written on the test or scratch paper.
13. **LEGIBILITY.** If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
14. **TURNING IN PAPERS.** Contestants shall remain seated and retain their papers during the 40-minute testing period, except in the case of a medical or other emergency. In that event, the student shall receive permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
15. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
16. **ANSWER KEY.** Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the graders and any suggested changes to the key.
17. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
18. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
19. **SCORING.** Six points shall be awarded for all questions answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for an incorrect answer.
20. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.

a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 942 of the UIL Constitution and Contest Rules.
b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will compete for individual honors.
c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

21. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
22. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
23. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
24. **RETURNING THE PAPERS.** When results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
25. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
26. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE MEET

ROOM

Secure a room adequate in size, with quietness of location and excellent lighting as prime factors. The UIL recommends tables with accompanying chairs (without arms) or flat top desks.

MATERIALS AND EQUIPMENT

The contest director will provide the following:

- At least two blank sheets of paper for each contestant. It is recommended that the blank sheets be placed in the test just behind the cover page before distributing the tests.
- Pens for grading (Contestants provide their own pencils.)
- Accurate clock for timing and clock which contestants can see during the contest (optional)
- (DISTRICT) One 8 $\frac{1}{2}$ x 11 envelope per school entered, for returning materials

CONTEST PACKET

The League office will provide the following:

- A copy of the UIL Mathematics Handbook
- Sufficient copies of the tests and answer keys
- Answer sheets

The meet director may schedule a specific time and place for contest directors to pick up test packets before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants, monitors and graders.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly the best graders will be coaches of contestants, and we encourage using their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME

Allot at least one hour for the contest (an hour and a half is preferable). Plan for at least 30 minutes for announcements, grader sign up, approval of calculators, roll call, instructions and distribution/collection of materials. Forty minutes of working time will be allotted for the actual testing period exclusive of time required for instructions. The 40 minutes begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

CONTEST ROSTER AND RESULTS WORKSHEET

Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate students who are competitors and alternates. Also record scores and/or results on this form to give to the meet director, who will enter the results/ scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test. Check all tests to ensure that all pages are printed clearly and completely. Batch together a test booklet, answer sheet and two pieces of scratch paper that can easily be handed out once contestants are seated.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST

1. Set up the room so that contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room before the test begins.
6. After reading parts a, b, and c of the following announcements, distribute the tests with the scratch paper and answer sheets. Caution contestants not to open the test until instructed.
7. Read the remaining announcements.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Your desk shall remain clear except for two approved calculators, writing implements, and a timing device (optional). Cell phones, Smart watches, iPods, or other similar devices are not to be used as timers and are not to be visible during the contest. The emission of any audio signals of any kind during the contest will result in disqualification.
c. You will be allowed the use of calculators on this test. A spare calculator is permitted but shall be placed on the work area before the contest begins.
d. Write the assigned contestant number in the top right-hand corner on the cover page of the test and on the answer sheet. Check for accuracy if the contestant number has already been written on the test and/or answer sheet.
e. You may write on the test paper and on the scratch paper provided, but only the answer should be written on the answer sheet. Write only in capital letters. Answers not written as capital letters will be graded as incorrect.
f. This is a 40-minute contest. No oral time warnings will be given. Remain in your seat throughout the testing period and retain your paper until told to do otherwise. You may use this time to check your answers.
g. During the 40-minute contest period, no questions may be asked or answered.
h. When the end of the contest period is indicated, contestants should stop immediately, put their pencils down, sit back, and leave everything on their desk alone until the test, answer sheet, and scratch paper are collected.
i. The test cover sheet illustrates how answers should be written.
j. All problems completed or attempted will be graded. A problem is considered to have been attempted if any mark other than a mark out appears in the answer space for that problem. A mark out or erasure must be completely marked out or erased, otherwise it will be considered as an attempted problem and counted as being incorrect.
k. Verification period will be held in_____(name room) at____(give time). This is

contestants' and coaches only time to verify grading and unofficial results.

l. Are there any questions?

m. You may begin the contest.

8. After exactly 40 minutes from the start signal, the director should, without warning, give the signal to stop. Contestants should put down their writing implement and sit back while the tests are collected.
9. Collect all tests, answer sheets and scratch paper. Scratch paper should be destroyed.
10. Deliver all materials to the grading room.
11. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. The purposes of the review is to verify the official key. See Answer Key Errors. Problems should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. If any answer space is left blank, draw a line through the blank.

SCORING

Score points according to the guidelines in Mathematics Contest Rules and Procedures.

PLACES AND TIES

Refer to Mathematics Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places

individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

MATHEMATICS QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing 1 – grading

PREP TIME — 20 **TEST TIME** — 40

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, rubrics.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- One assistant

OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
• Individual — The formula for percent accuracy shall be used to break the tie. Percent accuracy = number of problems correct divided by the number of problems attempted. If percent accuracy scores are the same, then a tie exists.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

• Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Mathematics Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restriction

Contestants will be allowed the use of any commercially available silent, hand-held calculators that do not require auxiliary electric power and as long as they are not modified.

Each student may bring one spare calculator. Small, hand-held computers are not permitted.

DO NOT request that contestants clear the memory.


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Number Sense Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Number Sense Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 944: HIGH SCHOOL NUMBER SENSE CONTEST

(a) THE CONTEST.
  (1) Purpose. The Number Sense Contest emphasizes the mental processes used to achieve mathematical calculations with no help from calculators, computers, or scratch paper and to develop the use of specific techniques and strategies to make mathematical judgments and develop useful strategies for handling numbers and operations.
  (2) Format. The contest will consist of 80 questions testing mental calculations of concepts from basic mathematics, algebra, geometry, trigonometry, analysis, number theory and calculus. Types of problems and concepts can be found on the Problem Sequencing Chart for the UIL High School Number Sense Test.
  (3) Late Arrivals. Qualified contestants not present when the tests are distributed will be disqualified.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. No ties are to be broken.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Number Sense
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test. Contestants shall not write their name or the name of their school on their test.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. In lieu of a roll call, the contest director can appoint volunteer coaches to help register the contestants in a more timely manner.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room before the contest begins.
6. **LATE ARRIVALS DISQUALIFIED.** Qualified contestants not present when the tests are distributed will not be admitted and are disqualified.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils and a timing device (optional).
8. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not unfold the test prior to instructions from the contest director. The assigned contestant number should be written in the top left-hand corner of the folded test. Papers shall remain folded and lying flat on the desk and shall not be touched by the contestants until the start signal is given.
9. **MENTAL MATH.** This is a test in mental mathematics, and only the results of calculations arrived at mentally without the use of scratch paper or any calculating devices should be accepted. The director of the contest should disqualify a contestant for violating this rule.
10. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **LENGTH OF TESTING PERIOD.** Ten minutes will be allotted for the actual testing period exclusive of time required for instructions. When time is called, each contestant shall immediately stop writing, even if the answer is incomplete. Contestants shall put their writing implement down and sit back while the tests are collected individually by the person(s) designated to collect the test papers.

12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly 10 minutes, the contest director will give the verbal notification to stop. No other time warnings shall be given.
13. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing. Emission of any audio signals of any kind during the contest will result in disqualification.
14. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
15. **ANSWER KEY.** Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the graders and any suggested changes to the key.
16. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
17. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
18. **SCORING.** Papers shall be carefully graded, awarding each contestant five points for each problem solved correctly. The sum of points thus awarded shall be considered the gross grade of the contestant. From the gross grades four points shall be deducted for each problem not solved correctly or skipped.
    a. Scoring Problems. Those problems occurring after the last problem solved correctly or attempted are not considered skipped and hence no deduction for them is made. "Attempted problem" means having a mark in the answer blank. Only the answers to the problems should be written on the paper. No other writing is permitted. An answer once written shall be allowed to stand. Answers may not be crossed out. Erasures, mark-overs, and mark-outs are not permitted. Should there be an erasure, a mark-over, a mark-out, or an extraneous mark, that problem is to be counted incorrect. The contest director is empowered to determine if a number is legible.
    b. Fractions. All answers written as a fraction shall be reduced to the lowest terms. Improper fractions are permitted. Decimal answers are permitted for those unstarred problems whose answers are exactly expressible as decimals. For example, 3/2, 1 1/2 and 1.5 are all acceptable. Starred problems on test sheets require approximate integral answers, i.e., they permit five percent error; unstarred problems require exact answers.
    c. Symbols. Symbols such as ° (degree symbol), % and $ are usually printed on the test. It is the responsibility of the test writer to print the appropriate symbols on the test. If not printed, the student does not include the symbol in their answer. Therefore, answers require only the writing of numerals. Marks other than the numeric answer and commas, if used, are considered extraneous marks and are counted incorrect. Commas are not required in the answer, however if the student writes the answer

using commas they must be in the correct place or they will be considered as extraneous marks and will be counted incorrect.

d. Dollars and Cents. In the agreement with the philosophy that answers should be complete, all dollars and cents problems shall be written to the nearest cent. That is, twenty-three dollars shall be written as 23.00. Sixteen cents would be written as .16.

e. Numerical Answers. Numerical answers should be written so that the answers are complete as in the two examples given. However, the answer should be written in the most efficient form possible. For example, if the answer is 16, the written answer 16.000 is not acceptable for the purposes of the number sense competition. Extraneous zeros are not to be used. For example, if .16 is the answer, 0.16 is not an acceptable answer.

f. Exponentials. An answer such as 3×10^3 should be expressed as 3000 and not left in exponential form.

19. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.

    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. No individual ties are to be broken.

    b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will compete for individual honors.

    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

21. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

22. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.

23. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.

24. **RETURNING THE PAPERS.** If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.

25. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain

confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.

26. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure a room of adequate size for the number of contestants expected with tables or large desks of proper height. Auditorium seating or fold-up desk tops are not acceptable.

MATERIALS AND EQUIPMENT
The contest director will provide the following:
- Pens for grading
- Accurate clock for timing
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide the following:
- A copy of the UIL Number Sense Handbook
- Copies of the tests and answer keys

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants, monitors and graders.
- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME
Allot a minimum of 30 minutes for the contest. Plan for at least 20 minutes for announcements, grader sign up, roll call, instructions and distribution of materials. Ten minutes of working time will be allotted for the actual testing period exclusive of time required for instructions. The 10 minutes begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET

Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/ scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper left-hand corner of the test. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST

1. Set up the room that will best facilitate the contest where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room before the test begins.
6. Distribute the test. Caution contestants not to open the test until instructed.
7. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not unfold the test until instructed to do so.
b. Write the assigned contestant number in the top left-hand corner on the answer sheet and the test. Check for accuracy if it has already been written by the contest officials.
c. Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the Internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should not be accessible during testing. Emission of any audio signals of any kind during the contest will result in disqualification.
d. This is a test in mental mathematics, and only the results of calculations arrived at without the use of calculators, computers, scratch paper, will be accepted. Writing on the table top or on one's body will be grounds for disqualification.
e. Write the answer in the blank immediately following the problem without attempting to solve the problem on paper, in accordance with instructions on the test.
f. Whispering, talking, or other unnecessary noise of any kind by contestants or those in charge of the contest is not permitted. Contest officials will refrain from making unnecessary noise, movement and any other action that may disturb the contestants during the contest.
g. Verification period will be held__(name room) at_____(give time). This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

8. After exactly 10 minutes from the start signal, the director should, without warning, give the signal to stop. Contestants should immediately put down their writing implement and sit back while the tests are collected.
9. Collect all papers so that none are retained by contestants, coaches or other interested parties and deliver all materials to the grading room.
10. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS
Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. The purposes of the review is to verify the official key. See Answer Key Errors. Problems should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS
Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. If any answer space is left blank, draw a line through the blank and after the last problem attempted.

SCORING
Score points according to the guidelines in Number Sense Contest Rules and Procedures.

PLACES AND TIES
Refer to Number Sense Contest Rules and Procedures.

IDENTIFYING PAPERS
After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

NUMBER SENSE QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME — 20
TEST TIME — 10

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, calculators/pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- Head grader

OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
- Individual — Break no ties.
- Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Number Sense Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.


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Science Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Science Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 952: HIGH SCHOOL SCIENCE CONTEST

(a) **THE CONTEST.**
- (1) Purpose. The Science Contest challenges students in the basic fundamental principles of science, promotes learning in biology, chemistry, and physics, fosters a sense of enthusiasm about advanced topics and courses in the sciences and prepares students for the rigor of college level courses.
- (2) Format. The contest will consist of objective questions designed to test the comprehension of fundamental principles in biology, chemistry and physics. Papers may be turned in 30 minutes after the start of the contest.
- (3) Calculators. Refer to the contest handbook for restrictions on calculators.

(b) **ENTRIES.**
- (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet.
- (2) Team Competition. A team shall have a minimum of three contestants compete in order to participate in the team competition. The four highest scoring members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION.** Individuals, teams and wild cards qualify for the next level of competition according to Section 902. Contestants with the top score in each area (biology, chemistry, physics) qualify for the next higher competition and are eligible to compete equally with the overall winners. One alternate is named for each top scorer position. See ties below.

(d) **TIES**
- (1) Individual Competition. In the event of a tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by the number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.
- (2) Top Scorers. In the event of a tie for the top score in biology, chemistry or physics, the formula for percent accuracy within the subject area shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by the number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.
- (3) Team Competition. Refer to Section 902 (h)(3)(D).

Science
Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet. Contestants shall not write their name or the name of their school on their answer sheets.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director of the meet.
7. **CALCULATORS**. A simple scientific calculator is sufficient for the Science contest. A list of acceptable calculators is provided in this handbook. Only calculators on the approved list shall be allowed for use in the Science contest. Contest directors should verify by brief visual inspection that each contestant is using an approved calculator. Contestants may use up to two approved calculators during the contest, and may bring spare batteries.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test and answer sheet.
9. **SCRATCH PAPER.** Contest directors shall provide contestants with scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the test and on the scratch paper.
10. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS.** Contest directors should give a clear signal to start. Thirty minutes after the start of the contest, the contest director will give a verbal notification. After exactly two hours, the contest director will give a clear signal to stop. No other

time warnings shall be given. A clock should be provided to indicate the remaining time in the contest at a position easily seen by all contestants. If all contestants agree to its absence, the clock may be omitted. If contestants are in the process of writing down an answer when the stop signal is given, they may finish writing that answer; they may not do additional work on a test question.

12. **TIMING AND ELECTRONIC DEVICES**. Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches, or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Prohibited electronic devices should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet in the space provided. Contestants should not use the answer sheet for calculations or other marks. Graders will not consider answers written on the test or scratch paper.
14. **LEGIBILITY.** If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
15. **TURNING IN PAPERS**. Following the first 30 minutes of the testing period, contestants may turn in papers and exit the contest room as soon as they complete the test. In the event of a medical or other emergency, the student shall request permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
16. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
17. **ANSWER KEY.** Graders may review the test and answer key during the testing period. Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the reviewers.
18. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
20. **SCORING.** Six points shall be awarded for all questions answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for an incorrect answer.
21. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL *Constitution and Contest Rules.*
    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 952 of the UIL Constitution and Contest Rules.
    b. Top Scorers. Each of the three subject areas (biology, chemistry and physics) should be graded independently to determine the top contestants in each subject area.

Contestants with the top score in each area qualify for the next higher competition and are eligible to compete equally with the other advancing contestants. One alternate is named for each top scorer position. Ties shall be broken according to Section 952 of the UIL Constitution and Contest Rules.

c. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will also compete for individual honors.

d. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

22. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
23. **ANNOUNCING OFFICIAL RESULTS**. Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place, top scorers in each subject area and the top two teams. Official results, once announced, are final.
24. **NOTIFYING ALTERNATES**. If an individual qualifier or team cannot compete at the region or state meet, the alternate shall be notified and allowed to compete. It is the responsibility of the school scheduled to attend to notify the meet director and the alternates school in writing as soon as possible prior to the contest. Failure to do so could violate the Academic Contest Ethics Code.
25. **RETURNING THE PAPERS**. When results are final and all questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
26. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information regarding test content shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS.** Points are awarded through sixth place, to top scorers in each subject area, and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Choose a room adequate in size and selected with quietness and excellent lighting as prime factors. The UIL recommends classroom armchairs or desks with accompanying armless chairs (no stools).
(DISTRICT) Remember that each school may enter six science contestants.

MATERIALS AND EQUIPMENT
The contest director will provide the following:

- Clean scratch paper for use by the contestants
- Accurate clock for timing and clock which contestants can see during the contest
- Pens for grading
- (DISTRICT) One 8 $\frac{1}{2}$ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide the following:

- A copy of the UIL Science Handbook
- Sufficient copies of the tests and answer keys
- Answer sheets
- Certificates for the top scorers in Biology, Chemistry and Physics

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants, monitors and graders.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME
Allot a minimum of 2 1/2 hours for the contest. Plan for 30 minutes for announcements, grader sign up, approval of calculators, roll call, instructions and distribution of materials. Two hours of working time will be allotted for the actual testing period exclusive of time required for instructions. The two hours begin when contestants are instructed to start. It is critical to stay

on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period that will take place prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET

The contest director should obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. The roster will list the school, contestant number, contestant name, district or region number and will indicate students who are competitors and alternates. Scores and/or results are also recorded on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test and answer sheet. Check all tests to ensure that all pages are printed clearly and completely. Batch together a test booklet, answer sheet and five pieces of scratch paper that can easily be handed out once contestants are seated.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

UIL High School Science Contest Approved Calculator List

~ Effective for the 2025-2026 school year ~

A simple scientific calculator is sufficient for the high school Science contest. The use of tablets, cell phones, smart watches or other types of electronic devices is prohibited. The proliferation of calculators with advanced computer-like features has made it necessary to identify an approved list of calculators for UIL Science. The approved calculators are widely available and typically priced at $10-$15 or less.

The following calculators are acceptable for use in the Science contest:

- Casio FX-260 (includes all single-line display variants)
- Sharp EL-501X
- TI-30Xa (includes TI-30Xa Solar School Edition)
- TI-30XIIS

Only the models listed above are allowed during the contest.

Notes: Some of the listed models are available in different colors; any color variation of the listed models is acceptable. The UIL website includes links to the company specifications for each of the listed calculators. Compare against these specifications if unsure about a particular calculator.

For each calculator listed, the model number is clearly visible on the body of the device. Do not cover the model number with stickers or other items that would prevent it from being seen easily by the contest director.

Before the contest begins, contest directors should verify by brief visual inspection that each contestant is using an approved calculator. No clearing or other action is necessary.

Contestants may use up to two approved calculators during the contest, and may bring spare batteries. If a contestant does not have one of the approved calculator models, they may use a simple 4-function calculator for the contest. No other models or types of calculators are permitted beyond those on the approved list, or a simple 4-function calculator if a contestant does not have one of the approved models. Contestants may also test without a calculator.

CONDUCTING THE CONTEST

1. Set up the room that will best facilitate the contest, and where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Solicit the help of coaches to verify that contestants are using only calculators on the UIL Science Contest Approved Calculator List.
6. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room.
7. Distribute the test, answer sheet and scratch paper. Caution contestants not to open the test until instructed.
8. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Write the assigned contestant number in the top right-hand corner on the cover page of the test and on the answer sheet. Check for accuracy if the number has already been written.
c. Contestants have two hours to complete the test. You may turn in papers and exit the contest room as soon as you complete the test, *following the first 30 minutes of the testing period.* All contestants must remain seated and working through at least the first 30 minutes. In the event of a medical or other emergency, you may request permission to leave the contest room and will be accompanied by a monitor while outside the contest room if you intend to return.
d. After the 30-minute notification, no other oral time warning shall be given. If you desire to see the amount of remaining time in the contest, you may refer to the clock or to your own timing device. Students shall not use a timing device that emits an audible signal. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and are not to be visible during the contest.
e. You will be allowed to use calculators on the Approved Calculator List for the UIL Science Contest. Only calculators on the approved list may be used. You may use up to two approved calculators during the contest and may use spare batteries if needed.

f. You may write on the test paper and on the scratch paper provided. The answer sheet is reserved for answers only. Do not make notations or any other marks on the answer sheet. Write all answers on the answer sheet; answers written on the test or scratch paper will not be considered by graders.
g. Write answers clearly and legibly, using only capital letters.
h. When the stop signal is given, if you are in the process of writing an answer you may finish writing that answer only. You may not do any additional work on any test question. Contestants shall put their writing implement down and sit back while the tests are collected.
i. Verification period will be held in_____(name room) at____(give time). This is the only time for contestants and coaches to verify grading and unofficial results.
j. Are there any questions?
k. You may begin the contest.

9. Give contestants the signal to start. Thirty minutes after the start of the contest, announce that papers may be turned in, but those desiring additional time up to the full two hours may continue. After two hours, give the verbal notification to stop.
10. Papers that are turned in before the contest time has elapsed should be delivered to the head grader to begin grading. It is not necessary to wait for all papers to be turned in before beginning grading.
11. When the time has elapsed, the contest director should collect all test materials, including scratch paper.
12. Deliver all materials to the grading room.
13. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. If an error is suspected on the answer key of an objectively-scored contest, refer to instructions on Answer Key Errors in the Contest Rules and Procedures section of the contest handbook. Do not "throw out" a question or make any other alterations without a ruling from the UIL State Office and/or the respective state contest director, as this could affect wild card team selection.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. If an answer is incorrect, place an X over the question number. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. For answers that are left blank, draw a line through the blank.

SCORING

Score points according to the guidelines in Science Contest Rules and Procedures.

PLACES AND TIES

Refer to Science Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify they have the correct papers and look for errors in grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At State Meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections. After resolving all questions, or at the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth, the top scorer and alternate in each of the three subject areas and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners, as the top scorer in each of the three subject areas or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

SCIENCE QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME — 30
TEST TIME — 2 hours

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, top scorer certificates.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, scratch paper, calculators/ pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL (all may be coaches)
- Director
- Monitor
- Head grader

 # OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team; first place top scorer in biology, chemistry, physics.

TIES
• Overall individual—Break ties with formula for percent accuracy. See C&CR for details.
• Top Scorer— Break ties with formula for percent accuracy. See C&CR for details.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Top 2 Scorers in biology, physics and chemistry
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

Top Scorer Biology - 3; Top Scorer Physics - 3; Top Scorer Chemistry - 3

ADVANCE
Top 3 individuals, top scorer in each subject area, 1st place team of four highest scoring contestants. One wild card team per regional.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Science Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic coordinators. Check the different web pages for speech and debate, journalism, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restriction

Only calculators on the UIL Science Contest Approved Calculator List may be used in the contest. The approved list is available in the UIL Science Handbook and on the UIL website.

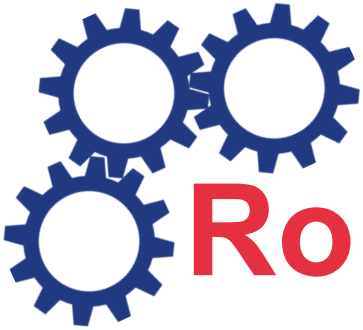
Prior to the beginning of the contest, contest directors and/or designated assistants, who may be coaches, should verify through brief visual inspection that contestants are using approved calculators. No clearing or other action is necessary.

Contestants may have up to two approved calculators, as well as spare batteries, for use during the contest.



University Interscholastic League
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2025 • 2026



Robotics Handbook

Program Guide for Coaches and Contestants

UIL Robotics Handbook is published annually
by the University Interscholastic League.
Any or all sections may be duplicated.

2025 • 2026
University Interscholastic League
Robotics Handbook

Section 1: Introduction

The details in this handbook expand upon the information in the UIL *Constitution & Contest Rules*. Refer to the Robotics section of the UIL website for additional information and updates, as well as resource links and an archive of state championship results.

From the UIL *Constitution & Contest Rules:*

Section 970: ROBOTICS
(a) THE CONTEST.
  (1) Purpose. Robotics incorporates numerous STEM components that develop beneficial knowledge and skills for students, including mechanical and software engineering, computer programming and mathematics. Participation in robotics fosters creativity and innovation, while teaching students to work collaboratively and to think critically and analytically.
  (2) Format. The contest structure shall be as specified in the current *UIL Robotics Handbook.*
(b) ENTRIES. Each member school shall be allowed to enter contestants as specified in the current *UIL Robotics Handbook.*
(c) QUALIFICATION. Criteria for advancement shall be as specified in the current *UIL Robotics Handbook*. Advancing contestants shall qualify to participate in the UIL Robotics State Championships.

The remainder of this handbook addresses the specifics of contest structure, entries and qualification as indicated in the UIL *C&CR*.

UIL Robotics began as a pilot program during the 2015-2016 school year. Based on the success of the pilot, the UIL Legislative Council approved official adoption of Robotics in October 2017, to be effective beginning with the 2018-2019 school year.

As an officially sanctioned contest, UIL Robotics retains much of the structure used successfully for the pilot program, with a few important differences stemming from the move to official status.

Section 2: Contest Structure

UIL Robotics is a collaboration between the UIL and three established robotics organizations – BEST Robotics, *FIRST* Robotics, and the Robotics Education and Competition Foundation. Each organization has more than 20 years experience offering educational robotics competition in Texas and in other states.



(A) Competitions and Seasons
The BEST Division of UIL Robotics includes a single program of competition with a season that runs entirely in the fall. The BEST season kicks off in early September, progresses through a six-week build schedule, practice days and qualifier meets. and concludes with a championship event in early December.

The *FIRST* Division of UIL Robotics includes two programs of competition – the *FIRST* Tech Challenge (FTC) and the *FIRST* Robotics Competition (FRC). The FTC season begins with a kickoff in September. FTC uses an open build season, with qualifier competitions occurring from November through February leading up to championship events in March/April.

FRC competition begins with a kickoff event in early January followed by a six-week build season. Qualifier meets occur primarily in March, leading up to April championship events.

The RECF-VEX Division includes a single program of competition with a season spread out through the school year. Each year's kickoff happens during the summer, and the build season is open. Qualifier competitions occur in the fall and winter with the UIL championships in early February.

(B) School Participation
Participation in UIL Robotics involves registering a team with BEST, *FIRST* or the RECF and competing in the regularly scheduled qualifier meets offered through those organizations. There are no separate UIL district or regional meets for Robotics.

A school may participate in one or more divisions of UIL Robotics. While most schools select one or two divisions to focus on, it would be possible for a school to qualify for State in all three divisions of competition and earn separate state championship points based on placement in their respective competition group. (For additional information on state championship points, refer to Section 4 of this handbook.)

Students may participate on teams in more than one division of UIL Robotics, dependent on the policies of their schools or school districts. (Refer to *FIRST* Robotics guidelines regarding same-student participation on FRC and FTC teams.)



(C) State Championships
All three divisions of UIL Robotics culminate in state championship events at or near the conclusion of each competition season.

The UIL Robotics State Championships – BEST Division takes place in the fall following the regular BEST qualifier season. The UIL Robotics State Championships – *FIRST* Division will take place in the spring following the regular qualifier meet seasons for FRC and FTC. The UIL Robotics State Championships – RECF-VEX Division takes place in early February, near the end of the VEX V5 qualifier season.

Specific dates, locations and other information for each championship event will be posted on the UIL website, and on the website of the respective robotics organization.

The UIL Robotics State Championship events will be invitational in nature. Refer to Section 4 of this handbook for additional information on advancement structure.

The UIL state championships may be conducted concurrently with other robotics championship events. This structure can provide increased efficiency in scheduling these complex, large-scale events while also reducing missed school time for participants. Concurrent scheduling does not affect the number of teams that qualify for the UIL state championship portion of the event.

Section 3: Representation and Team Structure

(A) General Information
The UIL is a membership organization. A school must be a UIL member in order to compete for UIL state championships.

Any team registration and event entry fees are determined by the robotics organizations and paid directly to those groups. There are no robotics participation fees paid to UIL.

(B) Concurrent Scheduling
A robotics team must represent a UIL member school in order to compete for UIL awards. Guidelines of the robotics organizations may allow for participation by teams that represent groups that are not UIL members (non-member schools, clubs, etc.). Those teams do not qualify to compete for UIL honors but may compete for advancement and awards given by the robotics organizations. Concurrent scheduling means that UIL and non-UIL teams may participate in competition at the same event.

(C) Team Structure
Robotics teams must meet the following criteria in order to compete for UIL championships:

1. The team must represent a single UIL member high school.
2. All team members must be full-time students at the member high school they represent. Exception: composite teams as defined below.
3. For composite teams, the majority of team members must be students in grades 9-12.
4. All team members must be eligible for participation as determined by applicable Texas law and school district policy.

Composite teams are high school-based teams that also include some middle school students. Composite teams that meet the above criteria

are eligible to compete for UIL honors. The team must be high school-based. Middle school-based teams are not eligible to compete for UIL state championships.

Combined teams are teams composed of students who attend different high schools. Combined teams are not eligible to compete in the UIL Awards track *(see Section 4(B) for definition of scoring tracks)*.

Middle school-based teams, combined teams and teams representing non-UIL organizations are not eligible to compete in the UIL Awards track. They may be eligible to compete in the Robotics Awards track, dependent on the guidelines of the robotics organizations.

(D) Competition Groups
Robotics competition is not fully divided into the six different UIL classifications (Conferences 1A-6A). A school's conference is determined based on its enrollment and other factors in the structure of the school.

Teams from all UIL conferences compete together at qualifier meets in their respective areas of the state. At the UIL State Championships, teams are assigned competition groups based on school size and contest-specific criteria. State championships will be awarded for each competition group.

At the championship events, teams in the BEST Division will be organized into three competition groups: UIL Conferences 1A/2A, 3A/4A, and 5A/6A. The FTC contest of the *FIRST* Division will be organized into three competition groups: Conference 6A, Conference 5A ,and Conferences 1A-4A. The FRC contest in the *FIRST* Division will include a single competition group for all teams in the UIL Awards track. The RECF-VEX Division will be organized into four competition groups: Conference 6A, Conference 5A, Conference 4A, and Conferences 1A-3A.

Section 4: Qualification and Awards

(A) Qualifier Meets - General Information
The structure and scheduling of robotics qualifier competitions are determined by the robotics organizations. Contests at those meets are conducted in accordance with the general rules of the *FIRST* or BEST organizations, including the scoring and judging rules for that year's game. There are no separate UIL scoring or judging criteria.

(B) Qualifier Meets - BEST Division
Local competition groups for BEST Robotics are called hubs. Registered teams connect with a hub in their area for participation in kickoff events, practice days and the hub's "game day" qualifier competition.

A UIL-eligible team's BEST Award score will be used to determine invitational selections for the UIL state championships. Consideration will also be given to the number of teams participating in the qualifier.

A single hub may have teams participating from one, two or three of the competition groups outlined in Section 3(D) and may advance teams from each group to the state championships.

(C) Qualifier Meets - *FIRST* Division
In FTC competition, Texas teams participate in a league play format for local qualifiers. Teams advance from their league championships to *regional competition. Qualification to state is based on a team's performance at their regional championship, using standard FTC Advancement Criteria. (Refer to the *FIRST* in Texas website for details).

The top UIL-eligible FTC teams from each of the *FIRST* regions in Texas will receive invitations to the state championships. Regional events may include teams from one, two or three of the competition groups outlined in Section 3(D) and may advance teams from each group to the state championships.

In FRC competition, Texas teams participate through the *FIRST* *District Model. The UIL Robotics State Championships - *FIRST* Division will take place concurrently with the *FIRST* District Championship for FRC. UIL-eligible FRC teams that advance to the championship event will compete for both UIL honors and *FIRST* honors and advancement.

(D) Qualifier Meets - RECF-VEX Division
VEX V5 teams participate in local tournaments in a variety of formats where they earn points in the standings for their VEX V5 *region of Texas, Teams advance to the UIL State Championships based on those regional standings near the conclusion of the local qualifier schedule, as well as the competition group structure outlined in Section 3(D).

**Note that FIRST districts and regions and RECF regions have no relationship to UIL districts and regions.*

(E) Invitational State Championships
UIL Robotics is a state level competition. There are no separate UIL district or regional meets for Robotics.

The UIL Robotics State Championships are invitational events. Qualification is based on a team's performance in the regular qualifier meet season for the robotics organizations as described above.

Invitations will be extended based on a team's scores in qualifier meets, with consideration given to the level of participation at those qualifiers as well as advancing teams in the UIL conference-based competition groups where applicable.

The number of teams invited will be determined based on the parameters established by the contest rules and the limits inherent to the event schedule and venue. Waiting lists will be maintained.

(F) Scoring and Awards
In event structures with concurrent scheduling, two-track scoring will be used. The UIL Awards track will include UIL teams only, with those scores deciding the UIL championships and other awards presented by the UIL. The Robotics Awards track will include all participating teams, with those scores used to determine awards presented by the robotics organization.

UIL Awards will include, at minimum, a state champion team and runner-up team for each competition group. Awards for additional placing teams, as well as other types of awards may also be presented, depending on the format of the specific competition.

(G) Medals
Participants on state champion and runner-up teams will receive medals. Medals may also be awarded for additional placing teams or for other types of awards. Team sizes vary widely in Robotics. Caps may be set on the number of medals available for each team. Schools may purchase additional medals – an order form is available for download on the UIL website.

(H) Academic Championship Points
Section 902(k)(3) of the UIL *Constitution & Contest Rules* specifies points awarded for Robotics toward the overall Academic State Championships.

Points are awarded at the state level only – there are no district or regional points for Robotics. Points are designated through fourth place, to be awarded dependent on the format of the specific competition.

(I) Lone Star Cup Points
Schools also receive Lone Star Cup points for advancing to the UIL Robotics State Championships, and for placing in their competition group. Refer to the UIL website for additional details.

(J) TILF Scholarship Eligibility
Participants on Robotics teams that finish in the top 10 places for their competition group at a state championship earn eligibility to apply for Texas Interscholastic League Foundation scholarships. Refer to the UIL website for additional details.



www.uiltexas.org



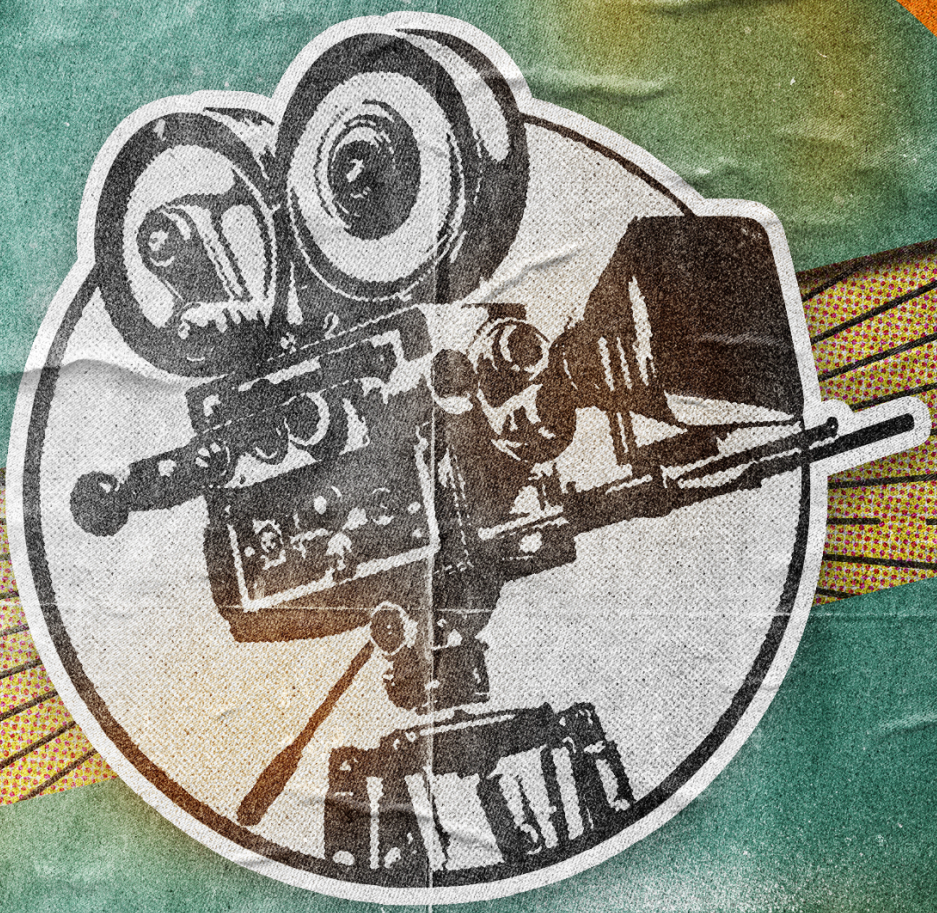




#UILState

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web: www.uiltexas.org

THE UIL YOUNG FILMMAKERS FESTIVAL



2024-2025 PARTICIPANT GUIDE

University Interscholastic League

UIL Young Filmmakers Festival

2024-2025

Telephone: 512-471-5883 Theatre/Film Only: 512-471-9996

1701 Manor Road, Austin, TX 78722

WEB Address: www.uiltexas.org

WHO TO CONTACT WITH FILM QUESTIONS

Paula Rodriguez, UIL Assistant Academic Director- Film Contest Director
prodriguez@uiltexas.org 512-471-9996

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Heidi Whitus, UIL Film Contest Consultant hwhitus127@gmail.com

Rodrigo Sanchez, UIL Film Consultant rrsanchez119@gmail.com

SUBMISSION DEADLINE- JANUARY 11, 2025

Participants

Only high school students eligible **under UIL rules** are eligible for the high school film contest.

> **Students producing the film must be currently enrolled *(2024-2025 school year) and attending a UIL member high school.* The *entire* production team must be enrolled full-time at the participating UIL member high school during the 2024-25 school year. See UIL Eligibility**

Only students producing the film (non-performers) must be listed on the official entry form.

- There is no minimum or maximum number of student contestants.
- ***Performers are not considered contestants if that is their only role in the project.***
- Adult involvement in the project is limited to sponsors and onscreen talent.
- There is no amateur rule for this contest.
- Adult Sponsors in the UIL State Student Film Festival shall be full-time employees of the school districts they represent. Their actual involvement in producing the film shall be in an advisory capacity only.

Contact UIL Director of Eligibility and Education if you have questions regarding student eligibility.

Conference

Schools will enter in one of the following conferences. Failure to enter in the correct conference may lead to disqualification of the entry.

- Conference 3A-Combined Conferences 1A- 3A schools only.
- Conference 4A-Conference 4A
- Conference 5A-Conference 5A
- Conference 6A-Conference 6A

TIME LIMITS AND ENTRIES

Time limits include credits and will be checked in prelims. Each school may submit **three (3) films** in each of the following four categories:

- Narrative- 3-7 minutes maximum in length
- Documentary (No Broadcast News or PSAs)- 3-7 minutes maximum in length
- Computer/Digital Animation, in which the illusion of movement/imagery of the subject or character is created by **keyframes** in a digital animation program. 30 seconds to 3 minutes maximum in length.
- Traditional Animation, in which the illusion of movement is 100% created by the filmmaker(s). **This includes hand-drawn animation or stop-motion animation which physically adjusts objects in each frame.** 30 seconds to 3 minutes maximum in length.

See Film categories.

ELIGIBLE MATERIAL

There is no particular theme for film festival entries.

Submitted films must be original works and are required to have clearances for music and or other copyrighted material featured in the project. Students are encouraged to find non-copyright sources for music and images. A media log of any copyrighted music, footage and images used shall be kept on file at the school. See link example of the media log.-**Your school is responsible for obtaining all copyright clearances for images, footage and music used in your submission.**

The submitted film shall not infringe upon or violate the intellectual property rights of any third party and will not give rise to any claims of infringement, invasion of privacy or publicity, or infringe on copyrights, trademarks, patents, or other intellectual property rights. The submission has not been released commercially, been previously published or won any awards.

Artificial Intelligence (A/I) cannot be used to produce content (including images or written script) for any UIL film submission.

Films containing copyrighted material used without permission will not be eligible for screening. (C&CR Section 1036)

COMMUNITY STANDARDS FORM

The administration of the producing school shall assure that the production does not offend the moral standards of the community. A signed "UIL FILM FESTIVAL-Community Standards and Copyright Compliance Form" signed by your Principal shall certify that the entries have been carefully examined and approved for presentation. **This form is included on the online entry and due by the entry deadline.**

Only those films produced for the current school year (2024-2025) will be considered for submission into the contest. Films from previous contest years *are not eligible* for competition. Films that *began* production during the spring (2024) or summer months (2024) prior to the new school year, are eligible for the 2024-2025 UIL Film contest.

All **students producing (non-performers) the film must be eligible students under the current UIL rules (e.g., a 10th grade student may start production of a contest film in summer of 2024 and enter their film as an 11th grader for the 2025 festival).**

Entry Procedures

- Schools will be asked to submit an **Intent to Participate form** by December 1, 2024. This is a survey only and not the official UIL enrollment form.

- The official UIL entry form for submitting films will become active January 1, 2025. The form can be found at www.uiltexas.org/film.

- **FILM SUBMISSION DEADLINE IS JANUARY 11, 2025. Films must be submitted by the deadline to qualify. No late submissions will be accepted.**

- The date, times and venue for the State Awards are tentatively scheduled for **February 26, 2025** in Austin. Check the UIL Film page for updates.

EVALUATION

Films submitted to the Festival shall be previewed, critiqued and ranked by our adjudicators. **Originality, cinematic storytelling, and technical execution** are the basis of the scoring. Students will receive feedback from the judges.

Films should be the creative vision of the production team. As such, class projects which may end up as a longer piece than UIL time limits allow, should not be submitted as separate entries. A school's entries should be unique, representative of the individual teams.

Depending on the number of entries received in your category, advancing films will compete in multiple rounds, culminating with a State Semi-final round to determine State qualifiers. Those entries advancing to State in each category will be screened and ranked **first through sixth place** at the State Festival. Medals and trophies will be awarded for first through sixth place. Schools shall receive a written evaluation of the film via the Film Contest Portal for each level.

The UIL TALK TAB system will be used to tabulate rankings.

JUDGES-NEW to 2025:

Due to the growing number of entries to the contest, UIL Film sponsors are strongly encouraged to assist in judging film entries outside their competition pool. This year, schools are required to provide a minimum of one film judge for every 3 entries from their schools. Film sponsors can cover the judging assignments for their school themselves or submit to UIL the names of judges. A UIL Film Judges training guide and ZOOM workshop will be available in December. Check the UIL Film Page for more information.

JUDGES INTEREST FORM- COMING SOON

JUDGE TRAINING (LIVE) COMING IN DECEMBER!
CHECK THE UIL FILM WEBSITE

FREQUENTLY ASKED QUESTIONS

What does it mean by "producing team"?
The producing team are the official, UIL eligible students (non-performers) participants on the film entry. This includes, but not limited to, the following positions: writers, directors, producers, editors, designers, camera operators, technicians, animators. These students may *also* serve as performers in the film.

Is my school locked in to compete if I file an intent to participate?
No. This is merely an "intent" to participate. This will help us plan for acquiring judges and planning for the evaluation process.

Is there an entry fee?
No.

Can my faculty advisor/sponsor help me write, edit or shoot the film?
They may ONLY assist you on set; in fact, that is strongly advised. They may give artistic and technical advice throughout the process only. They shall not write, edit, design, direct or shoot the film. This is a 100% student film production.

When is eligibility checked?
Eligibility is checked at the time of the **submission deadline, JANUARY 11, 2025**. The project is entered as a **producing team (non-performers)** representing the school. Ineligible students shall not be allowed to represent the school at the state finals.

What does it mean that there is no "amateur rule?"
Unlike athletic events in UIL, on-screen talent in the film contest can have professional film, TV or commercial credits.

Can our students work with friends that go to another school?
Only as on-screen or voice talent.

Can I use my little brother/sister from middle school as an on-screen talent (performer)? What about adults?
Yes. Non-high school students or students from another school can participate as **on-screen talent only.** They may not be listed as official participants in the contest entry.

What is the difference between stock footage and B-Roll?
Stock footage is **pre-recorded video content not recorded by the filmmaker** that can be reused in a variety of media projects. It is commonly used in films to show things the filmmakers could not film themselves, such as occurrences from the past or distant locations. B-roll footage in documentaries is any supplemental video **shot by the student filmmaker** that is considered to be additional to the primary footage, typically used to illustrate and enhance interviews and prevent from uninterrupted use of "talking heads."

Will I need location permissions? Waivers? etc?
Schools should check with each location. Waivers from talent, etc. shall be the responsibility of the participating school.

May we use pre-generated materials software? No. However, the creation of virtual sets and animated elements from animation software that are CREATED BY THE STUDENTS are permissible. Check with the UIL office for clarification.

Any rules on language or content?
See Section 1036 (c)(1)(B) of the current UIL *Constitution and Contest Rules*.

Does Mockumentary fall under the Narrative or Documentary category?
Narrative. Since a mockumentary is scripted fiction, it will fall into the Narrative category.

May I use stock footage?
Your film may contain LICENSED or *public domain* stock footage as needed for a documentary. **Stock footage used in narrative and animation entries should not exceed more than 10% of the total running time. This will be checked in prelims.**

Stock footage is pre-recorded video content that can be reused in a variety of media projects.*

What will I need to prove I have permission to use the music and stock footage?
Receipts will need to be produced if requested by the State Contest Director.
NEW in 2025: A music, footage and image log should be maintained and kept on file at the high school. See Film page for sample media log. Your school is responsible for acquiring any and all clearances for any copyrighted music or images you use. The UIL cannot give opinions on copyright issues. All music, images, titles, footage and other copyrighted material used in your submission **MUST be properly licensed**. You must have permission and/or the proper rights to all content submitted.

Will the school receive any points towards Academic Championships?
Schools awarded 1st through 6th place at State shall receive points that count towards the overall Academic Championship. Additionally, points from One-Act Play, Film and Theatrical Design shall count towards the overall State Theatre Championship. The points are equivalent to any group contest in Academics.

POINTS (at the state level)
1st —20
2nd—16
3rd—12
4th—10
5th—8
6th—6

Can I view winning films from previous years?
Yes. Award-winning films from previous years may be found on the UIL Film page.

Does the University Interscholastic League hold the copyright for the submitted film?
No.

I am new to this contest. Are there any workshops or presentations I can view that could help me prepare?
Yes. There are UIL Film workshops throughout the year. Please check the UIL Theatre site for dates and opportunities. See below for a listing of student activity conferences. View the UIL YouTube channel for past filmmaking sessions.

UIL Student Activity Conferences 2024

This year's schedule includes four in-person conferences offering contest information, instruction and tips to help coaches and students prepare for the 2024-2025 competition season. Sessions will be scheduled for all UIL academic contest areas. A full program of events at each site will be posted and updated on this page approximately two weeks prior to the conference. If you are interested in presenting a session for the UIL Film contest please submit the **Workshop Proposal Form.**

September 7, 2024- Tyler Junior College, Tyler
September 15, 2024 – Lone Star College- Houston
October 5, 2024 – Texas Tech University
November 2, 2024 – University of Texas, Austin

UIL FILM CONTEST RESOURCES

Film Technology for All Budgets (UIL Student Activity Conference Presentation)

Getting Started with the UIL Film Festival
(UIL Student Activity Conference Presentation)

***StudioBinder**

All American High School Film Festival Music Library

EditMentor

ASBClassroom

Filmmaking For Teens by Troy Lanier and Clay Nichols

How to Obtain Permission (U.S. Copyright Office, Library of Congress document)

SEE YOU AT THE MOVIES!

Acknowledgements
Elisabeth Sikes, Luis Muñoz, Connie McMillan, Dr. David Stevens,
Heidi Whitus and Rodrigo Sanchez for their contributions and support of this contest.



Journalism Handbook

For Contest Directors, Coaches and Contestants

2024 • 2025

UIL Journalism Handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

Notice of Non-Discrimination

The University Interscholastic League (UIL) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs.
See Section 360, Non-Discrimination Policy, UIL *Constitution and Contest Rules*.
https://www.uiltexas.org/policy/constitution/general/nondiscrimination

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Dr. Mark Cousins
University Interscholastic League
Director of Compliance and Education
1701 Manor Road, Austin, TX 78722
Telephone: (512) 471-5883
Email: policy@uiltexas.org

For further information on notice of non-discrimination, visit
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm

or call 1-800-421-3481 or contact OCR in Dallas, Texas:
Office for Civil Rights
U.S. Department of Education
1999 Bryan Street, Dallas, TX 75201-6810
Telephone: 214-661-9600, Fax: 214-661-9587, TDD: 800-877-8339
Email: OCR.Dallas@ed.gov

2024 | 2025
University Interscholastic League
Journalism Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 1021: JOURNALISM PROGRAM AND CONTESTS

(a) PURPOSE. The purpose of the UIL's journalism program is not so much to train students to become professional journalists but rather to stress writing and higher order thinking skills.

(b) PRACTICAL TRAINING. Few of the participants in UIL journalism contests pursue careers in journalism. More are trained toward critical evaluation of media, and this training eventually spawns a continuous pressure upon these institutions to better serve our nation.

(c) PROGRAM. The journalism program consists of the voluntary member state high school publications association (ILPC) and the UIL's journalism contests. Schools need not join the journalism association in order to be eligible for UIL contests.

(d) INTERSCHOLASTIC LEAGUE PRESS CONFERENCE (ILPC). For information regarding the ILPC, see Appendix III.

Section 1023: HIGH SCHOOL JOURNALISM CONTESTS

(a) ENTRIES. Each member high school may enter as many as three persons in each of the five journalism contests for its conference at the district level. A student may compete in all five contests.

(b) ADMINISTRATION AND JUDGING OF JOURNALISM CONTESTS. The director of the district and regional meets shall appoint a journalism contest director to conduct and supervise the journalism contests. It is the duty of the contest director to administer the contests in strict adherence to the guidelines set forth by the UIL office. Instances of variances from the guidelines should be reported to the UIL Director of Journalism immediately. The contest director shall be responsible for preventing any communication between contestants or any reference on the part of contestants to notes, books or printed material other than a printed or electronic thesaurus, dictionary and Associated Press stylebook. The contest director or designee shall be timekeeper for the contest and should give periodic warnings of the time limit, even if the contest is held in a room where a clock is clearly visible to the contestants. When the contest time elapses, the contest director or designee shall collect all papers.

(1) Contest Roster. The contest director should assign a contest number to each contestant.

(2) Identification. The assigned numbers will be the only identification on the contest papers. Judges shall not have access to the master list of number assignments on the Contest Roster until all judging has been completed. Failure to write the identification number on an entry may result in disqualification. The penalty for writing a student's name or name of school on entry is disqualification.

(3) Judges. Judges for each journalism contest shall be secured by the journalism contest director before the contest is administered, subject to approval by the meet director. It is recommended that the judging panel have three members and that at least one member be a current or former journalism teacher. At the regional and state level, at least one member of the judging panel shall be a former or current high school journalism teacher. A host site can request a waiver through the UIL office if it is unable to secure a current or former high school journalism teacher for the judging panel. The panel may be asked to judge more than one of the journalism contests. Journalism coaches accompanying their contestants to regional meets may serve on judging committees, provided no coach is assigned to judge entries from the same event in which his or her contestant is competing. It is best to select judges who have no vested interest in the contest and whose integrity is above reproach. It is appropriate and recommended to pay judges a stipend for each contest judged.

(4) Judging Criteria. Judges should have on hand a list of contest judging criteria, which will be provided to the meet director with the contest packets.

(5) Ranking the Papers. Judges shall read and critique all papers and rank the top six places. There can be no ties in these contests.

(6) Contestants may use an electronic or printed thesaurus, dictionary and Associated Press Stylebook during the News, Feature and Editorial contests. Contestants may use a printed thesaurus, dictionary and Associated Press Stylebook in the Headline and Copy Editing contests. No other materials shall be used.

(7) Use of Computers. Contestants may choose to use their own laptop computers in the News, Feature and Editorial contests. No electronic device shall be permitted during the Headline or Copy Editing contests. If contestants choose to use their own com¬puters, they shall bring a portable printer, associated hardware, software and paper. Spell check, thesaurus and Associated Press Stylebook functions may be used if available on the computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer (if available). When printing the contest on an electronic printer, the print command shall be started by the time contest time expires. Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print the entry. District or regional host sites are not forbidden to provide computers for contestants but are not expected to make those provisions. Computers will not be provided at State, but contestants may use their own laptops and portable printers.

(c) STATE MEET. The first place entries in conference A, 2A, 3A, 4A, 5A and 6A will be subjected to a second judging. The contestant with the top entry will receive a championship plaque, commonly referred to as "Tops in Texas."

Section 1024: FEATURE WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. Feature writing teaches student to read critically, to digest and prioritize information quickly, and to write clearly, accurately and succinctly. Emphasis is placed on the same writing skills as other UIL Journalism Contests, as well as the ability to write descriptively.

(2) Format. The contest consists of a fact sheet from which participants develop a feature story.

Section 1025: NEWS WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. News writing teaches students to read critically, to digest and prioritize information quickly and to write clearly, accurately and succinctly. Emphasis is placed on mechanical and stylistic precision, lead writing, use of direct and indirect quotes and news judgment.

(2) Format. The contest consists of a fact sheet from which participants develop a news story.

Section 1026: EDITORIAL WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. The editorial writing contest teaches students to read critically, to digest and prioritize information quickly and to write clearly, accurately and succinctly. Emphasis is placed on mechanical and stylistic precision, news judgment, and the ability to think deeply, to compare and contrast and to argue or defend a point of view persuasively.

(2) Format. The contest consists of a fact sheet from which participants develop an editorial.

Section 1027: HEADLINE WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. Headline writing teaches students to read critically, to digest and prioritize information quickly and to write clearly, accurately and succinctly. Emphasis is placed on the ability to discern key facts and to write with flair and style in order to tell and sell a story.

(2) Format. The contest consists of a fact sheet from which participants will read six short articles and write prescribed headlines for each.

Section 1028: COPY EDITING CONTEST

(a) THE CONTEST.

(1) Purpose. Copy Editing teaches student the vital skills of proofreading and editing to create accurate, clear and succinct writing. Emphasis is placed on the ability to find and correct grammatical, spelling, punctuation, AP style and factual errors.

(2) Format. The contest consists of objective questions, proofreading sentences and editing a news brief.

Journalism
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on contestants' papers.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace an individual contestant on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **OPTIONS FOR WRITING**. Contestants who are handwriting their compositions may use ruled or plain white paper, standard notebook or typing paper. The written entry should be single-sided and composed in pencil or ink. Contestants may choose to use their own computers (except in HEADLINE WRITING and COPY EDITING), which shall be laptops. If contestants choose to use their own computers, they shall bring a portable printer, associated hardware, software and paper. Spell check, thesaurus and Associated Press stylebook functions may be used if available on computers. Contestants shall not include their names or the names of their schools on the contest entry. Papers will be identified by numbers assigned by the contest director.
8. **ELECTRONIC DEVICES**. Cell phones, smart watches, tablets, music players, headphones or any device other than a laptop may not be used in the testing room. No electronic devices shall be used during the headline and copy editing contests. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
9. **MATERIALS.** The contest director shall be responsible for preventing any communication between contestants or any reference on the part of contestants to notes, books or pre-printed material other than a thesaurus and/or dictionary and an Associated Press Stylebook. The allowable resources can be printed or on the laptop for the News, Features and Editorial contests.
10. **TEST DISTRIBUTION.** Testing materials will be distributed so that all participants begin the contest at the same time.
11. **START AND STOP SIGNALS.** The contest director or a designee shall be timekeeper of the contest and should give countdowns as time elapses, even if the contest is held in a room where a clock is clearly visible to the contestants. When the contest time expires, the contest director or designee shall collect all entries.
12. **JUDGING THE CONTEST.** A properly qualified and impartial judging panel should be selected by the contest director. See Section 1023 of the UIL Constitution and Contest Rules. The papers shall be graded in accordance with the list of journalism contest judging criteria for the contest. Judges

should write comments on each paper.

13. **JUDGING CRITERIA**. Judging criteria, a tip sheet and sample story or headline shall be provided to the contest director for News, Feature, Editorial and Headline contests. The contest director will ensure that copies of the criteria are made available for review by judges prior to the contest.
14. **GRADING COPY EDITING.** A key will be provided for the Copy Editing Contest. Judges should grade Part I and Part II. Part III is the tie-breaker. In tie-situations, Part III MUST be attempted by the student or the student is disqualified.
15. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to identify papers (see After the Contest, Verification Period). Judging decisions and rankings are subjective and shall not be subject to protest. Coaches or contestants not present for the viewing period forfeit their opportunity to identify entries and accept final results as official.
16. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, The contest director should announce the name and school of first through sixth place individuals. Official results, once announced, are final.
17. **RETURNING THE PAPERS.** If results are final, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than late Saturday of region weekend.
18. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete in accordance with Section 904 (Region) and Section 905 (State) of the UIL Constitution and Contest Rules.
19. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
20 **SWEEPSTAKES POINTS.** Points are awarded through sixth place according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM

Secure a room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height and a continuous writing surface. Sufficient electrical outlets must be available for News, Feature and Editorial.

MATERIALS AND EQUIPMENT

The contest director will provide:

- Accurate clock for timing, preferably one that contestants can see during the contest
- Paper clips
- Stapler
- White paper
- (DISTRICT) One 8 $\frac{1}{2}$ x 11 envelope per school entered, for returning materials

CONTEST PACKET

The UIL office will provide:

- Copies of the contest
- Judging criteria for four of the contests
- Contest tips and a sample story or headlines for four of the contests. (Give one to each judge before judging and attach one to each entry after judging.)
- A key for Copy Editing. (Give one to each judge and attach one to each entry after judging.)
- Statement to the contestants and statement to the judges
- (REGION) State Meet information cards for State Meet qualifiers (5)

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL

Coaches of competitors may serve as:

- Contest director
- Assistant to the contest director
- Room monitor

JUDGES

Select properly qualified and impartial judges. A minimum of three judges is recommended. Judging panels should (required at region and state) consist of at least one high school journalism educator, current or retired. The remaining judges may be other high school journalism educators, professional reporters and editors and/or other persons with writing/editing backgrounds. At the regional and state level, journalism coaches may volunteer to judge an event in which their student is not a contestant.

TIME

Allot one hour for the News, Editorial and Headline Contests. Allot one hour and 15 minutes for the Feature Contest. Allot 30 mintues for Copy Editing. The first 15 minutes is for roll call and opening

remarks and the remaining time (45 minutes for Editorial and News, 30 minutes for Headline, one hour for Feature and 15 minutes for Copy Editing) is for the test. It is critical to stay on schedule as some students may need to go to other events. Allow at least two hours to judge the entries. Arrange for and announce the time and place of verification and the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director. The roster will be generated from the Speechwire entry system. It will list the school, contestant number, contestant name, district or region number, and will indicate the competitors and alternates. You also can record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all tests to ensure that all pages are printed clearly and completely. Each contestant will be assigned a number indicated on the contest roster. The number will be listed on the roster as, for example, 6A-17 or 2A-4, indicating the conference and a number.

(DISTRICT and REGION) If there is more than one district or conference at the meet, it is important to differentiate contestant numbers by district or conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week.

COMPUTER USE
Students may use laptop computers in the News, Feature and Editorial contests. Rules regarding computer use include:

- Contestants also must bring a portable printer, paper, software and other necessary accessories such as extension cords.
- Spell check, thesaurus and Associated Press Stylebook programs may be used if available.
- Typed entries should be single-sided and double-spaced, using any standard 12-point font and 1-inch margins on regular 8 1/2 x 11-inch white paper.
- The print command must be entered prior to the time the contest time expires.
- Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print.
- Contestants accept all risks associated with use of computers. In the event of a computer malfunction, contestants may use remaining time to compose their entry by hand or on another computer (if available). However, time limits remain in effect.
- Districts and regions may provide computers for contestants but are not expected to make those provisions. Students accept all risks associated with the provided computers. Students may choose to handwrite their entries or may use their own laptop and portable printer. Computers will not be provided at the State Meet, but contestants may use their own laptop computers and portable printers.

COPY EDITING NOTES
Students may use printed AP Stylebook and dictionary in the contests. In the event of a tie, students who do not attempt Part III, will be disqualified. Students are only disqualified in tie-situations for not attempting Part III.

CONDUCTING THE CONTEST

1. Set up the room to facilitate monitoring by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Instruct contestants to write their assigned number in the upper right-hand corner of all pages.
7. Check all contests to ensure that all pages are printed clearly and completely. Distribute the prompt sheet(s)/or test to the students. Do not distribute the contest tips or sample story/headline or Copy Editing key to students. Contestants may use a dictionary, thesaurus and AP Stylebook during all of the contests.
8. Prevent any communication between contestants, or any reference on the part of contestants to notes, books or printed materials other than those listed above.
9. Except in an emergency situation, do not allow contestants to leave the room prior to turning in their paper.
10. Keep time for the contest. Give time remaining announcements, even if the contest is held in a room where a clock is clearly visible to the contestants. When time has elapsed (45 minutes for News, and Editorial, 30 minutes for Headline, one hour for Feature and 15 minutes for Copy Editing) from the time the contestants have been given the fact sheet or contest, tell students to put down pencils/pens or remove fingers from the keyboard.
11. Collect all entries. Check that the correct contestant number is on each document and count the number before taking the entries to the judges.
12. Gather prompts for the contest so that none are retained by the contestants, coaches or other interested parties.
13. Deliver all materials to the grading room.
14. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

JUDGING
THE CONTEST

1. Exclude contestants and coaches from the room when judging. Allow sufficient time for careful judging.
2. Make available the journalism contest judging criteria or Copy Editing key to the judges.
3. Review the judging criteria and ensure that the judges see the tip sheet and sample story/ headlines.
4. Length. There is no minimum or maximum length requirement (for News, Feature or Editorial). The paper should cover the topic sufficiently.
5. It is recommended that each paper is read by more than one judge.
6. For Headline Writing, consider using a point system to judge papers. Judges can score each individual headline on a 0 to 3 range with 3 being a perfect headline. Then, judges add the points to determine the winner. Ties must be broken. It is best if one judge scores all the same headlines. For example, have one judge score headline #1 and #2, the next judge scores headlines #3 and #4 and the final judge scores headlines #5 and #6. This will give you consistency in judging.
7. For Copy Editing, students, who are in tie-situations after Part I and Part II, will be disqualified if the student does NOT attempt Part III. Do NOT disqualify all students who do not attempt Part III. ONLY DQ those students in tie-situations. Part III is judged only to break ties. There shall be no ties in Copy Editing.
8. For News, Feature, Editorial and Headline constructive criticism MUST be written on each paper. Have the judges write their comments directly on the contest entries. Attach a copy of the contest tips and sample story/headline to each entry after judging.
9. Ties. There are no ties in any journalism contest. Judges must select first through sixth places.
10. After papers have been ranked, indicate the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are judged. The district meet director is responsible for entering results into the online entry system. All ranks must be entered into the online entry system prior to verification and announcement of results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's papers
- Display of ranks after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in online entry or mistakes in contestant numbers. Judging decisions and rankings are subjective and shall not be subject to protests.

Display or unofficially announce the top six contestants' ranks from the online scoring system after ranks were entered. This will allow data entry of score to be reviewed by contestants and coaches during the verification period.

If errors are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or at the end of the 15 minutes, the contest director should announce that the Verification Period has ended. Collect all papers. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all entries, prompts and rubrics so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants on the day of the meet.

JOURNALISM QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate two hours.

EDITORIAL

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 45 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

FEATURE

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 60 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

NEWS

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 45 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

HEADLINE

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 30 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

JOURNALISM REFERENCE CHART CONT.

COPY EDITING

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 15 minutes

CONTEST MATERIALS
UIL Packet: Contest and key

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
10 points will be awarded to the school that finishes with the most overall points and five points will be awarded to the school that finishes with the second highest number of points in the five journalism contests.

ADVANCE
Top three individuals

STUDY MATERIALS

Some materials are available on the UIL website for free download.

- The journalism study packet includes packets for News Writing, Feature Writing, Editorial Writing, Headline Writing and Copy Editing. Each packet (except Copy Editing) includes: 1) the previous year's district, regional and state tests for that respective contest, 2) judging criteria, 3) the previous year's State Meet winners for that respective contest.
- In addition, the Interscholastic League Press Conference has resources to assist advisers.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The *Journalism Contest Manual* offers suggestions on the best ways to approach each of the contests, as well as advice on practices to avoid.

The generic forms needed to host invitational meets, such as answer sheets and contest results forms are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre and the A+ Program for current information and forms specific to those contests.



www.uiltexas.org







#UILState

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New Speech Coach Guide

Your Journey Starts Here



2025 - 2026 UIL Speech and Debate *At – a – Glance*

August 15	☞	Fall Lincoln-Douglas Debate Topic available online (for use September through December UIL invitational meets)
August 15	☞	CX Debate: Schedule district planning meetings
September 10	☞	Congress: Deadline to submit Intent to Participate - Submit online to State Office Congress: Deadline to submit Region Legislation - Submit to Region Clerk
September 13	☞	Student Activities Conference – University of Texas RGV, Edinburg
September 27	☞	Student Activities Conference – West Texas A&M University, Canyon
October	☞	National High School Activities Month – Celebrate Speech/Debate!
October	☞	Round 1 Voting for 2026-2027 CX Debate Resolution
October 1	☞	CX Debate: Deadline to hold district planning meetings
October 2-4	☞	Texas Speech Communication Association Convention – Allen (Dallas)
October 26-27	☞	UIL Legislative Council Meeting
October 25	☞	Student Activities Conference – University of Texas - Austin
November 1	☞	CX Debate: District information form due with District Director's Name - Submit online
November 1	☞	Student Activities Conference – Richland High School, Prosper
November 1-15	☞	Congress Region Meets
November 17	☞	Congress: Deadline to submit Region Results & State Legislation
December	☞	Final Voting for 2026-2027 CX Debate Resolution
December 1	☞	CX Debate: Deadline for District officials to set up district meet online
December 1	☞	Congress: State Legislation posted
December 15	☞	Second UIL Lincoln-Douglas Debate Topic available online (for use January thru May including District, Region, and State)
January 2	☞	First day hosting district CX debate competition. Entries must be submitted online at least 10 calendar days prior to the district meet. Results submitted online no later than 10 calendar days after district meet. State qualifying schools should complete Required Judging Forms online immediately following their district meet.
January 6-8	☞	Congress State Meet
January 9	☞	First day for holding high school invitational meets using UIL Set A materials (Materials may be used from January 9 – February 7)
February 13	☞	First day for holding high school invitational meets using UIL Set B materials (Materials may be used from February 13 – March 8)
February 14	☞	CX Debate: Final day to hold district CX competition
February 16	☞	CX Debate: Final deadline to submit district results online
February 19	☞	CX Debate: Final deadline to submit Required Judging Information for State Meet without a $100 late fee. Deadline to certify second place CX teams (in districts with fewer than eight participating teams) and first place CX teams (in districts with only one school participating) to the League office. Submit online.
March 16-21	☞	Cross-Examination Debate State Meets
March 23-28	☞	First Week for Speech District Meets
March 30-April 4	☞	Second Week for Speech District Meets
April 24-25	☞	Regional Academic/Speech Meets
May 18-19	☞	Academic/Speech State Meets
June TBA	☞	UIL Capital Conference

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This button is found on the UIL Speech home page: https://www.uiltexas.org/speech

At a state meeting in 1910, debate teachers enthusiastically began an interscholastic forensic program to motivate their students and provide them with a practical application for the skills they were developing. Two years later, they asked the University of Texas to administer the program in such a way that it would be fair and equitable for all interested schools in the state. Since that time, the University Interscholastic League has grown into a vibrant organization not only for debate but interscholastic contests in academics, athletics, and music.

Currently, UIL membership includes over 1600 public high schools, as well as private schools meeting prescribed criteria. These schools range in student body size from 9 to almost 6,000. An elected body of school administrators representing each conference and region in the state make up the Legislative Council that governs UIL. Local schools are realigned every two years into UIL districts, which are governed by their District Executive Committee.

The UIL academic program has become the largest program of its kind in the nation and has flourished because of the support and input of the teachers whose students benefit from it.

Our purpose is to develop academic competition that provides enrichment beyond the classroom curriculum, where the best and the brightest are challenged to demonstrate mastery in a variety of academic skills. We currently sponsor 30 high school and 20 elementary/junior high contests. Our staff continually strives to correlate our contests to standardized tests such as college entrance exams, so that students have a training ground that prepares them for the rigorous academic world of higher education. Objectives outlined in the state curriculum are also strong determining factors in the design of our contests that provide advancement from district to regional to state in order to crown a state champion in all 6 conferences.

More than 22,000 Texas high school students who have competed at the UIL State Academic Meet have received scholarships to attend Texas colleges and universities. This year alone, the Texas Interscholastic League Foundation is awarding over 1.1 million dollars in scholarships.

Our scholarship program is second to none, having disbursed over $39 million since its conception in 1954.

"SCHOOL ALWAYS FAILED TO CHALLENGE ME, AND EVERY DAY I LOOKED FORWARD TO UIL PRACTICE AFTER SCHOOL WHERE I COULD LEARN AND BE CHALLENGED. UIL ALSO PUT ME IN THE SOCIETY OF OTHER INDIVIDUALS THAT EDIFIED MY LEARNING AND MY CHARACTER. I OWE SO MUCH OF WHO I AM, WHERE I'VE BEEN, AND WHAT I'VE DONE TO UIL; I WOULDN'T BE A SLIVER OF THE PERSON THAT I AM TODAY WITHOUT IT."

MICHELLE ALANIS
TILF SCHOLARSHIP RECIPIENT

100+
YEARS OF COMPETITION

Because the UIL Academic program offers a full range of contests that are an extension and enrichment of the state educational curriculum, students will have many opportunities to challenge their skillsets. UIL created an

ACADEMIC CONFLICT PATTERN

that provides the blueprint for district, region and state meet tournament schedules, to administer efficient tournaments that do not demand excessive loss of school time for participants.

As you begin to recruit students for your UIL speech events, study the conflict pattern to see which contests are to be scheduled at the same time. This will help avoid discovering you have coached a student that also is preparing for another event, perhaps in the English, math, or science areas, that the conflict pattern prevents him or her from competing in both.

The Academic Conflict Pattern is not mandated for the UIL district meet. However, districts are strongly encouraged to follow it and most of them do because the conflict pattern will be strictly observed at all region meets and at the UIL Academic and Speech State Meets. If a district decides not to adhere to the conflict pattern at the district meet and a student qualifies for region in two conflicting events, the contestant cannot advance in both and is required to choose. This is an issue that should be thoroughly discussed and determined during the local UIL district planning meeting.

Contests in a given set do not conflict with contests in any other set, with the exception of restrictions in speaking events. Refer to the restrictions discussed later in this manual. In addition, notice that speech events have preliminary rounds as well as final rounds so you must check the entire conflict pattern to be certain which academic contests conflict with speaking events. For example, Persuasive Speaking conflicts with Current Issues & Events in Set 1 as well as Literary Criticism in Set 4.

In terms of speaking events, the conflict pattern includes the individual speaking contests: Prose and Poetry, Informative and Persuasive Speaking, as well as Lincoln Douglas Debate. Congress does not appear on the Academic Conflict Pattern because it is a fall/winter contest and rules governing it determine there is no conflict with any other speaking event or academic event. Cross-Examination Debate is a team event and requires an extended tournament time schedule to administer due to multiple preliminary and elimination rounds. CX Debate qualifying meets are held separately from the individual speaking and academic events in an effort to allow debaters to compete in more than only team debate within the UIL Academic program. One-Act Play also does not appear on the conflict pattern, as it entails a team cast and crew and has qualifying levels of competition additional to district, region and state.

2025-2026

Academic Conflict Pattern

The Academic Conflict Pattern is not mandated at district. However, districts are strongly encouraged to follow it. The conflict pattern will be strictly observed at all region meets and at the UIL Academic State Meet. Contests in a given set do not conflict with contests in any other set, with the exception of restrictions in speaking events. For example, Number Sense in Set 1 does not conflict with Accounting in Set 2 or with Social Studies in Set 3.

Set 1
3 hours
(i.e. 8-11 a.m.)

Only the following contests will be held during Set 1. These contests may be scheduled at the same time:

- Current Issues & Events
- Ready Writing
- Prose prelims
- Poetry prelims
- Lincoln Douglas debate prelims

Each of the above contests conflicts with:

- Calculator Applications
- Number Sense

Calculator Applications and Number Sense may not be held at the same time.

Ready Writing and Copy Editing may not be held at the same time.

Set 2
2 1/2 hours
(i.e. 11 a.m.-1:30 p.m.)

Only the following contests will be held during Set 2. These contests may be scheduled at the same time:

- Accounting
- Informative Speaking
- Persuasive Speaking
- Science
- Spelling & Vocabulary

Each of the above contests conflicts with:

- Feature Writing
- News Writing

Feature Writing and News Writing may not be held at the same time.

Set 3
2 hours
(i.e. 1:30-3:30 p.m.)

Only the following contests will be held during Set 3. These contests may be scheduled at the same time:

- Social Studies
- LD finals
- Prose finals
- Poetry finals

Each of the above contests conflicts with:

- Computer Science (Written)
- Editorial Writing
- Headline Writing
- Mathematics

Editorial Writing and Headline Writing may not be held at the same time.

Computer Science and Mathematics may not be held at the same time.

Set 4
2 1/2 hours
(i.e. 3:30-6 p.m.)

Only the following contests will be held during Set 4. These contests may be scheduled at the same time:

- Computer Science (Programming session)
- Informative finals
- Literary Criticism
- Persuasive finals

If you enter:	You may not enter these contests:
Team Debate	Lincoln Douglas Debate
Lincoln Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Updated June 2024

Sample District Meet Schedule

2025-2026

The conflict pattern exists so students can be assured that they will be able to compete in the contests for which they've prepared. It is constructed in four sets of contests.

1-DAY SCHEDULE

SET 1
8 a.m.
LD Debate prelims Round I, Number Sense,
Ready Writing computer set-up

8:30 a.m.
Prose (prelims), Poetry (prelims),
Current Issues & Events, Ready Writing

9 a.m.
Calculator Applications,
LD Debate prelims Round II

10 a.m.
LD Debate prelims Round III

10:30 a.m.
Copy Editing

SET 2
11 a.m.
Informative (prelims), Persuasive (prelims),
Spelling, Accounting, Science, News Writing

Noon
Feature Writing

SET 3
1:30 p.m.
Poetry finals, Prose finals, LD Debate semi-finals,
Computer Science written test,
Editorial Writing, Social Studies

2:30 p.m.
Headline Writing, Mathematics, LD Debate finals,
Computer Science Programming computer set-up

SET 4
3:30 p.m.
Informative finals, Persuasive finals,
Literary Criticism,
Computer Science programming

2-DAY SCHEDULE

FIRST DAY, SET 1
4 p.m.
Number Sense,
Ready Writing computer set-up,
Current Issues & Events

4:30 p.m.
Prose (prelims), Poetry (prelims),
LD Debate (prelims), Ready Writing

4:45 p.m.
Calculator Applications,

SECOND DAY, SET 2
8:30 a.m.
Copy Editing (from Set 1)

9 a.m.
Informative (prelims), Persuasive (prelims),
Spelling, Accounting, Science, News Writing

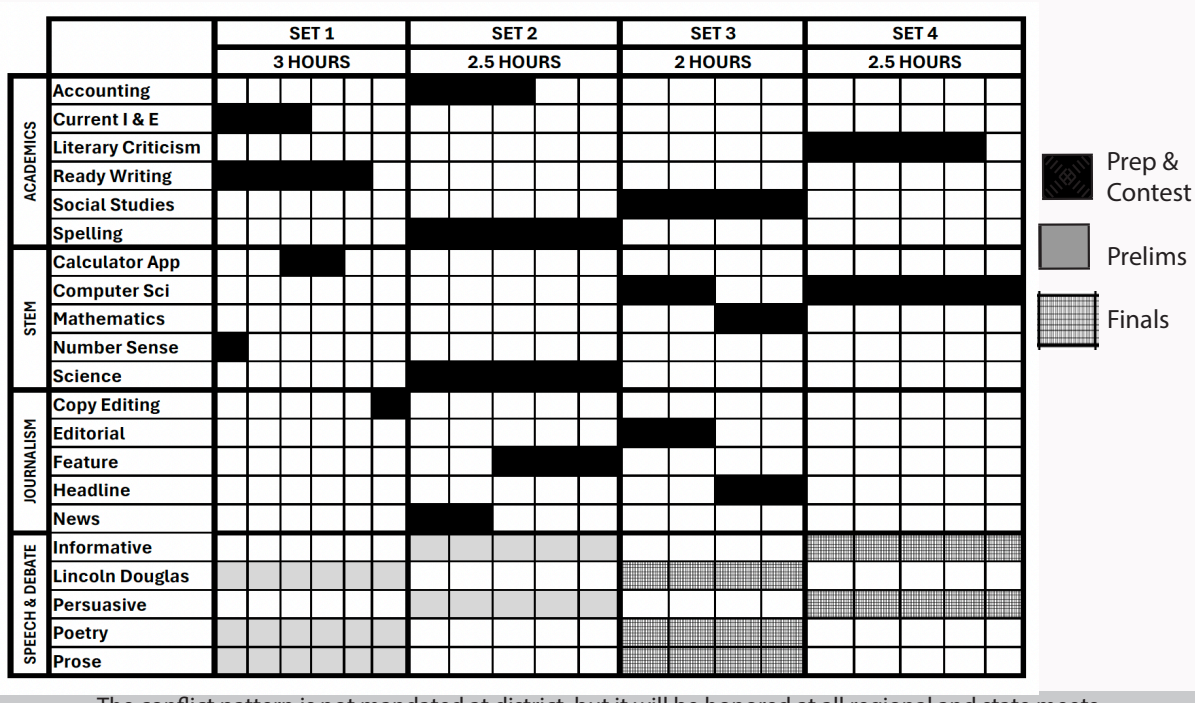
10 a.m.
Feature Writing

SECOND DAY, SET 3
11:30 a.m.
Poetry finals, Prose finals,
LD Debate semi-finals,
Computer Science written test,
Editorial Writing, Social Studies

12:30 p.m.
Headline Writing, Mathematics, LD Debate finals,
Computer Science Programming
computer set-up

SECOND DAY, SET 4
1:30 p.m.
Informative finals, Persuasive finals,
Literary Criticism,
Computer Science Programming

2025-2026 Academic Conflict Pattern



The conflict pattern is not mandated at district, but it will be honored at all regional and state meets. Regional and state schedules will not be modified to allow participation in conflicting events.

SET 1
3 hours
The following events may begin at the same time: Prose, Poetry, Lincoln Douglas Debate, Ready Writing* and Current Issues & Events. Calculator Applications and Number Sense may not be held at the same time. Number Sense conflicts with Current Issues & Events, Ready Writing, Prose Interpretation, Poetry Interpretation and Lincoln Douglas Debate. Ready Writing and Copy Editing may not be scheduled at same time.

SET 2
2.5 hours
The following events may begin at the same time: Informative Speaking, Persuasive Speaking, Spelling & Vocabulary, Science and Accounting. News Writing* and Feature Writing* may not be held at the same time. Note: Informative and Persuasive Speaking finals and Computer Science Programming may conflict.

SET 3
2 hours
The following events may be held at the same time: Mathematics, Social Studies, Prose Interpretation, Poetry Interpretation and Lincoln Douglas Debate. Editorial Writing* and Headline Writing may not be held at the same time. Computer Science and Mathematics shall not be held at the same time.

SET 4
2.5 hours
The following events may begin at the same time: Informative Speaking finals, Persuasive Speaking finals, Literary Criticism and Computer Science Programming**. Programming is administered at all levels of competition – district, regional and state.

*- Events utilizing computers (Editorial, Feature, News, and Ready Writing) must have at least 30 additional minutes earlier than indicated on the chart to set-up equipment. The contestant is not required to be present for equipment set-up.

** – The 2.5 hour block indicated for Computer Science hands-on programming allows 30 minutes for roll call, preliminary announcements and the "dry run" practice problem, followed by a full two hours for the actual contest. NOTE: Teams must also have at least 30 additional minutes earlier in the day to set up equipment. The equipment set up may take place at any point during the contest day; all team members are not required to be present for equipment set up.

Teams must also have at least 30 additional minutes earlier in the day to set up equipment. The equipment set-up may take place at any point during the contest day; all team members are not required to be present for equipment set-up.

Forensics in Texas

A Comparison





UIL	NSDA	TFA
7 MINUTES NO GRACE	5 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
ORAL INTERPRETATION OF PROSE; PREPARE 2 PERFORMANCES FROM 2 SPECIFIED LITERARY/POETIC CATEGORIES; DOCUMENTATION OF CATEGORIES REQUIRED	ORAL INTERPRETATION OF PROSE; SELECTION FROM PUBLISHED WORKS	ORAL INTERPRETATION OF PROSE; SELECTION FROM PUBLSHEWORKS
STATE QUALIFYING EVENT	SUPPLEMENTAL EVENT ONLY AT NATIONALS	PROSE OFFERED IN EVEN YEARS
ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION

UIL	NSDA	TFA
7 MINUTES NO GRACE	5 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
ORAL INTERPRETATION OF POETRY; PREPARE 2 PERFORMANCES FROM 2 SPECIFIED POETIC CATEGORIES; DOCUMENTATION OF CATEGORIES REQUIRED	ORAL INTERPRETATION OF POETRY SELECTION FROM PUBLISHED WORKS	ORAL INTERPRETATION OF POETRY SELECTION FROM PUBLSHEWORKS
STATE QUALIFYING EVENT	SUPPLEMENTAL EVENT ONLY AT NATIONALS	POETRY OFFERED IN ODD YEARS
ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION

UIL TIME LIMITS

EVENT	PREPARATION	MAXIMUM TIME
EXTEMPORANEOUS	30 MINUTES	7 MINUTES
POETRY		7 MINUTES
PROSE		7 MINUTES

INFORMATIVE

UIL	NSDA	TFA
7 MINUTES ALLOWED TO FINISH SENTENCE	7 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
SPEAKER DRAWS 5 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; SPEECH IS INFORMATIVE IN NATURE; TOPICS COVER DOMESTIC, INTERNATIONAL AND TEXAS ISSUES. STATE QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARTAION TIME; FINAL ROUND HAS A 2- MINUTE CORSS-EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES NATIONAL QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; FINAL ROUND AT STATE HAS A 3-MINUTE CROSS EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES. STATE QUALIFYING EVENT
1- 3 X 5 NOTE CARD ALLOWED AT ALL LEVELS	NOTE CARD USE PROHIBITED	1- 3 X 5 NOTE CARD ALLOWED IN PRELIMS; PROHIBITED IN ELIMS AND STATE TOURNAMENT

PERSUASIVE

UIL	NSDA	TFA
7 MINUTES ALLOWED TO FINISH SENTENCE	7 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
SPEAKER DRAWS 5 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; SPEECH IS INFORMATIVE IN NATURE; TOPICS COVER DOMESTIC, INTERNATIONAL AND TEXAS ISSUES. STATE QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARTAION TIME; FINAL ROUND HAS A 2- MINUTE CORSS-EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES NATIONAL QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; FINAL ROUND AT STATE HAS A 3-MINUTE CROSS EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES. STATE QUALIFYING EVENT
1- 3 X 5 NOTE CARD ALLOWED AT ALL LEVELS	NOTE CARD USE PROHIBITED	1 -3 X 5 NOTE CARD ALLOWED IN PRELIMS; PROHIBITED IN ELIMS AND STATE TOURNAMENT

*BOTH NSDA AND TFA HAVE INFORMATIVE SPEAKING, BUT IT IS NOT EXTEMPORANEOUS AND HAS ITS OWN RULES AND GUIDELINES

Forensics in Texas

A Comparison

CROSS EXAMINATION POLICY DEBATE

UIL	NSDA	TFA
8-3-8-3-8-3-8-3-5-5-5-5 8 MINUTE PREP	8-3-8-3-8-3-8-3-5-5-5-5 5 MINUTE PREP	8-3-8-3-8-3-8-3-5-5-5-5 8 MINUTE PREP
2 MEMBER TEAMS DEBATING POLICY QUESTION;BROAD NATIONAL OR INTERNATIONAL TOPIC REMAINS THE SAME ALL YEAR; RELEASED EACH JANUARY FOR THE FOLLOWING YEAR	2 MEMBER TEAMS DEBATING POLICY QUESTION;BROAD NATIONAL OR INTERNATIONAL TOPIC REMAINS THE SAME ALL YEAR; RELEASED EACH JANUARY FOR THE FOLLOWING YEAR	2 MEMBER TEAMS DEBATING POLICY QUESTION;BROAD NATIONAL OR INTERNATIONAL TOPIC REMAINS THE SAME ALL YEAR; RELEASED EACH JANUARY FOR THE FOLLOWING YEAR
EXTEMPORANEOUS	EXTEMPORANEOUS	EXTEMPORANEOUS

LINCOLN DOUGLAS DEBATE

UIL	NSDA	TFA
6-3-7-3-4-6-3 4 MINUTE PREP	6-3-7-3-4-6-3 4 MINUTE PREP	6-3-7-3-4-6-3 4 MINUTE PREP
A ONE ON ONE VALUE DEBATE; FALL TOPIC USED AUGUST - DECEMBER; SPRING TOPIC USED JANUARY - MAY; POSTED ON UIL WEBSITE	A ONE ON ONE VALUE DEBATE; NSDA TOPIC CHANGES EVERY 2 MONTHS	A ONE ON ONE VALUE DEBATE; CAN DEBATE UIL OR NSDA CURRENT TOPIC BASED ON LOCAL TOURNAMEN CHOICE
EXTEMPORANEOUS	EXTEMPORANEOUS	EXTEMPORANEOUS

CONGRESS

UIL	NSDA	TFA
EACH SESSION APPROX. 3 HOURS	EACH SESSION APPROX. 3 HOURS	EACH SESSION APPROX. 4 HOURS
MOCK U.S. CONGRESS BILLS/ RESOLUTIONS AUTHORED BY STUDENTS	MOCK U.S. CONGRESS BILLS/ RESOLUTIONS AUTHORED BY STUDENTS	MOCK U.S. CONGRESS BILLS/ RESOLUTIONS AUTHORED BY STUDENTS
PREPARED BY EXTEMPORANEOUS	PREPARED BY EXTEMPORANEOUS	PREPARED BY EXTEMPORANEOUS

UIL TIME LIMITS

CROSS EXAMINATION DEBATE	TIME
AFFIRMATIVE CONSTRUCTIVE SPEECH	8 MINUTES
NEGATIVE CROSS EXAMINES AFFIRMATIVE	3 MINUTES
NEGATIVE CONSTRUCTIVE SPEECH	8 MINUTES
AFFIRMATIVE CROSS EXAMINES NEGATIVE	3 MINUTES
AFFIRMATIVE CONSTRUCTIVE SPEECH	8 MINUTES
NEGATIVE CROSS EXAMINES AFFIRMATIVE	3 MINUTES
NEGATIVE CONSTRUCTIVE SPEECH	8 MINUTES
AFFIRMATIVE CROSS EXAMINES NEGATIVE	3 MINUTES
NEGATIVE REBUTTAL	5 MINUTES
AFFIRMATIVE REBUTAL	5 MINUTES
NEGATIVE REBUTTAL	5 MINUTES
AFFIRMATIVE REBUTTAL	5 MINUTES
PREP TIME, PER TEAM	8 MINUTES
LINCOLN DOUGLAS DEBATE	**TIME**
AFFIRMATIVE CONSTRUCTIVE	6 MINUTES
NEGATIVE CROSS EXAMINATION	3 MINUTES
NEGATIVE CONSTRUCTIVE	7 MINUTES
AFFIRMATIVE CROSS EXAMINATION	3 MINUTES
AFFIRMATIVE REBUTTAL	4 MINUTES
NEGATIVE REBUTTAL	6 MINUTES
AFFIRMATIVE REBUTTAL	3 MINUTES
PREP TIME, PER DEBATER	4 MINUTES
CONGRESSIONAL DEBATE	APPLIES TO EACH NEW PIECE OF LEGISLATION
SPONSOR SPEECH	3 MINUTES
QUESTIONING OF SPONSOR	2 MINUTES
FIRST NEGATIVE SPEECH	3 MINUTES
QUESTIONING OF FIRST NEGATIVE	2 MINUTES
ALL SUBSEQUENT SPEECHES	3 MINUTES/ EA
QUESTIONING OF ALL SUBSEQUENT SPEAKERS	1 MINUTE/EA

UIL Speech Program

THE UIL HIGH SCHOOL SPEECH PROGRAM CONSISTS OF SIX EVENTS FROM THREE BASIC SKILL CATEGORIES, PLUS CONGRESS:

DEBATE:
- LINCOLN-DOUGLAS
- CROSS-EXAMINATION (TEAM DEBATE)

EXTEMPORANEOUS SPEAKING:
- INFORMATIVE
- PERSUASIVE

ORAL INTERPRETATION:
- PROSE AND POETRY

STUDENTS ARE PERMITTED TO ENTER 2 EVENTS IN SPEECH (1 FROM EACH SKILL CATEGORY), AND CROSS-EXAMINATION DEBATE.

* UIL ALSO SPONSORS CONGRESS AS AN EVENT. IT IS A FALL/WINTER CONTEST, SO THERE IS NO RESTRICTION ON ENTERING CONGRESS IN ADDITION TO OTHER SPEECH OR OTHER ACADEMIC EVENTS.

* INVITATIONAL TOURNAMENTS ARE HOSTED THROUGHOUT THE YEAR. THEY ARE SPONSORED BY A HOST SCHOOL AND ARE NOT SPECIFICALLY SANCTIONED BY UIL, SO THEY MAY OR MAY NOT FOLLOW ALL UIL RULES AND PROCEDURES. MANY OF THESE ARE POSTED ON THE UIL WEBSITE.

IF YOU ENTER	YOU MAY NOT ENTER
TEAM DEBATE (CX)	LINCOLN DOUGLAS
LINCOLN DOUGLAS	TEAM DEBATE (CX), PROSE, POETRY
PROSE	LINCOLN DOUGLAS, POETRY
POETRY	LINCOLN DOUGLAS, PROSE
INFORMATIVE	PERSUASIVE
PERSUASIVE	INFORMATIVE

TOURNAMENTS SANCTIONED BY UIL

Congress Region Meet
May be held anytime between November 1-15, 2025 (ESC regions select date)

Congress State Meet
January 6-8, 2026

C-X Debate District Meet
May be held during a 6-week window
January 2 – February 14, 2026
(local UIL districts select date)

C-X Debate State Meet
March 16-17, 2026 (1-2-3A)
March 20-21, 2026 (4-5-6A)

Academic District Meet
May only be held March 23-28, 2026

Speech District Meet
May be held March 23-28, 2026 (District I)
March 30-April 4, 2026 (District II)

Speech/Academic Regional Meet
April 24-25, 2026

Speech/Academic State Meet
May 18-19, 2026

Constitution & Contest Rules

Available on the UIL website; this book is absolutely essential for you to read. Contains UIL eligibility information.

Contest Manuals

Step-by-step procedures for how each UIL contest should be conducted. Available for anyone to download free of charge from the UIL website. Assist students in preparing for contests. Handbooks essential for each speaking event; provide clarification of C&CR rules, theory, preparation practices and procedures for students, along with coaching techniques & tips for success. Download at the first of the school year for aid in coaching.

State Round Recordings

Digital downloads and some DVDs of various years of the State Meet final rounds of Congress, Informative and Persuasive Speaking, CX and LD Debate are available from the UIL online store.

Speech Coach Email

Be sure to register as a current speech coach as early as possible to receive important announcements throughout the year. *https://www.uiltexas.org/form/speech-coach/* You will want to configure your computer to accept emails from UIL so messages do not land in spam or junk folders: speech@uiltexas.org

UIL RESOURCES TO HELP YOU FIND THE INFORMATION YOU NEED

UIL SPEECH WEBSITE:

WWW.UILTEXAS.ORG/SPEECH

Quickest method to get up-to-date information about UIL, including the latest news, debate topic, order forms for study materials, state judging forms, event information, rule clarifications, research links, calendar of events. It is critical to submit Speech Coach Information form from this site to receive announcements and reminders throughout the year. Practice topics for informative and persuasive speaking are posted throughout the season. You will access this website for instructions on entering contestants in the district meet. The website also communicates details of State Meets on a state tournament webpage for each of the four speaking event state meets.

Capital Conference

Coaches workshop held each summer at the University of Texas; provides valuable instruction for coaching UIL speaking events. Recordings of past sessions are available on the UIL YouTube channel. Conference is typically held late June.

Student Activities Conferences

Better known as SuperConferences; no cost; normally hosted at 4 regional college sites during the fall providing workshops in all events. Check the UIL website for updates. Explanation & demonstration of speaking events by successful coaches and students.

Regional Advisory Committee

Experienced speech coaches selected by the State Office as advisory panels for the regional meet; great mentors for new coaches. Contact information on web: *www.uiltexas.org/speech/regional-advisory-committees*

Things to Review for All UIL Contests

* Constitution and Contest Rules
* Academic Coordinator's Manual
* TEA-UIL Side by Side
* Speech Handbooks for all seven contests

GET TO KNOW

PROSE & POETRY INTERPRETATION

- Contestants prepare two performances, one from Category A and one from Category B
- Categories/Category explanations: See entire chapter devoted to current categories in the UIL Prose & Poetry Handbook
- Documentation requirements (students don't compete w/ out approval of documentation)
- UIL Prose and Poetry Handbook (coaches are responsible for reading; access link from UIL Oral Interpretation webpage to download digital copies)
- State Office assistance is available if you have a documentation question; ask well in advance of district meet, preferably by March 1
- Research opportunities (website links)
- Contest Procedures: Sectioning, Drawing for the Category, Time Limit
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page. (become familiar with the ranking system for UIL)
- Speechwire system for tournaments

PERSUASIVE & INFORMATIVE SPEAKING

- Rules in the Prep Room: what materials are allowed and not allowed
- Informative/Persuasive Handbook; posted online
- Sources for files (website links, news sources to explore) at *www.uiltexas.org/speech/extemp-resources*
- Contest Procedures: No talking in prep room; Draw at 10-minute intervals, no pre-prepared outlines brought into prep, one card no larger than 3" x 5" is permissible to use when delivering speech; limitation on what can be taken out of prep room, specific guidelines for use of computers within the prep room
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page (become familiar with the ranking system for UIL)
- Speechwire system for tournaments
- Introduction to Extemp Video: *https://youtu.be/WyYDXyb7dSU*

CX DEBATE

- Topic Release –Topic announced in January and debated the following Fall; Find it posted on website, UIL Debate webpage
- CX Fall District Planning Meet – held prior to October 1; contact principal to secure the date and obtain permission to attend; debate coach needs to attend
- Fall Planning Meeting Agenda – all agenda items should be discussed; discussion agenda posted online at: *www.uiltexas.org/speech/agenda*
- District selects CX District Director – designated district official (typically the spring meet director) should register the CX Director's name, contact info online by November 1
- District CX Meet – District Director sets up entry see instructions on speech web homepage.
- Dates for CX Debate District contest (see UIL calendar for window during Jan-Feb)
- Tournament Format: District: prelim rounds advancing to elimination rounds or round robin, determined by # of teams planning to enter the district meet
- District Entry Form – submit 10 calendar days before meet is scheduled to be held; see Debate webpage for instructions
- Winner's Packet for students; provides details about State tournament; posted online
- Coaches' Packet - posted online posted online
- Judging requirement if team(s) qualify for State Meet – Deadline posted online
- Judging form completed online. There is a late fee if you miss the deadline
- UIL *A Guide to Cross-Examination Debate Handbook*; posted online
- Rules specific to UIL Debate. Certification of some 1st and 2nd place teams, procedures for substitutions at the State Meet; contest rules such as prompting, open c-x, scouting, use of computers are all included in the contest handbook
- CX For Beginners Video: *https://youtu.be/Q81uzyl8qdM*

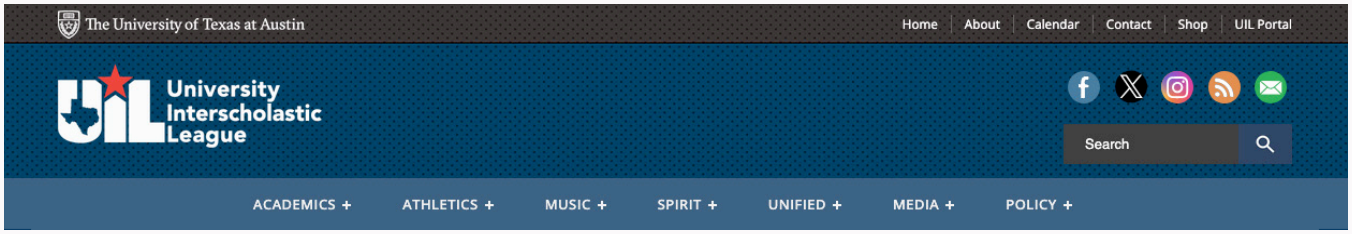
CONGRESS

- Region Contest held November 1-15; State in January
- Intent to Participate form must be submitted online by September 10
- Regions organized by Education Service Centers rather than by traditional UIL Districts or Regions; compete with other conferences but advance contestants by conference
- See website for your Regional Clerk's contact info
- Access contest rules, structure and procedures on the UIL website and review the
- *UIL Congress Handbook* posted online
- Contestants can submit legislation to ESC Regional clerk for consideration to be debated at the region meet; must do so by September 10
- Specific guidelines for writing and formatting legislation (UIL template for these documents) and contest guidelines for the use of computers
- Congress 101 Video: *https://youtu.be/A3RH5SludHY*

LD DEBATE

- Topic Release: August 15 & December 15; posted on UIL Debate webpage
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin, determined by # of debaters planning on entering the district meet
- LD Debate Handbook; posted online
- Winner's Packet for students posted online
- Coaches' Packet - posted online
- Judging requirement if you qualify debaters for State Meet – Deadline posted online
- Intro to LD Debate Video: *https://youtu.be/vkC_GwoLqDc*

WHAT'S ON THIS WEBSITE? WWW.UILTEXAS.ORG/SPEECH



While there are many words on the header to click on for Speech and Debate you just need to type in the address at the top of this page. Alternately, if you click on Academics you will find Speech in the drop down menu, but bookmarking our direct link is the easiest way to always get what you need. Hint: If you open this guide digitally all of these section headers are links to those pages!

OVERVIEW

- Quick links
- Important Dates
- Speech Coach Registration
- Speech Judge List
- News & Updates
- How to Volunteer
- Resources for Judge Training
- General Resources & Regional Committee Members

EXTEMPORANEOUS SPEAKING

- Resources & Guides
- Rules
- Practice Topics
- Extemp Judge Training

ORAL INTERPRETATION

- Resources & Guides
- Rules
- Resources for Judge Training
- Documentation Information
- Category Descriptors

DEBATE

- Resources & Guides
- Rules
- Judge Interest Form
- LD & CX School Judge Forms
- Resources for Judge Training
- CX & LD Topics
- CX & LD Specific Contest Information
- CX Results History

CONGRESS

- Resources & Guides
- Rules
- Region Contest Information & Forms
- Congress Legislation Templates
- Resources for Judge Training
- Congress Results History

TOURNAMENTS

- Resources & Guides – including SpeechWire Instruction
- Judge Interest Form
- Invitational Meet Information
- Positive District Meets
- Resources for Judge Training
- Talk Tab Sofware
- Request for Accommodation
- Links to State Tournaments
- Austin Area Hotel List
- Past State Results for Speech Events

NEW COACH INFORMATION

- Program Overview
- Resources & Guides
- Important Dates
- Resources for Judge Training & Coaching Materials

HOW TO BUILD A TEAM

» Make creative recruitment announcements over public address system or school media channel. Hang recruitment signs in hallways.

» Social media: Utilize outlets of social media (i.e. Facebook, Instagram) in accordance with school policy to recruit new team members, encourage strong ties between current speech & debate team members and to foster development of the thriving program by posting successes of the team.

» Early in the school year, put a memo in teachers' mailboxes. Include a brief description of UIL events, and request recommendations of students instructors perceive possess talent for speaking contests.

» Once you identify these students, send them a personal invitation to join the team. Mail student invitation to home address, to the attention of their parents. Make the student feel he/she has been "selected" to be among the elite. Be sure to include information for parents about the TILF scholarship opportunities. College money often motivates!

» Recruit from junior high feeder school(s). Contact junior high counselors for pre-registration dates (usually January or early February). Get permission to do a "showcase" of your best performers just prior to pre-registration either during an activity period for entire student body or in individual classes.

» Get to be friends with your high school counselor and sell them on your program. (Remember: they advise students on what courses to sign up for and they make out final student schedules. They are a strong catalyst to make it happen!)

» Early in the school year, find out if your students do other academic UIL contests. (Study the Academic Conflict Pattern to insure events don't conflict with each other.)

» Decorate lockers, identifying students who become part of the UIL team. Make them feel special. Get shirts made so students feel they belong to a team. Designate a UIL shirt day once a week and/or always wear when traveling.

» Bring a busload of students to the nearest UIL Student Activities Conference (Super-Conference) each fall. It's free and no registration is required. Workshops are designed for novice and varsity students. In speech, state champions/medalists provide showcase demonstrations of the different speaking/performing contests.

☆ Issue each student a Squad Packet: Include squad rules, competition philosophy, tournament entry rules, consequences for dropping an entry, tourney dress code, curfew requirements on out-of-town trips, consequences for violation of school district policies. Most importantly, include a Medical Release Form. Get the squad packet pre-approved by your administration. Require commitment signatures from both students and parents.

» Demonstrate you are willing to go the extra mile for your students. This will inspire your students. (Teens will only give as much as their coach does, but if they see you care

to give your time to them, they will be inspired to be loyal to the program.)

» As your team grows, go to Homeroom/Activity Periods to showcase their talent so the student body and teachers can see what forensics is all about.
  ◇ Have experienced students perform for peers.
  ◇ Schedule Extempers, LD debatees, CX teams (with modified rounds) to speak for Social Study classes.
  ◇ Schedule Prose and Poetry competitors to perform in English classes.

  ◇ Work within the curriculum, using topics relevant to cross curriculum currently being studied.

» Recognize your students = Luncheon, Assembly, Awards Night
  ◇ Get administrative approval of a Letterman Policy
  ◇ (see Section 480 of the C&CR for award limitations)
  ◇ Award patches at the end of the year.
  ◇ Attend board meetings, publicize success in the newspaper (write the article yourself — make it easy for newspaper to print)
  ◇ Contact your state legislator's office when your students qualify for UIL State. Establish a squad website and Facebook page so photos and kudos can be posted.

» Announce UIL scholarship winners in local paper – send notices to School Board, Administration, State Representative.

» Don't forget to celebrate the small successes along the way. Make the journey fun!

» Network with other teachers who have effective programs in your school and in neighboring schools. (Find a mentor.)

» Don't be embarrassed to learn alongside the kids. Be honest and upfront with them. Admit you are new at this but you want to be the be the best coach you can be. Attend workshops: UIL Capital Conference in the summer, UIL SuperConferences in the fall, arrange for a successful coach or retired coach to come to your school to do a workshop. Not only will your students benefit, but you'll learn successful coaching methods.

SQUAD PACKET

Publish a "Squad" packet pre-approved by your administration. If administration knows that you have established these regulations, their confidence in your credibility as a coach will increase and you will have laid the groundwork for their support in critical situations, if ever needed. Then give the packet to students and parents to review before students join your squad. They need to know what kind of commitment it takes to be a active member of the Speech & Debate squad. Insist on their signatures of commitment to these guidelines. A "Squad Packet" might include: ***C***after school workshop attendance, rehearsals (mandatory or voluntary?)

COVER LETTER TO PARENTS PHILOSOPHY OF COMPETITION

- Describe your own commitment to the forensic program and your expectations of students who participate in the program.

SQUAD OBJECTIVES

- List life skills students can acquire through speech competition, scholarship opportunities

CRITERIA FOR PARTICIPATION

*Tourney Preparation

- after school workshop attendance, rehearsals (mandatory or voluntary?)
- specific days and times you are willing to commit to after-school practice

*Tournament Responsibilities

- commitment to the events the student enters (have student sign form for each tournament they commit to attend, including events they want to enter)
- consequences for "dropping" eventsdress code for competition
- behavior at tournaments

(Example: No complaining in public about judges, contestants, and the tournament: procedures to follow if there is a problem in the round, such as the coach handles it, not the student.)

- goals of the meet

(How to make every competition a "learning" experience; high level of concentration; time to arrive at rounds; support for other squad members by attending final rounds of their events to learn what makes a champion)

TOURNAMENT REGULATIONS

*School policy concerning alcohol, tobacco, drugs
*Regulations concerning transportation to and from the meet
*Regulations concerning leaving the tourney site during the meet
*Regulations governing out-of-town, overnight tournaments
-hotel room assignments, behavior, curfew, room checks, lights out policy

CONSEQUENCES FOR VIOLATING RULES AND REGULATIONS

*Address unwritten rules
*Individual squad member responsibilities
*FORMS to be signed and kept on file
*Student commitment to the rules and regulations
*Parental commitment to the rules and regulations

***Medical Release - Critical! Allow no student to travel without having this on file! Require that the form be notarized. Get your local health department or hospital to help design one that will meet regulations for emergency medical treatment. Carry it with you on all trips. It's of no use if you leave it in your file cabinet at school.**

HINTS FOR NEW COACHES

UIL tournaments are exciting for coaches as you see the hard work of your students come to fruition. However, without careful planning, first-year coaches may find tournaments almost overwhelming. It is important to be prepared for the additional responsibilities that competition requires of you so that you can create a healthy balance between forensics and your regular classroom duties. Being organized and knowing what to expect ahead of time are keys to meeting this challenge successfully. Here are a few hints and unwritten rules you might find helpful to know as you begin the tournament circuit.

Before the Tournament:

- Upon receiving the tournament invitation, make sure there are no major conflicts with the school calendar that might adversely affect your students or their ability to compete (i.e., stock show, football or basketball game, prom). If there are, understand that all students might not wish to participate at that time. Be flexible when you can so students can be well-rounded.
- Post the tournament date and events early and set your own deadline for signing up that will allow you to submit entries in time to meet the tournament's deadline.
- Arrange for transportation (bus request, etc.) well in advance, following your district's guidelines.
- If the tournament necessitates an overnight stay, make room reservations immediately. (This is especially important if your students qualify for UIL State. Reserve rooms well in advance of the meet. For UIL CX Debate State, reserve in early fall and then cancel reservation promptly if your team does not qualify. Do not wait until after District because hotel costs will rise dramatically.)
- Submit purchase orders for financial requests as soon as you know how many competitors you will be entering. Most tournaments charge by the event entries rather than by the student. Know your school district policies and meet important deadlines for the central office/business department.
- Arrange for the appropriate number of judges required, either by serving as the judge yourself, taking someone with you or paying the judging fees. Usually coaches are asked to fill one of the judging slots, so be prepared to do so. It's the best way to learn and you become a stronger coach. (If you qualify debaters to State, you are required to provide a judge with strong experience that can adequately judge state-level rounds.) Avoid "buying out" of your judge obligation at invitational meets so you can gain experience to serve as your judge at State.
- Hand out tournament attendance permission slips to be signed and returned by a specific deadline, or design a google or mach form. This keeps parents aware of dates and holds students accountable for tournament attendance.
- Pay attention to the "add/drop" deadline. Any drops made after that date usually result in an additional "drop fee". Most tournaments will not allow any additions after that date.
- During the week before the tournament, make sure each competitor has performed for you. This not only allows you to make sure the student is prepared, but also focuses the student on the task at hand.
- Communicate in advance to your squad what kind of attire is required for competition. Because appearance affects credibility, appropriate dress is almost as important as the performance. "Professional" is the key word.
- Prepare your students mentally for performing in front of an audience since UIL rules allow for observers.

I'VE NEVER COACHED SPEECH OR DEBATE BEFORE! WHERE CAN I GET HELP?

First, study the rules for your event(s) from the appropriate UIL speech contest handbook. Then visit the UIL speech webpage for additional resources. Contact the State Director for rule clarifications rather than depending on hearsay or comments by others on Facebook. Ask speech teachers in your area for coaching tips. Attend conferences hosted by UIL.

Getting on the Bus

Set a departure time that allows you extra time for any unforeseen difficulties in getting to the contest and hold to it. Waiting for a late student only penalizes everyone else and sets a bad precedence for the future. If necessary, assign one or two team captains to contact all entrants 30 minutes before departure to make sure everyone arrives in time for roll call.

Have specific travel directions and on-site parking instructions for the bus driver. Discuss with them before departing for the tourney.

Carry to the tournament:

- ✔ Copy of the entry form and tournament schedule
- ✔ All necessary checks or purchase orders
- ✔ Medical releases and permission slips or copies of these since you might want to leave the originals in a file in your classroom
- ✔ Specific directions to the tournament site; be sure bus driver gets a copy to review.
- ✔ School and parent emergency telephone numbers
- ✔ Legal pad, notebook, pens, pencils, stopwatches
- ✔ Copies of your interpers' documentation
- ✔ Magazine, book, papers to grade, tablet computer, etc. as there will be lots of "downtime" waiting for results
- ✔ An "emergency" kit containing band-aids, Neosporin (or equivalent), head and stomach pain relievers, emergency toiletries, incidentals such as an extra necktie, safety pins and a small sewing kit.
- ✔ Permission slip from parents allowing you to dispense the above medications.

Just before leaving, have everyone show you their interp folders and documentation. SEE THEM. This can avoid surprises when you get to the tournament site.

Arriving at the Tournament Site

Make sure the students know where the common area is, usually the school cafeteria, where squads gather to wait for contests to begin and results to be posted. Arrange to meet them there once you get checked in at registration. Do not bring your entire team to the registration table.

Make sure you know where the bus will be during the tournament. The driver needs to be available for any emergency. Tournaments often provide hospitality for coaches, judges and bus drivers.

At the registration table, inform the tournament directors of any changes you haven't already made, including drops and replacements. There is usually no charge for replacements, but there will be an additional fee if you drop an entry. You might wish to consider instituting the policy that students are responsible for their own drop fee. Avoid dropping entries unless it is an extreme emergency. Even then, try to get another student to cover the event. Not only does changing entries at the last minute shed a negative impression on you as a coach and your school, dropping contestants impacts sectioning and pairings your host has worked many hours to complete. Time to redo can make the tourney schedule late.

Make sure to check in your judges, if necessary. Make arrangements for paying the extra judging fees should any of your judges not show.

While at the registration table, check all entries to make sure everyone is on the appropriate list. Mistakes do happen, and it's better to catch them at the registration desk rather than when an event is about to begin. If the tournament is being run off web-based software carefully review your final entries in advance.

Most tournaments have a registration packet containing school maps, sectioning, event times, and other pertinent information for you and your students. Hosts may provide a version downloadable to your smart phone and tablet. For UIL State Meets, there will be a tournament webpage where all important instructions and details will be posted.

During the Tournament

- Immediately upon finishing registration, meet with your students in the common area. Inform them of their school code (usually a number or letter, which can be found in the tournament packet or tournament software) and each contestant's sectioning room number and time of event.

- Arrange specific times when you will meet with the students in the common area throughout the day. Also, let the students know where they can find you should they need to do so.

- While you don't have to accompany the students to every round, do make sure they know where they are going and when to arrive, especially if they advance to the final rounds.

- Check in at the judges' table frequently to see if you are needed. The registration packet/software usually will have your judging assignments, but not always. You need to check, regardless, in the event you have been assigned a round. Even if you have not, stand-by judges are always appreciated. Failing to pick up your assigned ballot may result in your student(s) being disqualified so fulfilling your judging obligation is imperative.

- Make sure you know where you can pick up contestants' ballots after a round. If the meet is using electronic ballots, know when they will be blasted to coaches for review. UIL tournaments have a verification period after the preliminary rounds; know when and where it is and be there. Otherwise, tabulation errors cannot be corrected.

- The official verification period at UIL tourneys are a must for you to be present. This is a time to check rankings on your students' ballots and final tabulation Have your UIL contest handbook handy in verification so you are certain of the ranking procedure. Verification is not a time to dispute a judge's decision.

- You should stay for the entire verification period. Results remain unofficial until it is over and those results have publicly been declared official. While verification is still underway changes can still be made if tabulation is found to be incorrect.

- Each tournament has its own tabulation room policy – some are open tab rooms, where you can go in at any time to view ballots, judging assignments, etc; others are closed tab rooms, where you cannot. (Most UIL district tab rooms are open, while most Regional and all State tab rooms are closed.) Should you experience a problem during the course of the tournament that requires entry to the tab room, find a tournament official.

- Throughout the tournament, keep an eye on your students. Unruly behavior is, by far, the largest complaint at contests. Remind your students that decorum and politeness go a long way toward success. Insist they treat school facilities with respect.

- Should you be called upon to judge, do so fairly and objectively. Bitter school rivalries have no place on a ballot. Be prompt to rounds so the tournament can stay on schedule. Fill your ballots with well-written, constructive comments; always include areas needed for improvement.

- Should you wish to observe your students in competition, it is wise to ask them if they are comfortable with you doing so. Some students are intimidated by having their coach in the room with them; this will hinder their performance. Respect their wishes. Be careful not to "coach" during the round which is a violation of UIL rules.

- Even if your students do not make finals, have them observe the round and learn from the "best" that day so they will see what the standards are for winning.

- Two-day tournament sites may have an area assigned for overnight storage. Know where it is and make sure your students get their materials there prior to leaving for the night. Return early enough the next day to remove them in a timely manner. For ultimate security of materials, take them with you!

At the end of the Tournament

Once the competitive rounds are over, most tournaments have an awards assembly. If any of your students made the finals, you and your students should definitely attend. If there is no formal awards assembly scheduled (some tournaments give out the medals or trophies as soon as results are known) or if none of your students advanced, you may leave. But before you do so, do the following:

- Collect all ballots from the tab room or hospitality room, if paper ballots are used. If they are electronic, carefully insure you have them all on your device.
- Make sure all debate, extemp files, and/or computers are loaded on the bus. Don't just take the students' word this has been done; check yourself.
- Make sure your portion of the commons area is free of all trash and cleaned to the best of your ability. (The tournament directors will thank you, remember you, and invite you back next year!)
- Have the students change into traveling clothes, if necessary, and require that they double check they have all their possessions with them on the bus. Having a polo shirt or t-shirt with school logo works well for traveling. It makes it easy to keep up with your students if you plan stops along the way.
- Thank the tournament directors.It will mean more to them than you realize.
- On the way home, use cell phones to have the students call or text their parents, giving them an approximate time of arrival. Most tournament returns are very late at night, and parents will be very appreciative if they aren't left waiting in the school parking lots for hours. Besides, you don't want to have to wait long periods of time for students to be picked up once you get back to your home school.
- Use social media to announce success of the squad.
- Tell your students you are proud of them. . .because you are!

The Following Week

- Publicize the squad's success.
  - Write up the results for school announcements.
  - Develop contacts with the school and community newspapers. Present them with an article you wrote yourself. Doing this will make it easy for them to print and the details will be correct.
  - Make use of local radio, television, and cable stations if possible.
  - Post successes on your squad webpage and Facebook page.

- Analyze the Judges' ballots.
  - Screen ballots before making available to the students. Some judges may have written comments damaging to a student's self-esteem.
  - Review the ballots with your students. Afterwards, assign specific items for each student to be working on before the next competition in order to improve.
  - File ballots in the student's performance folder so they can be reviewed at different stages of the tournament season. Always use ballots as learning tools.

*See appendix for example form of student assessment of previous tournament

Q & A

HOW CAN I NETWORK WITH OTHER SPEECH COACHES?
The best way is to attend teacher conferences. Spend two days of your summer in Austin at the UIL Capital Conference. You'll participate in sessions with other novice and veteran speech coaches and hear presentations from some of the best. Plus, you can get Continuing Professional Education Credit (CPE hours). Join the Texas Speech Communication Association (www.etsca.com/home.asp) and attend their annual convention held in October which features professional development for speech teachers & coaches – not to mention fun and friendships you'll experience! Contact your UIL Regional Advisory Committee members listed on the UIL Speech homepage. They are coaches in your geographical area who can offer advice.

I HEAR ABOUT UIL, TFA, NSDA, and TSCA. I GET CONFUSED!
Each is a separate organization. UIL, TFA and NSDA all host speech competitions for Texas high school students. Each has a website you can access to learn more about what makes them unique. When you go to a tournament, make sure you know which event rules are going to be followed, because UIL events and rules and LD topics differ from Texas Forensic Association and the National Speech & Debate Association. (see comparison chart included in this manual.) TSCA stands for the Texas Speech Communication Association and is the state professional organization for speech educators at the middle school, high school, as well as university level.

WHAT IS A TOURNAMENT "POOP" BOOK?
It's the booklet or weblink you may receive at registration that gives you all the important information you and your squad need to know about the tournament: i.e., time schedule, room assignments, sectioning of each event, rules & procedures. Many tournaments no longer print a hard copy but include comprehensive information on their online registration site. (ie., Speechwire)

HOW DO I KNOW IF MY STUDENTS ARE ELIGIBLE TO COMPETE?
All students must meet the no pass – no play law established by the State of Texas. The TEA- UIL Side by Side manual provides answers to many of your eligibility questions. This manual can be located on the home page of the UIL website. Review it first and then consult with your Academic Coordinator and/or local administrator. If you still have questions, call the League (512-471-5883) and ask to speak specifically to an Eligibility Officer.

WE'VE BEEN INVITED TO A SPEECH TOURNAMENT THAT IS SCHEDULED ON A SUNDAY. CAN I TAKE MY SQUAD?
School district personnel may accompany students to four school-sanctioned academic or fine arts competitions that do not count toward League standing if they are held on Sunday. These competitions must have prior approval of the superintendent or designated administrator.
In addition, a college or university must sponsor the competition. See the C&CR. Greater detail and explanation is provided on the Tournament page of the UIL Speech website.

WHAT IS SECTIONING?
Because speech contests are oral, contestants in individual events such as extemporaneous speaking and oral interpretation are divided into sections, if numbers warrant. A UIL section consists of no more than 8 contestants. If 9 or more students are entered, preliminary and final rounds are held. Depending on the number of sections, the top 2 or 3 ranked students advance from prelims to the final round. (Sectioning is sometimes also referred to as schematics.)

WHO MAKES UP A JUDGING PANEL?
Judging panels are often used in UIL speech contests. If so, there must be an odd number of judges. Commonly, 3 judges make up a panel. A round should not begin until the entire panel is in the room. Judges should not confer prior to rendering a decision and submitting their ballots.

HOW IMPORTANT ARE THE TIME LIMITS IN UIL INDIVIDUAL SPEAKING CONTESTS?
Time is critical. In prose and poetry, contestants are disqualified if exceeding the time limit of seven minutes, even if only by a second or two. Extemporaneous speaking contests (informative and persuasive) also have a seven-minute limit, but since these speeches are not pre-prepared from a manuscript, a speaker is allowed to complete the sentence they are speaking when the seven-minute time limit has been reached. This will not disqualify them, although they may run over the seven-minute limit by a few seconds. However, if they start a new sentence, the time rule calls for a disqualification.

WHAT IS BALLOT VERIFICATION?
It is a required contest procedure at UIL tournaments. After results are tabulated and before they are certified as "official" results and medals awarded, contest directors should announce a period of approximately 15 minutes when coaches and students have an opportunity to look at rankings and ballots.

In debate contests, the contest director announces the win-loss record it took to advance to the elimination rounds. You should check each of your debate ballots, totaling the wins, losses, as well as speaker points. Once elimination rounds begin, during verification check that your debaters are listed correctly as either affirmative or negative and the judges' decision. Speaker points do not apply in elimination rounds.

In interpretation and extemporaneous speaking contests, the contest director will make available your student(s) individual evaluation form and display the master ballot(s) that indicate how all contestants (not just your own) were ranked by each judge in the round, and/or the diagnostic sheet downloaded and printed from the software tabulation program when multiple judges were used. You should check to insure the master ballot ranking for your student(s) match what is recorded on the individual evaluation form. Study in advance the procedure on ranking when multiple judges are used so you can tabulate for yourself.

PROSE/ POETRY

WHAT ARE CATEGORIES FOR UIL PROSE AND POETRY CONTESTS?
Each contestant is required to prepare two performances. The League establishes categories each performance must meet. The categories change every 3 years.

Study the category descriptors carefully. Visit the UIL website https://www.uiltexas.org/speech/oral-interp and review the UIL Prose and Poetry Handbook for expanded explanations of the categories. The handbook can be downloaded from the UIL website.

WHY IS DOCUMENTATION OFTEN REQUIRED FOR THE PROSE AND POETRY CATEGORIES?
Documentation serves to insure each student has met the guidelines required of all competitors to promote a fair and equitable contest.

HOW DO I KNOW IF THE DOCUMENTATION MY STUDENT FOUND FOR UIL PROSE OR POETRY IS ADEQUATE?
Check the chapter in the UIL Prose & Poetry Handbook that discusses appropriate and inappropriate documentation, and the official website for recent rulings. If you still aren't sure, contact the State Speech Director. Tip: Don't wait until the week of your district meet to call the League office. Allow plenty of time for your student to polish another piece, in the event the ruling isn't in your favor.

Note: UIL Cross-Examination State Meet is conducted the entire week prior to District I week so, your State Director will be at the CX Tournament site and not be in the office that week. If you need a ruling from the State Director, request it by March 1.

CX & LD DEBATE

WHAT IS THE RULE ON ENTERING BOTH LD AND CX?
Students are limited to entering one debate event, one interp contest and one extemp contest in addition to Congress. So, students who compete in CX cannot enter LD at the UIL district meet. They can, however, enter other speaking events and academic contests.

IF A CX TEAM IS ENTERED AS A DISTRICT ALTERNATE BUT DOES NOT COMPETE, ARE THOSE STUDENTS ELIGIBLE TO ENTER LD DEBATE?
Yes. The restriction against cross-entering CX and LD takes effect when the students actually compete at district.

MY TEAM QUALIFIED FOR CX STATE. NOW WHAT DO I DO?
Your district spring meet director will certify the results to the State Office so there is no registration for you to complete. However, be sure to immediately access the State Meet webpage on the UIl website. There is important information, especially the deadline for submitting your state judging forms online. These are required for your debaters to advance. Carefully read the entire State Meet page online for deadlines, procedures and required paperwork. Direct your students and their parents to the Winner's Packet posted for them online.

WHY DO I NEED A JUDGE FOR CX STATE?
Constitution & Contest Rules require every school that qualifies a team to supply an experienced judge. The state tournament is incredibly large with over 900+ rounds to be covered by judges. Having schools bring judges, in addition to the 75 or so judges that the League hires, attempts to provide a geographically balanced judging pool.

WHAT IF I DON'T FEEL QUALIFIED TO JUDGE STATE ROUNDS?
When you start the year with your debaters, realize that at least 1 of your teams just might qualify for state. Therefore, it's a good idea to watch rounds at invitational tournaments and volunteer to judge. Tournament officials will welcome a willing judge for CX! The more rounds you observe, the more confident you will feel judging. Besides, judging at tournaments makes you a better coach since you can discuss the rounds you heard with your students after the tournament. If, after judging throughout the year you still do not feel qualified, find a former debater or someone qualified to bring as your judge. You are advised to do this before the district meet, in case you have a team advance to State. NOTE: If your district waits until the last weekend of the CX window to hold their meet, you will need to contact someone much earlier, in the event that your team(s) qualified, so that you meet the deadline for submission. You can also search the UIL Judge database found at https://www.uil-texas.org/speech/speech-judges/ and negotiate a contract with them.

IF I QUALIFY A CX TEAM OR LD DEBATER TO STATE, WHERE DO I GET INFORMATION?
Check the UIL website State Tournament webpage. It is the hub for information and for the required judging forms you must submit for your students to compete at State. The forms are posted there for online submission to the State Office.

WHAT HAPPENS IF I MISS THE CX STATE DEADLINES?
Not only do you risk your team not debating at State, but also your school is asessed a $100 late fee.

WHEN SHOULD I MAKE TRAVEL ARRANGEMENTS FOR REGIONALS OR STATE?
Make tentative hotel arrangements months in advance. Because CX Debate State is held during Spring Break in the Capitol City, early fall is recommended. Hotel costs will increase if you wait until February to reserve rooms. Follow your school district's policies for paperwork.

WHAT IF ONE OF MY CX DEBATERS QUALIFIED FOR STATE GETS SICK AND CAN'T COME?
You are allowed to substitute ONE member of the CX team, as long as one member from the original

team that qualified remains. If both debaters are unable to attend State, you are required to contact the district director so that the alternate may have the opportunity to advance. Failure to notify the State Office that your team will not attend state meet can result in sanctions by the State Executive Committee.

WHEN AND HOW DO I FIND OUT WHAT THE UIL LD DEBATE TOPIC WILL BE?
UIL uses 2 topics each year – 1 for the fall semester and 1 for the spring semester. The fall topic is released in mid - August and the spring topic is released in mid - December. The quickest way to get it is to access the UIL Debate webpage where you will find it posted. (The CX Debate topic is also posted there.)

I QUALIFIED A LD DEBATER FOR STATE. DO I HAVE TO PROVIDE A JUDGE FOR THE MEET?
Yes. Look on UIL website for deadlines and judging forms.

INFORMATIVE & PERSUASIVE

CAN WE FILE DEBATE BRIEFS AS RESOURCES IN OUR EXTEMP TUBS OR IN OUR EXTEMP ELECTRONIC FILES?
No. Remember: anything that resembles an outline of a speech is not allowed in the extemporaneous speaking prep room. Read in the UIL Informative and Persuasive Handbook what is and isn't allowed.

CAN WE HIGHLIGHT OUR EXTEMP ARTICLES BEFORE FILING?
Highlight an article in only one color.

WHAT IF I HAVE A QUESTION THAT IS NOT ANSWERED IN THIS MANUAL?
Feel free to contact the UIL State Director. E-mail is the easiest and quickest way to get a response. You may also call or write:

Jana Riggins
UIL Director – Speech & Debate
University Interscholastic League
1701 Manor Rd, Austin, TX 78722
jriggins@uiltexas.org
512-471-5883

Ethics in Coaching Forensics

Competition can bring out the best or the beast in coaches and students. Although there are sometimes differences among Texans about just what is "ethical", there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of "win at all costs", "if your squad is going to use a tactic – my students will use it too, whether it's right or not," is a trap you won't want to fall into as a beginning coach.

What is unethical when it comes to competition? What should you avoid?

•**Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

•**Taking shortcuts** – Don't resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room. You not only risk disqualification of your student, but your credibility with your coaching colleagues.

•**"Everybody else is doing it" attitude** – Never excuse unethical behavior just because it seems other coaches are doing something. There are many more coaches who are following the letter of the law.

•**Looking for Loopholes** – Violating the spirit of the rule when the intent is clear by arguing the "letter" of the law is not exemplary behavior. Don't try to skirt the rules nor teach your students to do so.

•**Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don't like or whose coach you aren't fond of, manipulating sectioning/pairings in the tabulation room, doing your students work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

•**Conflict of Interest** – Be upfront about contestants you have a personal affiliation with or that you have professionally coached or consulted. Recuse yourself from judging them – not because you could not be unbiased but because you understand how unfair it might be perceived by other coaches and contestants. Everyone wants to feel assured all competitors were treated equally and fairly.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect and we must be careful how we help students define "winning."

Place ***Integrity*** over ***Victory***. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

Clarification: Artificial Intelligence

The following statement serves as a clarification of the use of computers and presentation of evidence in CX and LD debate rounds in the current AI environment:

UIL rules for CX Policy Debate and LD Debate allow for use of computers during competition rounds; this would, of course, allow competitors to access ChatGPT or its AI equivalents.

However, in debate events, generative AI may not be cited as evidence: Chat GPT or other Generative AI reports are NOT evidence and cannot be used as supporting evidence. Any text read from a ChatGPT or other Generative AI report would carry no more weight than a debater's own assertions. Characterizing a ChatGPT or other Generative AI printout as evidence would represent a violation of the evidence rule – it fails to meet the source citation rules specified in the UIL rulebook.

In addition, from court rulings, it has been confirmed that source citations and quotes produced by artificial intelligence can be unreliable and often even non-existence. As per UIL rules, falsification of evidence is a serious oPense that can lead to disqualification and may be grounds for suspension for the following year.

If debaters wish to use evidence from an AI source, they must locate the original and properly cite it – providing a source as reported from ChatGPT or other Generative AI product (without locating the original to determine its legitimacy) would never be suPicient. Coaches and debaters are encouraged to access the expanded discussion on Artificial Intelligence included in this year's A Guide to UIL CX Debate and in the UIL LD Debate Guide.

Section 901 C&CR– Academic Contest Ethics Code

(a) The Academic Contest Ethics Code shall carry the force of rule. Member school districts, member schools and/or covered school district personnel who violate any of the provisions of this code shall be subject to penalty.

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.
(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules or any other unfair tactic that detracts from sound educational principles.
(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.
(4) Regard opponents as guests or hosts while placing personal and/or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors has no place in interscholastic activities.
(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.
(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.
(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.
(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.
(9) Ensure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.
(10) School districts shall notify the academic regional or state meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

(b) SALARY/STIPEND. Any salary or stipend arrangement which makes it to the financial interest of a coach, director or sponsor to win a UIL contest will be in violation of the Academic Ethics Code, and the member school district, member school and the school district personnel shall be subject to the range of penalties outlined in Sections 27 and 29.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:
https://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation9-1.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.
Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.
Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to go on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL : Congress

Preparation

Prepare to enter the world of online Congress before the start of actual competition rounds by holding online practice rounds. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity.

Technology Set-Up

Technical set-up is critical to consider. Competitors should enter the chamber early to test microphone and technology in advance. Check the wi-fi connection. Turn off unnecessary devices. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early to the contest.

Competitor Positioning

Students are encouraged to sit while competing because of the “virtual box”.

Speaker Tips

Sitting heightens the need for verbal transitions when speaking since traditional speaker movement used as nonverbal transitions is hampered. Main point previews at the end of introductions are critical.

Placards

Representatives should prepare a placard professional in appearance that includes their name (i.e. **REP. RODSON**) and, when appropriate, should hold it so it can be visually seen within the frame of the camera (the “virtual box”). Check the virtual mirror setting to be certain the placard can be read correctly.

Cameras

Students should adjust to the web camera considering what can be seen in the “virtual box”, adjust to the room and adjust the side lighting so as not to be a dark shadow on the screen. Have a visual background free from distractions, to the extent that is possible. Simple adjustments can be made such as turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts set up ahead of time.

Be sure online registration includes your current cell phone number.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conferencing being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Be sure you have contact information for tournament personnel.

Technical Difficulties

Have a plan in place should you or your students have technical difficulties. Know what procedures to follow if the tournament video platform crashes or has a glitch.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. In order to maximize social distancing, any pre-tournament adjudication training should be digital or presented via video.

Technical set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition. Enter the chamber early to test technology in advance. Purchasing an ethernet cable and hardwiring to the router is recommended to improve connectivity.

Technology

Keep your video on but your microphone off during the contest.

Know what the tournament procedure is should there be tournament-wide tech issues.

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust lighting or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

Contact Info

Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Ballots

Congress ballots will be accessed through the online platform selected by the region committee. UIL also will provide interactive ballots to Region Clerks who request them.

Environment and Disruptions

Judges are being encouraged to remember that participants come from diverse backgrounds and should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues and the visual background students have available to them.

BEST PRACTICES FOR VIRTUAL CX or LD DEBATE

Preparation

Prepare before the start of actual competition rounds by using test rooms provided by the specific video platform a tournament is using. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction,

removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. If you choose to stand when debating, avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Microphones

Debaters should mute their microphones when not speaking. Double-check it is muted before beginning prep time.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
  - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
  - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
  - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
  - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
  - Reduce additional Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.
Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.
Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: Some tournament software allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a debate unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

BEST PRACTICES FOR VIRTUAL INFORMATIVE AND PERSUASIVE SPEAKING

Preparation

Prepare for online Extemporaneous Speaking before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi. A cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire* *

- Be sure you input your students' email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students' ballots as a PDF and view the tabulation sheets in your team's *SpeechWire* account.

**SpeechWire* will be used at UIL State Meet.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are speaking. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Some use 2 devices. Experiment in advance to discover what works best for you. Note: *SpeechWire* allows you to submit your results and add the comments afterwards, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the commend box of the e-Ballot, it's a good idea to type the student's topic so the Tab Room can verify the student spoke on the actual topic they drew.

Technology Problems

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

  The Contest Director should use discretion in determining the length of time that is reasonable; due to the nature of this timed event, 5 minutes protects the integrity of the draw schedule

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background a student has available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

BEST PRACTICES FOR VIRTUAL PROSE AND POETRY INTERPRETATION

Preparation

Prepare for online Prose and Poetry Interpretation before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. Ideally, you want the camera to show you from your knees to slightly over your head. But if the space does not allow that, at least get mid-chest and up. Once you have begun your performance, do not adjust your camera.

Performers are encouraged to stand to perform, unless a disability or space issues prohibit standing. Avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
    - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
    - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
    - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
    - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don’t crowd the router.
    - Reduce other Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a

note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire**

- Be sure you input your students’ email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students’ ballots as a PDF and view the tabulation sheets in your team’s *SpeechWire* account.

***SpeechWire** is used at District, Region and State as the official UIL tournamer managment system.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the

round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: *SpeechWire* allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the comment box of the e-Ballot, type the title of the student's selection(s) so Tab officials can verify that what is performed in the round is what was submitted for documentation.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a performance unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

APPENDIX

All items found in this appendix can also be found electronically on our website and in the individual contest Handbooks.

2025 – 2026 UIL PROSE CATEGORIES

PROSE CATEGORY A RESTRICTIONS

The material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

(A) One to four selections of prose may be used.
(B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy.
(C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored.
(D) Selections from plays, screenplays, movies, and monologues shall not be used.
(E) Speeches shall not be used in this category.
(F) No contestant shall use the same writer in more than one category in the contest.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things

The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

Documentation Requirements

1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published.

Examples of acceptable proof of publication include:

- the original published source
- photocopy of the copyright of the original source
- online printout of Library of Congress cataloguing information
- If a prose selection is drawn from a literary collection (anthology), the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selection is included in that book
- A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
- If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

See the *UIL Prose and Poetry Handbook* provided online and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation. Students are urged, but not mandated, to take to the contest site the original published source of the selection.

2025-2026 UIL PROSE CATEGORIES

PROSE CATEGORY B RESTRICTIONS

The material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

(A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program.
(B) All selections may be published, printed material, internet material or transcribed material from literary sources, but must be prose.
(C) No contestant shall use the same author in more than one category in the contest.
(D) Selections from plays, screenplays, movies, and monologues shall not be used.
(E) Song lyrics shall not be used as selections or transitions in this performance.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow

The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category**. If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

Documentation Requirements

1. All selections may be published, printed material, online material, or transcribed material from literary sources.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form.
3. No proof of publication for Category B is required.
4. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

2025 – 2026 UIL POETRY CATEGORIES

POETRY CATEGORY A RESTRICTIONS

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

(A) One to six poems may be used.
(B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy.
(C) If multiple poems are used, one poem may be unpublished, but not self-authored.
(D) Selections from plays or screenplays, movies, and monologues shall not be used.
(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.
(F) No contestant shall use the same poet in more than one category in the contest.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things

The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke *an appreciation of finding joy*.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements

1. If performing a single literary work, it shall be published printed poetry.
2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.

The contestant shall provide proof the selection(s) are published. Examples of acceptable proof of published include:

- the original published source
- a photocopy of the copyright of the original source
- online printout of Library of Congress cataloguing information
- If a poem is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book,
- A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
- If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation. Students are urged, but not mandated, to take to the contest site the original published source of the selection.

2025-2026 UIL POETRY CATEGORIES

POETRY CATEGORY B RESTRICTIONS

The material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program.
(B) All poetry may be published, printed material, internet material or transcribed material from literary sources, but must be poetry.
(C) No contestant shall use the same poets in more than one category in the contest.
(D) Selections from plays or screenplays, movies, and monologues shall not be used.
(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow

The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use poems from one or more poets. Co-authored and anonymous works are permissible but self-authored pieces shall not be used unless published in hard copy. The poet(s) used in this category shall not be used in Category A of Poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Song lyrics published as music only and not as poetry may be used but only as transitions between the poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the goal of the category**. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements

1. All poems may be published, printed material, online material or transcribed material from literary sources.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form.
3. No proof of publication for Category B is required.
4. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry.

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

UIL Guidelines: Electronic Retrieval Devices in CX and LD Debate

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.
B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include *but not be limited to* coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.
C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in cross-examination period.
D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.
E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.
F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

2025-2026

GUIDELINES: ELECTRONIC RETRIEVAL DEVICES IN EXTEMPORANEOUS SPEAKING

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. *These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.*

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.
B. Cell phones or smart phones or smart watches are not allowed during the contest.
C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
D. Wired connections (Ethernet or phone) during the contest are not permitted.
E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. *This statement does not preclude the use of timing devices.*
F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.
G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.
I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournaments hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

Judging Cross-Examination Debate

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently and offer a specific plan, outlining potential advantages to adopting the plan. Your task is to determine whether the affirmative proves that the adoption of its plan would be desirable.

2. Regardless of your judging philosophy, there are multiple arguments that may occur in a debate. Below are six common ones. To make your decision, you should take notes, and after the round, balance the issues. This will help you determine, *based on what the debaters actually presented in the round*, whether adopting the affirmative plan is desirable.

Key Issues

• Topicality:	Does the affirmative team offer a plan within the current resolution?
• Inherency:	Has the affirmative case shown that the status quo is unable or unwilling to redress the harm?
• Impacts	If the plan is not passed, what potential harmful situation will occur? What advantage is there to the plan? How big are the impacts? Are they likely?
• Solvency:	Has the affirmative case shown that the plan will solve all or a significant portion of the impacts?
• Disadvantage:	The negative team may offer disadvantages explaining how the affirmative case causes its own harmful impacts. Is this impact likely? Does it outweigh the affirmative cases' impacts?
• Counterplan:	The negative may propose a specific counterplan as an alternative to the affirmative plan. Does the counterplan solve for the impacts of the disadvantages or others?

3. **Making the decision**: *Depending upon your judging philosophy*, you might follow the sequence below:
   a. ***Is the affirmative plan topical?*** Unless the negative disproves this, assume it is. Don't use your own bias. If the negative has shown that the plan is not topical, then most judges will vote negative (disregarding items b and c below).
   b. ***Inherency/Solvency Balancing:*** If the negative has made arguments about inherency or solvency, ask how much would be gained by adopting the affirmative plan after considering these arguments. If some advantage remains, then move to item c below.
   c. ***Disadvantages Balancing:*** Balance the gains expected by adopting the affirmative plan with any disadvantages the negative has proven would occur by adopting the plan. Determine if the impacts from the disadvantages are worse than the impacts from the affirmative case.
   d. ***Plan/Counterplan Balancing:*** If the negative has offered a counterplan, the question is whether the counterplan offers a good reason to reject the affirmative plan or whose plan solves for more significant impacts.

4. **Speed of delivery**: Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points.

5. **Filling out the ballot**:
   a. Record decision (affirmative or negative)
   b. Award points (30 points is highest; 20 is the lowest) to each debater. ***Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted***.
   Speaker Criteria: Organization, Evidence, Analysis, Refutation, Oral Style, Speed of Delivery
   c. Award ranks (1, 2, 3, 4 with 1st being awarded to the debater with the most points and so on) to debaters. Points and ranks should correspond.
   d. Write your reasons for your decision in the space provided.
   e. Sign your ballot.

Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

Note: Beware of your own implicit bias. Avoid comments about student's attire.

UNIVERSITY INTERSCHOLASTIC LEAGUE

JUDGING LINCOLN-DOUGLAS DEBATE

I. Purpose:

Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to orally persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**
   Did the evidence orally presented pragmatically justify the affirmative or negative stance?
   Did the reasoning orally presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**
   Did the debaters fulfill their obligation to extend their own arguments?
   Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

II. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

B. Debate:

Affirmative	6 minutes
Cross-examination by Negative	3 minutes
Negative	7 minutes
Cross-examination by Affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes

III. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and oral presentation of the debaters, which debater was the most persuasive?

Note: Be aware of your own implicit bias. Avoid comments about a student's attire.

THANK YOU FOR JUDGING!

SCORING CONGRESS

Congress is intended to emulate the U.S. Congress. In theory, the contest combines the best aspects of debate, oratory, and extemporaneous speaking within the structure of parliamentary procedure.

The parliamentarian remains the same throughout Session I and II. Individual scorers, however, will consider the results of each individual chamber session they are assigned to score.

Important: The parliamentarian and scorers will submit scores/rankings on electronic ballots via *SpeechWire*, a web-based tournament management system. You will need a laptop in the chamber and are required to register as a judge in advance of the tournament at ***speechwire.com*.** Instructional videos can be located there, if you have questions on how to register.

SCORING

A ballot should be completed for all members of Congress whether they spoke during the session or not. Scorers shall not confer with others about their selection or reasons for ranking before submitting their decisions.

POINT ASSIGNMENT

- Competitors may have **5 scored speeches** per session. They might speak more than 5 times during the session, but only their first 5 speeches should be scored. Consult the **Congressional Debate Rubric: Speaking** for criteria. NOTE: Despite the fact that ***SpeechWire*** will allow you to input more than 5 speech scores, you will only score the first 5. You can take the other speeches into consideration when ranking the competitors.

- Amendment speeches are scored.

- Speakers may receive up to **six points per speech**. Complete a **Speech Evaluation** form for each individual student.

- The presiding officer may receive up to six points per clock hour based on his/her ability in that capacity. Use the **Presiding Office Evaluation** form.

- Rank the students at the end of each session, unless instructed otherwise by the Clerk. Use the **Master Ballot** for the overall ranking of legislators.

- There can be no ties for placement.

- Provide as much constructive criticism as possible for each of the student's speeches.

Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period.

	1 **Mediocre**	2-3 **Good**	4-5 **Excellent**	6 **Superior**
Content: Organization, Evidence & Language	The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective.	While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak.	While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on *one* piece of evidence, but does so effectively.	Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance.
Argument & Refutation	The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments.	The speaker fails to *either* introduce new arguments (simply repeating previous arguments) *or* the speaker fails to refute previous opposing arguments; in other words, no real *clash* is present.	New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately.	The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity.
Delivery	Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation.	Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting.	The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times.	The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent.

Congressional Debate Rubric: Presiding

This table of evaluation standards is provided for any judge who would like assistance in determining scores for a presiding officer (P.O.). Each scorer independently (without collaborating) awards 2-6 points for each hour of presiding. The primary job of a presiding officer is to efficiently run the meeting with the purpose of giving students in the chamber the maximum opportunity to participate. An effective presiding officer does not draw negative attention to himself/herself and makes the smooth operation of the session as their highest priority. The position of presiding officer can be the difference between a successful productive session and a session that accomplishes very little. If you feel the Presiding Officer was one of the most effective students in your chamber, it is appropriate for scorers to take into consideration rewarding excellent or superior performance by the presiding officer with one of the highest ranks in the session.

Points	2 **Weak-Mediocre**	3-4 **Good**	5-6 **Excellent-Superior**
Parliamentary Procedure	The P.O.'s knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. Minimizes opportunities for others to debate by failing to adhere to time specified in a recess motion.	The P.O. demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc.	The P.O. has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. Brings chamber back into session in a timely fashion following recess.
Recognition	Frequent errors are made in speaker recognition. Students in the chamber rise to a point of order to correct erroneous speaker recognition made by the P.O. The P.O. is slow in recognizing speakers and questioners. There are fewer than 10 speeches per hour in the chamber.	Presiding preferences are not clearly explained. Speaker recognition is somewhat inconsistent or biased. The P.O. is successful in achieving 10 speeches per hour in the chamber.	Presiding preferences are clearly explained at the beginning of the session. The P.O. is consistent in recognition distributing speeches throughout the room based on precedence. The P.O. recognizes speakers and questions in a timely manner to maximize participation. Achieving 12 or more speeches per hour in the chamber is a sign of excellence.
Control	The environment in the chamber does not foster participation. Allows students to abuse parliamentary procedure in place of debating legislation. Encourages frequent recesses.	Guides the chamber to remain focused on debating legislation. At times, students on the chamber floor appear to be more in control of the chamber than the P.O. during the session. Sometimes is unsure of how to rule on motions or business.	The P.O. is respected and trusted by his/her peers. Establishes a business-like environment that fosters maximum participation in the chamber. Rules on motions and business without interjecting himself/herself into the issue.
Demeanor	The P.O. uses their position for their own personal advantage as opposed to operating in the best interest of the chamber as a whole.	Overall, the P.O. creates a professional atmosphere although there are times where the atmosphere is less than totally professional.	The P.O. fosters a respectful, professional and collegial atmosphere. Addresses all members as Representative _____ not by just first or last name.
Communication	Communication between the P.O. and chamber is confusing or counterproductive. Communication from the P.O. (excessive or lack of) prevents maximum participation from members of the chamber.	The P.O. occasionally takes excessive time when explaining rulings. There are times when the members of the chamber are not sure what they are being asked to vote on. The P.O. uses debate time to admonish the members of the chamber regarding issues that the scorers are responsible for evaluating (ex., Reminding members to ask short questions and give short answers).	The P.O. dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The P.O. clearly explains the meaning of upcoming votes. Rulings are concisely explained to keep all members of the chamber informed.

UIL ACADEMIC/OAP CONTEST

SUBSTITUTE ELIGIBILITY FORM

SEND A COPY TO EACH AFFECTED CONTEST DIRECTOR.

SUBSTITUTIONS AND LATE ENTRIES

See Section 903 in the *UIL Constitution and Contest Rules*. This form must be presented to the contest director before the contest begins. At the conclusion of the meet, the contest director must submit the substitution form or letters to the meet director to be filed with the school's original online entry information. Late entries will only be made if approved according to Section 903 for district competition or Section 904 for regional competition.

School _____

School District _____ UIL Conference _____A UIL District # _____

Level for Substitution: ☐ Zone ☐ District ☐ Bi-District ☐ Area ☐ Region ☐ State

FOR ACADEMICS

In the designated contest an ORIGINAL entry will be replaced by the following SUBSTITUTE:

_____	_____	_____
CONTEST	ORIGINAL STUDENT	SUBSTITUTE STUDENT

FOR OAP

Area Number _____ Region Number _____

_____	_____
ORIGINAL STUDENT	ROLE PLAYED OR CREW OR ALTERNATE
_____	_____
SUBSTITUTE STUDENT	ROLE PLAYED OR CREW OR ALTERNATE

AUTHORIZATION

As the principal or designated administrator, I certify that the student above is eligible to compete in the contest named in accordance with Subchapter M of the *Constitution and Contest Rules*.

_____	_____
Designated Administrator Signature	Date

STUDENT ACTIVITIES CONFERENCES 2025

Sept. 13 — University of Texas RGV, Edinburg

Sept. 27 — West Texas A&M University, Canyon

Oct. 25 — University of Texas at Austin

Nov. 1 — Richland High School, Prosper

These free conferences feature sessions on UIL academic contests for students, coaches and coordinators

Visit the UIL website for more information.

TILF Scholarship Opportunities

From 1959 to 2025, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2026 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Congress A Guide



Jana Riggins, Editor
2025-2026 Edition



Important Dates for Congress	**2025-2026**
Intent to Participate from Schools submitted online (Late submission requires regional approval)	September 10
Legislation from Schools to Region Clerk	September 10
Legislation from Region Clerk to State Office	September 20
State Office posts Regional Legislation online	no later than October 1
School submits UIL Contestant Entry Form via the UIL website	*no later than 10 days prior to the Region meet*
Region Sanctioned Contest Window	November 1 - 15
Region submits Results & Legislation to State Office	*no later than November 17*
State office posts State Legislation online	*no later than December 1*
Region Clerk submits Parliamentarian for State	*no later than December 1*
Qualifying Schools each submit State Scorer	*no later than December 1*
State Congress Meet	January 6 - 8

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This button is found on the UIL Speech home page https://www.uiltexas.org/speech

Introduction

"Where there are no laws, or individuals have their own rules and laws, there is the least of real democracy."
-- Gen. Henry Martyn Robert (author, Robert's Rules of Order)

Congress is an individual contest in a large group setting. It models the legislative process of democracy, specifically, the United States Congress.

PRIOR TO THE CONTEST
Within this mock legislative assembly competition, contestants draft legislation (proposed laws and position statements) that they submit to the tournament; and they research the docket of bills and resolutions dealing with real-world social and political policies to prepare speeches.

DURING THE CONTEST
At a tournament, students deliver formal discourse on the merits and disadvantages of each piece of legislation; after a period of debate, contestants vote to pass or defeat the measures they have examined. Parliamentary procedure forms structure for the discourse, and students extemporaneously respond to others' arguments over the course of a session.

STRUCTURE OF A CONGRESS ROUND
Each Congress session lasts approximately 3 hours. A student Presiding Officer (PO) runs the session. The PO's job includes:

- Recognizing speakers
- Giving time signals
- Conducting votes
- Keeping order

A congress tournament begins with the establishment of an agenda, or order of legislation to be debated from the docket provided by the tournament host.

The first speech introducing the piece of legislation is called an authorship speech (if the student who wrote the legislation or a teammate delivers the speech) or a sponsorship speech if given by a student from a different school. The author or sponsor may speak for up to 3 minutes, followed by 2 minutes of continuous questioning by other delegates. The first opposing speech is also 3 minutes, followed by 2 minutes of questioning. All other speeches on the same legislation are 3 minutes, followed by 1 minute of questioning. Finally, action is taken on the legislation by the chamber body.

DETERMINING THE WINNERS
In most rounds, there will be one parliamentarian and two judges (also called "scorers"). Judges evaluate contestants based on the depth of their research and analysis of issues, argumentation, skill in asking and answering questions, use of parliamentary procedure and clarity and fluency of speaking.

Judges and parliamentarians evaluate and award points for each speech delivered by students in the chamber. Top ranked students advance to a final session, called a "super" congress.

For additional information, explore resources at www.uiltexas.org/speech/congress

Skills Involved that Make the Congress Contest Unique

The UIL Congress Contest provides students the exciting opportunity to participate in a mock legislative congress modeled after the United States Congress.

- Using parliamentary procedure to conduct meetings properly
- Following parliamentary law when speaking before the legislative body
- Critical listening
- Note taking
- Creating laws to solve problems
- Negotiating arts and mediation while meeting in caucuses
- Incorporating elements of interpersonal communication while working to get legislation passed
- Using proper decorum during formal discussion
- Increasing civility in discourse
- Improving writing skills by developing compelling arguments that are real-world
- Providing real-life exposure to politics, political science, persuasion, public speaking and assemblies
- Discussing newsworthy issues
- Debating current laws of our nation
- Increasing civic participation
- Developing respect for public service
- Cultivating a desire to contribute to society
- Building leaders by providing an opportunity to run for Presiding Officer
- Providing a student-driven contest as they author the legislation and set the docket
- Utilizing research available via common resources makes the contest extremely cost-effective
- Crossing curriculums, involving students from speech, debate, agricultural and FFA programs, government and social studies, among others

RULES

Section 901 of the *Constitution and Contest Rules*

(a) The Academic Contest Ethics Code shall carry the force of rule. Member school districts, member schools and/or covered school district personnel who violate any of the provisions of this code shall be subject to penalty.

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules or any other unfair tactic that detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in nonschool activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Ensure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic regional or state meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

C&CR Section 1008:CONGRESS

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to encourage the student to understand real-world social and political policies debated within the framework of a legislative body modeled after the United States Congress, with formal discourse guided by parliamentary procedure.

(2) Format. Contestants will formulate legislative bills and resolutions, debate them, and adopt or reject them by casting votes. Speaking in legislative congress is conducted within a structured environment of specific procedural rules.

(b) ENTRIES.

(1) Representation. Each school desiring to participate in UIL Congress should file an intent to participate form on the UIL website no later than date posted on UIL Congress webpage for the current school year. Failure to submit intent shall require regional committee approval in order for school to participate. Each school in all conferences may enter five competitors in the congressional region competition. Two alternates may be registered. Entries shall be submitted at least ten calendar days prior to the congressional region competition via the UIL website. In the event ten or less total contestants per conference are competing in a congressional region, both alternates from each school with a full entry in that conference may be seated. Only one alternate may be seated if there are 11-15 entries within the conference.

(2) Eligibility. Speech plan, Section 1000 of the UIL Constitution and Contest Rules, regarding specific speech eligibility shall not apply to this contest. Entering the congress competition does not impact a student's eligibility to enter any other UIL high school academic event (i.e., CX Debate, LD Debate).

(3) Entries submitted after the 10-day deadline, require majority consent of the regional congress committee.

(c) RESOURCES. The contest is discussed and defined in detail in the UIL Congress Handbook and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) STRUCTURE. Congress will be organized into regions according to the twenty Educational Service Centers (ESC) designated by the Texas Education Agency. All schools, regardless of UIL conference, will compete with each other within their school's region ESC unless conference entry numbers warrant separate chambers. Regardless, each conference competing in the congressional region will be eligible to advance a minimum of three representatives to the state congressional competition.

(e) CONGRESSIONAL REGION CONTEST DIRECTORSHIP. A directorship of five for each congressional region contest within their Education Service Center region will conduct the region contest. A congressional region clerk appointed by the UIL office will chair the directorship. The congressional region clerk shall be the final authority until the congressional region competition is completed.

(f) ELECTRONIC DEVICES IN CHAMBER. The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Congress is allowed so long as wired or wireless connections are disabled and remain disabled throughout the contest. It is the responsibility of the contestant to disable the equipment. Cell phones and smart phones are prohibited in the chamber. Traditional timing devices are permitted. Contestants in violation of the electronic devices rules shall be disqualified

(g) CONGRESS SHALL BE PUBLIC. Congress is public discourse. Therefore, all congressional chambers shall be open to the public. No coaching or cheering shall be permitted during the contest.

(h) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) region or state congress sessions. The UIL reserves the right to record for educational purposes.

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PURPOSE OF THE CONTEST. The purpose of this contest is to encourage the student to understand real-world social and political policies debated within the framework of a legislative body modeled after the United States Congress, with formal discourse guided by parliamentary procedure.

NATURE OF THE CONTEST. Contestants will formulate legislative bills and resolutions, debate them, and adopt or reject them by casting votes. Speaking in legislative congress is conducted within a structured environment of specific procedural rules.

STRUCTURE. Congress will be organized into regions according to the twenty educational service centers (ESC) designated by the Texas Education Agency. All schools, regardless of UIL conference, will compete with each other within their school's Region ESC unless conference entry numbers warrant separate chambers. Regardless, each conference competing in the Congressional region will be eligible to advance a minimum of three representatives to the State Congressional competition.

CONGRESSIONAL REGION CONTEST DIRECTORSHIP. A directorship of five for each Congressional region contest within their Education Service Center region will conduct the region contest. A Congressional Region Clerk appointed by the UIL State Office will chair the directorship. The Congressional Region Clerk shall be the final authority until the Congressional Region competition is completed.

ENTRIES: REPRESENTATION. Each school desiring to participate in UIL Congress should file an Intent to Participate form on the UIL website no later than date posted on UIL Congress webpage for the current school year. Failure to submit intent shall require regional committee approval in order for school to participate. Each school in all conferences may enter five competitors in the Congressional Region competition. Two alternates may be registered. Entries shall be submitted at least ten calendar days prior to the Congressional Region competition via the UIL website. In the event ten or less total contestants per conference are competing in a Congressional Region, both alternates from each school with a full entry in that conference may be seated. Only one alternate may be seated if there are 11-15 entries within the conference.

Entries submitted after the 10-day deadline, require majority consent of the Regional congress committee.

ELIGIBILITY. Each contestant shall be eligible under subchapter M of the *UIL Constitution & Contest Rules*. Only students in high school are eligible for this contest. Speech plan, section 1000 of the *UIL Constitution & Contest Rules*, regarding specific speech eligibility shall not apply to this contest. Entering the Congress competition does not impact a student's eligibility to enter any other UIL high school academic event. (i.e., CX Debate, LD Debate)

SUBSTITUTIONS. An eligible student may be substituted for any name on the official region entry form by providing the contest director with a letter or official substitution form signed by the superintendent or designated administrator certifying the student's eligibility. The letter shall be presented to the contest director before the contest begins.

LIMIT ON SUBSTITUTIONS. After a given competition has begun, no substitutions shall be allowed.

PLANNING THE REGIONAL CONTEST. In order to maximize participation by all schools and provide equal opportunity to all students to enter regardless of the existing academic conflict pattern, the congressional competition will be held during the fall/winter. The Congressional Regional Directorship, with input from all participating schools, shall schedule Congressional Region competition during the first two designated region weeks of November. Location and entry fees will be determined by the Directorship.

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SIZE OF CHAMBERS. The optimum size is 20 legislators per chamber for a three-hour session; otherwise, a session should be lengthened by 10 minutes per each additional student beyond 20. If a conference has fewer than fifteen competitors, see *combining conferences at Congressional Region* below.

If a school has more than one entry and there are multiple chambers at Congressional Region school entries should be assigned to separate chambers, whenever possible.

NUMBER OF CONGRESSIONAL REGIONAL CHAMBERS:

24 or less entries – There shall be one chamber, which will conduct morning and afternoon sessions. Each session should be three hours of debate time, lengthened by 10 minutes per each additional congressional contestant beyond 20.

25 to 48 entries – There shall be at least two chambers, which will conduct a preliminary session consisting of three hours and should be lengthened by 10 minutes per each additional student beyond 20. The top half of each chamber (or whole number closest to that percentage) will advance to a final congress session. The final session shall not be less than three hours, and shall be lengthened by 10 minutes per each additional student beyond 20.

49 to 72 entries – There shall be at least three chambers, which will conduct a preliminary session consisting of three hours and lengthened by 10 minutes per each additional student beyond 20. A proportionately equal number of students shall be selected to advance from each preliminary chamber resulting in a final chamber of no less than 18 and no more than 24 students. The final session shall be three hours and lengthened by 10 minutes per each additional student beyond 20.

73 to 96 entries – There shall be at least four chambers, which will conduct a preliminary session consisting of three hours and lengthened by 10 minutes per each additional student beyond 20. A proportionately equal number of students shall be selected to advance from each preliminary chamber resulting in a final chamber of no less than 18 and no more than 24 students. The final session shall be three hours and lengthened by 10 minutes per each additional student beyond 20.

97 to 120 entries – There shall be at least five chambers, which will conduct a preliminary session consisting of three hours and lengthened by 10 minutes per each additional student beyond 20. The top one fifth of each chamber (or whole number closest to that percentage) will advance to the final session that will be three hours and lengthened by 10 minutes per each additional student beyond 20.

COMBINING CONFERENCES AT CONGRESSIONAL REGIONALS. In the event there are an insufficient number of competitors in some conferences to constitute a chamber, Congressional Regions will combine conferences to achieve the desired chamber(s) size(s). The Region clerk and/or Directorship committee should do this in a fashion as determined by the Region Directorship committee. Those advancing from preliminary to final chambers must be proportionate to the conferences represented. If a conference is represented by only one school, then all of that school's members shall advance to the final chamber and to State.

LEGISLATION. Participating Regional schools are encouraged to author and submit bills, constitutional amendments, and/or resolutions for debate and are encouraged to author legislation that has an impact on the state of Texas. However, schools should assume members of the chamber to be United States Congress representatives. All legislation submitted shall meet UIL formatting and shall be the original product of the school. Plagiarism includes: submitting legislation that was not authored by the student or school. Direct quotation from a published source shall not be allowed in submitted legislation. Students should paraphrase from published

sources in submitted legislation. Plagiarism is unacceptable and shall result in the legislation being ineligible for inclusion on the agenda, and the school shall lose authorship speeches for any additional legislation they have in the docket. It shall be the duty of the coach to affirm that the legislation submitted is original. Legislation must be submitted to the regional clerk by the date posted on the UIL Congress webpage to be eligible for review by the clerk and regional committee, which will determine the legislation. A maximum of 20 pieces (10 for prelims, 10 for finals) will be debated at the regional contest but less is permissible. The clerk shall then forward the regional legislation to the UIL state director for final approval and posting on the official UIL website.

SCORERS/PARLIAMENTARIANS. The congressional regional directorship will determine requirements for providing scorers and Parliamentarians for the region competition. Upon request from the regional clerk and committee, in emergency situations, regions may receive a waiver from the UIL state debate director to use one scorer in preliminary sessions.

SCORING CHAMBERS. A Parliamentarian and a minimum of two scorers shall score each chamber, unless a waiver is granted. In regions with fewer than 24 competitors, there will be two sessions with a single chamber. The scorers shall rank students at the end of each session. The Parliamentarian shall rank students only at the end of the second session, ranking all contestants from 1st through the total number of members in the chamber. In regions with more than 24 competitors, there will be one preliminary session with multiple chambers and one final session.

ASSIGNING RANKS. Scorers shall rank students at the end of each session. Scorers will rank only the top 8 students from 1^{ST} (best) through 8^{TH} (all unranked students receive a 9 for purposes of tabulation). Parliamentarians shall only rank students at the end of their last session. Parliamentarians shall rank all contestants from 1^{ST} (best) through the total number of members in the chamber.

Legislators may be scored on up to five speeches per session. They may deliver more than five speeches, but only the initial five shall be scored. Each speech shall be rated 1- 6, with 1 being worst and 6 being the best. Ratings should be based on originality of thought, organization and unity, evidence and logic, and overall delivery. An evaluation sheet should be completed for all members of congress whether they spoke during the session or not. Ratings are not used for advancement purposes but provide feedback to students as to the quality of each speech.

PLACEMENT. The cumulative ranks of the Parliamentarian and each scorer in the chamber shall determine placements using the established tie-breaking rules. The lowest rank of the scorers and Parliamentarians shall be first in the chamber, the second lowest shall be second in the chamber, and like manner. The congressional regional directorship shall conduct the tabulation.

ADVANCEMENT/PLACEMENT. Final rankings in each chamber shall be determined on the basis of cumulative ranks of all scorers and the Parliamentarian. Scorers should rank only the top 8 competitors from 1^{st} (best) to 8^{th} at the end of each session (with all others considered as 9^{th} for purposes of cumulative rank). The Parliamentarian should rank each competitor from 1^{st} (best) through the total number of members in the chamber at the end of the last session. In determining cumulative rank totals. The Parliamentarian ranks greater than 9 shall be adjusted to 9 (thus giving equal weight to each scorer and Parliamentarian).

Ties in cumulative ranks shall be broken by:

1) Judge preference (using Parliamentarian ranks adjusted to 9)
2) Reciprocal fractions (using Parliamentarian ranks adjusted to 9)

3) Actual Parliamentarian rank (non-adjusted)

BALLOT VERIFICATION PERIOD. After the preliminary and final rounds (excluding final round at state) and the announcement of unofficial rankings, the individual evaluation sheets shall be made available to each contestant and/or coach. It then becomes the responsibility of the students and/or coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

From the final regional chamber, each congressional region shall advance the top three candidates from each conference to state. Congressional regions with more than 40 entries within a conference will advance the top candidates from each conference based on a ratio of one student advancing for every 10 entries in a given conference (40 – 49 entries = 4 students advancing to state; 50 – 59 entries = 5 students advancing to state). The ratio applies to all students entered per conference at the congressional regional tournament. Conference entries shall not be combined for the purpose of determining the ratio qualifying for state.

REGION AWARDS. Each regional competitor should be recognized for participation. Each state-advancing congress competitor and state alternates shall receive an award for their accomplishment. Further, each final chamber will vote, using the same method employed for selecting a Presiding Officer for the outstanding Presiding Officer of that chamber. Outstanding Presiding Officers shall receive an award for his/her accomplishment.

ALTERNATES. A first alternate and second alternate to State should be named from each conference in each Congressional Region, if possible.

THE STATE MEET:

In order to participate, each Congressional Region and each school qualifying a contestant to the Congressional State Meet shall be required to provide the following:

LEGISLATION. At the completion of Congressional Region competition, those students for each conference advancing to State competition shall select one resolution or one bill and an alternate piece of legislation, should it be needed, to be submitted to the State Director to be considered as legislation for the State Meet.

STATE PARLIAMENTARIAN/CLERKS/SCORERS. Each Congressional Region (ESC) advancing competitors to State shall provide one qualified Parliamentarian for the duration of the Congressional State competition. Deadline for submission of state Parliamentarian by the Regional Clerk is the deadline posted on the UIL Congress website. Each school qualifying a legislator shall provide one individual qualified to serve as a scorer/clerk for the duration of the Congressional State competition. Deadline for submission of state scorer/clerk by each qualifying school is the deadline on the UIL Congress website.

CHAMBER DIVISION. State-qualifying competitors shall be assigned to a chamber within their own conference at the state meet. Preliminary chambers will be evenly divided, in so much as possible, and shall conduct debate for a morning and an afternoon session.

STATE SCORING. During preliminary and final sessions, Parliamentarians will remain the same in each chamber, but the scorers will be rotated from that chamber after each session. Thus, there should be four scorers and one Parliamentarian who have scored the chamber during state preliminary sessions.

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ADVANCEMENT/PLACEMENT. Final rankings in each chamber shall be determined on the basis of cumulative ranks of all scorers and the Parliamentarian. Scorers should rank only the top 8 competitors from 1st (best) to 8th at the end of each session (with all others considered as 9th for purposes of cumulative rank). The Parliamentarian should rank each competitor from 1st (best) through the total number of members in the chamber at the end of the last session. In determining cumulative rank totals, the Parliamentarian ranks greater than 9 shall be adjusted to 9 (thus giving equal weight to each scorer and Parliamentarian).

Ties in cumulative ranks shall be broken by:

1) Judge preference (using Parliamentarian ranks adjusted to 9)
2) Reciprocal fractions (using Parliamentarian ranks adjusted to 9)
3) Actual Parliamentarian rank (non-adjusted)

ADVANCING FROM PRELIMINARY TO FINALS AT STATE: both the preliminary and final chambers shall be scored in the fashion herein specified. The number of legislators advancing from each conference chamber must be proportionate to providing 18-20 in the final chamber.

BALLOT VERIFICATION PERIOD. After the preliminary and final rounds (excluding Super Congress final round at State) and the announcement of unofficial rankings, the individual evaluation sheets shall be made available to each contestant and/or coach. It then becomes the responsibility of the student and/or coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

STATE AWARDS: Each student advancing and participating in Congressional State will receive recognition. Competitors in the final chamber ranked 1 – 6 in each conference will receive medals respective to their rank. Each chamber shall vote for the best Presiding Officer of that chamber using the same method employed for selecting a Presiding Officer. Each outstanding Presiding Officer shall receive an award for his/her accomplishment.

UIL COMPETITION RULES

ORDER OF BUSINESS:

Oath of office (collectively or by chamber)

Audition of Presiding Officer candidates (order should be drawn by lots)

- The first candidate's obligation shall include the consideration of "rules of the day," which will remain binding for the duration of the session, unless amended as allowed.
- Candidates shall NOT be scored during their candidacy, nor shall their candidacy be a consideration for precedency or recency.

Conducting the business of the chamber

Vote on Presiding Officer

Conducting the business of the chamber

Chamber adjourns at the established time

ORDERING THE DOCKET: Chambers may set their own agenda.

At Region and State, all legislation intended for that portion of Congress may be altered by a two-thirds vote, but no new legislation (beyond a resolution of appreciation) may be introduced to the chamber.

Invitational tournament hosts are allowed to use UIL Region and State legislation at their meets.

LENGTH OF DEBATE: The length of debate on each piece of legislation may be set in the rules of the day. When no one seeks the floor for debate, the Parliamentarian may prompt the Presiding Officer to ask the chamber if they are "ready for the question," at which point, if there is no objection, voting may commence on the legislation itself.

TIME: Times are absolute in Congress. They can neither be diminished, nor increased by a vote of the chamber.

- Thus, the first affirmative (author/sponsor) has three minutes to speak on the question, followed by a two-minute question and answer period. If, for instance, the speaker only uses 2 minutes and 30 seconds of his/her speaking time, the remaining 30 seconds does **NOT** accrue to his/her question-and-answer period – the first affirmative and negative speaker receives only those two minutes.
    - After the first affirmative and negative speakers have spoken, subsequent speakers will have 3 minutes to speak on the topic and a 1 - minute question and answer period.
    - One legislator may **NOT** yield any portion of his/her time to another legislator, except to ask a question as provided above.

RECOGNIZING MEMBERS OF THE CHAMBER: Members must speak only after being recognized by the Presiding Officer. Members should be addressed formally as Representative when addressing another member of the chamber. At Region and State Contests, pre-set speech precedence charts may be used. At the regional level, use of such shall be approved by the Regional Congress committee. At the state level, approval shall be by State Tournament officials.

- At the Region and State Contests, when legislation is first placed in order by a main motion, the Presiding Officer will call for the author of the legislation. Until precedence and recency (defined below) can be established, s/he may choose whomsoever s/he pleases, giving attention to geography of the chamber. That is, s/he should not choose only from one location of the chamber or from one school known to him/her or from one conference known to him/her.

  If two or more contestants wish to speak that have previously spoken, the precedence rules below will apply in selecting the contestant that has precedence:
- As speakers are recognized, the Presiding Officer shall record that the legislator has spoken and in what order. Once a portion of the chamber has spoken, the Presiding Officer, when recognizing speakers, shall recognize those who have not spoken or who have spoken the fewest times (precedence). If all legislators seeking to speak have the same number of speeches previously, that legislator who has spoken earliest shall be recognized first (recency).
- Questions shall be recognized on recency.
- During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak. Precedence/Recency will be reset when a new session begins.
- A member of the chamber speaking on the wrong side, that is, speaking on the affirmative when they should have spoken on the negative or who speaks on the wrong legislation shall receive no points for that speech, but the speech will be recorded for the purpose of precedence and recency.

PRO-CON BLOCK: The pro-con block does **NOT** exist.

- The affirmative shall be followed by a negative speech, if one is offered. In like manner, the negative shall be followed by an affirmative speech, if one is offered. If, however, there is no negative after the affirmative or affirmative after the negative, it is permissible to hear two or more affirmatives or negatives in a row.

QUESTIONING: Thirty second questioning blocks shall be employed in all sessions of Congress. There shall be two minutes of questioning time after the first affirmative and first negative speeches on an item. All other speeches shall have a questioning time of one minute. If pre-set speech precedence charts are used, Presiding Officers are encouraged to select representatives that are lower on the chart to ask questions first while maintaining recency. Members shall have only one questioning block per questioning time, unless no other members seek recognition.

DECISIONS OF THE CHAIR: A member may appeal the decision of the chair, which requires a second and a majority vote.

- As a rule, this is discouraged. Members elected the chair and should have confidence in that individual's decisions. This action should be reserved for only the most egregious acts, and should always be preceded with the motion "point of order" to allow the chair the opportunity to reconsider on their own.

DECISIONS OF THE PARLIAMENTARIAN: If the Parliamentarian and clerk are not the same person, a member or the chair may appeal to the Clerk a decision of the Parliamentarian. Such appeals must be made in writing, must be accompanied by a two-thirds vote of the chamber's members, and no appeal will stop the proceedings of the congress.

DISCUSSION WITH THE PARLIAMENTARIAN. Prior to an appeal of the decision of the Parliamentarian, two members in opposition, one for the decision and one opposed, may seek to discuss their positions in conference with the Parliamentarian. These are non-scored speeches, and may not be considered by either the Parliamentarian or judges in ranking the student. They are intended only to allow a brief period of time for advocacy.

- A two-thirds vote to appeal the decision of the Parliamentarian is necessary to appeal.

DECISIONS OF THE CLERK: The decisions of the Clerk of Congress are final. There is no other authority to which a legislator may appeal.

RIGHT TO IMPEACH: The members and officers of the congress may not be impeached; however, the Parliamentarian of the chamber may request a member be removed for cause.

PREVIOUS QUESTION: The motion to previous question should be used sparingly and only when debate has lagged, evidence of which is no new or extended arguments are being made.

- It should **NOT** be entertained by the chair, nor allowed by the Parliamentarian, merely to dispatch legislation in order to debate a different piece of legislation.

TABLING LEGISLATION: As with a motion to previous question, tabling legislation should be used for very limited purposes and not to deny legislators the opportunity to speak on the legislation.

- It should **NOT** be entertained by the chair, nor allowed by the Parliamentarian, merely to dispatch legislation in order to debate a different piece of legislation.

OWNERSHIP OF LEGISLATION: Legislation does **NOT** belong to the chamber until it has been first introduced by the author/sponsor.

- Objecting to the consideration of a question will not supersede the right of the author/sponsor to introduce the legislation to the chamber before any other motions may be made on the legislation.

AMENDMENTS: Amendments and amendments to amendments must be presented, written on the appropriate form, to the Parliamentarian first, who shall solely determine the appropriateness of the amendment offered. After the Parliamentarian either approves or disapproves the amendment, they will pass the amendment to the chair, who shall recognize the author of the amendment at the earliest possible time for his/her motion to amend.

- No amendment shall seek to alter the fundamental intent of the legislation.
- There is no guarantee of a speech. Upon a one-third vote of the chamber, a delegate may move the question, or the Presiding Officer may call for speeches in affirmation of the amendment. The amending legislator is not guaranteed this privilege; it is based on precedence and recency.
- Amendment speeches shall count toward precedence and recency.

SCORED SPEECHES: Speeches will only be scored when the member of the chamber has been recognized to give a speech for or against the legislation or amendment at hand.

- Scorers and the Parliamentarian shall rate each speech on a 6-point scale with 1 being worst and 6 being best.
- Motions or a member offering "floor debate" shall **NOT** be a scored speech.

RANKING LEGISLATORS: At the end of the preliminary session, the scorers will rank the members of the chamber 1-8 (1 = best, 2 = 2nd best, etc. for that session and only that session). All other members will receive a rank of 9. The Parliamentarian shall only rank students at the end of their last session. Parliamentarians shall rank all contestants from 1st (best) through the total number of members in the chamber.

- The cumulative sum of the scorers and Parliamentarian will determine members' final rank. (In order from lowest cumulative rank (1st) to highest cumulative rank.)

  For example, Legislator A receives a 2 from scorer 1, a 3 from scorer 2 and a 1 from the Parliamentarian. The legislator's cumulative score would be 6.

If a tie occurs, the tiebreaking procedures shall be implemented. For State competition, ties shall be broken by: 1) Judges preference **(adjusted)** 2) Reciprocal fractions **(adjusted)** 3) Rank by Parliamentarian (raw score) UIL State Officials shall conduct the tabulation.

- This method is used regardless of the number of scorers.
- If there is more than one preliminary session, the cumulative ranks will determine final ranking for the purposes of recognition or advancement to a final chamber.
- Scorers may be changed after a session (and it is recommended they are changed), but the Parliamentarian remains with the chamber until it stands adjourned.

VOTING BY THE CONGRESS:

VOTING IN CHAMBER: Only those members present at the time of a vote shall have their vote counted for all matters before the chamber, including but not limited to motions, amendments and to pass legislation.

QUORUM: The chamber must have a quorum of 50% plus one member to conduct business. This is based on the original number of legislators seated at the beginning of the session.

ADVANCEMENT BY THE CONGRESS: Ranking in the chamber for advancement to a final round will be done by the cumulative ranks of the scorer and Parliamentarian, not the members of the chamber.

VOTING FOR PRESIDING OFFICER: The nominees for Presiding Officer should have an audition period, which should not last more than a total of one hour irrespective of the number of auditions in the chamber. The Parliamentarian will divide this time equally. At the end of the audition period, the Parliamentarian with the assistance of the chamber clerk shall ballot the

membership of the chamber. Voting shall be done by preferential balloting until a clear majority is established.

- In each balloting, the candidate receiving the fewest votes shall be removed from the next round of balloting.
- If the total number of ballots received by multiple candidates is less than the next highest candidate, all the lower candidates shall be removed from the next round of balloting.
- If there is a tie among the lowest candidates and the total number of votes received is greater than the next lowest candidate, a separate ballot between those candidates must be conducted.
- Repeat this process until only two candidates remain. Conduct a ballot between the two remaining candidates. The candidate who receives the greatest number of votes will have the choice of serving as Presiding Officer in the morning session or the afternoon session and the other candidate will serve as Presiding Officer in the other session.
- Only those members elected in a preliminary session may offer their candidacy in the final legislative session. If no preliminary Presiding Officers advance, open auditions will be conducted.
- In any consolation congress, any member may offer himself or herself for the position of Presiding Officer.

ELECTRONIC DEVICES IN CHAMBER: The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Congress is allowed so long as wired or wireless connections are disabled and remain disabled throughout the contest. It is the responsibility of the contestant to disable the equipment. Contestants electing to use computers are responsible for providing their own computers and extra batteries. Tournament hosts shall not be responsible for providing computers for contestants. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers. Cell phones, smart phones and smart watches are prohibited in the chamber. Traditional timing devices are permitted**.** Contestants in violation of the electronic devices rules shall be disqualified.

VISUAL AIDS: If any member uses visual aids, the visual aids shall be left before the chamber and shall be available for use by all members.

OPEN CHAMBER: UIL Congress shall be an open chamber, but congress members shall request and must receive permission from the Presiding Officer to leave the chamber. Members are encouraged to limit time absent to a strict minimum. (i.e. 5-minute break)

CONGRESS SHALL BE PUBLIC. Congress is public discourse. Therefore, all congressional chambers shall be open to the public. No coaching or cheering shall be permitted during the contest.

RECORDING: Schools and/or individuals are prohibited from recording (audio and/or video) region or State Congress sessions. The UIL reserves the right to record for educational purposes.

Writing Legislation

While UIL rules do not mandate that each school or legislator submit bills (proposed laws) or resolutions (position statements of conviction) as a requirement for participating in Congress, authoring legislation provides excellent research and technical writing experience for students and gives them the right to deliver the authorship speech which introduces the bill or resolution to the congressional assembly. This provides a guaranteed opportunity to deliver three minutes of constructive speech on the legislation, a clear advantage for Congress competitors.

WRITING EFFECTIVE LEGISLATION

Writing an effective piece of legislation will require the legislator to research an important issue, discover what constituents are impacted by the problem, and explore how the issue can best be addressed. It demands study of implementation, if it is a bill: which government agency would best implement the legislation and the amount of time required before it is implemented. These areas must be considered in the planning stages and then directly addressed within the written legislation. Although resolutions lack the force of law they also require research before writing begins.

UIL Congress is a mock national Congress; therefore, any legislation submitted must be within the jurisdiction of the United States Congress. Authoring legislation that impacts our state is advisable; however, legislation that affects only the state of Texas should be avoided. All legislation should be submitted using the templates posted on the UIL Congress webpage. This will ensure consistancy in formatting. Do not submit legislation on a Google form. At the end of each piece of legislation, there should be a confirmation that the legislation is the original work of the school, and the subject matter is approved by the school's administration including a label with the school's name (not the student's name).

CONSIDER THE FOLLOWING CRITERIA WHEN DEVELOPING LEGISLATION:

Debatability: Legislation with clear arguments on both sides generates solid debate and promotes an equal amount of speeches on both the affirmative and negative side.

Interest: Select an issue that not only engages critical thinking, but that also has a high level of interest on the part of students, scorers and parliamentarians.

Recency: Is the issue current? Develop legislation around a fresh topic that is not debated repeatedly.

Jurisdiction: Can the United States Congress really do this? Has the correct governmental body been designated to enforce the legislation?

Clarity: Is the intent of the legislation clear? Legislation should be written concisely.

Unique: Is the legislation the original work of the student and the school? Guard against plagiarism. Schools should never submit legislation for UIL competition that was not authored by the school's students. Students may paraphrase from published sources but direct quotations are not allowed in legislation. Plagiarism is unacceptable. Coaches must affirm that the legislation submitted is original and a statement of confirmation must be included at the bottom of each legislation submitted for consideration. Refer to the UIL template that follows this discussion.

A Bill to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

SECTION 1. State the new policy in a brief declarative sentence, or in as few sentences as possible.

SECTION 2. Define any ambiguous terms inherent in the first section.

SECTION 3. Name the government agency that will oversee the enforcement of the bill along with the specific enforcement mechanism.

A. Go into further details if necessary.

B. Go into further details if necessary.

SECTION 4. Indicate the implementation date/timeframe.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

Introduced for UIL Congressional Debate by _____(school name).

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and its subject matter is approved by school administration.

A Resolution to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

WHEREAS, State the current problem (this needs to be accomplished in one brief sentence); and

WHEREAS, Describe the scope of the problem cited in the first whereas clause (this clause needs to flow logically from the first) and the inherent need for a solution; and

WHEREAS, Explain the impact and harms perpetuated by the current problem (once again, the clause needs to flow in a logical sequence); and

WHEREAS, Use additional "whereas" clauses to elaborate rationale for the problem that needs to be solved; now, therefore, be it

RESOLVED, That the UIL Congress here assembled make the following recommendation for solution (a call for action); and, be it

FURTHER RESOLVED, That (this is an ***optional*** additional recommendation; if not used, end the previous "resolved" clause with a period).

Introduced for UIL Congressional Debate by ____ (school name).

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and its subject matter is apprved by administration.

A Resolution to Amend the Constitution [to…]

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

RESOLVED, By two-thirds of the UIL Congress here assembled, that the following article is proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several states within seven years from the date of its submission by the Congress:

ARTICLE --

SECTION 1: State the first part.

SECTION 2: The UIL Congress shall have power to enforce this article by appropriate legislation.

Introduced for UIL Congressional Debate by _____ (school name).

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and its subject matter is approved by administration.

Checklist for Writing Legislation

- ❑ Is your legislation original?
- ❑ Is the legislation federal in nature?
- ❑ Do arguments exist on both sides?
- ❑ Will your legislation be interesting to the entire chamber?
- ❑ Is your legislation debatable comfortably by the entire chamber?
- ❑ Does your legislation inspire high-level critical thinking?
- ❑ Is the topic of your legislation current and unique? (not debated too frequently and with multiple issues on both sides, without having to rehash the same limited arguments over and over)
- ❑ Is the subject matter acceptable for your community standards and approved by your administration?
- ❑ Do the clauses lay out specific policy?
- ❑ Are warrants absent from the legislation? (save these for your authorship speech)
- ❑ Did you select the correct governmental body to handle the legislative issue?
- ❑ Did you use the appropriate template found on the UIL Congress webpage for your formatting? (no Google forms)
- ❑ Does the title of your legislation include only a short phrase? (only a brief tag line, short and concise; not a full sentence)
- ❑ Is there a header and footer?
- ❑ Is every line numbered?
- ❑ Is it a bill? If so, it has sections. Are indentations done according to format?
- ❑ Is it a resolution? If so, it requires ***Whereas*** clauses and a ***Be it Resolved*** clause.
- ❑ Is it an amendment to the Constitution?
- ❑ If using an acronym, is it presented as a full title in the first use? (United Nations/UN)
- ❑ Does the ***Introduced By*** statement at the bottom of the template identify your school name? (not contestant name)
- ❑ Is the original work statement included at the bottom? (see template)
- ❑ Has your school administration read and approved this legislation?
- ❑ Have you checked punctuation? Are periods at the end of sentences?
- ❑ Have <u>you</u> spell-checked it? (don't depend on the computer)
- ❑ Has someone else read it to confirm the legislation is coherent and makes sense to the general public?
- ❑ Does your legislation fit on one page?

RESOURCES

Table of Frequently Used Parliamentary Motions

Type	Motion	Purpose	Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt?
Privileged	24. **Fix time for reassembling**	To arrange time of next meeting	Yes	Yes-T	Yes-T	Majority	Yes
	23. **Adjourn**	To dismiss the meeting	Yes	No	Yes-T	Majority	No
	22. **Recess**	To dismiss the meeting for a specific length of time	Yes	Yes	Yes-T	Majority	No
	21. **Rise to a question of privilege**	To make a personal request during debate	No	No	No	Decision of the Chair	Yes
	20. **Call for orders of the day**	To force consideration of a postponed motion	No	No	No	Decision of the Chair	Yes
Incidental	19. **Appeal a decision of the chair**	To reverse a decision	Yes	No	No	Majority	Yes
	18. **Rise to a point of order or parliamentary procedure**	To correct a parliamentary error or ask a question	No	No	No	Decision of the Chair	Yes
	17. **Division of the chamber**	To verify a voice vote	No	No	No	Decision of the Chair	Yes
	16. **Object to the consideration of a question**	To suppress action	No	No	No	2/3	Yes
	15. **Divide a motion**	To consider its parts separately	Yes	No	Yes	Majority	No
	14. **Leave to modify or withdraw a motion**	To modify or withdraw a motion	No	No	No	Majority	No
	13. **Suspend the rules**	To take action contrary to standing rules	Yes	No	No	2/3	No
Subsidiary	12. **Rescind**	To repeal previous action	Yes	Yes	Yes	2/3	No
	11. **Reconsider**	To consider a defeated motion again	Yes	Yes	No	Majority	No
	10. **Take from the table**	To consider tabled motion	Yes	No	No	Majority	No
	9. **Lay on the table**	To defer action	Yes	No	No	Majority	No
	8. **Previous question**	To force an immediate vote	Yes	No	No	2/3	No
	7. **Limit or extend debate**	To modify freedom of debate	Yes	Yes	Yes-T	2/3	No
	6. **Postpone to a certain time**	To defer action	Yes	Yes	Yes	Majority	Yes
	5. **Refer to a committee ***	For further study	Yes	Yes	Yes	Majority	Yes
	4. **Amend an amendment °**	To modify an amendment	1/3	Yes	No	Majority	No
	3. **Amend °**	To modify a motion	1/3	Yes	Yes	Majority	No
	2. **Postpone indefinitely**	To suppress action	Yes	Yes	No	Majority	No
Main	1. **Main motion**	To introduce a business	Yes	Yes	Yes	Majority	No

* No. **5** should include:
1. How appointed
2. The number
3. Report when or to what standing committee

T = Time

° Nos. **3** and **4** by:
1. Adding (inserting)
2. Striking (deleting)
3. Substituting

Questions & Answers

Where can I locate the web address?
www.uiltexas.org/speech/congress

How do I enter my school in Congress?

Fill out the Intent to Participate Form located on the UIL website by Sept. 10.
No later than 10 calendar days prior to the contest (or earlier if the region requires) submit your entries via the Speechwire online system. SpeechWire is the official tournament managment system.

How do I know if my students are eligible to compete?

All students must meet the no pass – no play law established by the State of Texas. The TEA-UIL Side by Side manual provides answers to many of your eligibility questions. This manual can be located on the home page of the UIL website. Review it first and then consult with your Academic Coordinator and/or local administrator. If you still have questions, call the League (512-471-5883) and ask to speak to Dr. Mark Cousins.

How do I know which ESC my school is in?

Access the ESC map on the Congress webpage. Confirm which Education Service Center established by the Texas Education Agency your school is officially aligned. Ask your administration, if you do not know. You can also research ESC websites for a complete list of schools serviced by that particular ESC.

What is required for state meet?

- **There are no entry fees for the Congress State Meet.**

  Online results from your region meet submitted by your Region Clerk serve as your official entry for State. Each school qualifying students to State is required to provide an experienced Congress judge. Judging forms (to be completed online by each qualifying school) are due in the League office no later than December 1 and are required for competition at State.

  Legislation: You may write and submit Legislation to your Region Clerk by the deadline prescribed on the UIL website. At the completion of Congressional Region competition, students for each conference advancing to State Competition shall select one bill or one resolution and one alternate piece of legislation to submit to the State Office to be considered as legislation for their conference chamber at State Meet. Region Clerks submit the legislation selected from your region and an alternate piece of legislation for each qualifying conference.

  Scorer/Judges/Clerks: Each school qualifying a legislator shall provide one (1) individual qualified to serve as a scorer (judge)/clerk for the duration of the State competition. Deadline for submission of scorer/clerk by each qualifying school is December 1.

  Parlimentarians: Each Congressional Region (ESC) advancing competitors to State shall provide one (1) qualified parliamentarian for the duration of the State Competition. Deadline for submission of parliamentarian by the Region Clerk is December 1.

- **What should I wear for the State Competition?**
  Business attire is appropriate. Because State champions are photographed, students should remain dressed appropriately in tournament attire until after the awards ceremony.

- **What if I cannot come to State Meet?**
  Notify your Region Clerk and Jana Riggins, State Director immediately if you are unable to attend State Meet. Alternates will need sufficient time to make arrangements to compete, so do this in a timely manner.

- **What do I do if I'm an alternate?**
  If you attend State Meet as an alternate, report to the assembly room for roll call. Official substitution of alternates will be made at the end of roll call. Even if you are not subbed in, watching a final chamber is a great learning experience.

What is ballot verification?

It is a required contest procedure at UIL tournaments. After results are tabulated and before they are certified as "official" results and medals awarded, contest directors should announce a period of approximately 15 minutes when coaches and students have an opportunity to look at rankings and ballots.

Why do I need a scorer/judge for Congress State?

Contest Rule*s* require every school that qualifies a contestant to supply an experienced scorer. The state tournament is large with many chamber assignments that must be covered by judges. Having schools bring judges provides students with a geographically balanced judging pool.

What if I don't feel qualified to score at the State Meet?

When you start the year, realize that at least one of your students just might qualify for state. Therefore, it's a good idea to offer to judge Congress rounds at invitational tournaments. Tournament officials will welcome a willing scorer for Congress! The more rounds you observe, the more confident you will feel judging. Besides, judging at tournaments makes you a better coach since you can discuss the congressional debate you heard with your students after the tournament. If, after judging throughout the year you still do not feel qualified, you must secure someone qualified to bring as your scorer, so secure that individual in time to meet the December 1 deadline.

When should I make travel arrangements for Regionals or State?

Make tentative hotel arrangements months in advance. Austin is the capitol city and a popular tourist attraction. For Congress, early fall is adequate. Follow your school district's policies for paperwork. If you do not advance a student to state, cancel your arrangements in a timely manner. Check the UIL website and the Congress State Tournament webpage for a list of hotels that offer special UIL rates if booked in a timely manner.

What if I have A question that is not answered in this contest guide?

Feel free to contact the UIL State Director. Email is the easiest and quickest way to get a response. You may also call or write:

Jana Riggins
UIL Director – Speech & Debate
University of Texas, Austin
1701 Manor Rd.
Austin, TX 78722
jriggins@uiltexas.org
512-471-5883

Ethics in Coaching Forensics

Competition can bring out the ***best*** or the ***beast*** in coaches and students. Although there are sometimes differences among Texans about just what is "ethical," there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of ***"win at all costs", "if your squad is going to use a tactic – my students will use it too, whether it's right or not,"*** is a trap you won't want to fall into as a coach.

What is unethical when it comes to competition? What should you avoid?

•**Unsportsman-like conduct** – Never treat judges, tournament officials, or opponents disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

•**Taking shortcuts** – Don't resort to skipping the important steps of having students check all evidence before using it in the chamber or a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room or creating a voting block against an opposing congressional contestant. You not only risk disqualification of your student, but your credibility with your coaching colleagues.

•**"Everybody else is doing it" attitude** – Never excuse unethical behavior just because it seems other coaches are doing something. Many more coaches follow the letter of the law than not. Be an example for your students

•**Looking for Loopholes** – Violating the spirit of the rule when the intent is clear by arguing the "letter" of the law is not exemplary behavior. Don't try to skirt the rules or teach your students to do so.

•**Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don't like or whose coach you aren't fond of, manipulating sectioning/pairings in the tabulation room, doing your students work for them, dropping contestant entries without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect and we must be careful how we help students define "winning."

Place ***Integrity*** over ***Victory***. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.



ow to Run the Meet

Hosting the Meet

These directions expand upon but do not replace the information in the *UIL Constitution* and the contest rules. The contest director should read sections 1000 and 1008 of the *UIL Constitution*, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Preparation for the contest
The League office appoints a Regional Clerk to organize the UIL schools who are members in their Education Service Center. In addition, each region should select four Region Congress Committee members to assist with the meet.

FACILITIES
Consider the following items in selecting the appropriate building(s) to house the competition, and work with the director to secure permission for the use of the buildings and needed rooms and to ensure their availability.

- Number of rooms (one room for every chamber)
- Location of the rooms (buildings) on campus in relation to one another
- Facilities for tabulation
- Hospitality rooms for contestants, coaches and judges

MATERIALS AND EQUIPMENT
- Congress Clerk Checklist
- Contest Materials: Download from the Congress page of the UIL website
    - Presiding Officer Rubric
    - Judging Instructions
    - Oath of Office
    - Debate Rubric: Speaking
    - Speech Evaluation - available via *Speechwire*
    - Master Ballot- available via *Speechwire*
    - Presiding Officer Evaluation- available via *Speechwire*
    - Parliamentarian Ballot- available via *Speechwire*
    - Amendment Form
    - Table of Frequently Used Parliamentary Motions
    - Chamber Voting/Election Record
    - Precedence/Recency Table & Fractions of Parliamentary Voting
- Legislation: submitted by participating schools
- Rosters/Seating Charts for each chamber (print from *Speechwire*)
- Stop watches
- Gavels
- Awards

SCHEDULE
Consider the following items in selecting a date and a time.
- Minimum loss of school time
- Adequate time to run the needed number of rounds (3 hours per session)
- Time for tabulation, verification and announcement of winners
- See contest procedures for determining prelims and/or finals for each chamber

REGIONAL FORMAT

Sample Time Schedule for a One-Day Student Congress

8:00 am – 8:30 am	Registration and verification of entries
8:30 am – 11:30 am	Morning session, break for lunch
12:30 pm – 2:30 pm	Afternoon session
2:30 pm – 3:30 pm	Elections and Awards

Sample Time Schedule for a Two-Day Session

First Day

3:00 pm – 3:30 pm	Registration and verification of entries
3:30 pm – 7:30 pm	Session I

Second Day

8:30 am – 11:30 am	Session II, break for lunch
12:45 pm – 3:00 pm	Session III
3:30 pm – 4:30 pm	Joint meeting, elections, awards

CHAMBER OFFICIALS

- 2 Scorers per chamber per session
- 1 Parliamentarian per chamber
- Student presiding officer

AWARDS

Designate medals to the winners according to the guidelines on the Academic Awards Chart posted on the UIL website. Places 1 – 6 receive individual awards. The top Presiding Officer receives an award, traditionally an engraved gavel. If a contestant advances to the final chamber in this event but does not compete in that round, the contestant should not receive a place (rank). He or she also does not contribute points to the speech team award or sweepstakes. (Note: Currently, sweepstakes points for Congress only apply at the state level.)

INFORMATION TO SCHOOLS

As early as possible, the Region Clerk should disseminate the following information to the schools/coaches involved.

- Date
- Site
- Time and place to register (All ESC regions register electronically via *SpeechWire* for convenience in administering the tournament.)
- Time schedule
- Requirements (if any) to provide scorers/parliamentarians for the meet
- Criteria for scorers/parliamentarians (age requirement, experience level, etc.)
- Deadline for entries/"change in entry" procedures
- Entry fees and/or scorer fees
- Hospitality/concession plans

After entries are received

ENTRIES

Check that all participating schools in your ESC have registered their contestants in *Speechwire*.

SUBSITUTIONS
Before the contest begins, students may be substituted for entries on the official region entry form if the substitute presents the Region Clerk with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility.

CHAMBER ASSIGNMENTS
In regions with fewer than 24 competitors, there will be 2 sessions with a single chamber. Scorers shall rank students at the end of each session. In regions with more than 24 competitors, there will be one preliminary session with multiple chambers and one final session.

Follow the instructions given in the Congress Contest Rules & Procedures to determine chamber assignments The optimum size of a chamber is 20 legislators for a three-hour session. Lengthen the session by 10 minutes for each additional student beyond 20. If a conference has fewer than 15 competitors, see the instructions in the current Congress Rules for combining conferences.

If a school has more than one entry and there are multiple chambers at Congressional Region, assign school entries to separate chambers, whenever possible.

The day of the tournament
CONDUCTING THE CHAMBER
Refer to the contest rules for the Order of Business, Ordering the Docket and Length of Debate for the chamber.

Times are absolute in UIL Congress. They can neither be diminished nor increased by a vote of the chamber.

First Affirmative (author/sponsor)
3 -minute speech, followed by a 2-minute question and answer period

First Negative
Follows the question and answer period of the first affirmative. 3-minute speech followed by a 2-minute question and answer period

Subsequent speakers
3-minute speech followed by a 1-minute question and answer period

Once the first affirmative and negative speakers have spoken, subsequent speakers will have 3 minutes to speak on the topic and a 1-minute question and answer period.

ELECTRONIC DEVICES IN THE CHAMBER
Competitors are allowed to use laptop and tablet computers and other electronic retrieval devices in UIL Congress so long as wired or wireless connections are disabled and remain disabled throughout the contest. It is the responsibility of the contestant to disable the equipment. Contestants electing to use computers are responsible for providing their own computers and extra batteries. Tournament hosts shall not be responsible for providing computers for contestants. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the

computers at their own risk. UIL is not responsible for lost, stolen or broken computers. Cell phones and smart phones are prohibited in the chamber. Traditional timing devices are permitted. Contestants in violation of the electronic devices rules shall be disqualified.

RECORDING

Schools and/or individuals are prohibited from recording (audio and/or video) region or state congressional chambers. The UIL reserves the right to record for educational purposes.

TABULATING RESULTS

See Lines 106-123 of the current version of the UIL Congress Rules for assigning ranks, placement and advancement. *Speechwire* is customized to tabulate according to UIL rules.

Ballot Verification

This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for approximately 15 minutes. The master tabulation sheets should be available during the verification period. Contestants and/or coaches may, at this time, bring any questions concerning tabulation to the attention of the Region Clerk or tabulation officials. The Clerk will then correct any errors before the official results are announced. Questions about the decisions of scorers and/or parliamentarians are not allowed.

OFFICIAL RESULTS

When the ballot verification period is over, the official results may be announced or posted. These results are final. At this time, individual scoring sheets may be released to coaches/students.

POINTS Awarded at the state level.
Individual Points:
1st – 15
2nd – 12
3rd – 10
4th – 8
5th – 6
6th – 4
*Outstanding Presiding Officer - 10 points

*Speech Team Points
The UIL Online Entry System, *Speechwire,* will calculate and award speech team points.

After the tournament

REPORT TO STATE DIRECTOR
The Region Clerk shall submit the ESC region results for each conference via *Speechwire* by the prescribed deadline or as designated by the State Director.

ADVANCEMENT

From the final regional chamber, the top 3 students in each conference*
Congressional regions with more than 40 entries operate under a ratio system for advancement. See UIL Congress Contest Rules.

OBLIGATION OF EACH ESC REGION

In order to participate in the UIL Congress State Meet, each Congressional Region and each school qualifying a contestant to the state meet shall be required to provide the following:

- Each Congressional ESC advancing competitors to State shall provide one qualified parliamentarian **for the duration of the state competition.**
- Each school qualifying a legislator to state shall provide one scorer/clerk **for the duration of the state competition.**
- Students for each conference advancing to State shall select one resolution or one bill to submit to the State Director for consideration for the State Meet docket, unless additional legislation is requested. An alterante piece of legislation should also be submitted to the State Director.

Region Clerk Checklist

FIRST THINGS FIRST:
Familiarize yourself with the specific contest rules and read the directions for hosting the meet that precedes this checklist.

Contest rules mandate a regional committee of five individuals, with the Region Clerk serving as the Chair. Have the ESC participating schools select four other participating coaches to serve on the committee, reflecting representation from differing school sizes, *whenever possible*. Clerks should include the committee when making decisions concerning the contest.

Familiarize yourself with the UIL Congress webpage in order to help other coaches navigate contest information (deadlines, legislation template, contest dates, rules, ballots and additional forms).

Use your Regional Educational Service Center resource page (on your particular ESC website) to find the list of schools in your ESC region. Recuit eligible schools in an effort to increase participation in your region. More participants can result in additional state qualifiers to represent your region. Then, distribute your contact information to other coaches in your ESC.

Encourage coaches to use the new and improved Congress Guide, available on the UIL website.

Examine contest materials online to be familiar with the intent of each form.

All schools wishing to participate in Congress must submit the electronic Intent to Participate Form via the UIL website. Do not honor verbal confirmations; insist the coaches submit the form.

NOTE: The Intent to Participate form and the due date for submitting legislation are the same. The UIL State Office will send you an Excel spreadsheet listing all schools that have submitted their intent. Review these carefully. If there are discrepancies in the spreadsheet and the local list, contact the State Office.

BEFORE THE CONTEST:
- ❑ Has the committee decided on a fee structure and a registration process to officially register students for the contest? Watch the UIL Congress webpage for updates on *SpeechWire* procedures. The region clerk is responsible for giving receipts for payment of fees.
- ❑ Has the committee decided on a procedure to procure judges, either hired or school-sponsored?
- ❑ Has a contest site been determined? Do you have enough rooms?
- ❑ Has the region clerk procured all forms necessary to conduct the contest? (ballots, parlia-

mentarian ranking form, amendment forms, etc.) All contest materials are downloadable from the UIL website. No materials will be shipped hard copy. Double check the number of ballots and judge forms needed before the contest begins. Note: Electronic ballots are available in the *Speechwire* system. You are encouraged to implement them at region.

- ❑ If you have been notified of schools dropping, did you inform the State Office?
- ❑ Has the region procured trophies and awards (if necessary)?
- ❑ Have placards been generated for all contestants, once entries are final?
- ❑ Have you given specific jobs to each member of the committee?
- ❑ Have you made a decision on hospitality for both judges and coaches?

EVALUATING LEGISLATION:

- ❑ Did they use the UIL Format Template? (no Google forms)
- ❑ Is there a header?
- ❑ Is there a footer?
- ❑ Are there line numbers?
- ❑ Is the authorship at the bottom of the legislation? (should be the name of the school and NOT the name of the student)
- ❑ Is the original work statement included at the bottom of the legislation?
- ❑ Is the administration approval statement included at the bottom of the legislation?
- ❑ Is the title of the legislation short, concise, and easy to understand? (similar to a tagline in a debate case)
- ❑ Did they use the appropriate template? (bill, resolution, amendment to Constitution)
- ❑ Is it a bill? If so, it has sections.
- ❑ Is it a resolution? If so, it has "whereas" clauses and a "be it resolved" clause.
- ❑ Is it an amendment to the Constitution?
- ❑ Is punctuation correct? Look at the sample template. Are there periods at the ends of sentences?
- ❑ Has it been spell-checked by a human? Only a human knows the difference between "oversees" and "overseas."
- ❑ Is the subject matter acceptable for your community standards?
- ❑ Does it make sense—including full, grammatically-correct sentences?
- ❑ If using an acronym, is it presented as a full title in the first use? (United Nations/UN)
- ❑ Is it federal? Federal legislation affecting Texas is permissible and encouraged, but legislation cannot be "Texas-only."
- ❑ Has the topic already been covered? Multiple pieces of legislation on the same topic from the Region Meet should not be submitted to the State Office.

*If these standard requirements have not been met, send the legislation back to the school to be corrected. Do not submit the legislation to the State Office if not corrected.

CREATING A DOCKET FOR DEBATE:

- ❑ Do you have a procedure in place for ranking legislation submitted by the schools? The ideal size of the docket should be no more than 20 pieces of legislation. Less is recommended for quality research and debate at the regional competition.
- ❑ Pull legislation that does not meet the UIL requirements. Send it back to the school for revision, with a new deadline for proper submission.
- ❑ Email the legislation to your committee members for the purposes of ranking.
- ❑ Create a docket with the understanding chambers will set the actual agenda order.
- ❑ Email the final docket and all pieces of legislation to the State Office for approval so all schools in your ESC will have access via the UIL website.

AT THE 10-DAY CONTESTANT ENTRY DEADLINE:

- ❑ Do you have contestant entries in *Speechwire* for all the schools that sent Intent to Participate forms?
- ❑ Does your list match the State Office? If not, investigate why they are not congruent.

DURING THE CONTEST:

- ❑ Have you established a verification process? Open or closed tabulation? Committee only or everyone? Make sure you have a particular amount of time for an official verification period/coaches challenge, and that you announce the location so all schools know where it will be conducted.
- ❑ If not using e-ballots, have you returned ballots to the competitors at the end of the meet? Regions are strongly encouraged to use the electronic ballots in *Speechwire*.

AFTER THE CONTEST:

- ❑ Have you selected an appropriate piece of legislation plus an alternate to send to the State Office for each individual conference? This should be decided by the end of the meet or you should establish a plan/deadline should your state qualifiers wish to draft new legislation for the State Meet. The region clerk is responsible for emailing the chosen legislation from each conference to the State Office. The submitted legislation will be evaluated by the state advisory committee and the State Office for inclusion on the state docket.
- ❑ Do your correct results show up publicaly on *Speechwire*?
- ❑ Have you made certain that your qualifier names are spelled correctly? This is critical for speaker placards and the state championship program.
- ❑ Have you notified the coaches that have advancing students to fill out the required state judge forms on the UIL website by the prescribed deadline?
- ❑ Have you told yourself and your committee "GOOD JOB?"

Thank you for your leadership!

The Scorer's View

Scorers for the State Meet are selected from among the most knowledgeable and experienced coaches across the state of Texas. We asked a group of them to share their award-winning coaching strategies and to tell us what they look for as they are judging Congress.

SELECTING A TOPIC FOR LEGISLATION

Generating topic ideas is a great way to get to know your students. Start with a discussion about what they perceive in their world that is unfair, or problematic, or dangerous. Then discuss the concept of jurisdiction and tailor ideas to where the United States federal government can legislate or influence legislation at the state level. Be cautious not to discount "silly" ideas or ideas that don't seem like traditional policy territory. Allow them to think outside of the box and work through any debatability issues as they go. They will brainstorm some great ideas and learn much about the event in the process. *(Melissa Witt, Hereford High School)*

SETTING A DOCKET

I think this should be done in the presences of the judge(s) so they can see which students are leading the process…it is another little thing that judges can factor into the overall performance. When considering legislation, students should not only consider the total number of speeches prepared for the topic but should also consider the number of pro and con speeches in order to avoid one-sided debate. *(Jay Stubbs, Bellaire High School)*

Try to get your prepared speeches and research into the round as early as possible. If you sit back and let others set the docket, you might find your favorite items too far down the list to debate at all. *(David Gardiner, W.B. Ray High School)*

MAKING THE AUTHORSHIP SPEECH STAND OUT

A good authorship speech extends upon the actual bill or resolution. It is not a reading or paraphrasing of the legislation itself. It should lay a foundation for the arguments that might come up and maybe even preemptively answer some of the negatives that might be coming in opposition speeches. *(Noah Recker, La Vernia High School)*

A good authorship/sponsorship speech is different from an ordinary affirmative speech. The authorship speech needs to lay out the need for the legislation and explain its solvency in detail. (*Debby Haren, ESC 12 Region Clerk)*

This has become a very interesting area to address. If you go full narrative, you usually lack evidence that supports your position. If you go full evidence the whole time, you lose the appeal. A balance is required for most judges. *(David Gardiner, W.B. Ray High School)*

BEST PRACTICES FOR SPEECHES

Be prepared to speak coherently on any item, either side. You are never guaranteed the opportunity to give the speeches you've prepared, unless you've prepared everything.

Remember: Ethos/Pathos/Logos - be passionate, prepared, and persuasive. You must have the argumentation

basics (claim, data, warrant, impact) but also you are advocating for your constituency and your countrymen. Make me believe that. Where possible, put a face to the issue. Tell me someone's TRUE story. Avoid hypothetical "what if's" and tell me how this issue has specifically impacted a family, a town, a child, a mother, someone with a name and a face. This is not an impromptu event. You shouldn't wait until the round to prep your speeches/outlines. Take this event seriously if you want to be taken seriously and practice with teammates before tournaments so that if an argument is missing something, you can edit/revise before competition. *(Melissa Witt, Hereford High School)*

Two well-developed arguments are sufficient for the speech time limit in Congress. Introductions should be brief but should not be skipped. A clever, one sentence attention-getting device (AGD) sets the tone for a good speech. *(Debby Haren, ESC 12 Region Clerk)*

Practice with other students. Have them ask you real questions and ask them to point out potential flaws that you made. Rewrite your responses often. Do not forget to update as new evidence comes to light. *(David Gardiner, W.B. Ray High School)*

BEST PRACTICES FOR QUESTIONING

There are three types of questions 1) clarification; 2) exposing weakness in opponent's arguments; and 3) setting up an argument to be run in a later speech. Clarification questions should be avoided because it allows the opponent to have a platform on which to speak for a long time. The third type of question is rarely used in Congressional Debate. Questions that expose weakness in opponents' arguments can be laser focused. This question does not give the opponent a platform in which to explain something. It focuses in on a specific weakness in the argumentation. *(Jay Stubbs, Bellaire High School)*

HOW TO POLITIC

Be courteous, be inclusive. Remember: you will want the legislators to support your legislation. Build relationships. Networking is essential. *(Noah Recker, La Vernia High School)*

Don't create a coalition to deliberately exclude someone from the chamber. This is not to suggest that discussions revolving around who would be the best presiding officer, for example, are inappropriate; however, blocking a presiding officer because you feel them to be a threat…that is unethical and inappropriate. Do work the room – and let the judges see you work the room. Work with other members of the chamber to make sure everyone has a fair shot and that parliamentary procedure is being followed. And don't be afraid to propose an amendment if doing so would clear up the legislation and make it easier to debate – this is a perfect opportunity to get the room on your side so that the amendment is proposed, seconded appropriately, and passed very quickly. (But don't propose an unnecessary amendment!) *(Kristi Hodgkiss, Paris North Lamar High School)*

The art of compromise is a real skill. You will need to learn to work with others to establish a docket. Sometimes the politics will extend to multiple tournaments and that can help you in the long run. *(David Gardiner, W.B. Ray High School)*

PROS AND CONS OF SERVING AS PRESIDING OFFICER

Pros: If executed effectively, you give a voice to everyone in the room. An efficient room is one where lots of questions and speeches will be had. You also have an instant status within the room. You don't have to worry about being called on because you are always involved in the business of the chamber.

The obvious con is that judges still don't always know what to do with the PO. Exceptional POs are still sometimes left off of the rank sheet because the judges don't know how to reconcile where to put them. The UIL Presiding Officer rubric assists in alleviating this. (*Noah Recker, La Vernia High School*)

An effective PO sets themselves apart (literally) from the rest of their competition by having the opportunity to showcase their knowledge of the event and parliamentary procedure, as well as their leadership skills. Someone who is efficient, knowledgeable and runs a chamber smoothly presents themselves in an elevated status. Judges think they are among the best. More often than not, a PO is default guaranteed a spot in the top 6 of their Chamber. On the other hand, if you like debating you will have to sacrifice speech-giving to presiding over the assembly. Also, everyone in the room knows that you have preferred status as a PO so if you give them an opening to knock you out of the top 6, they will go after it. It is a high pressure position and once in a while you'll get a hostile chamber. *(Melissa Witt, Hereford High School)*

BEST PRACTICES IN RESEARCH

Including quality research is a great way to stand out. However, you have to perk up our ears with your citation if you want it to work. Typical citations like, "According to [news source]" sound like an afterthought. Ask yourself: Am I citing this piece of information correctly? Could I be more specific? Chances are you're probably using a study that the journalist included in their article. Why not cite the actual study? Maybe the journalist quoted an expert. What if you stated the expert's credentials instead of the umbrella news organization? Hearing these types of citations—books, interviews, studies—shows you know how to dig into your research further to get as close to a primary source as possible. *(JP Fugler, Lindale High School)*

Starting with generic news sources for topic generation and information-gathering is great. But the research that really grounds your arguments in your speeches will come from policy think tanks, Congressional research briefs, and industry specific sources. I really don't care what *Time* magazine has to say about health care policy, education policy, or foreign policy. But look at who they name as the experts and where they are getting their information. Take your research cue from good journalists. *(Melissa Witt, Hereford High School)*

Just do it. *(David Gardiner, W.B. Ray High School)*

IN-ROUND STRATEGIES

Each speech must have refutation, cited research, clear structure, and persuasive points. Understand that someone is going to get the last speech in precedence. Especially in competitive rounds, don't let frustration at not being called to speak show. It's a real turnoff for your judges. The chamber does not need a comedian; that doesn't mean you can't include an appropriate joke, but it doesn't have to be a constant schtick. If you're presiding, please stick to procedure and assert your dominance. Do not let the chamber dictate everything. *(Rory McKenzie, Lindale High School)*

WHAT DO I LOOK FOR WHEN JUDGING?

I look for clash in rounds. It is the number one thing that I look for. I want to hear new things in later speeches and direct addressing of previous speakers. *(Noah Recker, La Vernia High School)*

When I am ranking competitors in a Congress round, I'm looking for the person who takes control of the room as well as gives good speeches. Congress ought to be about more than just dueling Extemp speeches. Stand out by working with others in the room to make things go well. Stand out by actually debating the legislation. Stand out by strategically giving speeches at just the right time – the last speech on a particular piece of legisla-

tion, for example, where you crystallize everything that has happened and clarify which way to vote. *(Kristi Hodgkiss, Paris North Lamar High School)*

These are the things I evaluate: Did you have multiple high-scoring speeches? Good delivery skills? Were your arguments well-researched? Did you ask lots of questions? Did you stay active and engaged throughout the session, producing lots of activity such as making motions, working to set the docket, and other activeness? *(Debby Haren, ESC 12 Region Clerk)*

Poise - Does the speaker look like, sound like, move like they know what they are talking about, do they command the room?

Competence - Does the speaker understand the rules of the event, parliamentary procedure, and the topics on which they choose to speak?

Preparation - Does the speaker demonstrate knowledge of the topics on which they speak, thoughtfulness in argumentation, and preparedness for a variety of opposing arguments/attacks?

Activity in the Chamber -Is the student in the room to compete? Are they asking questions, making motions, paying attention to other speakers, being responsive to previous arguments made on the item?

Respectfulness - Speakers who exhibit rude, dismissive, or intolerant behavior don't make the top 6, regardless of how I would score their speech.

Mentoring - Students who are experienced and have mastered this event shouldn't use that as a weapon against those who are still learning. Always, ALWAYS do your best in competition, but also be gracious, welcoming and kind. *(Melissa Witt, Hereford High School)*

On POs, I want them to run a smooth chamber knowing all the rules and preventing some representatives from using tricks. I look for participation and how you answer questions. If you ask the same question to each new speaker, I will frown upon that. I expect you to ask questions of speakers. I want you to offer clash. The idea is to point out flaws and strengths of other representatives. *(David Gardiner, W.B. Ray High School)*

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to go on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained. Some schools continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL : Congress

Preparation
Prepare to enter the world of online Congress before the start of actual competition rounds by holding online practice rounds. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity.

Technology Set-Up
Technical set-up is critical to consider. Competitors should enter the chamber early to test microphone and technology in advance. Check the wi-fi connection. Turn off unnecessary devices. Try to minimize simultaneous connections to the router to improve video quality.

Location
Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early to the contest.

Competitor Positioning
Students are encouraged to sit while competing because of the “virtual box”.

Speaker Tips
Sitting heightens the need for verbal transitions when speaking since traditional speaker movement used as nonverbal transitions is hampered. Main point previews at the end of introductions are critical.

Placards
Representatives should prepare a placard professional in appearance that includes their name (i.e. **REP. RODSON**) and, when appropriate, should hold it so it can be visually seen within the frame of the camera (the “virtual box”). Check the virtual mirror setting to be certain the placard can be read correctly.

Cameras
Students should adjust to the web camera considering what can be seen in the “virtual box”, adjust to the room and adjust the side lighting so as not to be a dark shadow on the screen. Have a visual background free from distractions, to the extent that is possible. Simple adjustments can be made such as turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts set up ahead of time.

Be sure online registration includes your current cell phone number.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conferencing being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Be sure you have contact information for tournament personnel.

Technical Difficulties

Have a plan in place should you or your students have technical difficulties. Know what procedures to follow if the tournament video platform crashes or has a glitch.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. In order to maximize social distancing, any pre-tournament adjudication training should be digital or presented via video.

Technical set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition. Enter the chamber early to test technology in advance. Purchasing an ethernet cable and hardwiring to the router is recommended to improve connectivity.

Technology

Keep your video on but your microphone off during the contest.

Know what the tournament procedure is should there be tournament-wide tech issues.

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust lighting or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

Contact Info

Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Ballots

Congress ballots will be accessed through the online platform.

Environment and Disruptions

Judges are being encouraged to remember that participants come from diverse backgrounds and should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues and the visual background students have available to them.

Appendix

ESC Map

Congress Terminology

Instructions for Chamber Officials

Speaking Rubric

Speech Evaluation

Presiding Rubric

Presiding Evaluation

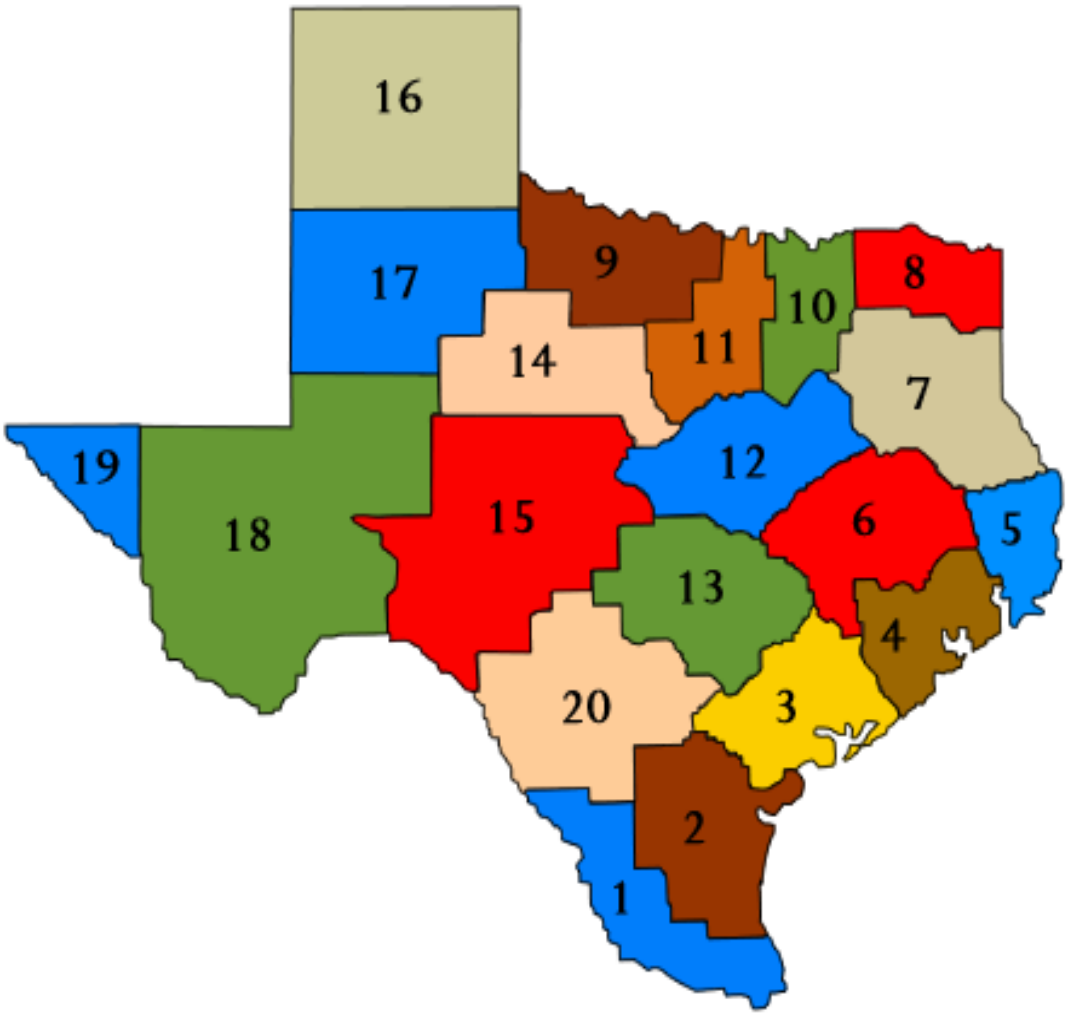
Accomodation Request

TILF Scholarships

For additional information to help students prepare for UIL Congress check out these links:

UIL Congress webpage: www.uiltexas.org/speech/congress
Congress 101 – Rhonda Smith - https://youtu.be/A3RH5SludHY
How to Speak Effectively in a Congress Round – Jay Stubbs - https://youtu.be/5IpbNm3IRxE

Education Service Center Regions



Congressional Debate Terminology

- **Legislation** - a specific, written proposal (in the form of a "bill" or "resolution") made by a member or committee for assembly to debate.
- **Bill**- type of legislation that describes the details of how a policy would be enacted, if voted into law by the assembly.
- **Resolution** - an expression of conviction, or value belief of an assembly, which may urge, request or suggest further action by another decision-making authority.
- **Docket** - the complete packet of legislation distributed by a tournament.
- **Agenda** - the order of legislation as suggested by a committee or member, and voted on by the assembly.
- **Presiding Officer** (PO) - leader who runs meetings by *recognizing* members to speak or *move*. Also called the **chair**. Modeled after the *Speaker* of the House of Representatives, or the Vice President or President pro tempore of the Senate.
- **Floor** - when a member has the full attention of the assembly to speak (also refers to the area where the assembly meets, where its members speak, and where it conducts its business).
- **Amendment** - a specific change to an item of legislation, explaining exactly which words it modifies, and not changing the ***intent*** of the legislation itself (*germane*)..
- **Authorship Speech** - a *constructive* speech of up to three (3) minutes given by a member, which introduces an item of legislation for debate by the chamber. It is called a sponsorship speech if given by a student who is not affiliated with the school the legislation originated from. All author/sponsorship speeches are followed by a two-minute questioning period. The first negative speech also may have two minutes of questioning.
- **Questioning** - period where the members of the assembly ask individual questions of the speaker. *Multiple-part* (or two- part) questions are not allowed (unless the rules are suspended for that instance, or specific *open/direct questioning* rules are used), because they take time from other members who may wish to question the speaker. For all speeches that follow an authorship – except the first negative speech – the speaker may speak for a maximum of three (3) minutes, followed by one minute of questions. All affirmative and negative speeches that follow an authorship speech should introduce new ideas (arguments) and respond to previous arguments (refute or rebut).
- **Precedence** - standard rule, which requires the presiding officer to choose speakers who have spoken least (or not at all). The only exception to precedence is when a speaker has *authorship* privileges to legislation when it is introduced for debate. In those cases, the presiding officer must recognize the author first.
- **Recency** – where the presiding officer not only employs precedence, but also selects speakers based on who has spoken *least recently* (or *earliest*).

This position is used to administer the State Meet. These instructions pertain to State but may be appropriately adapted for use at the Region contest.

SCORING CONGRESS

Congress is intended to emulate the U.S. Congress. In theory, the contest combines the best aspects of debate, oratory, and extemporaneous speaking within the structure of parliamentary procedure.

The parliamentarian remains the same throughout Session I and II. Individual scorers, however, will consider the results of each individual chamber session they are assigned to score.

Important: The parliamentarian and scorers will submit scores/rankings on electronic ballots via *SpeechWire*, a web-based tournament management system. You will need a laptop in the chamber and are required to register as a judge in advance of the tournament at ***speechwire.com*.** Instructional videos can be located there, if you have questions on how to register.

SCORING

A ballot should be completed for all members of Congress whether they spoke during the session or not. Scorers shall not confer with others about their selection or reasons for ranking before submitting their decisions.

POINT ASSIGNMENT

- Competitors may have **5 scored speeches** per session. They might speak more than 5 times during the session, but only their first 5 speeches should be scored. Consult the **Congressional Debate Rubric: Speaking** for criteria. NOTE: Despite the fact that ***SpeechWire*** will allow you to input more than 5 speech scores, you will only score the first 5. You can take the other speeches into consideration when ranking the competitors.
- Amendment speeches are scored.
- Speakers may receive up to **six points per speech**. Complete a **Speech Evaluation** form (ballot*) for each individual student.
- The presiding officer may receive up to six points per clock hour based on his/her ability in that capacity. Use the **Presiding Office Evaluation** form (ballot*).
- Rank the students at the end of each session, unless instructed otherwise by the Clerk. Use the **Master Ballot** for the overall ranking of legislators.
- There can be no ties for placement.
- Provide as much constructive criticism as possible for each of the student's speeches.

Scorers will rank the highest scoring participants 1 through 8 (one being the best) at the end of each session. At the end of the second session, ties in the individual rounds will be broken by the Parliamentarian preference. *Don't forget to consider ranking the presiding officer, if the individual warrants.*

**Electronic ballots will not look like traditional UIL ballots.*

This position is used to administer the State Meet. These instructions pertain to State but may be appropriately adapted for use at the Region contest.

Parliamentarian Duties
STATE

BEGINNING THE SESSION

1. All items needed for the day will be in the notebook for the chamber, including all forms, the stopwatch and the gavel. You will find this already in your room or brought to you by the Clerk.

   The Chamber Clerk will call the Chamber to order, take roll and confirm the seating chart with you and the scorers. Clerk will then seat the chamber accordingly and give each legislator a placard. Afterwards, Clerk will formally introduce you and the scorers to the chamber.

2. Then, the first order of business is for you to:

   a. Review the session time schedule

   b. Conduct Presiding Officer auditions. The chamber clerk can assist you.

   Auditions for Presiding Officer:

   Note: Students aspiring to run for PO had to declare their intent prior to State. The names of these students are in your notebook.

   (Remind judges/scorers that they are ***not*** to score the auditions for presiding officer candidates but that they ***are*** to score the speeches that are given during the auditioning periods).

   c. The envelope labeled *"Presiding Officer Auditions"* contains slips of paper with numbers for each PO candidate. The candidates will draw for order (the candidate who draws the #1 will audition first; the contestant who draws the # 2 will audition second, and so on. The auditioning period will last for a MAXIMUM of one hour. If there are 3 nominees, each nominee will audition for 20 minutes; if there are 4 nominees, each nominee will audition for 15 minutes, etc.).

   d. Remind each candidate before the auditioning period begins that all nominees should maintain an accurate precedence/recency chart. It is not the obligation of one candidate to share his/her chart for later auditions.

   e. The first nominee should set the rules of the day.

   f. Carefully time the length of each nominee's audition. It is critical that each nominee serve the same length of time. At the end of the nominee's auditioning period, say **"Representative _____, your auditioning period has come to an end. Representative _____, please take the chair."**

3. Election of the Presiding Officer

   a. After the last nominee has auditioned, ask all nominees to come to the front of the room. In the order they auditioned, give each nominee 30 seconds to re-introduce him/herself and give a brief campaign speech.

   b. Conduct the vote. Give each member of the chamber (including the candidates) a stack of voting slips. Clerk can assist you. 582

if the name is illegible, or it you write a name of someone other than a nominee, your vote will be invalid."

c. With the Clerk's assistance, count the votes.

Note: **There must be a majority vote** for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again. Repeat until someone gets a majority.

3. Contest Rules establish that the candidate who receives the most votes will have the **choice of serving as presiding officer in the morning session or the afternoon session** and the other candidate will serve as presiding officer in the other session. Only those members elected in a preliminary session may offer their candidacy in the final legislative session. If no preliminary officers advance, open auditions will be conducted.

4. Introduce the PO. Say: ***"Representatives, please welcome to the chair your Presiding Officer, Representative _____."***

5. It is important to note that the student presiding officer will now run the chamber. You only need to step in if the presiding officer is confused or is making a major procedural error. Be firm but fair. You must protect any errors that could harm members of the chamber but if you have a strong PO, your job will be easy. If the PO is less knowledgeable, you will need to be alert to errors of commission or omission. Remember, the presiding officer will be ranked along with the other legislators so his/her showcase of knowledge needs to be evaluated.

6. As parliamentarian, you should keep track of:
   - the number of speeches made
   - the recency of questions asked
   - the precedence of student speakers. (See form in your packet)

   Students that have spoken the least amount of times should receive precedence for speaking in the chamber. For example, if two students want to give a speech and one has spoken twice and the other not at all, the student with no speeches should be recognized to give the speech. Assist the PO when asked to confirm recency for a particular member of the chamber.

   When more than one speaker seeks the floor, then, the presiding officer must follow the precedence/recency method:

   (1) First recognize students who have not spoken during the session.
   (2) Next recognize students who have spoken fewer times.
   (3) Then recognize students who have spoken earlier (least recently)

7. Amendments are to be submitted in writing on the form provided.

8. Please help ensure sessions are as close to the schedule as possible. Recesses should be kept as short as possible.

9. Keep track of the gavel and stopwatches.

10. In Session II, introduce the new Presiding Officer. (See instructions from Session I) If there was only one PO that ran in Session I, and no one wishes to run, the PO from the first session may serve again.

11. Note: In Session II, as per contest rules, Precedence & Recency are reset.

12. Subsequent preliminary sessions open with new seating charts. Legislation may not be carried over for debate from one session to the next. The chamber must call for Orders of the Day at the end of the session and vote on the legislation at hand.

13. At the end of second session, it is the parliamentarian's responsibility to complete a ballot, ranking all the representatives in the chamber. Every representative will be ranked. Do not leave anyone out. Submit your electronic or paper ballot promptly.

ENDING THE SECOND CONGRESS SESSION

Conduct the voting for best Presiding Officer. The Clerk may assist you with this.

1. Ask all presiding officers from both morning and afternoon sessions to come to the front of the room with their placards.
2. Ask each Presiding Officer to remind the chamber of his/her name.
3. Have the Presiding Officers return to their seats.
4. Say: **"Please vote for your choice for top presiding officer by writing the name of the person for whom you wish to vote on a voting slip. You may vote for only one person. If you write more than one name on the slip, if your writing is illegible, or if you write a name of someone who did not serve as presiding officer, your vote will be invalid."**
5. With the clerk's assistance, count the votes. There must be a majority vote for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again. Repeat until someone gets a majority.
6. Do **NOT** announce the name of the winner. Fill out the Congress Presiding Officer results form and bring it promptly to the Tab Room.

This position is used to administer the State Meet. These instructions pertain to State but may be appropriately adapted for use at the Region contest.

Clerk Duties

Key Duties:
- Assist the parliamentarian
- Facilitate between tournament officials and the chamber
- Promote safety protocols within the chamber

*Note: These items will be in your assigned chamber:
- Parliamentarian Notebook
- Student Placards
- Sanitizing wipes, gloves, extra PPE, if needed

Beginning the session

1. Call the Chamber to Order.
2. Take roll and confirm the seating chart.

   Each student should be seated where he/she is assigned.

3. Distribute the appropriate placard to each student.
   Report any errors to the State Clerk in the Tab Room.

4. Introduce the parliamentarian and the two scorers to the chamber.

5. Assist the Parliamentarian with auditions and elections for Presiding officer. Parliamentarian has details of how to audition Presiding Officer candidates.

   With the election, assist the parliamentarian in counting the votes. There must be a majority vote for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again.

   Repeat until someone gets a majority.

6. Disinfect the gavel and stopwatch when exchanged from 1 Presiding Officer to the next.

Ending the First Session

Announce to Contestants.

1. Tell them to take their name placards with them to lunch but be sure they bring them back for Session II this afternoon. This is important!

Announce to Scorers:

• Remind the scorers to consider the Presiding Officers in their rankings if the Presiding Officer deserves to be ranked.

Confirm Scorers have submitted their electronic ballots in *SpeechWire*.

1. The Parliamentarian does not rank until the end of the day, following Session II, so do not request their ballot submission during session I.
2. Request that the Scorers and Parliamentarian remain in the chamber until you have cleared them through the Tab Room.
3. Text Clerk Coordinator when both scorers have confirmed they have submitted their ballots. Include Conference and room # in the text.
4. Wait for Clerk Coordinator to text an "All-Clear" before scorers and Parli are released to leave.

Ending the Second Session

Parliamentarian will conduct the voting for the best presiding officer. (in the Super Congress final session only) Be available to assist, if requested.

Assist the parliamentarian in counting the votes. There must be a majority vote for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again. Repeat until someone gets a majority.

Do **NOT** announce the name of the winner.

Collect the Contestants' name placards. VERY IMPORTANT!

These will be needed for Super Congress on the second day. ***Insert them into the Parliamentarian notebook and leave in the chamber on Day 1.*** Students not advancing can retrieve their placard for a souvenir following verification, if they wish. Advancing students will pick their placard up at the Capitol prior to the beginning of Super Congress finals.

Confirm the Scorer's ballots have been submitted through *SpeechWire*.

Confirm the Parliamentarian's ballot has been submitted through *SpeechWire*.

The Parliamentarian should rank all contestants regardless of whether the contestant participated actively in the chamber or not.

1. Text Clerk Coordinator when all 3 officials in the chamber have confirmed they have submitted their ballots. Include Conference and room # in the text.

2. Wait for Clerk Coordinator to text an "All-Clear" before scorers and Parli are released to leave.

Retrieve the Presiding Officer **gavel**, if they did not use their own gavel.

Make certain the **stopwatch** is disinfected and has been re-inserted into the Parli notebook.

Bring the Parliamentarian **notebook, gavel, stopwatch and sanitizing items/unused gloves/extra PPE** to the ballot chamber at the end of the day.

NOTE: Follow the chain of command.

- If there is a question about an issue, address it first with the Parliamentarian in the chamber.
- If it remains unresolved, text Clerk Coordinator and they will forward it to the State Clerk and UIL State Director.

Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period.

	1 **Mediocre**	2-3 **Good**	4-5 **Excellent**	6 **Superior**
Content: Organization, Evidence & Language	The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective.	While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak.	While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on *one* piece of evidence, but does so effectively.	Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance.
Argument & Refutation	The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments.	The speaker fails to *either* introduce new arguments (simply repeating previous arguments) *or* the speaker fails to refute previous opposing arguments; in other words, no real *clash* is present.	New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately.	The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity.
Delivery	Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation.	Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting.	The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times.	The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent.

Speech Evaluation

Student Name:		Code:
Session #:	Chamber:	Room:

Directions: ***Rate*** each speech 1-6 points, with *one being the worst, six being the best,* providing comments to *justify* your rating, with *constructive suggestions for improvement.* [At the ***end*** of the session, you will holistically and comparatively *rank* students, on a separate form.]

Criteria: *When rating, consider the following elements and comment accordingly in the spaces provided.*

- **Originality of Thought** (extent that speech advances debate or merely repeats ideas; whether speaker refutes opposing arguments)
- **Organization and Unity** (even though extemporaneous in nature, the speaker should attempt cohesiveness)
- **Evidence and Logic** (cites credible sources and warrants claims accordingly)
- **Delivery** (extemporaneous vs. reading, seriousness of purpose, style and poise; how well the speaker *answers questions*)

Speech 1 – Topic: Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 2 – Topic: Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 3 – Topic: Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 4 – Topic: Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 5 – Topic: Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Questioning of Other Speakers
(comment on relevance to debate, quality of clarification, etc.)

Print Judge Name:

School/Affiliation:

Judges: Competitors may have five scored speeches per session; they may have more than five speeches, but only score the first five.

Congressional Debate Rubric: Presiding

This table of evaluation standards is provided for any judge who would like assistance in determining scores for a presiding officer (P.O.). Each scorer independently (without collaborating) awards 2-6 points for each hour of presiding. The primary job of a presiding officer is to efficiently run the meeting with the purpose of giving students in the chamber the maximum opportunity to participate. An effective presiding officer does not draw negative attention to himself/herself and makes the smooth operation of the session as their highest priority. The position of presiding officer can be the difference between a successful productive session and a session that accomplishes very little. If you feel the Presiding Officer was one of the most effective students in your chamber, it is appropriate for scorers to take into consideration rewarding excellent or superior performance by the presiding officer with one of the highest ranks in the session.

Points	2 **Weak-Mediocre**	3-4 **Good**	5-6 **Excellent-Superior**
Parliamentary Procedure	The P.O.'s knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. Minimizes opportunities for others to debate by failing to adhere to time specified in a recess motion.	The P.O. demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc.	The P.O. has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. Brings chamber back into session in a timely fashion following recess.
Recognition	Frequent errors are made in speaker recognition. Students in the chamber rise to a point of order to correct erroneous speaker recognition made by the P.O. The P.O. is slow in recognizing speakers and questioners. There are fewer than 10 speeches per hour in the chamber.	Presiding preferences are not clearly explained. Speaker recognition is somewhat inconsistent or biased. The P.O. is successful in achieving 10 speeches per hour in the chamber.	Presiding preferences are clearly explained at the beginning of the session. The P.O. is consistent in recognition distributing speeches throughout the room based on precedence. The P.O. recognizes speakers and questions in a timely manner to maximize participation. Achieving 12 or more speeches per hour in the chamber is a sign of excellence.
Control	The environment in the chamber does not foster participation. Allows students to abuse parliamentary procedure in place of debating legislation. Encourages frequent recesses.	Guides the chamber to remain focused on debating legislation. At times, students on the chamber floor appear to be more in control of the chamber than the P.O. during the session. Sometimes is unsure of how to rule on motions or business.	The P.O. is respected and trusted by his/her peers. Establishes a business-like environment that fosters maximum participation in the chamber. Rules on motions and business without interjecting himself/herself into the issue.
Demeanor	The P.O. uses their position for their own personal advantage as opposed to operating in the best interest of the chamber as a whole.	Overall, the P.O. creates a professional atmosphere although there are times where the atmosphere is less than totally professional.	The P.O. fosters a respectful, professional and collegial atmosphere. Addresses all members as Representative _____ not by just first or last name.
Communication	Communication between the P.O. and chamber is confusing or counterproductive. Communication from the P.O. (excessive or lack of) prevents maximum participation from members of the chamber.	The P.O. occasionally takes excessive time when explaining rulings. There are times when the members of the chamber are not sure what they are being asked to vote on. The P.O. uses debate time to admonish the members of the chamber regarding issues that the scorers are responsible for evaluating (ex., Reminding members to ask short questions and give short answers).	The P.O. dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The P.O. clearly explains the meaning of upcoming votes. Rulings are concisely explained to keep all members of the chamber informed.

Presiding Evaluation

Student Name:		School Code:
Session:	Room:	Chamber #:

Directions: *Award a rating* of 2-6 points per hour of presiding, with *two being the worst, six being the best*. You will rank students, holistically, at the end of the session, on a separate form. You ***may or may not*** include the presiding officer in your *ranking*. The presiding officer may also have an evaluation ballot for *speaking* – please be sure to circle the same rank at the bottom of the speech *and* presiding forms. ***Auditions*** are not scored.

Criteria: *When rating, consider the following elements and comment accordingly below.* **Parliamentary Procedure** (clear in explaining protocols and rulings); **Recognition** (fair and efficient in recognizing speakers and questioners, and maintains appropriate speaker precedence and recency); **Control** (maintains decorum of delegates, and willing to rule dilatory motions/business out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).

Specific Comments *(explain your evaluation and justify your rating, providing constructive suggestions for improvement)*:

Circle point **rating:** ← High/Best Low →					X # of Hours	= Total Points
6	5	4	3	2		

Print Judge Name:
School/Affiliation:

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:
https://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation9-1.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.
Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.
Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2025, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2026 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

A Guide To Cross-eXamination Debate

W.E. Schuetz and David Gardiner
Co–Authors

Jana M. Riggins, Editor

Revised Summer 2025

UNIVERSITY INTERSCHOLASTIC LEAGUE



This button is found on the UIL Speech home page https://www.uiltexas.org/speech

Preface

This publication serves to provide contest rules, procedures and theoretical background to assist you in being successful in UIL CX Debate competition. You will, of course, want to consult debate texts for expanded information on theory.

My special thanks to the co-authors of this endeavor, Bill Schuetz and David Gardiner. Both are talented educators and successful coaches who freely give the priceless gift of mentoring. They are individuals who have unselfishly shared their personal time to serve as contest officials for the UIL CX Debate State Meet, to teach workshops at Student Activities Conferences, to serve on League committees, author study reports for the National CX Debate Topic Selection process and to serve in other valuable consulting capacities. They have given of their time and energy because of their love for young people and their commitment to the art of argumentation becuase debate is at the heart of every democracy. Their support of the UIL is deeply appreciated.

In addition, special appreciation is expressed to Dr. Rich Edwards of Baylor University who, for many years, has provided the section over Internet Debate Research written specific to the current debate resolution. Dr. Edwards' contribution to high school policy debate in Texas and across the nation is unparalleled. UIl was proud to nominate him to be inducted into the Hall of Fame of the National Federation of State High School Associations. He currenlty serves as the UIL debate consultant.

As you read this manual, remember that debate is an ever-evolving discipline. Paradigms and theory continue to evolve, and though you may initially find academic debate confusing, I challenge you to persevere. Debate is much like learning to drive a car — all the instruction in the world doesn't have meaning until you sit behind the wheel, turn on the ignition, and put the car in motion. Then, it all comes together! The same is true for debate — commit yourself to the study of debate texts, use this manual as a guide to success in UIL competition, and be sure to enter the tournament arena to test your skills. As you become your own advocate, you'll realize why so many high school debaters have become significant leaders in society. Best of luck!

Jana Riggins, Editor
UIL State Speech & Debate Director

About the Authors

W.E. Schuetz was a speech and debate teacher at Gregory–Portland High School in Portland, Texas, where he taught for over four decades. During his teaching career, he coached numerous award-winning competitors in extemporaneous speaking, cross-examination debate and Lincoln-Douglas Debate. He earned certification not only in speech, but also in history, English, earth science, biology, physical education and health. Active in UIL, Mr. Schuetz has served as contest director for the Conference A CX Debate State Tournament, and a certified One-Act Play judge. He also has presented workshops at the UIL Capital Conference in the summer and at Student Activities Conferences during the fall. Mr. Schuetz has received numerous prestigious awards, including the National Federation Citation Award and Outstanding District Chair for the National Speech and Debate Association. He has also received the Texas Speech Communication Association Teacher of the Year award. He has authored several study reports for the National Debate Topic Selection process, has chaired the National Debate Topic Selection Wording Committee and been a vital contributor to LD Debate resolutions, serving on the UIL State Advisory Committee. Mr. Schuetz holds a Bachelor of Science from Texas A&M University in College Station and a Master of Arts from Corpus Christi State University.

David Gardiner is a speech and debate teacher for the Corpus Christi Independent School District where he has coached students to UIL State and NSDA Nationals honors multiple years. Mr. Gardiner has served as District Director of extemporaneous speaking, cross-examination debate and Lincoln-Douglas Debate contests, Region Clerk for UIL Congress and has been appointed to the Regional Speech Advisory Committee. Nominated for the Texas Speech Communication Association Teacher of the Year Award, he has also been a contest official for the UIL CX Debate State tournament. He has presented several study reports at the National Debate Topic Selection meeting, with his topics advancing to the final national ballot and he has served on the National Wording Committee. He was a high school and college debater, and also participated in UIL One-Act Play. Mr. Gardiner holds a Speech Communication degree from Texas A&M University at Corpus Christi.

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Section I — Foundations

Why Should You Debate?



The answer is advocacy. *Webster's Dictionary* defines advocacy as speaking or writing in support of something. An advocate is someone defending or promoting an issue or position. When you debate, you advocate adoption of the debate resolution through implementation of your affirmative case or you defend a negative strategy as being the best in the round. Through advocacy, you appeal to the judge by offering evidence and argumentation to support your position. It is important to be the best advocate under these circumstances. It is even more important to learn the *process* of advocacy because after debate, you have the rest of your life to live, and the skills you learn from debate will be invaluable.

On a personal level, you need to be your own best advocate. You will probably have to sell yourself to an employer to obtain that "once-in-a-lifetime" job. At some point in your career, you might request a salary increase. You may be called upon to support and campaign for a candidate seeking elective office. You could be for or against a major bond issue affecting your taxes and your community. All of these decisions are important because they will impact your life and certainly your happiness.

Some debaters become professional advocates. Are you considering a career as an attorney? Your clients will be dependent upon your skills as an advocate. Do you aspire to public office? In a political position, you are speaking for and acting for your entire constituency. Are you a good salesperson? You will be convincing individuals and companies to purchase the products you represent. You may become a professional fund raiser or lobbyist. Regardless of your choice of profession, advocacy will definitely play a role. Income and quality of life are direct results of your persuasiveness.

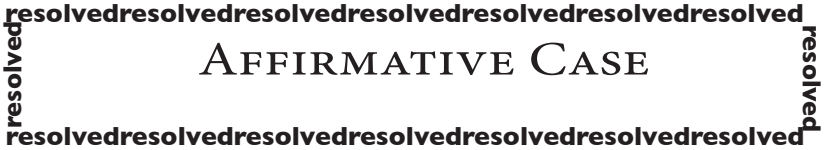
As a debater, you will learn advocacy from the ground up. You will learn how to research an issue, how to analyze your research, and how to organize your research to orally support your position. Debating will teach you note-taking skills, listening skills, and the ability to recognize fallacious arguments and illogical arguments. Your vocabulary will expand exponentially. Through self-criticism, you will learn your strengths and weaknesses. However, the single most important lesson of debate is the ability to see an issue from every side. The greatest product of debate is a knowledgeable advocate.

So, why debate? Advocacy—being able to see an issue from all sides, to be able to put your position into an informed, logical response, and presenting all of the above with skill. After all, you are going to need to be your best advocate.

Analyzing the Resolution

By now, hopefully, you have read the current debate resolution. The resolution is posted on the debate section of the UIL website. You may have begun to formulate ideas for a great affirmative case or a powerful negative disadvantage, but, before you get too far down the debate trail, you must make sure you thoroughly understand the resolution. This preliminary analysis is critical before you begin any serious preparation. The rules of debate provide the affirmative and negative sides with the same amount

of ground at the beginning so that each team starts evenly. The resolution marks the boundaries of this ground. Think of the resolution as a box. An affirmative case must be inside the box. Analysis of the resolution shows what the box looks like and insures that each side knows the limits and parameters of the resolution. Your work in this area is very important to your understanding of the debate resolution.



First things first. You will need to obtain a definition for every single word in the resolution. You are going to begin by looking for contextual definitions for the key words and phrases. Contextual definitions are those obtained from experts knowledgeable in the field. These experts write articles and books on the topic focused upon in the resolution. Within the text of their writings, these experts define the words and phrases of the resolution. These contextual definitions frame the meaning of the topic. Doesn't a space policy expert know more about space exploration than a journalist or a Middle East expert better understand the ramifications of the latest nuclear agreement with Iran?

Now, you may still have some words that have not been defined. Research via your online dictionary. Once this step is completed, every word and phrase in the formal debate resolution should have a meaning for you. Reread all of your definitions and begin to ponder the resolution.

Next, let's apply a little common sense to the analysis. Obviously, the resolution is not a collection of single words. We don't naturally read like that and the framers of the debate resolution do not intend for you to start now. Read the resolution as a sentence, and follow grammatical rules. Do not define United and States separately. The United States was not meant to be split. Do not create cryptic meaning in prepositional phrases. Look at the phrase and its purpose in the resolution. Do not complicate the analysis. Just use your knowledge of the English language and make sure you know what the words in the resolution mean.

1. What action is called for in the resolution?
2. What is the agent of action? (Who is responsible for enforcement?)
3. Where and when will money be spent?
4. Where must the action take place? (in the U.S.?)

You will have many more questions as you continue to work on your debate case and your negative strategy. Always apply logic and use common sense as you work. Analysis of issues will become second nature to you. Learn the basic process and you will be able to answer any question that is presented.

Show me the Evidence — Researching the Topic

Academic debate is made possible through evidence. You are only going to be as good as your information, for the old adage, "he who asserts must prove" is true in debate. Evidence consisting of facts, statistics, opinions and other ideas taken from experts in the prescribed field of the resolution is essential to proving your assertions. Even though the resolution is the same for an entire year, debate is extremely fluid. Better teams and squads will invest much time in locating evidence in books, publications, and on the Internet in an attempt to stay ahead of the competition. Evidence presented in a debate must be legitimized. UIL rules specify that each piece of evidence must have the following: author, publica-

tion, title, date of publication, page number and, for electronic data, you must also include the URL address. Most teams do not use the entire cite line during the actual debate round but you must have it in the event that you are challenged on the validity of your information.

School, Public, and University Libraries

This should be the first stop for most schools. Never underestimate your libraries, for they sometimes have access to data that you as an individual cannot secure. School libraries often have contracts with local, state, and/or international agencies through a variety of different mediums. Be warned that some school libraries restrict Internet access by the content of the material, which could make some issues harder to research.



Public libraries are a great source for research. The public libraries almost never charge a fee for access and even a nominal printing fee can sometimes be worked out if you bring your own paper. If you are lucky enough to be near a college or a university library, you will be amazed at how much information is at your disposal. Teachers and coaches can usually get permission from the university to use the facilities. If not, check to see if anyone in your school is attending or teaching at the local university and have him or her check out materials you want to review.

Publications . . . Magazines, Books, Articles

This is the bread and butter for most teams that are researching extremely specific data. Currently, you can purchase journals and secure subscriptions to very contextual sources. Some of these would not only have individual articles about your topic of research, but the entire publication may be focused on your particular interest. Bookstores are also very good about ordering books in a timely manner. Some stores like Barnes and Noble will also prove economical by allowing you to just sit and read, if you are working on a limited budget. Just drink some flavored coffee and make a day of reading and writing.

Electronic Sources

This is the leveling force in debate. No other medium can produce the sheer volume of information as the World Wide Web. With Internet access, it is possible to find information from a variety of different sources. Sometimes you can locate websites that deal directly with the topic and sometimes you can even talk to the author by way of email. Keep in mind: the web can be your friend but it can also be your worst nightmare if you do not use it correctly. Learning how to do specific searches can save you countless hours plodding through 250,000 plus hits. (See *Internet Debate Research in the Appendix*) Another word of caution: if you print your Internet research after you find it, remember that some little bit of information can sometimes be several hundred pages long if you do not set the printer correctly to only print the piece or pages of information you may be wanting.



Make sure to cite the following information for an Internet source: author, publication, title, date of publication, page number, the URL address and the date taken from Internet. Do not take questionable information from homemade webpages that, although interesting, is not valid and can cost you more than just the round.

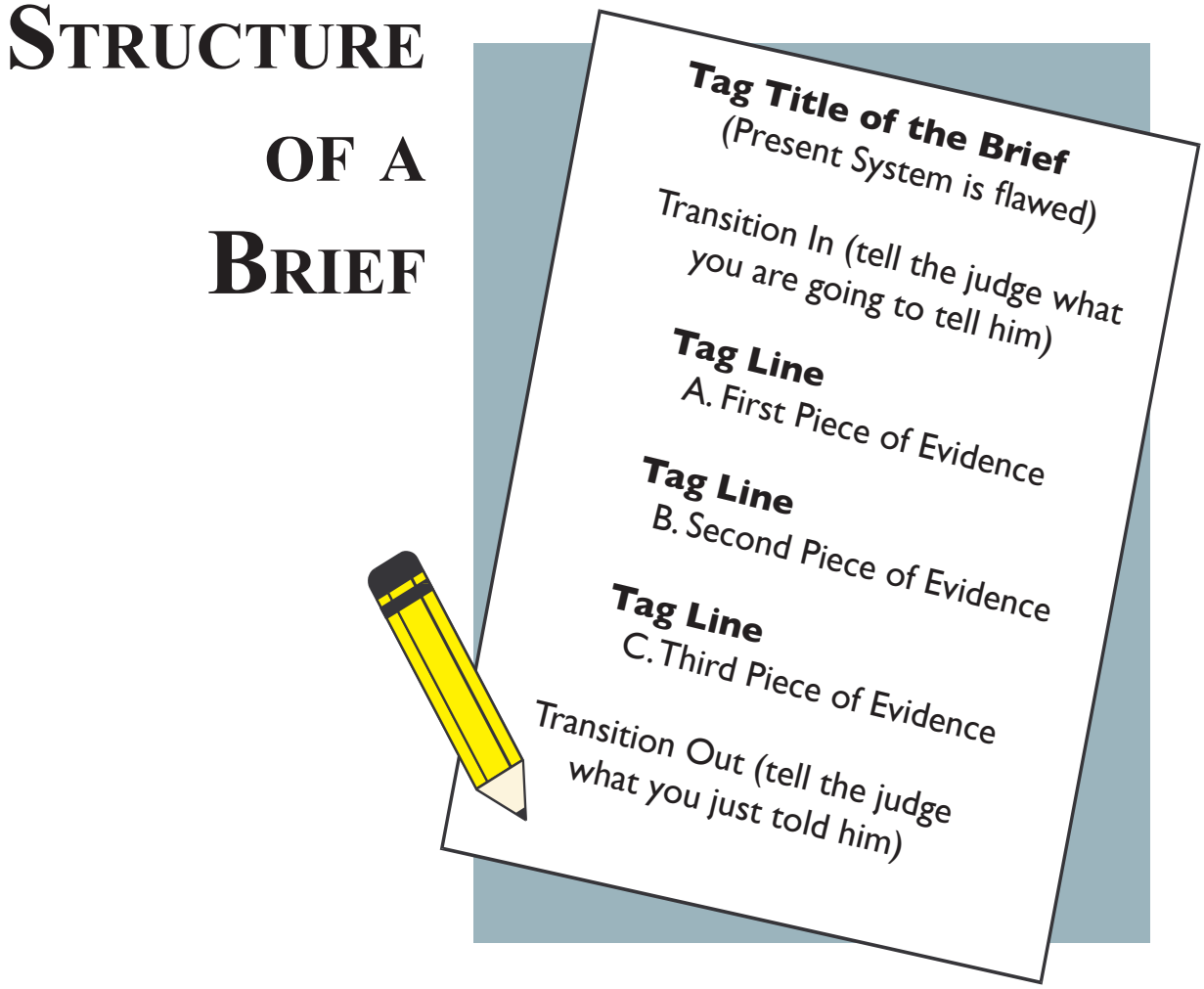
Open Evidence Project

This is a collection of files freely shared by summer debate camps. Anyone can download these files, free of charge. It is a research provided by the National Debate Coaches Association and can be used by educators to teach debate and by students as well to learn about the topic and debate.
It is linked on the UIL Debate webpage: http://www.debatecoaches.org/resources/open-evidence-project

Purchased Debate Brief Handbooks

Many coaches use these briefs to help jump start debaters and give them a quick understanding of the topic they will be debating for the next year. Be warned that although this information is a great starter, it is also the most used evidence and the evidence that your opponents also will have read. Most likely, responses have been developed to this evidence already. It does, however, give you a good place to start and resource for authors and materials with which to continue your own research

Having large quantities of evidence does not profit you and your partner unless it is organized to be located quickly and applied wisely. To do this, most debaters find it useful to set up arguments in the form of briefs. A debate brief is generally a page of arguments and evidence supporting one overall argument that can be read as needed in a debate round. When evidence is placed in brief form, the arguments are not completely written out. Short phrases, often called tag lines, are used to introduce the argument your evidence is supporting. Each brief focuses on one single argument.



Let's Take Stock — The Stock Issues

***See online resources on UIL website for extended discussion*

Topicality

An Affirmative team is obligated to present a topical case. The First Affirmative Construction Speech should demonstrate that the Affirmative is topical, meaning that it is within the scope of the resolution. (Remember: the affirmative case must be "within the box.") This is called Prima Facie and literally means "on the face of things." So the first speech given by the Affirmative team must be topical or the Negative can argue that the Affirmative should not win the debate. Topicality is why you have gathered all those definitions for key words in the resolution. You may have to defend your case from Negative interpretations of the words. Traditional debate theory holds that topicality is a voting issue. In other words, if an Affirmative case is not topical, it should not win. However, remember, even this theory is open to debate and the judge is the final arbiter.

Significance

The Affirmative team has the responsibility of presenting a case it feels is very important, one that focuses on a problem that needs to be addressed. The evidence for this subdivision of case should reflect the importance of the problem denoted by the Affirmative. The Affirmative can test its significance by asking: How important is it? If the case only concerns a small segment of the population or an isolated issue, the affirmative may not be dealing with a truly important portion of the resolution. Failure to establish significance leaves the Affirmative case vulnerable to a Negative attack.

Harms

This is pretty straightforward. This portion of the case documents who or what is being hurt by the problem the affirmative has asserted. It may be human deaths, a depressed economy, loss of jobs, a threat to national security, or other major impacts. Of course, significant impact to human life is the benchmark of harms. Harms evidence must be very specific.

Inherency

The Affirmative team must do more than prove a harm exists. It must locate the causes of the problem and why these cannot be solved in the present system (status quo). When the Affirmative finds an area that it thinks is strong, the team should ask itself: Why hasn't this already been done? The answer: there is a barrier in the Status Quo that has prevented its implementation. The barrier may be structural—a law. The barrier may be attitudinal—Congress does not want to pass this. The Affirmative team must present specific evidence that clearly demonstrates this hurdle. You must state what the present system is doing and why it does not solve the problem. If the Affirmative has no inherency, it does not have a case.

Solvency

Solvency is the portion of case that proves the harm documented by the Affirmative team can be alleviated by the affirmative plan. The Affirmative must have specific evidence that demonstrates that the harm will end if its plan is implemented. When the Affirmative solves for the harm, it accrues an advantage.

If the Affirmative can find evidence to address the stock issues, it has a solid case. This does not mean the Affirmative is unbeatable. The Negative still has an opportunity to present evidence to counter the Affirmative.

Section 2 — Structures

Debate Format

Debate follows a series of speaker positions called the **debate format**. The format is a simple one where each speaker gives a continuous eight-minute speech, a continuous five-minute speech, and conducts a three-minute cross examination. In addition, each team has eight minutes to use for preparation during the debate. The time should be allotted carefully by the partners for maximum efficiency. The UIL C-X debate format is as follows:

First Affirmative Constructive (1AC) (1st Affirmative Speaker)	8 minutes
Cross-Examination Period *(2NC asks questions of 1AC)	3 minutes
First Negative Constructive (1NC) (1st Negative Speaker)	8 minutes
Cross-Examination Period *(1AC asks questions of 1NC)	3 minutes
Second Affirmative Constructive (2AC) (2nd Affirmative Speaker)	8 minutes
Cross-Examination Period *(1NC asks questions of 2AC)	3 minutes
Second Negative Constructive (2NC) (2nd Negative Speaker)	8 minutes
Cross-Examination Period *(2AC asks questions of 2NC)	3 minutes
First Negative Rebuttal (1NR)	5 minutes
**First Affirmative Rebuttal (1AR)	5 minutes
Second Negative Rebuttal (2NR)	5 minutes
**Second Affirmative Rebuttal (2AR)	5 minutes

* In the traditional C-X format, the team member who is not giving the next speech conducts the cross examination. Thus, while second negative questions first affirmative, first negative can be getting ready to speak. No specific rule requires this pattern. However, each person must serve as both questioner and respondent.

** The 1AR (first affirmative rebuttalist) and the 2AR (second affirmative rebuttalist) may switch speaker positions but extend courtesy to the judge by imforming them before the debate begins.

*** Presenting a "roadmap" (a brief preview of argument order before speeches) is not considered part of the speech time. Do not abuse the privilege.

UIL has endorsed an abbreviated format for middle school debate. If starting a debate program for younger students new to the contest, access this adjusted time format from the UIL Debate webpage.

Getting It All Together — Writing An Affirmative Case

You need a format to structure your Affirmative case. You have found evidence to establish the Stock Issues and document advantages your plan will accrue, and may have already written briefs for these. Now, you need structure for your case. There are several formats you can use to write the case, three of which will be discussed. It may prove advantageous to start with a Needs Analysis format to make sure you understand the Stock Issues and know your information. Following the outline, customize by inserting your evidence to set up your affirmative case.

After each debate tournament, you may wish to update your case or redesign it, branching out beyond one of these three case formats. Just remember to stay within the bounds of the sample outline and you will be fine. At this point, you've completed a significant task, but your affirmative work is far from finished.

Affirmative Case Structures



1. Needs Analysis

Introduction

(with statement of the Resolution)

I. Observation One: Significance
II. Observation Two: Harms
III. Observation Three: Inherency
IV. Observation Four: Solvency

Plan

A. Agent of Action (who is doing the plan)
B. Mandates (the actual steps to solve)
C. Funding (how the plan will be paid for)
D. Enforcement
E. Fiat* (the aff gets what it wants)

Advantage One

(must document advantage one)

Advantage Two

(must document advantage two)

***Fiat** is the power to implement the plan. The aff only needs to prove that the plan SHOULD be done, not that it WOULD be done.

2. Comparative Advantage

Introduction

(with statement of the Resolution)

Plan

Advantage One

A. Significance
B. Harms
C. Inherency
D. Solvency

Advantage Two

A. Significance
B. Harms
C. Inherency
D. Solvency

3. Tell Me a Story

Observation One (tag line is about a harm)

A. Harm
B. Significance
C. Inherency

Observation Two (tag line is about a harm)

A. Harm
B. Significance
C. Inherency

Plan

Advantage One Solvency

(relates to Harm one)

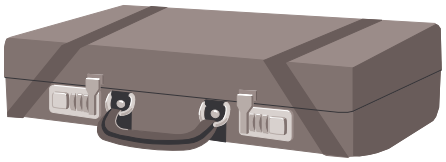
Advantage Two Solvency

(relates to Harm one)



Negative Strategy

Once you have an idea what it takes to build an affirmative case, it is now time to discover what can be done to break the affirmative position. This is not an easy task. The affirmative team has had countless hours to research and adjust to make its case harder to attack. Successful teams will update and change the affirmative case based on negative arguments run against it. Thus, the negative's task is not an easy one.



On Case Arguments

The affirmative team develops a plan and builds a case based on stock issues. This includes Topicality, Harms, Significance, Inherency, and Solvency. The negative team may attempt to beat the case and/or plan using direct type of argumentation, called On Case arguments. On Case means that you are clashing right down the flow of the affirmative case that has just been presented. Using this strategy, the negative directly contradicts the affirmative position. A past policy debate resolution was: Resolved: That the US federal government should establish an ocean policy substantially increasing protection of marine natural resources.

Example 1: Harms
The affirmative team is running a case that states that 50,000 people who live on various Pacific islands are dying from starvation caused by overfishing in local waters every year. The fishing boats overfish to the extent that no fish are left for the natives to catch. They argue that this starvation may lead to a worldwide famine.

Negative Evidence states one or all of the following:
A. The studies cited by the affirmative use flawed logic. There is no way to prove that the overfishing of one species of fish leads to starvation in the Pacific communities.
B. The affirmative will only be solving for part of the problem because it will only be able to address those problems directly off of Pacific islands that are U.S. territories. As the affirmative evidence suggests, the problem extends beyond U.S. waters.
C. The affirmative does not prove that starvation in isolated Pacific communities will lead to worldwide famine.
D. The affirmative fails to show that U.S. regulated vessels are the ones that are overfishing. Present studies show that most of the overfishing in the world is committed by non–U.S. vessels.

The idea behind the harms attack is to lessen the severity of the harms and to help set up future arguments in the round.

Example 2: Significance
The affirmative team suggests that the problem it is solving is important, but the numbers and problems presented are not significant.

Affirmative position: Pollution off a particular beach in Alaska is causing mercury levels in local fish to increase to toxic levels. When local Alaskans eat the mercury-laden fish, some get sick and die of mercury poisoning. Since 2012, there have been 67 cases of illness and 11 deaths.

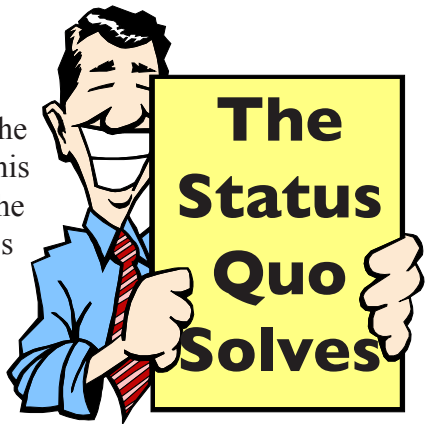
Negative arguments would include various attacks on significance:
A. Standard Significance attack is nothing more than straight logic. The negative can argue that the affirmative team is not meeting its burden of significance and that it is beyond the scope of the resolution. The topic expects the United States to address a problem that is vast in scope and that has cost lives. More people have died in car accidents in a year than in the last 12 years of mercury poisoning in Alaskan fish. The importance of this position is that significance is a stock issue. To a stock issues judge, the Affirmative must meet all stock issues or it loses the round. Significance is a voting issue and the affirmative team must lose because it fails to show how it is significant.
B. This next area of attack is more of a Topicality violation. If the resolution uses the term "significant" in the wording of the resolution, then the negative might want to attack both topicality and significance. To do so, show how the term "significant" is being violated through the use of definitions and then attack significance as discussed above. If the resolution contains the word "substantial," then a violation to that effect could also be argued.

The nice thing about this attack is that it is straightforward and easy to explain to most judges, even the most inexperienced debate judges.

Example 3: Inherency
The affirmative team attempts to come up with an elaborate plan that is unnecessary because the problem and/or harm can be fixed with a simple change (minor repair).

Affirmative position: Algae blooms along the East Coast make certain parts of the ocean uninhabitable to any other life forms. Thus, we offer the following plan to uphold the resolution.

Plan
- Plank I – The United States, through the Environmental Protection Agency, will commission a study to examine the cause of the blooms.
- Plank II – The U.S. will issue sanctions and guidelines to address any non-point source pollution that may cause these blooms.
- Plank III – The U.S. will set up a task force to clean up any large bloom areas.



Negative arguments might include some of the following:
A. The United States has already commissioned studies that study the causes of the blooms. Thus the status quo is already working to fix this problem, and therefore the affirmative plan is unnecessary. To alter the current situation would cause costly delays and could harm the process already underway.
B. The United States, through the Environmental Protection Agency, has a strict non-point source pollution program underway. Thus the affirmative plan is unnecessary.
C. The United States currently has organizations addressing the problems that the blooms create. The affirmative plan is simply unnecessary.
D. Non-Governmental organizations are already hard at work on this issue. To bring in the United States at this juncture would undermine grassroots movements to solve the problem.

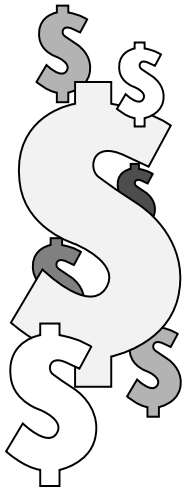
Example 4: Solvency
This is arguably the most attacked issue on case. The affirmative team has to show that its plan will solve for the problems/harms that it presented. This is the most difficult part of building an effective affirmative case. It also provides the weakest link for the negative to break.

Affirmative position: Oil spills are destroying the environment. All oil tankers should be double-hulled to avoid this problem.

Negative arguments would include some or all of the following types of arguments:
A. Many things contribute to the destruction of the environment, not just oil spills.
B. More damage is done to the environment by Third World nations using coal plants to produce energy than from oil spills.
C. Fossil fuels cause more damage in one year than oil spills have from the beginning of oil transport.
D. The majority of ocean pollution comes from unsanctioned vessels.
E. In most accidents, a double hull would not have prevented an oil spill.
F. Studies suggest that double hulls on ships cause as many problems as they address.

This type of solvency run is often called a solvency dump, because the negative attempts to dump as many arguments into the lap of the affirmative team as possible in an effort to show that the affirmative's plan cannot possibly solve for all the problems created that effect the harms mentioned by the affirmative. Negative teams should not get too overconfident here and should remember that the affirmative can always try to go for the comparative advantage, which means it is at least solving for some of the problem, arguably more than what the status quo is doing.

Example 5: Plan Attacks
The affirmative team will sometimes propose actions that will increase the severity of current problems and/or cause additional problems. This is not the same thing as a disadvantage, but it can sometimes help support a disadvantage.

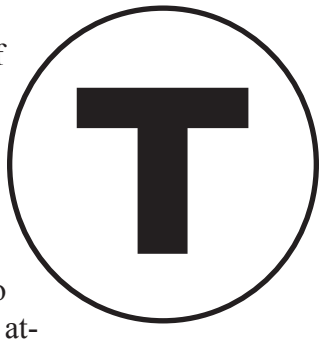


Affirmative Plan calls for an elaborate and expensive process in order to solve.

Negative position may attack this type of problem with one or both of these arguments:
A. Affirmative plan calls for the creation of a new board and a separate new agency to enact and enforce their mandates. This will create a budget concern. New programs that spend money will send our economy into a harsh recession. (You can continue this line of argumentation and then further enhance your position with a disadvantage such as spending.)
B. Run the U.S. Spending disadvantage with emphasis on uniqueness, link, brink and impact. (See Designing a Disadvantage later in this chapter) Make sure to stress the uniqueness through both the cards used directly against plan and the arguments in the disadvantage. This will create a better link in addition to making your attack two-fold.

Pay attention to what the affirmative plan is doing. Without a workable plan, the affirmative fails to meet its burden of solvency. Most of the time the plan text is fairly simple without too much variation but occasionally an affirmative team will attempt to do something within its plan that is too unreasonable, and the negative can undermine the affirmative plan and thus bring the debate to an early end.

By no means are these the only examples of On Case arguments. Each new topic will spawn new rhetoric, but most On Case arguments will fall into one of these areas.



Topicality

Both experienced and novice teams alike will run some form of topicality arguments. A topicality argument asserts that the affirmative plan does not support the resolution. The negative must be prepared to attack topicality to keep unreasonable cases on topic. With this in mind, remember to pay close attention to every word in the resolution.

Many tournaments give out judging paradigm sheets that indicate judges' preferences. Always check your paradigm sheet when dealing with judges and/or ask how the judge feels about topicality. Some judges feel topicality is an absolute and should be included in every round. Other judges will not want time spent running topicality arguments.

Take time to learn such terms and phrases as: loss of ground, infinitely regressive, contextual, better for educational value, time skew, vacuum test, abuse, abusive, name 5 cases that do not fall into this hole, and many more. When you hear a phrase or term you do not understand, ask about it during cross-examination period and see your coach after the round to find out what it means and how to respond.

Example: Topicality Shell or Brief

Topicality — Establish

I. Affirmative is not topical.
II. We offer the definition of "establish". From *Words and Phrases* (cite line) "Establish" means to create something new.
III. Affirmative violation. The affirmative plan does not create something new; it is just adding to an existing program. Therefore, it is non-topical.
IV. Negative offers the following standards.
    A. Loss of Ground. Affirmative team has to stay within the boundaries of topicality otherwise it creates an enormous research burden for the negative team.
    B. Loss of Education. Debate is an educational tool. If the affirmative team is allowed to run any case without some sort of checking mechanism, the debate will be without bounds and the educational value of debate will be destroyed.
    C. Framers Intent. The framers of the resolution were very exact in the wording. Each word was selected for a reason. To go outside the resolution violates the framer's intent, and the affirmative knows this as well.
V. Topicality is a voter. If for any reason the affirmative team is not topical, vote it down.

Affirmative teams should also make a front line or an affirmative shell that is updated regularly to include new violations and unusual standards so it can be ready to answer any and all topicality violations. If possible, answer every argument with at least one response each.

Extra–Topicality

The theory behind extra-topicality is that the affirmative position goes beyond the scope of the resolu-

tion. In order to get the problem solved, the affirmative's plan may extend beyond what the resolution is asking of the affirmative team. If the resolution specifies action by the United States and the affirmative uses the United Nations as the agent of action instead, the affirmative is extra–topical.

Effects–Topicality
Have you ever been asked a simple question but rather than give a nice straightforward answer, you give an extended story line of what lead up to the situation? This is a perfect example of effects–topicality. Essentially, effects-topicality means to go through several steps or stages before you get to the answer or, in the debate world, fix the problem.

Example. The affirmative wants to pass a new ocean policy. In order to get the policy passed, it must first educate society. The plan includes setting up an education program to teach children who will eventually become voters who will vote for legislators who will approve the policy. Down the road, the affirmative team achieves solvency based on a series of steps or stages. This is a violation of effects–topicality.

One way an affirmative team can respond to topicality arguments is to assert that its plan is topical because of the results. To argue effects–topicality, the negative must show that the affirmative plan is not topical. Then, they must explain that allowing the affirmative to claim that the effect of the plan makes it topical will broaden the resolution too much for the negative to prepare adequately and thus is unfair.

Off Case Arguments

As mentioned, an On Case argument is something that directly clashes and contradicts the affirmative position. Off Case arguments are positions that do not necessarily contradict anything that the affirmative is presenting.

Off Case arguments are now quite common in the debate world due to the time restrictions in the debate round. Off Case arguments provide the negative team with time prior to the debate to prepare arguments much like the affirmative is able to do when preparing a case. These Off Case arguments force the affirmative team to do research beyond its typical boundaries. Many theorists feel that Off Case arguments level the playing field for the negative team.

Disadvantages
Disadvantages are the most common negative strategy in debate today. Disadvantages are harms caused by implementation of the affirmative plan. Thus, even if the affirmative is solving for the problem it is presenting, the impacts or effects of the disadvantage will be so disastrous that it would be foolish to pass the plan. The negative claims that to solve the problem through implementation of the plan proposed by the affirmative team would be

Disadvantage Structure

A. **Uniqueness:** This evidence proves that the impacts of the disadvantage have not happened yet.

B. **Link:** This evidence proves that the disadvantage is linked to this affirmative case. It is best to see the affirmative case detailed in link card.

C. **Brink:** This evidence shows that this affirmative case is the last straw and that if the case is enacted, bad things will happen.

D. **Impacts:** Document the bad things that will happen if the affirmative case is enacted.

worse than the present situation. This argument often leads to some type of world disaster through a series of actions. Disadvantages usually link to the solvency mechanism or the plan mechanism of the affirmative case.

Designing a Disadvantage

Characteristics of the Well–Designed Disadvantage

[Reprinted from *Forensic Quarterly*, Vol. 71, No. 1, (1997) with permission of the National Federation of State High School Associations.]

1. The Disadvantage Has An Understandable Thesis.

The thesis of the disadvantage is a single sentence statement which clarifies for the judge and the affirmative team the nature of the argument. Examples of thesis statements may be found on the [opposite] page. When a disadvantage is presented without a thesis sentence, there is too great an opportunity for confusion.

2. The Disadvantage is Linked to the Specific Affirmative Case.

The disadvantage should not be a "canned" negative strategy; the negative team should have a variety of disadvantages with a variety of link evidence and select the ones which most directly relate to the affirmative case in a particular round. The insistence that "any new program" causes a deficit crisis (even if the plan spends no money) trivializes the process of debate; debate should require thinking and adaptation.



3. The Disadvantage Has a Specifically Stated Impact.

"Impact" means the bottom-line harm which will be claimed. Consider the case of a first negative speaker who presents the link to a "federalism" disadvantage, arguing that the plan will hurt "states' rights"; the second affirmative speaker turns the link by arguing that the plan will actually increase "states' rights" because the federal block grant would provide flexible funding to empower the states to better regulate electric utilities. The second negative speaker then "reverses" the disadvantage by arguing that "states' rights" is actually bad (perhaps because states would disallow "stranded investment" and cause a chain reaction of bankruptcies in major electric utilities).

This negative strategy is clearly abusive; the affirmative team has a right to know exactly what will be the claimed impact of the argument before hazarding a response to it. A disadvantage is not an argument until it is given some impact.

4. The Connection Between the Disadvantage Links and Impacts Are Clear.

The negative team may not simply observe that the plan would (by creating an abundant and inexpensive energy source) solve America's energy problems and then begin talking about the impacts of a North/South war (a war between developed and developing nations); there is no obvious connection between these two claims. If the negative team wishes to establish a connection, it will be necessary to read evidence in support of the intermediate links that solving U.S. energy problems would destroy the present emphasis on conservation, resulting in increased use of world resources, which, in turn, would prompt a violent reaction from the South.

5. The Disadvantage is Unique to the Affirmative Plan.
The negative team must show that the disadvantage is not already happening, or that it will happen to a greater degree with the adoption of the affirmative plan.

Example: Disadvantage

Affirmative plan is calling for the removal of nuclear weapons from U.S. service ships.

Disadvantage — Pacific Fleet Nukes
A. Uniqueness: U.S. mainline warships have always had nuclear weapons as a tactical option.
B. Link: Affirmative plan calls for the removal of all nuclear weapons from U.S. service ships.
C. Brink: Mainland China is still upset over the loss of Taiwan and has been taking aggressive actions against Taiwan. Only the U.S. Pacific Fleet and its nuclear arsenal has kept the Chinese in check.
D. Impacts: With the removal of nuclear options, the Pacific Fleet will not be able to protect the island of Taiwan. Regional stability will be affected, a regional conflict will begin and the U.S. will have to defend its ally, thus resulting in a regional nuclear war with the loss of millions of lives.

Other examples of disadvantages include Federalism, Spending, Domestic Terrorism, Crime Will Increase, Disease Cures Will Stop, etc.

Most disadvantages are generic in nature. This means that they can be applied to lots of affirmative cases. The problem with generic arguments is their vagueness, making them easily defeated if they are not case-specific and often updated. Generic arguments are necessary to maintain due to the research burden placed on the negative team. Well-written and properly understood disadvantages are essential to negative files. Always take the time to work on specific links to affirmative plans that will help transform your generic arguments into case specific attacks.

Negative teams should be leery of the affirmative team turning the disadvantage against them. This can occur if the negative team runs a disadvantage poorly and the affirmative team shows that it can fix the disadvantage and thus create an add–on advantage to its case. This is called a turn or turnaround. Turning is a more complex affirmative concept and should be exercised with caution.

Counterplans
The idea behind a counterplan is quite unique. This negative strategy admits that the present system should be changed, but argues that the negative has a better plan to offer than the affirmative. What the negative is attempting to do is shift from the negative position to an affirmative position. This is not as easy as merely flipping sides. The negative team must do a couple of fairly complicated things. First, they have to show that their plan (referred to as the counterplan) is not only better at solving the problem than the affirmative plan, but that it is faster/better in solving for the problem.

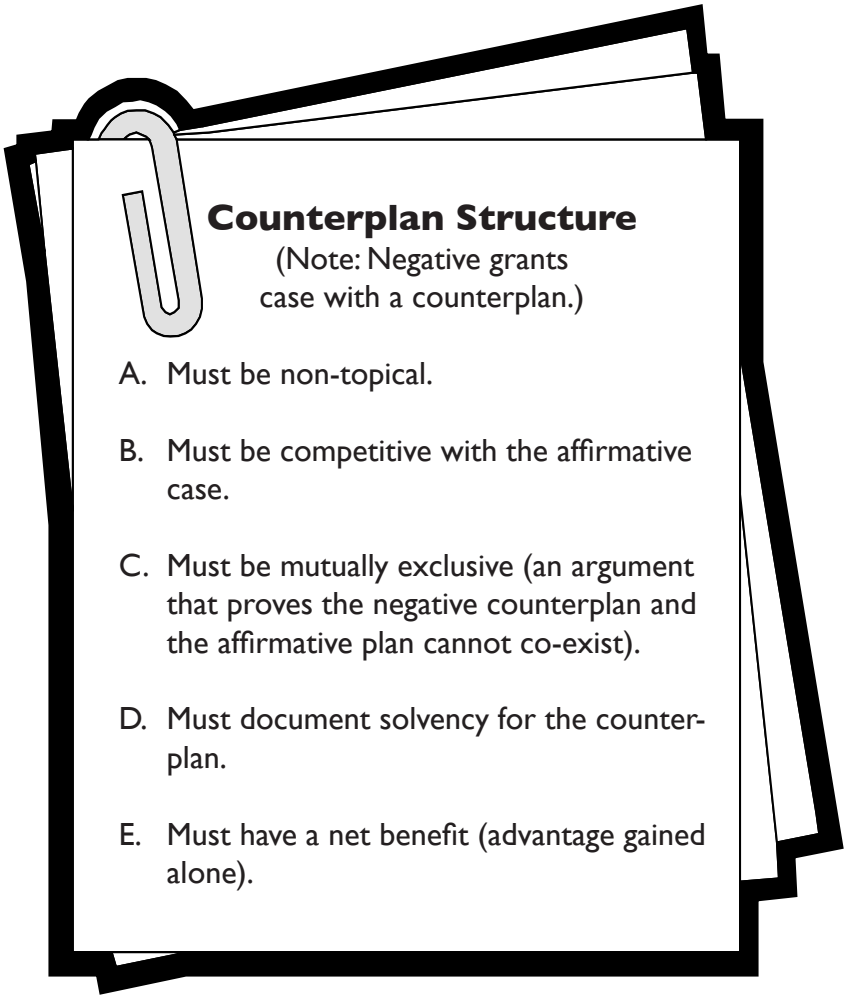
Counterplans are traditionally presented in the first negative constructive. Typical counterplans will start with a disadvantage that the affirmative plan has not addressed or solved. Then the counterplan itself is presented. It is structured with all the same elements of an affirmative plan. The negative must explain how the counterplan avoids the disadvantages that the affirmative plan causes.

Although the idea is sound on paper, it does bring up an enormous amount of unique argumentation. The negative team must also be aware that if they run a counterplan, they give up a lot of traditional negative ground - if they lose any part of the counterplan, they usually lose the round. Due to the nature

and complexity of running a counterplan, most coaches discourage novice debaters from running counterplans until they become more versed in the nature of its operation.

Sometimes, negative teams will use part or all of their own affirmative case as a negative counterplan. It will usually be a bit shorter in length, but has the advantage of having a great deal of evidence to support it. Other negative teams will simply offer a ban as a counterplan.

When the negative runs a counterplan, it grants case side outright to the affirmative. Although counterplans are most often non-topical in nature and simply offer an alternative to the affirmative plan, there are exceptions. These exceptions include resolutional counterplans and conditional counterplans. Both are more difficult to maintain than a non–topical counterplan, and a theory debate usually ensues when these arguments are run in a round.



Counterplan Structure

(Note: Negative grants case with a counterplan.)

A. Must be non-topical.

B. Must be competitive with the affirmative case.

C. Must be mutually exclusive (an argument that proves the negative counterplan and the affirmative plan cannot co-exist).

D. Must document solvency for the counterplan.

E. Must have a net benefit (advantage gained alone).

Non-Topical Counterplans are counterplans that do something different from that which the resolution mandates. An example of this is switching the agent of action from the United States to the United Nations.

Resolutional counterplans are a theoretical nightmare due to the loss of affirmative ground. The idea is to offer a competitive counterplan that is only more efficient in what it is attempting to do. Most coaches frown on this loss of affirmative ground and usually vote resolutional counterplans down if the affirmative team runs an abuse argument. Abuse arguments stem from the loss of affirmative ground and in the area of Fiat abuse.

Conditional counterplans are counterplans that dance the fine line of the status quo versus the newly presented alternative. The negative offers a non-topical hypothetical solution but no formal plan, and retains the right to defend the status quo. The negative team runs both the arguments until it decides which is stronger and then keeps the stronger argument and drops the other out of the round. The danger in running this type of position is two-fold. First, you often undercover both the status quo and the counterplan. This causes both areas of focus to be weaker. Second, this is a touchy area for judges to deal with due to the intervention you are asking the judge to impose. This causes many judges to simply vote against the negative team for abusive arguments, vagueness, and/or contradictory positions.

For a discussion on Counterplans specific to the 2024-25 debate topic, access the UIL debate webpage.

Kritiks

A type of argument that has risen from the college debate circuits and trickled down to the high school debate circuits is the Kritik, or "K" as it is better known in the debate arena. The term, "Kritik", comes from the German spelling for "critique." This argument has developed new ground for negative teams. However, in addition to new ground, it has spawned a large number of theory arguments. Many coaches express strong feelings both in favor and against the Kritik. With this in mind, please remember that even as this manual is being read, someone out there is coming up with new ways to deal with this argument. That being the case, let us explore the Kritik.

What should determine whether or not a team should run a Kritik? Ask these questions:

1. Is there an inherent flaw in the topic or the opponent's position?
2. In reviewing the judge's paradigm, will he/she be receptive to a Kritik?
3. Do my partner and I have the knowledge and research to run a Kritik properly?
4. Will our Kritik be understandable both in structure and intent?

The idea behind the Kritik is to shift focus away from the resolution. As the counterplan attempts to change the sides of the debate and offer an alternative for the judge, the Kritik attempts to suggest that there are far greater problems than those presented by the resolution and the affirmative team.

Negative Strategies Using Kritiks:

Understand the Argument: Many Kritiks are based upon philosophical treatises that are challenging reading even for graduate students in philosophy departments. Many of the Kritik briefs available from online sources utilize terms and concepts that are difficult to understand. Take the time to determine whether the Kritik argument makes sense to you before deciding to use it in the debate round. Make sure that you will be able to answer reasonable questions about the Kritik during the cross-examination periods. Structure the Kritik in a way that the judge and opposing debaters can properly flow. This should include a thesis sentence and clear labels for the essential sub-elements of the Kritik argument.

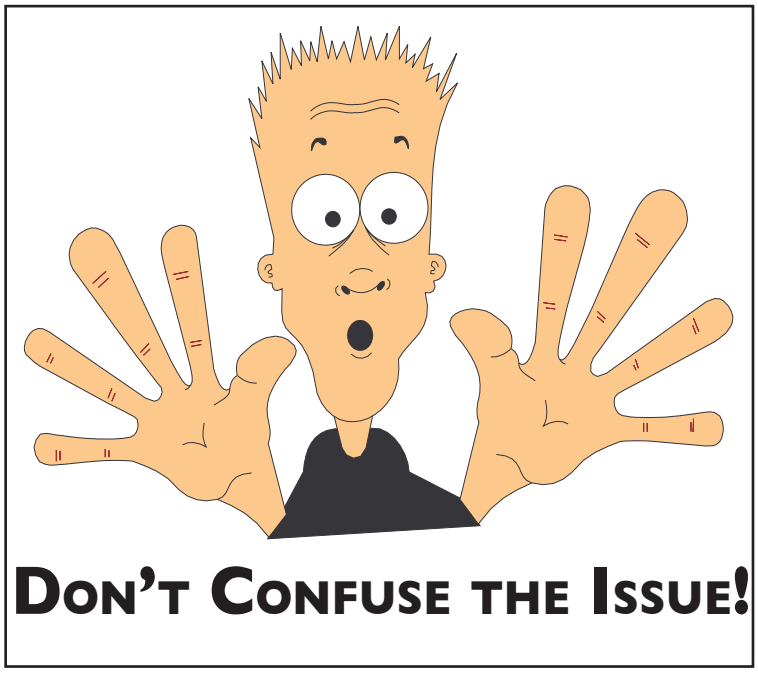
When to Use a Kritik: Winning negative teams look for ways to bring the debate to negative ground. Policy debate offers a significant advantage to affirmative teams in that they can choose their affirmative case area; they become very familiar with their case because they debate it every other round. While it is important for negative teams to respond to the case arguments, few debates are won by negative teams choosing to simply debate the area pre-selected by the affirmative. Winning negative teams use topicality, disadvantages, counterplans, or Kritiks as ways to even the playing field by bringing the debate to ground of their own choosing. The best Kritik arguments highlight a defective and unexamined assumption that underlies the affirmative case. Consider the following examples:

- The affirmative case may simply assume that anything that advances and preserves U.S. economic strength is a good thing. A Kritik of capitalism argues that this assumption is faulty.
- An affirmative case that promotes U.S. leadership in the world may be opposed by a Kritik showing that preservation of U.S. leadership perpetuates violence and chaos.
- An affirmative case advancing the power of the government may be opposed by a biopower Kri-

tik arguing that "bare existence" is the result.

- An affirmative case attempting to improve the U.S. system of elementary and secondary education may be opposed by a "settler colonialism" Kritik, arguing that educational standards are based on a tireless campaign to erase cultural heritage and homogenize knowledge.

- An affirmative case designed to strengthen the U.S. military may be opposed by a militarism Kritik, arguing that military power makes war-fighting more thinkable.



- An affirmative case claiming to prevent a terrorist use of nuclear weapons may be opposed by a Securitization Kritik, arguing that "terror talk" exaggerates the threat and results in oppressive restrictions on civil liberties.

- An affirmative case claiming to save the environment may be opposed by a "deep ecology" Kritik, arguing that shallow ecology trades off with true environmental activism.

How to Use a Kritik: Should the negative go all in on this one argument for 8 minutes, or pair the Kritik with other negative positions? By making the Kritik the only argument, the negative can force the affirmative team to spend considerable time on the argument. This can sometimes be a good thing, but a safer alternative is to offer a short shell of the Kritik in order to assess the strength of the affirmative response. If the affirmative team seems to be well-prepared for the Kritik, the negative strategy can shift to other arguments presented in the first negative speech, such as the case attack, topicality, disadvantage or counterplan. If the affirmative response to the Kritik is weak, the negative may choose to make this argument the centerpiece of their strategy. Whenever the Kritik is used alongside more traditional negative arguments, however, special care must be taken to ensure that the other arguments do not link to the Kritik in the same way that the affirmative case does.

Affirmative Strategies in Answering the Kritik

Judge adaptation: Some judges believe that Kritiks have undermined the emphasis that CX debate traditionally gives to public policy issues. According to this view, the Kritik is an effort to discuss broad philosophical questions that have little to do with the policy topic specified in the current national debate topic. Sometimes judges will share their views about Kritiks in their printed judge philosophy; other times debaters can watch for nonverbal cues indicating whether judges approve or disapprove of Kritiks. Rarely, however, will a judge vote against a Kritik simply because they dislike the argument. Judges are trained to expect that their decision should be guided by the arguments made by debaters themselves. Nevertheless, when the judge is predisposed to think poorly of the Kritik, debaters are likely to succeed with arguments showing that the philosophical argument

has no relevance to the policy question raised by the national debate resolution.

Permutation: Debaters may be able to show that the philosophical position raised by the Kritik is actually consistent with their own case. Suppose, for example, the Kritik argues that an affirmative case "props up" capitalism by making the U.S. economic structure look more compassionate than it actually is. The affirmative team could respond that the case actually is consistent with the Kritik in that it incrementally undermines the excesses of capitalism. Furthermore, minor changes in the affirmative plan might demonstrate the consistency between the positions taken in the affirmative case and the Kritik. Essentially, the permutation strategy argues that the Kritik fails to compete with the affirmative plan in that the affirmative case is consistent with the Kritik. Accordingly, the Kritik fails to offer a reason to vote against the affirmative plan.

Defend the Concept of Fiat: Many Kritiks are based on the notion that "fiat" is silly – if the judge signs the ballot at the end of the round, there is no resulting change in public policy. Accordingly, so the Kritik argues, the only real question is whether debaters ought to use the round of debate as an opportunity to express some activist view on an important issue of our time. But this position can be answered by showing that the Kritik also fails to demonstrate any meaningful activism. The exercise of policy debate was created for the purpose of training future activists – people who have the skill to create meaningful change in society. This valuable training exercise is forfeited if we refuse to utilize it for the discussion of what "should" be done. The concept of "fiat" is nothing but a useful tool to enliven this discussion of the changes that would be desirable if we had the power to act in a given realm.

Disadvantages to the Kritik: In the same way that negative debaters present disadvantages to an affirmative case, debaters can also offer disadvantages to a Kritik. Consider, for example, the introduction of a "language" Kritik – one that argues that the other team has used some politically incorrect term. The response to the Kritik could include a broad disadvantage-based attack on the politically-correct speech movement and its associated assault on the freedom of speech.

Author's Intent: Most Kritiks are built around the views of a single philosopher, such as Foucault, Nietzsche, Habermas, or Agamben. Affirmative teams seeking to answer the Kritik may be able to show that the philosopher actually advocates a policy position similar to the affirmative plan. Consider the example of a Kritik based upon the philosophy of Italian philosopher, Giorgio Agamben. The negative Kritik seeks to show that the United States now operates in "the state of exception," undermining a peaceful world order. Accordingly, any affirmative action that rehabilitates the U.S. position in the world community simply serves to extend the life of this "state of exception." This argument actually serves as a Kritik version of a "U.S. hegemony bad" disadvantage; the Kritik argument is that any affirmative action that makes the U.S. look better does nothing but to "put a friendly face on fascism." Yet the affirmative may be able to show that Agamben himself urged the United States to move toward progressive policy positions, much like what is proposed in the affirmative plan. Consider the following quotation from Agamben in a 2002 essay, Theory & Event: "It is not that democracies should cease to defend themselves, but the defense of democracy demands today a change of political paradigms and not a world civil war which is just the institutionalization of terror. Maybe the time has come to work towards the prevention of disorder and catastrophe, and not merely towards their control. Today, there are plans for all kinds of emergencies (ecological, medical, military), but there is no politics to prevent them. On the contrary, we can say that politics secretly works towards the production of emergencies. It is the task of democratic politics to prevent the development of conditions which lead to hatred, terror, and destruction -- and not to

reduce itself to attempts to control them once they occur" (Quoted in the book, Violence, Victims, Justifications: Philosophical Approaches, Peter Lang, (ed.), 2006, p. 171). If the debater can show that the philosopher used as the basis for the Kritik advocates policy actions similar to the affirmative plan, then the Kritik can be defeated.

Question the Decision Impact: Kritik arguments are unlike disadvantages in that they try to ignore the question of uniqueness. Take the example of a capitalism Kritik against an affirmative plan claiming to reduce world poverty: The negative team offering a capitalism Kritik argues that the affirmative plan "reifies" or "preserves" the system of capitalism, and is therefore bad. Yet the ravages of capitalism, whatever they may be, will continue unabated with or without the affirmative plan. At the end of the debate round, the last two speakers will usually spend a few moments explaining why they have won the debate – this typically involves impact calculus. One of the weaknesses of the Kritik is that it seldom provides a rationale for voting against the affirmative. The final affirmative rebuttalist can explain that it is possible to acknowledge the excesses of capitalism while also taking action to ameliorate its harmful impacts. If we truly believe that capitalism harms the least advantaged members of society, why not affirm an action to assist persons in poverty.

Look for Contradictions: It is seldom the case that a negative team will offer a Kritik as their only argument in the debate round. Usually the negative position incudes a combination of topicality arguments, case attacks, and disadvantages along with a Kritik. But Kritik arguments often do not play well with other negative positions. Consider the example of topicality: the negative claim is that topicality is a voting issue because the affirmative plan fails to address the resolution. Yet the Kritik argument asks the judge to ignore the question framed by the resolution; if the affirmative is expected to address the resolution, why should not the same be true for the negative? Many negative disadvantage arguments may claim that the affirmative plan causes economic harm in the U.S.; such impacts are in great tension with Kritik arguments such as capitalism bad or U.S. hegemony bad. Some negative case response arguments attempt to turn the impact of the case. Affirmative debaters should be aware that these case responses may "double-turn" the Kritik.

Turn the Link: Sometimes the affirmative can succeed in showing that the affirmative case actually advances the philosophy embraced by the Kritik. If the affirmative is aware that they will commonly be confronted with a "U.S. hegemony bad" Kritik, they may place a piece of evidence in the first affirmative speech explaining why the adoption of the plan would actually weaken U.S. hegemony. Since teams using Kritiks often totally ignore the affirmative case in its entirety, they may have fallen into a strategic trap laid by the case.

Turn the Impact: If the Kritik claims that excessive U.S. power creates Agamben's "state of exception," the response could be that U.S. hegemony is actually a force for good in the world. If Foucault's Kritik of "biopower relations" argues that state power is totalizing and harmful, the response could be that state power is essential to resist racism, sexism, and oppression of other minority groups. The debater should be aware, however, that turning the impact is the riskiest strategy for dealing with a Kritik. Turning the impact of a Kritik will almost inevitably focus the outcome of the debate on the ground selected by the negative team – the decision will entirely come down to who can win the Kritik. Usually the team offering the Kritik is more familiar with these arguments, since they likely use the Kritik argument in nearly every negative round.

Final Observation About the Kritik

Much of the preceding discussion presumes that Kritik arguments are used only by negative teams. Recently, however, it has become more common for affirmative cases to offer Kritik arguments, sometimes almost completely ignoring the resolution in the process. In such instances, many of the response arguments listed above would still apply.

Conditional Arguments

Conditional arguments are arguments that play both sides of the fence. The negative does not wish to place all its arguments on one side or the other, so it reserves the right to abandon a position at its own discretion.

The concern with this type of position is that most of the arguments will cancel or contradict the other.

Disadvantages and Inherency

The idea behind the disadvantage is simple. If the plan is implemented, then the bad effects, or impacts, stated in the disadvantage will occur. The idea behind inherency is that the problem is so great that a simple quick fix or minor repair will not solve the problem. If the negative runs disadvantages and inherency, they are advocating that the status quo is fixing the problems but that the end result will be the bad effects of the disadvantage. This should be counter-attacked by the affirmative, pointing out that both cannot occur.

Inherency and Solvency

As pointed out above, inherency is the idea of a big fix needed rather than an immediate small fix. Solvency is the idea of solving the harms that the affirmative mentioned in case side. The negative cannot easily point out that the problem is fixable with a small amount of work yet do a solvency dump to show that the problem is enormous. This presents a contradiction that the judge and the affirmative should quickly see.

Evidence Pressing

This type of attack is sometimes referred to as a card attack. Sometimes the best way to beat a particularly tough piece of evidence is to use it against itself. This can be done in a variety of ways.

1) The most common way to undermine a card is to take a look at the particular card in question and then read the entire quote. Sometimes the other team will power tag a card to make it imply more than it really states. Reading the entire evidence can sometimes point out that the card contradicts itself within the full text and/or provide you with an argument you did not anticipate.

2) Using the Internet, it is easier to track the author of a piece of evidence. It is now possible to do searches that will show that the author has changed his or her mind after the material was originally published.

3) And of course let us not forget about postdating. This is pressing the evidence by advocating that one piece of evidence is more valid than another since it is more recent. Do not ever run election disadvantages after the election has already occurred and your candidate has already lost the election.

Speaker Responsibilities

First Affirmative Constructive (8 minutes)
1. Present Case
2. Present Plan
3. Present Advantages

First Negative Constructive (8 minutes)
1. Attack Topicality (optional)
2. Attack Affirmative Case (optional)
3. Defend Status Quo (optional)
4. Present Disadvantages (optional)
5. Present Counterplan (optional)
6. Present Kritiks (optional)

Second Affirmative Constructive (8 minutes)
1. Answer Topicality
2. Pull Case Drops
3. Attack Disadvantages
4. Attack Counterplan
5. Attack Kritiks
6. Extend Advantages

Second Negative Constructive (8 minutes)
1. Extend Topicality
2. Extend Negative arguments as needed in the round



First Negative Rebuttal (5 minutes)
The Negative team will continue to extend and argue those issues they feel they are winning: Topicality, Disadvantages or Counterplan.

First Affirmative Rebuttal (5 minutes)
This is arguably the most important speech in the debate. Many debaters think that this speaker must cover every issue from the Negative block. Others believe this speaker should concentrate on the second negative constructive, and if time permits, the first negative rebuttal. If Topicality is still being argued, it must be addressed.

Second Negative Rebuttal (5 minutes)
1. Concentrate on issues that the Negative feels they are winning.
2. Take time to talk to the judge about the voting issues in the round.

Second Affirmative Rebuttal (5 minutes)
1. Concentrate on the "live" issues in the round.
2. Take time to talk to the judge about the voting issues in the round.

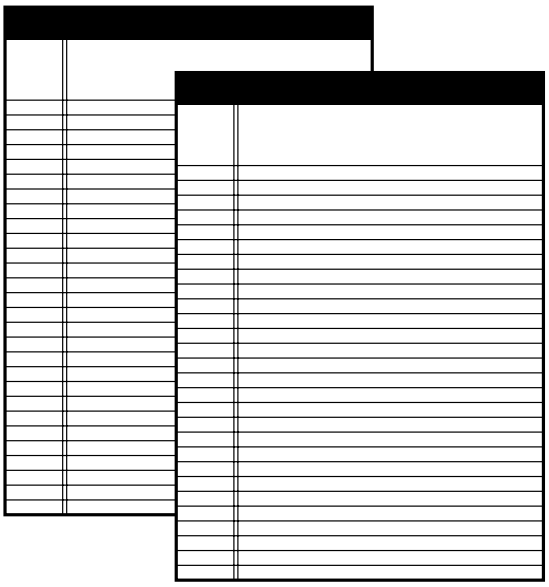
What Did They Say? — Flowing

Although UIL rules allow the use of computers in debate rounds, learning to flow the traditional way is a valuable skill. Flowing is an essential element of debating. If you cannot remember what your opponent said and you do not have it written down, you will not effectively be able to defend your positions or respond to argumentation. You must learn how to write down not only what your opponents are saying, but also what your team is saying. This process of writing down a debate is called flowing Review a state champion coach's perspective on why the art of flowing continues to be relevant today and why it gives debaters an edge in the round. See "CX and LD Debate Flowing in the Current Technological World", by Nicole Cornish on the UIL debate website.

While immensely important, it is not an exact science. The key to successful flowing is teaching yourself a method that works for you. Try as many things as are needed until you know it is right. Below are some suggestions to try and help you flow.

1. Teach yourself a shorthand method. Establish symbols for key words that you will use a lot in debate. Never write the United States. US will suffice. A dollar sign can be used anytime money or spending is mentioned. An arrow pointing up can mean increasing or rising. An arrow pointing down can mean decrease. Be consistent so you can use your shorthand effectively.

2. Begin flowing using a legal pad. Write in the area to the left of the double red lines. Learn to write small but legibly. Practice using the same amount of space to flow subsequent speeches so that you have each speaker's comments for one argument progressing across the flow.



3. Put one argument per page. Significance will be on one page, harms will be on a page by itself, etc. This allows you to have one argument in its entirety in front of you. You can easily see what was said and more importantly, if a speaker failed to respond to the argument, it will be obvious.

4. Flow in two distinct colors. Make Affirmative blue and Negative red. You may wish to use a third color to flow the first Negative rebuttal. The need for this will become apparent as you begin debating.

5. You will rarely be able to get a word for word transcript. As you practice, write down the tags or a brief phrase to summarize, instead of the entire piece of evidence.

6. When flowing evidence, get the last name of the author and a date. If your opponent quotes Mark Smith from 2022, Smith 22 will be your reference, allowing you to ask your opponents about the evidence if you want more information.

7. As soon as you get home from a tournament, translate your flow as best you can into normal language so you can study the development of arguments. This will become a valuable learning tool.

8. Save your flows.

In order to become proficient with flowing, you must practice. It will not magically happen. If you choose to flow on your computer, research online effective methods. Here are some suggestions for practicing flowing.

1. Try to flow a national newscast.

2. Have your partner read debate materials to you so you can flow. Then you read for your partner. Compare the flows to the original material. You can also use a newspaper for this exercise. It will provide the added benefit of extemporaneous speaking preparation.

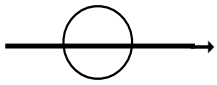
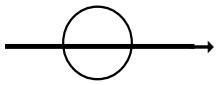
3. If you and your partner have a class together, each of you flow the teacher's lecture presentation and then compare notes.

4. After a tournament, compare flows with your partner or classmates who flowed the round.

Flowing is critical to your success as a debater whether you choose the traditional method of flowing by hand or by using excel or debate flow software on your computer. You must work on flowing along with all other aspects of your debate preparations. There are some additional benefits from learning to flow well. Your class notes will be in great demand at test time, and this will allow you to extract favors from classmates. You will never fear debating the speed-readers because you can still record everything that is important. Flowing well will really prove its worth when you go to college. Some of your professors will talk just like people you have debated.

SAMPLE FLOW

**the authors use a separate page for each major argument. Other debaters choose to flow all the case side arguments on one page and the plan side arguments on another. Select a method that works for you.*

1AC	INC	2AC	2NC
Significance	AFF is not significant	yes we are significant	no aff is not significant
evidence	a)evidence	a)new evidence	a)new evidence
evidence	b)evidence	 *(dropped this card - note this for the judge)*	
evidence	c)evidence	b)new evidence	b)new evidence
	d)evidence	 *(dropped this card - note this for the judge)*	
	e)evidence	c)new evidence	c)new evidence

Watch My Stuff Perry Mason! — Cross–Examination in Debate

The cross-examination period in debate is when debaters are permitted to directly question an opponent. This is the time the debaters are provided to clarify any issues or arguments presented by their opponents. You want to ask strategic questions in order to expose errors, obtain admissions, and set up lines of argumentation.

Both the questioner and the respondent should be prepared to function independently of their partners. In order to avoid confusion, each debater needs to know the proper order for questioning in the CX period. The sequence is listed below.

Speech	Questioner
First Affirmative Constructive	Second Negative Constructive
First Negative Constructive	First Affirmative Constructive
Second Affirmative Constructive	First Negative Constructive
Second Negative Constructive	Second Affirmative Constructive

The easiest way to remember the proper sequence is to know that the questioning is done by the team member who is not speaking next. Take another look at the list above and you will see this is correct. Each member of the team is responsible for knowing this order to prevent problems during the round. If you think the wrong person is about to ask questions, bring it to the attention of the judge before they begin. It is important for the correct team member to ask in proper sequence in order to avoid one team member covering for a weaker partner. If you keep it straight, then each member of the team meets his or her obligation under the rules.

UIL rules state very clearly that each debater should question one opponent and should answer the questions of one opponent. Some debate circuits have relaxed the enforcement of the rules about CX-ing. What has resulted is called "Open CX", where all four of the debaters are participating in the same CX period. This is a violation under UIL rules, resulting in a loss for your team. If this happens during a round at a UIL tournament, both teams can receive a loss for the round.

YOU KNOW THE RULE NOW. YOU ARE WARNED.

Debaters should present any discoveries during CX in one of their remaining constructive speeches, or in the case of the last CX period, during the first affirmative rebuttal. Debaters should not expect the judge to credit an argument just because it was discussed during CX time. Use the information or admissions you obtained in cross-examination in subsequent speeches.

A debater's initial CX can be very intimidating. First time debaters may only ask a few questions and then sit down to end the embarrassment. With a little work, however, a debater can give a credible performance during CX and their performance will improve. Consider the list of practice activities below.

1. Read your First Affirmative Constructive and have your coach or another experienced debater ask you questions. Then, discuss with your examiner why he or she asked those specific questions. This will aid you in understanding strategies of questioning.

2. Have another member of your squad read an affirmative case and allow you to question him or her.

While you are CXing, have your coach ask you why you are asking certain questions.



3. Don't forget the Negative position. You will be Negative half the time. As you practice, work on this side of the CX period, as well.

4. It is advisable to have some questions prior to the tournament. Try to develop questions that can be applied to any affirmative or negative. Be prepared to ask follow-up questions based upon your opponent's answers.

5. Listen! Listen! Listen! Do not just focus on your questions. Be sure to listen carefully to your opponent's responses.

6. Ask yes or no questions or questions that require specific information. Don't ask why or opened-ended questions that allow your opponent to ramble. If you do, realize you are setting the stage for your opponent to waste your CX time.

7. After every tournament, adjust your CX to account for the knowledge you have gained from debating.

Let's talk for a moment about etiquette. Remember that the cross–examination period is your opportunity to impress the judge. Negative behavior such as sarcasm, arrogance, or rudeness will not score points with your judge. The CX period in debate has caused many an angry moment.

• Debaters should stand side by side and face the judge, not each other.

• The questioner should not ask multipart questions and then expect the opponent to answer yes or no.

• The respondent should answer the question, even if it hurts his or her position.

• Do not argue with your opponent. Your job is only to ask questions. Wait until your next speech to make points or draw conclusions from your opponent's answers.

• Demonstrate courtesy at all times. If an opponent won't cooperate, do the best you can and let the judge deal with it on the ballot.

• Do not take the debate out of the room.

One last consideration for debaters. You have a responsibility to do the best you can for your team. One of the reasons that you need to develop your questioning skills is because it makes you a stronger debater. Moreover, you need to support your partner - ask pertinent questions to provide ammunition in upcoming speeches and use all the CX time to give your partner extra prep.

Remember to practice the CX portion of debate just like you practice for all other parts of your debate Your CX performance will improve dramatically with experience. Don't worry, soon you will be giving Perry Mason a run for his money!

Section 3 — Details

Let's Get Ready to Rumble - Rules and Tournament Procedures

Know the Rules

Never go to a competition until first reading and learning the contest rules.

SECTION 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see {b} Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) Debate.

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) Interpretation.

(A) Prose Interpretation

(B) Poetry Interpretation

(3) Extemporaneous Speaking.

(A) Informative Speaking

(B) Persuasive Speaking

(4) Prohibited Double Entries.

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

SECTION 1001: CROSS EXAMINATION DEBATE

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to train the student to analyze a problem, conduct thorough and relevant research, and utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition.

(2) Format. Round robin or multiple preliminary rounds leading to an elimination bracket. Each round includes approximately 90 minutes of oral arguments in a structured format debating a policy resolution provided on the UIL website. Each two-member team shall argue the affirmative side of the resolution as well as the negative side of the resolution

(b) ENTRIES.

(1) Representation. The debates shall be conducted in one division in each conference. In all conferences a school may enter in its district meet three, two-member teams. In districts where fewer than a total of eight teams are competing, each school with a full entry may enter a fourth team.

(2) Eligibility. Students who graduate during the year are eligible for UIL post-district competition if they have qualified for that competition on or before the date they graduate. Team debaters shall not enter Lincoln-Douglas debate.There is no restriction o entering congress when also entering cross-examination debate.

(3) Substitutions.

(A) A debate team shall consist of two members. If a team member is substituted at the State Meet, the remaining debater shall be a member of the original team that qualified at the district meet to advance to the State Meet.

(B) Limit on Substitutions. After a given tournament has begun, no substitutions will be allowed. The contest director is empowered to disqualify a team for substituting after a tournament has begun.

(4) Failure to Compete at District. Disqualification from the Cross-Examination Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a team will not compete and such violations may be grounds for suspension from team debate for the following year.

(5) Alternates. In the event that neither member of the original qualifying team can compete, then the alternate team shall be notified and permitted to advance. Alternates in districts with fewer than 8 teams competing or in districts with only one school competing are subject to the certification requirements. An academic coach who fails to notify the state contest director that a team will not compete is in violation of the Academic Contest Ethics Code and the school shall be disqualified from team debate for the current academic competition and such violations may be grounds for suspension from team debate for the following year.

(c) THE RESOLUTION. The resolution for debate during the current school year shall be posted on the UIL website. The resolution for debate during the current school year is:

> Resolved: The United States federal government should significantly increase its exploration and/or development of the Arctic.
>
> OR as altered by the League office.

(d) FORMAT AND TIME LIMITATIONS. Continuous speaking time and order of speeches shall be as follows:

(1) *Constructive*:
Affirmative, 8 minutes
Cross-Examination by Negative, 3 minutes
Negative, 8 minutes
Cross-Examination by Affirmative, 3 minutes
Affirmative, 8 minutes
Cross-Examination by Negative, 3 minutes
Negative, 8 minutes
Cross-Examination by Affirmative, 3 minutes

(2) *Rebuttal*:
Negative, 5 minutes
Affirmative, 5 minutes
Negative, 5 minutes
Affirmative, 5 minutes
Each member of a team shall deliver a constructive speech and a rebuttal speech. Failure to do so will result in the team receiving a loss in the round. In rebuttal, either team may present its speakers in reverse order without penalty.

(3) *Preparation Time*. A team shall take no more than eight minutes total elapsed preparation time during a round of debate.

(4) *Overtime*. Overtime may count against a team at the discretion of the judge(s).

(5) *Abuse of Time*. Excessive abuse of the time allotments may result in loss of the round at the discretion of the contest director.

(e) CROSS-EXAMINATION PERIOD. During the questioning period, both opponents stand and face the judge. Each debater shall question one opponent and only that one opponent may respond. A debater may waive the cross-examination privilege but will lose the time waived. The questioner should control the use of time during the period and may only ask questions and may not comment on the answers or make any statement of his/her own views. Rudeness, sarcasm and condescension shall not be tolerated during the cross-examination period, and the judge may choose to assign speaker points accordingly. The purpose of the questioning period is to:

(1) Ask for information to gain clarification and understanding.

(2) Set up strategies to use in developing further argumentation.

(3) Discover fallacies or inconsistencies in opponent's argumentation.

(f) RAPID DELIVERY. Debaters whose use of rapid delivery interferes with their communication with the audience and debate colleagues have forgotten that debate is a form of public speaking. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots will carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized.

(g) EVIDENCE.

(1) *Quotes*. Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.

(2) *Availability of Materials*. Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use electronic retrieval devises including computers in the round in accordance with the rules published in the UIL *Cross-Examination Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(3) *Available in Writing on Demand*. All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in printed form or digital storage, easily accessible and readable by opponent. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service. Failure to meet this requirement can result, at the discretion of the judge, in:

(A) loss of round;

(B) the evidence not being counted in the round; or

(C) the evidence not being given as much weight in the decision of the round.

(4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (k) (6) (A).

(h) SCOUTING.

(1) *Debates Shall Be Public*. Debate, by its very nature, is public. Therefore, all debates in League district and state competition shall be open to the public, with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating.

(2) *Notes*. With the exception of the final debate in district and state competition, only the judge and the four student participants shall take notes. For example, anyone may take notes in the debates which determine first and second place, and third and fourth place. See (l) regarding taping and filming.

(3) *Sharing of Notes*. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.

(4) *Penalty for Debaters*. Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from team debate for the following year.

(5) *Penalty for Coaches*. Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from team debate for the following year.

(i) COACHING FOR DEBATE.

(1) *Coaching Before the Meet*. Aside from the bulletins furnished by the League office and other reading matter, the assistance furnished contestants in preparing debates should not exceed the following:

(A) aid in outlining the arguments;

(B) citing sources of information; and

(C) suggestions as to delivery.

(2) *Coaching During a Debate*. In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.

(3) *Penalty for Prompting*. If prompting occurs during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place. Time signals are not considered prompting.

(j) PLANNING THE CROSS-EXAMINATION DISTRICT COMPETITION.

(1) *District Planning Meeting*. The district cross-examination debate contest is administered under the authority of the district executive committee. The League office urges the spring meet district director or organizing chair of each spring meet district to name a chair for the district cross-examination debate planning meeting. This planning meeting should be held prior to October 1. The chair should schedule a meeting and notify all cross-examination debate coaches in the district of the time and place of the meeting. Recommendations resulting from this meeting concerning contest procedures may be made to the spring meet district director.

(2) *Agenda for District Planning Meeting*. Refer to the UIL website for complete agenda. Some of the subjects which should be addressed at the planning meeting include:

(A) Agree on a knowledgeable contest director for the cross-examination debate contest and submit the name to the district executive committee for approval. The spring meet district director should provide the League office with the name of the contest director as soon as the appointment is made and submit the online CX Debate Director Information Form no later than November 1. If this person is a cross-examination debate coach of teams competing in the district, special attention should be given to what procedures will be used for pairing debates and making judging assignments. Determine whether the Spring Meet Director or the contest director is responsible for setting up the cross-examination district meet online. Online meet set-up deadline is December 1.

(B) Set the date(s) and location(s) for the cross-examination debate competition. District cross-examination competition shall be held between the first school day in January and the second Saturday in February, unless granted a waiver by the UIL state debate director. Confirmation of the district winners and alternates should be entered online no later than the dates specified on the UIL website. Deadlines for certification of first place teams in districts with only one school participating and second place teams in districts with fewer than eight participating teams are posted on the UIL website. State judging forms should be entered online by the deadline spedified on the UIL website.

(C) Determine the format and tentative schedule for the competition. The district winners may be decided by round robin or by preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket.

(D) The deadline for online cross-examination debate entries is 10 days prior to the competition. Determine the procedures for notifying the contest director of any changes in entries and for notifying schools in the district of the number of entries.

(E) Determine, under the direction of the spring meet district director, what awards are to be presented and how they are to be obtained.

(F) Determine an estimated number of debate entries. The spring meet district director or a designated representative shall use this estimate to order ballots and judging instructions from the League office. The CX Debate District Information Form and request for materials should be entered online no later than November 1.

(G) Determine the procedures and criteria that will be used to select, secure, train and assign the necessary number of judges. See (k) (3).

(H) Determine the method that will be used to select, secure, train and assign the necessary number of timekeepers. See (k) (5).

(I) Consider any other contest procedures recommended by planning committee members. A suggested agenda is posted on the UIL website.

(J) All recommendations made by the planning committee concerning the cross-examination debate district competition should be submitted to the spring meet district director for approval.

(k) TOURNAMENT PROCEDURES.

(1) *Eliminations*.

(A) *Pairings*. Teams should be paired by the tournament director, who should try to prevent, where possible, teams from the same school from meeting in preliminary rounds. Teams shall debate in their assigned pairings.

(B) *District*. The district championship may be decided, as the district executive committee directs, by (1) round robin or (2) preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. First through sixth places shall be determined. No ties shall be awarded. The district director should notify the schools of the format prior to the meet. First place teams in districts with multiple schools entered will advance to state competition. In districts with only one school entered in the district meet, first place advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool debate rounds prior to the certification deadline. In districts with eight teams or more competing, the second place team advances automatically. In districts with fewer than a total of eight teams competing, the second place team advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool CX debate rounds prior to the certification deadline – see (i) (2) (B). The remaining teams placing at the district meet will serve as alternates.

(C) *State*. At the State Meet, the tournament format will be structured to allow for preliminary rounds for the purpose of seeding for the elimination rounds. The teams advancing to the elimination rounds will be announced after the completion of the preliminary rounds. Brackets are not broken at the State Meet. Both semifinalist teams will be awarded bronze medals. First and second place shall debate for medals. Teams who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from team debate for the following year.

(2) *Choice of Sides*. If possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each team should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.

(3) *Judges*. Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:

(A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;

(B) at minimum, high school graduates;

(C) instructed to sit apart during the debate;

(D) provided with adequate instructions for using the judging criteria for debate in the UIL program;

(E) instructed to direct questions to the contest director; and

(F) instructed not to discuss their decisions with other individuals or judges while judging a given debate.

(i) *District*. Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee. So far as possible, the judges should not know which school a

debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.

(ii) *State*. Judges for the State Meet shall be selected by the state contest director. All schools that qualify for State Meet shall provide one experienced judge for each team qualified for the state competition, unless excused for a valid reason by the contest director. The coach may serve as judge. Schools qualifying two teams should contact the State Director immediately following district competition. Schools should submit online judging form(s) within 10 calendar days following the district meet or by February 13, whichever is sooner. Schools that fail to submit state judging forms online by the prescribed deadline as outlined in (j) (2) (B) shall be subject to a $100 late judging fee which should be received in the League office at least one calendar week in advance of the State Meet to prevent disqualification from the tournament, and shall provide the required judge. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each team advancing who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.

(iii) *Instructions to the Judges*. The director of the contest is charged with the responsibility of enforcing instructions given on the debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.

(4) *Interruptions*. The contest director should permit no interruption of a speaker from the audience during a debate. Any intentional interruption of a debate by an audience member is considered unethical behavior. See Section 901 Academic Contest Ethics Code of the *C&CR*.

(5) *Timekeeper and Signal Standards*. The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.

(A) If hand signals or time cards are used, the time remaining should be indicated.

(B) When a speaker uses all of the allotted time in either the constructive or rebuttal speeches, the timekeeper should so indicate.

(C) A timekeeper is provided for convenience. The responsibility for staying within the time limits lies with the debater.

(D) Overtime may count against the debater at the discretion of the judge.

(E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.

(6) *Questions*.

(A) Questions shall be directed to the contest director before the decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.

(B) Excessive abuse by either contestants or their coaches shall be reason for disqualification of that school and its contestants for the current competition and may be grounds for suspension for the following year.

(7) *Ballot Verification Period*. Before beginning any elimination round, contest directors shall hold a ballot verification period to make certain that there have been no clerical errors in determining those teams that will advance to the next round. Results announced before this period are considered unofficial. Ballots shall be returned to contestants or coaches to be checked for possible tabulation errors before official results of advancing teams are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the debaters.

(8) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(9) *Official Results*. At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.

A Word to Coaches: What to Expect

Debating is much like learning to drive a car. Your parents or driver's education instructor took you along the less-traveled roads before sending you alone to deal with rush-hour traffic. Similarly, in debate, students need to practice their skills at invitational tournaments throughout the fall before competing at the UIL district meet. This is a brief outline of what you as the coach should expect when your debaters enter a tournament. Be aware that it is your responsibility as the coach to make sure that students are correctly entered and changes such as adds and drops have been correctly recorded by the tournament hosts — this helps things run smoothly. The host school will appreciate your assistance if you foresee a problem that will adversely affect the tournament.

Reading the tournament invitation: What to Look for

• Number of rounds per event (debate and individual speaking event preliminary rounds) Judging requirements (some schools require you to provide a certain number of judges per teams and/or entries… still others will allow you to buy out of rounds for a judging fee).

• Entry Deadlines (these include entry changes such as add and drop dates, with and without loss of fees and additional charges).

• Contest rules (rules will vary, depending on the tournament host or tournament circuit).

• Payment requirements (some schools will not allow you to compete without full payment prior to the start of the tournament…you might even have to cover the fees with a personal check until your school makes payment).

• Helpful information about hotels and/or restaurants in the area.

Registration

Inform the school of your arrival. Make sure all adds, drops, and/or changes are correctly handled. Pay your fees. Pick up the tournament information booklet (a.k.a. the "Poop Book"). Often, this is provided in electronic form.

Poop Book/Electronic Confirmation Sheet

Double check names and entry positions (make sure your students are not paired together in the same room unless necessary). Schools are assigned a code to identify their school. Make sure all students know their school code as assigned by the hosting school.

Judging Obligations

Expect to judge at tournaments and proactively view this obligation as a way to constantly improve your coaching skills. Judging debate rounds gives you firsthand knowledge of arguments that are being run and trends that are occurring so that you are better equipped to assist your students in their preparation. If you are fortunate to qualify a team to the UIL State Meet, in accordance with the rules set forth in the *UIL Constitution* and in this handbook, your school must provide an experienced judge. Judging at invitational meets will assist you in obtaining the rounds you must have to be approved to serve as your school judge at the State Meet. At the district meet, you will receive information from the contest director that includes instructions for completing your online judging forms. Know who will serve as your state judge *before* your team wins at district!

The state championship is held in Austin. Make your hotel reservations in early fall to secure the best availability and rates. Then, if you do not qualify a team, relinquish those reservations immediately. Waiting until after district to do this may result in higher costs and a lack of openings in the Capitol City.

Judging Paradigm Books or Sheets

Some tourneys, including UIL State Meet, will request that judges fill out a questionnaire, indicating their judging preferences (paradigms). Their responses are compiled into a Judging Paradigm book (see Appendix). If available, make sure your students read these. Some host schools will not have these available so students should learn to ask each debate judge what he or she is looking for in the round, in other words, their paradigm. It is then the obligation of the debaters to adapt to their judge for that specific round.

Pairings

At each tournament, your debaters will need to know whom they are debating and in what room the debate will be held. These are referred to as pairings. They will be posted in central locations or provided digitally. Be sure to check the side (affirmative or negative) your teams will be upholding and in which room they will be debating. Please remember teams must be prompt. Most tournament hosts will only wait approximately 15 minutes before the tournament director assigns a loss to the non-showing team.

Sample CX Pairings — Round 1

Affirmative	Negative	Room
17CV	12FG	114
23KO	18BN	115
1GS	4JR	116
18MK	7GF	117
14TS	Bye	

In examining this sample pairing, you should note a few things. First, look for your school number. Let's say your school has been assigned the number 18 as its code. You will want to search the pairings for the number 18. As you may have noticed, there are two 18' s in this pairing example. Each of your teams will be given an additional code to distinguish them. In the example, that code is two alphabetical letters (tournaments often use the initials of the last names of the debaters). If your school (#18) has debaters of Brown and Nolan, you will notice on the pairings that they are scheduled to debate the negative side and their opponent for Round I is 23KO, and they are to debate in room 115.

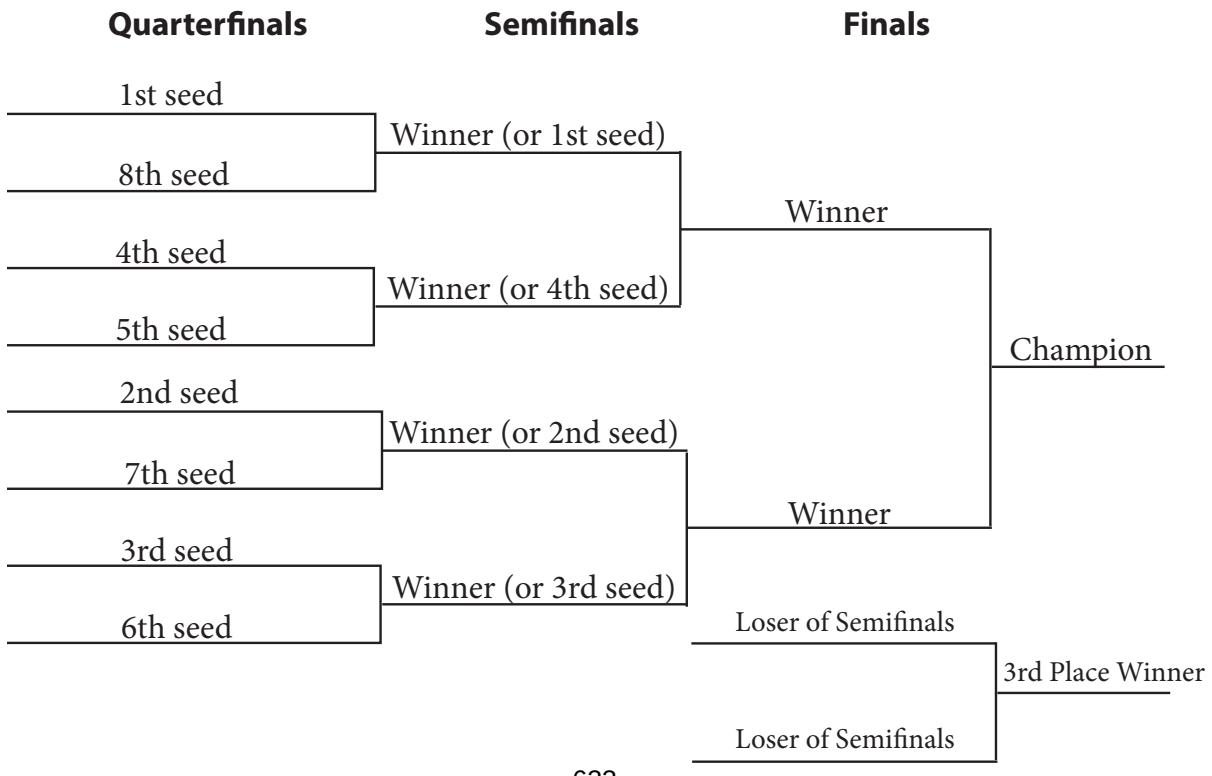
In examining the bottom of the pairing, you will notice that team 14TS has received a bye. This means that the team will not be debating this round. Byes occur when there are an uneven number of teams entered in the tournament. In UIL, the team of 14TS would receive a win for Round I, and the speaker points for all other debated rounds would be averaged to determine speaking points for the bye round. **Note that UIL rules prohibit the competing debater who has the bye from observing other tournament rounds.**

Most tournaments will have three to four rounds of prelim debates. Normally, when the tournament is running an odd number of prelim rounds, you will debate an even number of affirmative and negative rounds and then you will flip a coin for the odd round debated. All preliminary rounds may be preset

(a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent rounds may be power-matched (based on the record accumulated in the previous rounds).

To determine which teams will advance (break) to the elimination rounds, the following criteria are a widely accepted method of determining seeding (placement on the elimination bracket).

• Win/Loss record.
If several teams have the same record, use the next criterion.
• Adjusted speaker points.
Drop both the highest and lowest points awarded to tied teams. *Highest* remaining point total wins. If there is a tie, use the next criterion.
• Total number of speaker points.
The *highest* point total wins. If there is a tie, use the next criterion.
• Total number of ranks.
The *lowest* total wins. If there is a tie, use the next criterion.
• Opponents' win/loss record.
Determine the record of each of the opponents debated by the two contestants tied in points. The student in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
• Opponents total number of speaker points.
High total wins.
• Opponents total number of ranks.
Low total wins.
• Head-to-Head competition results in prelims.



Once the tournament progresses into the elimination bracket, it becomes single elimination. This means only the winners of each round move on to debate the succeeding rounds. The losers are eliminated from the tournament.

Conduct at the tournament

As the school sponsor, coaches are expected to be at the hosting school during all rounds or have an adult supervisor present in case of emergencies and/or problems. Coaches and students are expected to observe the host school rules. These are normally printed in the host school's invitation and the poop book. Coaches and students should be aware that they are responsible for their behavior.

The Debater's Code of Ethics

The primary goal of the debate contest is to provide students with an opportunity to develop leadership skills for effective and responsible participation in a democratic society. The debate contest provides a unique laboratory for the acquisition of these essential democratic skills, not found elsewhere in the curriculum.

The debate contest is a competitive event, evolving from the basic rivalry between individuals and schools and conducted within the framework of established rules. The responsibilities of democratic citizenship demand that the student participate with fairness and integrity at all times. The following ethical standards are designed to serve as guides for the establishment of criteria for the conduct of contestants in debate.

1. Courtesy.

A. Debate is a contest between friendly rivals who should exhibit courtesy, fairness and sincerity at all times.
B. Humor is appropriate in a debate, but sarcasm and ridicule are in bad taste.
C. Anger is an admission of a contestant's inability to control his emotions and his inability to answer logically the opponent's arguments.
D. Arguments should be presented with fairness and good taste. Dogmatic methods of presentation should be avoided.
E. Debaters should never do anything that would detract from their opponent's presentation. Excessive movement and audible noises should be avoided while the opponent speaks.

2. Honesty.

A. The debater should prepare his own case and should not rely on the work of his coach or others. The presentation should be the work of the student.
B. All evidence should be honestly presented and clearly identified. Each quotation should be accurately stated and should correctly reflect the opinion of the source. Statements should not be taken out of context nor altered in any way. Changes of this type are unethical and intellectually dishonest.
C. Debaters should listen carefully to opponents and should represent accurately the opposing case. The opposition should not be credited with statements they did not make nor should they be accused of ignoring points that they have discussed.

3. Trickery.

A. There is no place in academic debate for trickery. Debaters should avoid "trick cases," the substitution of strategy for evidence and logic, the scouting of opponents, the asking of long lists of questions, and all other forms of chicanery or intellectual dishonesty.

B. The position of the debater should be clearly stated as soon as possible. The withholding of pertinent information solely to gain a strategic advantage is to be discouraged.
C. New issues should never be introduced in the rebuttal speeches; however, this does not imply that debaters should not support previously introduced issues with new evidence.
D. Debaters should refrain from arguing about debate rules instead of dealing with the cases and supporting materials of their opponents.

4. **Judging**.
A. Debaters should avoid attempts to influence judges by excess emotionalism, personal friendship, or other appeals not inherent in good persuasive speaking.
B. Debaters should never attempt to argue with the judge about the debate decision. It is the obligation of the debater to persuade the judge during the debate and not afterwards. The judge should be treated courteously at all times by the debaters and the coaches.



C. Protests by students are rarely in good taste. There is no substitute for knowledge, presented skillfully and fairly with sincere persuasiveness. The debater should never lose sight of the academic goals of debate.

The UIL Academic Ethics Code

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules-both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules, or any other unfair tactic that detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic district or regional meet director no later than the end of the second school day following academic district or regional competition if a student or a team will

not compete at the next higher academic meet.

Reading the Ballot

This is an important function at the tournament. Judges sometimes make simple mistakes that can result in an incorrect decision being recorded. You should read each ballot to make sure that the correct information is in the right locations. This includes the speaker points, the speaker ranks, and, of course, the decision. You should also make sure that the correct codes are assigned to the correct debate sides. All of these things could result in your team not advancing, so check each ballot carefully.

Challenging the Ballot

This phrase means if you find a mistake on the ballot that you have the right to take the ballot to the host school. Some tournaments ask that you hold all challenges until a specified time at which point all schools will be allowed to bring questions or mistakes to the attention of the hosting school. Other schools will ask that you bring questions or problems to the tabulation room as you identify the concerns. It is unethical to berate or harass a judge. If you wish to approach the judge, do so only with the permission of the hosting school. UIL tournament procedures require tournament administrators to hold a verification period approximately 15 minutes in length before official results are posted. It is critical that you or another school representative be present at verification in the event changes are made to the unofficial results or questions are raised. Do not assume results are final until verification period is over.



Adapt and Conquer — How to Judge the Judge

One of the fundamentals of public speaking is to analyze and adapt to your audience. This is a critical element of debate as well. Judging is subjective. Some judges like slower debates; some do not like topicality arguments. As you begin to debate, you must try to learn how to best suit their particular judging styles. The better teams will learn to ask key questions before the debate begins in order to best meet the judge's preferences, also called the judging paradigm. The issue is not to belittle the judge's opinion, but to adjust to how your judge makes decisions, present the right kind of arguments and present those arguments the right way. This can make the difference between winning and losing a close round.

Stock Issues Judge

The stock issue judge is sometimes referred to as the traditionalist of debate. Many judges fall into this category. This type of judge expects to hear arguments on both sides of the flow dealing with Topicality, Inherency, Solvency, Harms and Significance. The stock issue judge ultimately wants to know: Has the Affirmative given a good reason for changing our present policies? The Affirmative carries a heavy burden in the stock issues approach because the advantages have to outweigh the disadvantages, and they must be significant and inherent. You will need a strong advantage with strong links. Choose solidly topical plans. The Affirmative must win all stock issues. The Negative is expected to heavily support the status quo and directly clash with the Affirmative stock issues. Inherency attacks can be strong arguments. Stock issue judges generally frown upon counterplans and Kritiks.

Policy Maker Judge

The policy maker is a unique kind of judge. This person will assume that plan passes no matter what is happening in the status quo, and then it is up to the negative team to argue the bad effects of the plan's passage. Policy makers want to hear mostly disadvantages and how Affirmative counters these arguments. Counterplans can also be good Negative arguments. The result of the round will be based on who outweighs on impacts. (Impacts = the good or bad things that will occur based on the evidence presented in the round.) The policy maker judge weighs advantages and disadvantages, and the side that can show their position gains more will win.

Games Player Judge

Although this judging paradigm is becoming rare, games player judges do still appear from time to time. They can create havoc for debaters who are not aware of this judge's preference. Games players like to see anything and everything possible. This includes newer types of arguments and the theory behind them. The judge will be more interested in hearing the concept of the argument than the argument itself. If you were to make up a reasonable argument in the round and loosely base it on fact or even opinion, this type of judge would vote on the idea of your argument over the standard rhetoric that is most often used. The debaters are expected to give clear standards for the judge to make his or her decision.

Hypothesis Tester Judge

This judging paradigm is also relatively rare. Hypothesis testers like the idea of being scientific in their decision; the concept is to judge purely on the validity of the resolution. This type of judge likes to be told why the resolution is important rather than what action the Affirmative is taking to uphold the resolution. The Affirmative's main goal is to prove that the resolution is true. Hypothesis testers usually accept conditional arguments from the Negative.

Tabula Rasa Judge

Many judges like to claim to be a tabula rasa judge, which means they are totally open to whatever type of argument is presented in the round. This can be beneficial for debaters, since it leaves the door open for a much wider range of arguments than do some of the other paradigms.. The term *tabula rasa* is Latin for "clean slate," which implies that the judge enters the debate with no predispositions. This type of judge may not personally like counterplans or Kritiks, but he or she would be open to hearing them and judge them purely on in–round discourse.

Lay Judge

Lay judges are those with little or no experience serving as a debate critic. Since they are unfamiliar with technical debate theory as well as debate jargon and may not flow the debate, you would do well to make certain adjustments. Accentuating style is a good idea, since a lay judge typically prefers debaters that can demonstrate good delivery skills. Avoid debate procedure arguments, spreading, and be sure to explain all arguments thoroughly. Keep your delivery slow and clear. Internal summaries are a must, as well as identifying the key voting issues for the judge. Clear communication is critical.

Remember: One of the most important keys to being a successful debater is adapting to your judges. Some tournaments will distribute judging paradigm sheets. For tournaments that do not, it is perfectly acceptable to respectfully ask your judge to explain his or her paradigm before the round. Always adhere to your judge's preferences! Asking for a judge's paradigm and then ignoring it can anger the judge

and cost you the round. Adjust by considering how your judge makes decisions, select your arguments accordingly, and present those arguments in the manner that corresponds with your judge's paradigm.

Don't Get Caught Short — Commonly Misunderstood UIL Rules

Rapid Fire Delivery

Debate is a form of public speaking, making clear communication a key element of the event. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized. Debaters who run so many arguments that it results in "spreading" to the extreme and poor communication which interfere with the audience's understanding of the issues risk losing speaking points and even the round. Spreading is not disallowed, but when it results in unintelligible rapid-fire delivery, it's strongly discouraged in UIL debate. Any individual, not just the trained debater, should be able to listen and follow the arguments in a round.

Prompting

UIL considers prompting a major violation. Decorum is significant in communication and debaters should not interrupt nor instruct their partner while she/he has the floor. No written prompts may be handed to your partner while he or she is speaking. Do not hand your partner printed material unless he or she solicits it of their own accord. Each debater on the team should be prepared to carry their own weight in presentation of arguments. Violation of the UIL prompting rule carries a penalty, as specified in this excerpt from the *Contest Rules.*

Section 1001: High School Cross Examination Debate

(i) COACHING FOR DEBATE.

(2) *Coaching During a Debate***.** In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.

(3) *Penalty for Prompting***.** If prompting during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place.

Debaters may give time signals,(hand signals or verbal countdowns), to their partner. These are not considered prompting, but must be done consistently in order not to appear as prompting.

Open Cross-Examination

Specific conventions are observed during the cross–examination period. On some tournament circuits, it has become common for respondents to seek help from their partner on an answer, or for questioners to permit an interruption from their partner, who may have his or her own question. This is known as open CX. Open CX is not allowed in UIL competition. During the questioning period both opponents face the judge. Each debater shall question one opponent and only that one opponent may respond. (See contest rules for details.)

Scouting
UIL rules prohibit scouting. With the exception of the final round of debate in district and state competition, only the judge and the four student participants shall take notes. A scouting violation occurs when notes are taken by anyone other than the participants and the judge. Scouting violations also occur when debaters, coaches, and/or judges share or accept notes from a tournament during that tournament. Remember: If a debater competing in the meet has a "bye," they are not allowed to sit in and observe another debate during their "bye".

Violation by debaters of the UIL scouting rule is grounds for disqualification of the debate team from the current competition and may be grounds for suspension of the school from team debate the following year. Coaches who violate scouting rules will also be subject to the full range of penalties outlined in Sections 27 and 29 of the *Contest Rules*.

Time Limits
UIL does not allow a grace period during debate. Excessive abuse of time may result in a loss of the round.

Debate Jargon — Can You Talk the Talk?

As in any specialized activity or profession, there is a jargon that is unique in academic debate, words and phrases often have meaning only to other debaters. Unfortunately, debaters forget to translate for neophytes and often do not communicate as a result. Don't take it personally! Soon you will know the jargon like a second language. Below are some common words and phrases in debate that may give you a step up. Don't hesitate to ask debaters what they mean when they use jargon that is unfamiliar to you. Remember that immersion is the best way to learn a new language.

CP is used to denote the counterplan.

DA is a shortened form of disadvantage.

Disad is another shortened form of disadvantage.

Dump is a word that indicates the debater is going to place a lot of evidence and analysis on a particular part of the flow. A debater may say "I have a solvency dump."

Interventionist is a term applied to judges that debate the debaters. These judges do not judge the debate based on what the debaters said, but on what the judge would have said in the debate.

K is a shortened form of kritik.

Mom and Pop is often used to denote a lay or inexperienced judge.

T is often used by a debater to indicate topicality. "Let's go to the T argument."

Turn is a term that has been addressed in other parts of this book. It indicates that the debater is going to demonstrate that an opponent's argument is actually beneficial to his/her side.
Study the Glossary of Terms in the Appendix of this handbook to become familiar with terms com-

monly used in a debate round. For a glossary of terms specific to this year's debate topic, visit the UIL debate webpage.

I Know What You Did Last Summer — Improving Your Skills

There are several ways in which to expand and enhance your debating experience. These include UIL Student Activities Conferences, summer debate camps, and other debate related clinics that your school and/or coach may arrange.

UIL Student Activities Conferences

Often called SuperConferences, the League sponsors these each fall, in different regions of the state. Each conference is a one-day smorgasbord of information about debate. Coaches and students alike can benefit from these super sessions. Experienced coaches and presenters from across the nation gather to help explain and inform about all aspects of debate. These presenters share handouts and materials for the express purpose of making you more knowledgeable about debate. In addition, oftentimes state medalists will conduct student demonstrations for the audience. As an added benefit, students and coaches can attend sessions on all UIL events at this conference. The conference is free, provided as a service by the League. For more information about UIL Student Activities Conferences, access the UIL website: www.uiltexas.org/academics/student-activity-conferences.

Capital Conference

Held each summer, this is a two-day conference for coaches only. A coaching school specifically tailored for UIL speech coaches, conference sessions are designed to give new and inexperienced coaches help in getting their UIL programs established and strengthen those already flourishing. It is very similar to the Student Activities Conference, only geared for adults. It also provides the opportunity to network with other coaches located near your school district and across the state. Sessions focusing on analysis of the current debate topic are featured. Online information and registration are generally posted in early March.

Summer Debate Camps

Debate camps are privately run entities. They are geared to students who wish to spend anywhere from one week to six weeks in the pursuit of better debating. These camps range in price greatly and vary from state to state on when they are scheduled. Check with your coaches and/or do an Internet search for debate camps that will meet your needs.

Clinics and Workshops

These events are varied and occur throughout the summer and school year. Some organizations travel around the state to familiarize students and coaches with the upcoming topic. Other workshops provide extensive one-on-one debate assistance. Coaches may contact the League office for information.

Debate in Texas — If It's Friday, We're at a Tournament

The state of Texas is known nationally for the quantity and quality of its debate. On any given weekend during the season, there are more students debating in Texas than any other state or combination of states. Texas is home to the largest state tournament in the world. This is largely due to the impetus of the debate promoting organizations that operate in our state. Each organization has its own set of rules for debate, so if your school chooses to participate on different circuits, you will want to pay particular attention to the differences in rules. The differences aren't great, but, none-the-less, they do differ. Below is a list of organizations with a brief explanation of each.

University Interscholastic League

This is the oldest organization in Texas, beginning as a debate society in 1910 and has since flourished into an organization not only for debate but interscholastic contests in academics, athletics, and music. UIL is also the largest organization, including over 1,500 high schools and some 3,500 elementary/junior high schools. UIL publishes the *Constitution and Contest Rules* book to inform students and coaches about rules that govern UIL debate. Teams compete in a District level contest and advance directly to the State Tournament. UIL establishes six conferences of schools based on student population, and these conferences compete within themselves. Thus, UIL crowns six state champion teams each year.

The League produces study materials that may be downloaded from the UIL website for debate, in addition to the other high school academic events sponsored by UIL. Valuable handbooks for each UIL speaking event are updated annually.

The League maintains a speech coach database. All coaches should register their contact info each year to receive announcements, notices and reminders of deadlines from the State Office. Complete the Speech Coach Information Form, www.uiltexas.org/speech every year.

UIL also manages a judge database for tournament hosts. Experienced trained individuals wishing to judge tournaments should register by completing the Judge Interest Form.
https://www.uiltexas.org/form/speech-judge-interest/

UIL maintains a website where invitational tournaments can be posted:
https://www.uiltexas.org/academics/invitational-meets

Texas Forensic Association

This organization publishes a constitution that contains TFA debate rules. Membership is voluntary and there is an annual fee to join. Students compete at qualifying tournaments and earn points towards qualifying to a state tournament. Once a team earns a specific number of points, it is eligible to attend the TFA State Tournament. There is no delineation on school size so all schools compete together. TFA qualifying tournaments are invitational and the state tournament rotates among the five regions of the organization. TFA publishes a newsletter and maintains a website: www.texasforensicassociation.com.

Regional Forensic Organizations

There are several regional organizations that operate in Texas. The purpose of these organizations is to promote debate in their area of the State. While some have written rules, others are loose confederations of people who want to see debate thrive in our state. Contact the League for information on your region.

National Speech and Debate Association

As the name implies, this is a national organization. The NSDA sponsors a national tournament in June and the site rotates all around the United States. The NSDA publishes a constitution that contains the rules that govern the organization. Membership in NSDA is voluntary and there is an annual fee to join. Districts are located in most areas of Texas and each holds a district tournament for advancement to the national tournament.

NSDA publishes *The Rostrum* and maintains a website: www.speechanddebate.org

National Debate Coaches Association

This is an organization of debate coaches from across the United States. Its purpose is to promote debate. Members host tournaments and have a national tournament, which rotates among member schools. Membership is voluntary and there is an annual fee to join. The NDCA publishes a newsletter and provides an Open Evidence Project, a collection of files freely shared by summer debate camps. http://www.debatecoaches.org/.

The National Federation of State High School Associations

This organization is involved in promoting many high school activities including debate. It sponsors the national topic selection meeting each year where high school coaches gather to discuss and select potential topics. The National Federation publishes resources on both formats of debate and the individual speaking events. Of importance to CX coaches is the annual publication of *The Policy Debate Quarterly*, a series of four books specifically dealing with the current CX policy topic. The soft cover set of four is available through the UIL Online Store. Coaches also can secure valuable liability insurance through membership in the NFHS. The National Federation is host for the national debate topic meeting. (Refer to the following page for a description of this process.) For a minimal membership fee, the NFHS provides liability insurance for educators, an important provision for coaches traveling with students to tournaments.

The National Federation publishes a periodical regularly and maintains a website: www.nfhs.org. NFHS Learn provides online courses to train speech and debate coaches and adjudicators. The courses provide professional development certification upon completion of each course. A speech certification credential is now available by taking prescribed online courses through NFHS Learn. Access to these training opportunities is located at www.nfhslearn.org.

Did *You* Pick this Topic? — Selecting a CX Debate Resolution

Most people in the debate community are unaware of how resolutions are selected. The process that results in a national CX debate resolution is actually very meticulous and democratic.



The National Federation of High School Associations hosts the annual Debate Topic Selection Committee Meeting. The purpose of this meeting is to provide the debate community in the United States with five potential topics. This meeting currently occurs at the beginning of August and its site rotates around the country. Several groups of people attend this meeting. State associations send a representative. Any debate coach or student may attend the meeting and participate in the process. In the final vote, each State has one official voting delegate. UIL represents Texas as a presenter and as the voting delegate so watch for an electronic ballot to be posted on the UIL website and a message sent out via the speech coach database inviitng your school to submit your vote.

Potential topics for the following year are generated during the current year's meeting. The entire group votes for topics that will make good resolutions. The topics with the most votes are then assigned to individuals to write study reports for the next summer meeting. Writers research throughout the fall/spring and prepare a study report, using National Federation guidelines debateability of the topic area. Each author prepares resolutions covering his or her topic.

At the meeting, a short oral presentation on each topic is given to the entire assembly. Roundtables provide an opportunity to meet each author and ask questions about their proposed topic.The group then breaks up into smaller Marshall Committees (named for UIL's former director Dr. Bailey Marshall) to continue discussion over the paper, alternative wordings of potential resolutions and debatability of the topic area itself. These resolutions are then presented to the entire group. The following day is very unique. The Wording Committee meets with each author, intensely discussing the resolutions from that writer's paper. The purpose of The Wording Committee is to create the best possible resolution based on the topic paper. This is an arduous task and literally takes hours. Each word in the resolution is scrutinized and all meeting attendees are encouraged to offer input.

The much-discussed resolutions are presented to the entire group the next day. This is an important process because more discussion on each topic takes place. Ideas and perspectives from the group are voiced. Individuals may ask questions about the wording of the resolutions and why the Wording Committee chose to construct the resolutions the way it did. At this point, each resolution has gone through multiple intense scrutinies and will continue to be parsed through the voting process.

Voting delegates from states and sanctioned organizations will vote for five topics. The votes are tallied and the topic that receives the least votes is removed from consideration. After each additional vote, the group may continue to discuss the remaining topics. The voting continues until there are only five topics left. These five topics are then presented to the debate community for consideration. Coaches will rank order the five topics and submit ballots. UIL conducts the State vote for Texas, and if you are members of NSDA or other organizations, you may vote your preference with them, as well. This initial ballot occurs in early fall. The topics are narrowed from five to two. The voting process is repeated in

December and one topic is selected for next year. The new topic is released in January. So watch for an electronic ballot to be posted on the UIL debate page and a message sent out via the speech coach database inviting your school to submit your vote.

The process is open to anyone who wishes to participate and is very democratic. The resolution is the result of a great deal of hard work on the part of an author, the Debate Topic Selection Committee, the Wording Committee, and the entire debate community in the United States.

UIL is very instrumental in the entire process. The League sponsors an author to the meeting every year. Coaches can submit their names online or contact the state debate director to be considered as a candidate. A coach from Texas usually sits on the Wording Committee and quite often, it is a coach who participated in the process at the behest of UIL. UIL solicits a vote from every debate coach in our state!

It is an amazing process that gives us the debate resolution each year. It is the result of a great deal of research, discussion, and dialogue among outstanding debate coaches throughout the nation.

Cross-Examination Team Debate

These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read all rules, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Preparing for the tournament

PLANNING MEETING
Conduct a planning meeting with the debate coaches in the district before Oct. 1. The League office urges the spring meet district director or the organizing chairperson of each spring meet district to name a chairperson for the CX debate district planning meeting. The most successful debate tournaments are those designed to meet the needs of the contestants debating. Items to be discussed at the planning meeting include the items listed below, and the detailed agenda posted on the UIL website. Delegate tasks at this meeting. A policy for how the contest director should be notified if a team cannot attend should also be established.

CONTEST DIRECTOR
If a CX contest director has not been appointed by the district director, select a knowledgeable person and submit the name to the district director for approval. Provide the League office with the name as soon as the appointment is made, and no later than Nov. 1. Include this information on the District Meet CX Debate Information Form, located online on the debate page of the UIL website. If this person is a coach of debaters competing in the district, special consideration should be given in advance as to what procedures will be used for pairing debates and making judging assignments, so that all schools are in accordance.

SITE
Consider the following items in selecting a site, and coordinate with the district director to secure permission for the use of the buildings and needed rooms and to ensure the availability of facilities.
- number of rooms (one room for every two teams)
- central location
- facilities for tabulation

SCHEDULE
Consider the following items in selecting the date(s) and the time(s).
- minimum loss of school time
- adequate time to run the needed number of rounds (1-1/2 hours for each debate round)
- time for tabulation, verification, and announcement of winners

FORMAT
The following are methods (formats) which can be used in determining the district championship. The format is primarily dependent upon the number of teams entered, the time involved, and the availability of judges.
- Round robin. Each team debates every other team. This can be done over a period of time.
- Preliminary rounds (usually three) leading to an elimination bracket (quarterfinals or semifinals). All teams are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top eight or four teams are then selected for quarterfinals or semifinals.

SUBMIT NAME
of the CX district director and information form to the League office by Nov. 1. You should submit this information online via the UIL website: http://www.uiltexas.org/speech/debate.

DISTRICT CERTIFICATION
Confirmation of the district winners and alternates must be entered online no later than 10 calendar days after the conclusion of the district competition, or Feb. 13, whichever is sooner.

ROOMS
• Assembly room
• 1 room per debate
• tab room
TIME — 90 minutes per debate

CONTEST MATERIALS
UIL digital Link: CX debate resolution, instructions to judges, meet evaluation sheet, team summary sheet. Speechwire Tournament software provides e-ballots. Director Provides: contestant roster, contest rules, (tab room), stopwatches

PERSONNEL
• director
• timekeepers
• tab room staff

The second format (prelims leading to elims) is the preferred method. However, in districts with fewer than six teams, the round robin format may prove more desirable. Utilize the suggestions from the district debate coaches about which format best fits the needs of the district. Be sure to determine who will be involved in pairing the debaters.

BRACKETS/TABULATING RESULTS/TAB ROOM

An official vote needs to be taken on whether or not to alter (break) brackets to prevent teams from the same school from debating each other. This decision is best made during the fall planning meeting but must be made prior to the beginning of the meet. Otherwise, maintain the integrity of where the debaters earned their spot on the elemination bracket and do not break them. Also, establish the criteria for tabulating results. The suggested criteria is found later in the Tabulating Results section. Decide this prior to the beginning of the meet and whether to have an open or closed tab room.

BRACKETS are not broken at CX State Meet.

JUDGES
1 per debate, prelim rounds
3 per debate, elim rounds

JUDGES

A tournament is only as good as its judges. Therefore, select judges on the basis of capability and impartiality. They may be recruited from nearby colleges and universities, or from schools' coaches, faculties and/or communities. At minimum, they should be high school graduates with debate experience. The number of judges needed is dependent upon the number of teams entered and the format of the tournament. Each school may be assigned to recruit a certain number of judges or the district committee may determine other means of securing an adequate number of competent judges. Decide who is responsible for recruiting judges and what credentials will be required of judges. Set a deadline for securing and confirming judges. It is important to recruit extra judges to "stand by" in the event a judge cancels or arrives late.

AWARDS

Indicate to the district executive committee the number of medals needed for team debate.

- First place – two medals; Second place – two medals; Third place* – two medals. Recognize fourth, fifth and sixth place with medals or ribbons. Districts may order medals from any selected vendor.
- First, second and third place team schools also receive a team plaque.

***THIRD PLACE IS always awarded and given medals. Two teams may advance to the State Meet. Fourth, fifth and sixth place also receive medals and serve as alternates.**

INFORMATION TO SCHOOLS

As early as possible, disseminate the following information to the schools and sponsors involved: date(s), site(s), time and place to register, schedule of rounds and format, address & deadline for entries, "change in entry" procedures, judging requirements per school, information about the judges (i.e. age requirements), entry fees and/or judges fees, criteria for determining winners and hospitality and concession plans

CONTEST MATERIALS

The League office provides materials digitally via a link which will be emailed to you and posted to the UIL Debate page of the UIL website prior to the start of district meets. The official tournament management system, SpeechWire, provides electronic ballots which enhance the efficiency of running your meet. SpeechWire provides an instructional video for officials and judges on how to use these electronic ballots. The following items will be available electronically at that link:

REVIEW ALL materials well in advance to make sure you have what you need.

- Instructions for judges
- Electronic Retrieval Devices Guidelines
- CX debate resolution
- CX State Meet coaches' memo (for winning coaches) with certification link, deadlines and instructions for online judging form submission
- CX State Meet information link for state qualifiers
- Meet Evaluation link

General information about debate

TIME LIMITS

Each cross-examination debate lasts approximately 1 and ½ hours. An entire debate, which is made up of several speeches, is called a round. A cross-examination debate team consists of two contestants, who will give the following continuous speeches.

CONSTRUCTIVE SPEECHES

First affirmative	8 minutes
Cross-examination by negative	3 minutes
First negative	8 minutes
Cross-examination by affirmative	3 minutes
Second affirmative	8 minutes
Cross-examination by negative	3 minutes
Second negative	8 minutes
Cross-examination by affirmative	3 minutes

REBUTTAL SPEECHES

Negative	5 minutes
Affirmative	5 minutes
Negative	5 minutes
Affirmative	5 minutes

- Preparation time. Each team shall take no more than eight minutes elapsed time during a round.
- Roadmaps. Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).
- Overtime. Overtime may count against a team at the discretion of the judge.
- Abuse of time. Excessive abuse may result in the loss of the round at the discretion of the contest director.

SIDES

In so far as possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. In a three-preliminary round tournament, each team should debate affirmative one round, negative one round, and flip a coin or come to a mutual agreement for the third round. When a bracket is used, determine sides by the flip of a coin or by mutual consent.

SCOUTING

Debate, by its very nature, is public. Therefore, all debates in UIL district and state competition shall be open to the public with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating. To discourage the "scouting" of a possible future opponent by either a debater, a coach, or anyone else, the penalties for note taking are explained below. The contest director makes all final decisions regarding scouting.

ALL DEBATES IN UIL district and state competition shall be open to the public with the exception of debate teams competing in the tournament.

NOTES

- Taking of notes. With the exception of the final debate in district and state competition, only the judge and the four student participants may take notes. For example, anyone may take notes in the debate which determines first and second place, and the debate which determines third and fourth place.
- Sharing of notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
- Penalty for debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director makes all final decisions regarding scouting. Such violations may be grounds for suspension of the school from team debate for the following year.
- Penalty for coaches. Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 & 29 of the C&CR, and such violations may be grounds for suspension of the school from team debate for the following year.

PROMPTING

Debaters shall receive no coaching while the debate is in progress. Viva voce or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Time signals are not considered prompting. If prompting occurs during a round, the team in violation shall be assigned

a loss in the round in which the prompting took place.

TAPING/FILMING
The UIL prohibits schools and/or individuals from recording audio and/or video of speech contests. Be sure to announce this to schools before the tournament begins.

Guidelines for use of computers

For further clarification, FREQUENTLY ASKED QUESTIONS are listed on the speech page of the UIL website.

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.

B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include but not be limited to coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.

C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in crossex-amination period.

D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.

E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.

F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

FOR MORE information on substitutions, see C&CR, Section 903. The Substitute Eligibility Form can be found on the UIL website.

After entries are received

ENTRIES
Receive the online entries from the various schools. All entries must be submitted online. Do not begin pairing (matching teams together) until all the entries are in the tournament director's possession. If fewer than eight teams are entered, immediately notify each participating school that a fourth team may be entered.

SUBSTITUTIONS

Prior to the beginning of the contest, students may be substituted for entries (names) on the official entry. Substitutes must present the contest director with a substitute eligibility form or letter from the designated administrator certifying eligibility. After the meet, submit the forms or letters to the district director to be filed. After the tournament has begun, no substitutions will be allowed. Be sure to input changes online.

PAIRINGS

The process of arranging matches in debate is called "pairing" because it brings together the pair of teams who will debate each other. An accurate and up-to-date list of entries is critical. For this reason, the pairing process seldom can begin more than a few days before the contest.

Certain constraints, regardless of which format is utilized, should be observed. When pairing preset preliminary rounds, *in so far as possible:*

- each team should debate both the affirmative and negative side of the resolution; and
- no team should debate against another team from its own school;
- no team should debate against the same team more than once;
- no school should repeatedly debate the same school.

The debate teams should be paired using the format approved by the district executive committee. The district championship may be decided by round robin or preliminary rounds leading to an elimination bracket.

- ROUND ROBIN. In this method of pairing, each team will debate every other team in the tournament. No team is eliminated if it loses a round, and all teams continue to debate until the stated number of rounds has been completed. Since all debaters meet all debaters other than themselves, this assumes that debaters will debate students from their own schools, if their school has multiple entries.The winner is the team with the best win-loss record, followed by the highest number of total speaker points, etc. (See "Tabulating Results" which follows.)

  To conduct a round robin, first number the teams. This should be done by chance, allowing each team to draw its number, or, if representatives of teams are not present, appoint someone to draw for each team. Sides are random because numbers are drawn at random. Suppose there are seven teams. Since seven is an odd number, one team does not debate in each round. The first round is arranged by writing the numbers down in their order, 1, 2, 3, in column form and then 4, 5, 6, 7 in column form up to the left, setting 4 opposite 3, 5 opposite 2, 6 opposite 1, and 7 at the top for the team not debating. Repeat this arrangement except to drop the position of "1" down one space each time until it reaches the bottom and then move its position to the left and up to the top of left column, and the round robin schedules have been completed.If the number is listed first, the debaters are affirmative that round. If the number is listed second, the team is negative that round. The Round Robin schedule ensures that no team is uneven by sides at the end of the tournament by more than one. Teams cannot flip for sides in this scenario, since the sides work properly only if the team whose # is listed first is affirmative in each round.

7-	6-	5-	4-	3-	2-	1-
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	2-1	1-7	7-6	6-5	5-4

  This arrangement holds good for any odd number. Keep your eye on the "1"—it revolves. Conversely, if the number of teams is even, "1" remains stationary, and the "2" revolves, thus:

1-2	1-8	1-7	1-6	1-5	1-4	1-3
8-3	7-2	6-8	5-7	4-6	3-5	2-4
7-4	6-3	5-2	4-8	3-7	2-6	8-5
6-5	5-4	4-3	3-2	2-8	8-7	7-6

Three teams

3-	2-	1-
2-1	1-3	3-2

Four teams

1-2	4-1	1-3
4-3	3-2	2-4

Five teams

5-	4-	3-	2-	1-
4-1	3-5	2-4	1-3	5-2
3-2	2-1	1-5	5-4	4-3

Six teams

1-2	6-1	1-5	4-1	1-3
6-3	2-5	4-6	3-5	2-4
5-4	4-3	3-2	2-6	5-6

Choice of sides may be determined for the first round by prescribing that odd numbered teams take the affirmative and even numbered teams take the negative. It is unethical for teams to forfeit rounds to manipulate the round robin standings. All teams should debate all other teams.

- PRELIMINARY DEBATES TO DETERMINE SEEDING IN THE SINGLE ELIMINATION BRACKET. (quarterfinals or semifinals) All preliminary rounds may be preset (a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent rounds may be power-matched (based on the record accumulated in the previous rounds).
  - **Preset rounds.** In the preset rounds, in so far as possible, assign each team to opponents of different strengths. For example, a team listed first by its coach on the entry form should debate teams listed first, second and third by their coaches. If possible, no team should debate against another team from its own school, debate against the same team more than once, or repeatedly debate the same school during preset preliminary rounds.
  - **Power-matched rounds.** An individual with some debate tournament administration experience is required to set the power-match round, and extra time (approximately 30 minutes after all the ballots of the first few rounds are turned in) must be built into the schedule before the round to be power-matched. Power-matching is recommended when in a 3-preliminary round tournament the number of teams is greater than 12. A power-matched round pairs teams with equal records against one another. This means that undefeated teams debate other undefeated teams, teams with one win and one loss debate teams with the same record, and teams with two losses debate other teams with two losses. This method minimizes the number of undefeated teams that may not advance into the elimination round.

    Procedure for the assignment of byes in a power-matched round: If the number of contestants competing is uneven, the bye must be assigned before the beginning of power-matching. In a 3-preliminary round tournament, the bye in round 3 must be assigned to the contestant with the lowest seeding (considering win/loss record and speaker points), UNLESS that contestant has already received a bye. In that case, the bye would be assigned to the contestant with the next lowest seeding (considering win/loss record and speaker points). The same procedure would be followed in the fourth round of a 4-preliminary round tournament, except that that bye must be assigned to the lowest seeded contestant on the side (affirmative or negative) with the excess number of contestants.
  - **Power-protect rounds:** A power-protect round means that the top seeded teams in the tournament meet only lower seated (bottom) teams in prelim rounds of the tourney. No major debate tournament, either at the college or high school level uses such a "power-protect" scheme and UIL does not endorse this structure.

A POWER-MATCHED round pairs teams with equal records against one another. Visit the UIL website for additional specific details.

 # OF ENTRIES (District) 3 teams per school. If fewer than 8 teams in a district, each school with a full entry may enter a fourth team.

DO NOT AWARD any team more than one bye.

BYES

If the number of teams entered is odd, one team in each round will receive a "bye" when three preliminary rounds lead to an elimination bracket. This means one team sits out of a particular round.

Adhere to these instuctions for determining byes, *in so far as possible:*

- Randomly draw for byes.
- Do not assign a given team more than one bye.
- Do not assign a given school more than one bye.

These guidelines should be followed whenever possible.

Tabulating byes. A bye is tabulated as a win. Speaker points for the round in which the bye is given are determined by averaging the total number of speaker points received in all other rounds.

ROOM ASSIGNMENTS

Assign rooms to the pairings. Try to use rooms which are near one another and easily accessible. Since most debaters carry a great deal of evidence, they prefer first floor rooms. Repeating use of the same rooms helps reduce travel time between rounds, keeping the contest running smoothly.

JUDGING ASSIGNMENTS

Assign judges to the pairings, using a single judge or a panel of judges (3 or 5). The UIL recommends panels, when feasible, especially in the elimination rounds of a preliminary round tournament format. Vary judges as to gender, race, age and philosophy of debate. For example, place a lay person (non-debater) on a panel with a former debater or coach, and a university student or faculty member with debate experience. Make every effort to prevent a judge from judging a team more than once. It is important, therefore, to keep a record of which teams a judge has heard.

BALLOTS
The use of electronic ballots through Speechwire is optimal.

COPY OF PAIRINGS
Do not duplicate copies of pairings for distribution until the day of the tournament to assure accuracy.

The day of the tournament

1. Copy pairings for distribution to coaches and debaters. After all teams have registered, meet with the coaches to distribute pairings (or push out to them electronically). If the decision has not been made whether or not to alter (break) brackets to prevent teams from the same school from debating each other, meet with the coaches and decide before the tournament begins. (see discussion concerning breaking brackets on the following page)
2. Distribute ballots to judges (or push out to them electronically). If you plan to use coaches as judges, avoid having a coach judge his own team. Judges should not have access to information about a team's affiliation or record in the tournament. Judges should not to discuss their decisions with other individuals or judges before completing their ballots.
3. Check to make sure that all rooms are unlocked and that the debate rounds have started.
4. Using e-ballots via Speechwire prevents problems and makes the next few steps unnecessary. Otherwise, collect and check each ballot after each round. Before releasing a judge, ballots should be checked to see that:
   - a decision has been given (affirmative or negative),
   - teams have been correctly identified as affirmative or negative,
   - Speaker points have been awarded (maximum of 30), (low point was confirmed as intentional by judge, if given)
   - Speaker ranks have been given (1, 2, 3 and 4 with no ties),
   - reasons (comments) for decision have been written, and
   - the judge has signed the ballot.
5. Distribute ballots for the next round. Be careful to avoid assigning a judge to a group of debaters they may have previously judged.
6. Begin tabulating results. Double check the recording of each round.

After preliminary rounds

TABULATING RESULTS
To determine the winners of a round robin tournament or the eight quarterfinalists or four semifinalists who will advance (break) to the elimination rounds, the following criteria are a widely accepted method of determining seeding (placement on the elimination bracket). However, the district executive committee, based on suggestions from the debate coaches, may elect to rearrange the order. UIL does not mandate a specific order of seeding criteria. The criteria should be determined before the contest begins.

- Win/Loss record. If several teams have the same record, use the next criterion.
- Adjusted speaker points. Drop both the highest and lowest points awarded to tied teams. Highest remaining point total wins. If there is a tie, use the next criterion.
- Total number of speaker points. The highest point total wins. If there is a tie, use the next criterion.
- Total number of ranks. The lowest total wins. If there is a tie, use the next criterion.
- Opponents' win/loss record. Determine the record of each of the opponents debated by the two teams tied in points. The team in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
- Opponents' total number of speaker points. High total wins.
- Opponents' total number of ranks. Low total wins.
- Head-to-Head competition results in prelims.

TABULATING BYES AND FORFEITS.
If a team received a bye, or was involved in a forfeit round, special attention is necessary in tabulating results. Credit the team who received either a bye or a forfeit with a win, and award the individual speakers the average of their points in the remaining rounds. For a team that is forced to forfeit a round, the director must exercise some discretion. If a team is forced to forfeit because of sudden illness, for example, the director may credit the team with a loss in the round and its average of speaker points from the remaining rounds.

INDIVIDUAL POINTS
1st place 20
2nd place 16
3rd place 12
4th place 10
5th place 8
6th place 6

SPEECH TEAM POINTS
1st place 10
2nd place 5

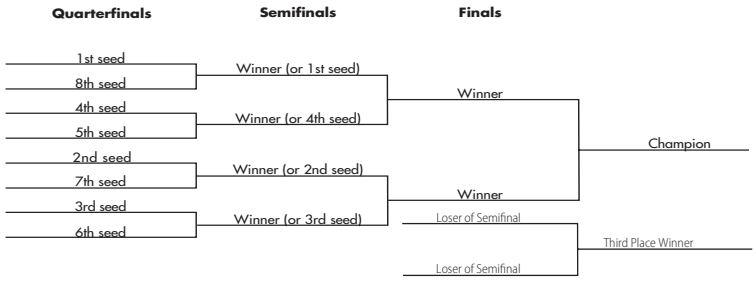
SPEECH TEAM POINTS
The UIL Online Entry System will calculate and award speech team points.

TIES
- **Individual - No ties.**

IF TEAMS in the elimination bracket met in prelims, opposite sides are locked for elims.

On the other hand, if a team forfeits for violation of the tournament rules, the director may credit the team with a loss in the round and award zero speaker points.

DETERMINING PLACEMENT ON THE QUARTERFINAL OR SEMIFINAL BRACKET
Given the teams who will advance based on the best records, seed the teams onto the bracket. The team receiving the loss in the third place round receives fourth place. Fifth and sixth place must also be designated within the bracket.



IF THE DECISION whether or not to break brackets has not been made before the first debate, the UIL recommends that brackets not be broken.

ALTERING (BREAKING) BRACKETS
You may alter brackets so that two teams from the same school will not have to debate unless it is the final round or the debate for third place. **In the altering of brackets, the advantage must always go to the higher ranked team.** For example, if the first seed is scheduled in semifinals to debate the fourth seed, and the two teams are from the same school, one of the two teams in the bottom bracket (second seed and third seed) may be moved up to the top bracket. Because the advantage should always go to the higher ranked team (in this case the first seed), move the third seed instead of the second seed (theoretically a more difficult team) up to the top bracket to debate the first seed. In the bottom half of the bracket, the advantage also goes to the higher ranked team (the second seed) because the team is now debating the fourth seed (theoretically an easier team) instead of the third seed as in the original bracket. Alter brackets only if the coaches and/or tournament director decide to do so prior to the beginning of the tournament.

BRACKETS are not broken at CX State Meet.

If the decision whether or not to break brackets has not been made before the first debate, the UIL recommends that brackets not be broken.Brackets are not broken at the State Meet. You are encouraged to read the justification presented in the Appendix of this manual, document A-3.

DETERMINING WINNERS WHEN TEAMS CHOOSE NOT TO DEBATE
All places (first through sixth) must be determined. It is educationally beneficial for debates to be conducted, regardless of the number of teams competing in the district meet. However, in the semifinal and finals rounds, places may be determined by other methods although no ties shall be awarded. Contact the State Director.

Ballot verification

A ballot verification period must be scheduled after all preliminary rounds are completed and after each elimination round before the teams advancing to elimination rounds or winners are officially announced. Make certain the location for ballot verification is properly publicized.

This period is for the coaches to check for errors in tabulation, not to challenge the judge's decision. Distribute ballots to the coaches, indicate the win/loss record, points, and/or ranks that it took to break into eliminations (if running a preliminary seeding tournament), the record that it took to win the tournament (if running a round robin format), and any other information the coaches need before the awards and certification to the next level. Allow approximately 15 minutes to verify preliminary round results. At the end of the verification period, results shall be read as official results.

After the tournament

CERTIFYING THE WINNERS

The CX contest director must certify the winners online within 10 calendar days after the district meet and no later than Feb 13. Make certain that online results reflect drops/no shows to help prevent mistakes in the official State Meet program. You must provide an accurate number of teams competing.

In districts with fewer than eight teams competing, second-place teams must have a minimum of eight rounds of competition during the current school year in order to advance to state competition. The certification form on the UIL website requires the verification of the principal of the second-place team, verifying that the team has competed in the required number of competitive rounds, before the school submits the form to the UIL office by the deadline. In the event the second place team is not certifiable, its school should notify the State Office in writing (email) immediately. The alternate team would then need to provide proof of certification in order to advance to State. In districts with only one school entered in the meet, first place team also must be certified. Further clarification of the certification rule can be located on the League website.

Please distribute the Certification Form link to the appropriate school representatives.

WINNERS' INFORMATION AND AWARDS

Please inform each advancing team and alternate team that winner's information is posted on the UIL website.

CX STATE MEET COACHES' INFORMATION

The coach of each advancing team and the alternate team should be given a CX State Tournamment web link included in the contest materials link on the UIL website. This contains critical information, including the certification link. Make coaches aware of the judge deadline. Schools must provide a judge for a team to be eligible to compete at state, unless excused for a valid reason by the UIL CX state contest director. Judging forms must be submitted online.

MAILING RESULTS

Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS

Destroy or distribute any extra contest materials.

THE DEADLINE for submitting CX winners and the number of teams that competed to the League office is 10 days after your CX district or Feb. 13, whichever is sooner.

THE DEADLINE FOR submitting certification forms and judging forms for the state meet is Feb. 16.

LATE FORMS incur a $100 fee, and may endanger qualification.

Remind winning coaches that State Judging forms are due by Feb. 16.

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APPENDIX

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CX District Director Information A-88
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Links to Resources:

CX Director Information Form
Fall Debate Planning Meeting Agenda
CX Certification Online Form
Guidelines for using Electronic Retrieval Devices
CX for Beginners Video: https://youtu.be/Q81uzyl8qdM

Ethics in Coaching Forensics

Competition can bring out the *best* or the *beast* in coaches and students. Although there are sometimes differences among Texans about just what is "ethical," there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of *"win at all costs,"* and *"if your squad is going to use a tactic – my students will use it too, whether it's right or not,"* is a trap you don't want to fall into as a beginning coach.

What is unethical when it comes to competition? What should you avoid?

- **Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

- **Taking shortcuts** – Don't resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room.

- **"Everybody else is doing it" attitude** – Never excuse unethical behavior just because it seems other coaches are doing something.

- **Looking for loopholes** – Violating the spirit of the rule when the intent is clear by arguing the "letter" of the law is not exemplary behavior. Don't try to skirt the rules nor teach your students to do so.

- **Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don't like or whose coach you aren't fond of, manipulating sectioning/pairings in the tabulation room, doing your students' work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect, and we must be careful how we help students define "winning."

Place *Integrity* over *Victory.* Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

Maintaining the Integrity of the Elim Bracket

Maintaining the integrity of the unbroken bracket is justified for the following reasons:

Maintaining Neutrality: Breaking brackets essentially means that the contest director would re-seed the elimination pairings to prevent competitors from the same school from debating. Thus, the tournament administrator is adopting an interventionist policy rather than allowing the individual performances as determined by the collective wisdom of the preliminary round judges to determine placement in the elimination rounds. Breaking brackets destroys the integrity and fairness of the seeding determined by those designated to evaluate the debaters and compromises the tournament administrator's ability to maintain impartiality. There is really no fair way to break a bracket. Debaters earn the spot that they have in the bracket by the record they compile in the preliminary rounds. Consider the following example of a quarterfinal round where the pairings are 1-8, 2-7, 3-6, 4-5. UIL instructions for the breaking of brackets at the District or Region tournament, if officials determine to do so, is as follows: "The advantage must always go to the higher ranked debater or team."

For example, if the debaters from the same school are in the 2-7 position (just to use an example), this means that in order to avoid a same school pairing, the school meeting itself now receives a major advantage: The debater or team earning the second seed now moves into the top seed slot and meets the weakest team (the 8th team), depriving the debater/team who earned the top spot from having this (theoretically easiest) match.

If the same school match happens in the 1-8 spot, it is impossible to "advantage" the highest seed – there is no higher spot available than #1.

The problem becomes much more serious in the semifinal round if same schools meet. If the same schools are paired in the 1-4 spot, the #1 team cannot be advantaged, so the UIL procedure becomes unworkable. If the positions of the 1 and 2 spots are switched (to avoid the same school pair), then the #3 contestant in the bracket receives a harder pairing as a result – an outcome that will seem unfair to them.

Equal Playing Field: The point is, there is no universal system available for breaking a bracket that will work all of the time. This puts discretion into the hands of the tournament director. When elimination round brackets are broken, an unequal playing field is created. In every case, the bracket break is unfair to someone.
When a school meets itself, debaters from the same school would be familiar with the positions their opponent would utilize. This doesn't actually create an unfairness considering that both contestants are aware of the positions used by the other. Not only would the negative debater/team know the case used by the affirmative – the affirmative would also know the arguments likely to be used by the negative.
When a school meets itself, there is a countervailing advantage – this match ensures that one team from the school will advance to the next round.

While the breaking of brackets used to be a fairly common tournament practice, it has all but disappeared in the past two decades, with the exception of a few holdouts. The reason so many others have abandoned the practice is that it creates too much discretion in the adjustment of the bracket.

Internet Debate Research

Rich Edwards, Baylor University

2025

Terms

Internet Provider: The commercial service used to establish a connection to the Internet. Examples of a service provider are America Online, Sprint, ATT, MSN, Road Runner, etc.

Internet Browser: The software used to manipulate information on the Internet. The four major browsers in use are Chrome (the Google product), Mozilla Firefox (the successor to Netscape), Safari (the Apple product) and Edge (the Microsoft product). Each type of browser will give you access to the same group of search engines, which is the main thing you will care about.

Firefox has one feature that other browsers lack: it can report to you the last revision date of a Web page (select "Page Info" from the top "Tools" menu to access this function). I teach debaters that a Web page may be dated from the last revision date if no other date is shown on the page; Internet Explorer, Chrome and Safari offer no way to know this date.

The "Wayback Machine" offers another option for discovering the dates that a website was first created and last revised. The Wayback Machine archives Internet sites,and is available at https://web.archive.org/. The procedure here is as follows: (1) Copy the URL of the website for which you need the date; (2) Go to the webpage for the Wayback Machine; (3) Paste the URL of the desired website into the search box of the Wayback Machine. For almost all website, the Wayback Machine will then report the time the website was created and the last time it was revised.

URL: This stands for Uniform Resource Locator. It is the http://www.baylor.edu etc.

Internet Search Engine: The software used to search for information on the Internet. You will use the same group of search engines, regardless of which browser (Explorer, Firefox, Chrome, or Safari) you may be using. Examples of search engines are Google, Bing, Teoma, Yahoo, Excite, and LookSmart. My personal favorites are Google and Bing.

Metasearch Engines: These are Internet search engines which will submit your search to other search engines. While there were once many metasearch engines, the only major ones remaining are Dogpile and Webcrawler. The metasearch engines advertise that they are superior to any one search engine since they will report results from multiple search engines. While this is useful for some purposes, it is not the best means to conduct debate research. The metasearch engine sends a simple search request to other search engines, meaning that you are foregoing the opportunity to use the "advanced search" function that almost all major search engines make available to you. This means that you often are losing the capability to do exact phrase searching, limitation by date, limitation by domain, or limitation by file type. It is also often true that you will receive fewer hits from each of the major search engines than if you were to issue the search directly within that search engine.

Domain: Each web page on the Internet will have a closing three letter code such as ".com," ".edu," ".gov," ".net," etc. The domain tells you something about the origin of the web page. In most instances, the "edu" domain means the web page is housed in or provided by a college or university. The "gov" domain means the web page is maintained by a federal, state, or local government. The "com" and "net" domains usually mean a commercial enterprise. Most of the major search engines (in the advanced search options) allow the debater to limit a search to particular domains.

PDF: This stands for "portable document file" and indicates that a document is being made available in a format which will look just like an original document in print (complete with page numbers). PDF files are designed to be viewed and/or printed in Adobe Acrobat Reader (available free for download from the Internet). The advantage for the debater is that information gathered from a PDF file can be cited at a particular page number (the same page number it would have as if you had access to the original printed document). Almost all congressional hearings (starting with the 105th and 106th Congresses) are available in PDF format. This not only means that you can download a hearing which will be identical to the printed one, but it also means that you have almost immediate access to a hearing once it has been held. PDF files also carry the advantage that they generally are made available from well-established sources on the Internet. Again, however, the software necessary to "read" PDF documents is available free on the Internet. You will know that a document for download is available in PDF format if the Internet URL ends in ".pdf". Most of the major search engines allow you to search for only those Web pages which make available a PDF download.

HTML: This stands for "hypertext markup language" and is the code used for creating web pages. You don't really need to be an HTML programmer to be able to write a web page since numerous programs can create the code for you from simple-to-operate menu choices. If you want to view the HTML code used to construct a web page you can do so by selecting the top menu choice for "View" (In either Firefox or Chrome) and coming down to the choice for "Developer Tools." By selecting "View Source" under "Developer Tools" you will see displayed the native HTML code which creates the Web page.

ARTIFICIAL INTELLIGENCE

Debaters can now explore the potential of artificial intelligence to assist with debate research and the construction of cases, by creating an account at https://chat.chatbotapp.ai/landing/register

As explained in a recent CBNC article written by Ryan Browne, entitled "All you need to know about ChatGPT, the A.I. chatbot that's got the world talking and tech giants clashing," offered the following description: "ChatGPT is an AI chatbot developed by San Francisco-based startup OpenAI. OpenAI was co-founded in 2015 by Elon Musk and Sam Altman and is backed by well-known investors – most notably Microsoft. It is one of several examples of generative AI. These are tools that allow users to enter written prompts and receive new human-like text or images and videos generated by the AI" (https://www.cnbc.com/2023/02/08/what-is-chatgpt-viral-ai-chatbot-at-heart-of-microsoft-google-fight.html).

While ChatGPT is impressive in its ability to generate essays on any topic, debaters should remain wary about the accuracy of statistics and source citations provided – elements that are essential to ethical debating. Early versions of ChatGPT seemed often to present sources of support that did not actually exist. Later versions do, however, seem to have significantly improved the accuracy of source citation. Debaters should, however, remain cautious; it is essential to personally check the accuracy of citations.

Maximizing the Use of the Search Engine

Why use a search engine? This is the only way to find material on the Internet unless you already know the URL you are looking for. The problem is that you must know the URL precisely; close will not be good enough. In the early days of the Internet folks used to use printed resources such as *Internet Yellow Pages*. But now there are simply too many pages for these types of publications to be useful. Google and Bing, for example, index about 30 trillion Internet pages.

Procedures for effective searching:

What about capitalization? For Internet search engines capitalization no longer matters. Searching for "SECURITY COOPERATION" will produce the same results as "Security Cooperation" or "security cooperation."

What about quotation marks? Use quotation marks whenever you want the search engine to look for words together as a phrase (assuming you are using a search engine that enables exact phrase searching). If you search for Basic Income (without the quotation marks), the search engine will look for web pages containing the word "basic" and "income" but it will not require that the words be next to each other. By putting quotation marks around "Basic Income" you are requesting only those pages containing the whole phrase. There is no need to put quotation marks around a single word.

How can one limit a search to a particular domain? The best Internet search engines have an "advanced search" or "power search" capability. One of the options in the advanced search engine is the capability to limit by domain. Limited your search to the .gov domain will, for example, provide an efficient means of finding government publications on the desired search. To access Google's advanced search engine, simple place the words "advanced search" in the Google search box.

How can one search for a particular URL (you know part but not all of the URL)? Many of the advanced search engines provide the capability to enter a search term and then to indicate whether you wish to make this search apply to "title only," "full-text," or URL. You would, of course, select the URL option.

How does the search engine rank the web pages it reports? This is a somewhat controversial issue. Some search engines receive payment from internet advertisers for the privilege of having their pages reported early in the search list. Most search engines, though, report the web pages in order of the greater number of occurrences of the term. Google's patented PageRank system factors in not only the proximity of the terms but the number of times other users have accessed the web pages.

Quality of Evidence on the Internet

Setting rigid standards will be essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *Weekly World News.* Since most debate research is squad-based, meaning it is shared by many students, it is essential that there be agreement on minimum standards for the types of web pages which may be used for debate research. Following are some recommended standards:

NO use of web pages which come from discussion groups or chat rooms.

NO use of evidence from comments posted on blogs.

NO use of web pages where the author's qualifications are unknown.

NO use of web pages where the author is a student in grade school, high school, or college.

NO use of web pages from hate groups or from unidentified organizations.

NO use of web pages which are undated or for which a "last revision date" is unavailable.

Prefer web pages sponsored by one of the following groups:

A government institution

A major educational institution

A recognized "think tank" (RAND, Brookings Institution, Heritage Foundation, CATO Institute, Hudson Institute, etc.)

A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc.)

Using the URL to sort out author qualifications: Consider the following example. You enter "John Rawls" and "social safety net" in a Google search. You have a web page returned to you entitled "Notes on 'A Theory of Justice.'" The web page contains some information which you find

useful, but you have no information about the author other than just the name Chilton. You notice from the URL that the web page comes from an "edu" domain associated with something called d.umn, but you don't know what school this is, and you don't know whether the author is a professor or an undergraduate student. The URL is http://www.d.umn.edu/~schilton/3652/Readings/3652.Rawls.ATheoryOfJustice.html. Take apart the URL to discover more about the author. Click with your mouse up in the URL line and eliminate all of the end of the URL back to schilton, then return. See if you can find more information about the author. If the URL comes from an educational institution with which you are unfamiliar, eliminate all of the end of the URL back to the part which ends in "edu" then hit return. By clicking the button on his web page for "Vita" you can discover information about his background. You find that the author of the web page is Stephen Chilton, Associate Professor of Political Science at the University of Minnesota, Duluth, who earned his Ph.D. from MIT — a good source. But some additional work was needed to determine the qualification. IT IS ESSENTIAL THAT YOU FIND THE PERSON OR GROUP RESPONSIBLE FOR AUTHORING THE WEB PAGE. It is NEVER a sufficient qualification that you found it on the Internet.

How to find the date. Some web pages will have the date prominently displayed at the top of the web page. Whenever you have this type of date listed, it should be used rather than the last revision date of the web page. Often, however, there is no date on the web page. In most cases you can find the date by pasting the URL into the Wayback Machine at https://web.archive.org/. The Wayback Machine will report the date that the web page was created and the date of its last revision.

How to prepare debate citations from the Internet. Example:

Katherine Klosek, (Dir., Information Policy Association of Research Libraries), *Training Generative AI Models On Copyrighted Works Is Fair Use,* Jan. 23, 2024. Retrieved May 8, 2024 from https://www.arl.org/blog/ training-generative-ai-models-on-copyrighted-works-is-fair-use/

This is the citation standard required by the National Speech and Debate Association (NSDA), which follows a modified version of the Style Manual of the Modern Language Association (MLA). Authors must be listed if present. Qualifications must be given. The date of the web page must be given. The name of the web page should be presented. At the end of the citation, indicate that it was gathered online and that the online source was an Internet URL (as opposed to Lexis/Nexis, Dialogue, etc.). The final date is the date that you accessed the Internet material.

Carding Evidence

ADVANTAGES OF ON-DISK EVIDENCE AND BRIEF PREPARATION

Minimize Printing: In the age of the information explosion, it is simply not feasible for debaters to print out a hard copy of everything they think they might need to read. The two major impediments are expense and time. It is expensive (in printer cartridges) for a debate squad to print out all of the materials that active researchers need. It is also time consuming to print big chunks of material; computer labs typically have many computers but a single printer. The printer becomes the bottle neck. The overuse of printing is also environmentally irresponsible. Debaters chunk huge volumes of paper, often printing out a two-hundred page law review article in order to extract two or three cards. This means that hundreds of pages per day of printed or photocopied materials are simply discarded.

More Usable Briefs: Word processed briefs are easier to read (no illegible hand-written tags, no red or blue ink which refuses to photocopy), and they contain much more evidence per page. This ends up saving a squad large amounts of money in photocopy cost. In fact, members of a large squad can simply distribute new positions via disk and have each squad member print out their briefs on their own printer. This dramatically reduces squad photo-

copy costs. If briefs are to be word processed, it simply makes sense to collect the evidence on-disk. Otherwise, the debater has to re-type the evidence which exists in hard copy.

Sorting is Easy: The old way for debaters to construct arguments (a hegemony disadvantage, for example) is to create piles on a table-top of evidence which is sorted into different parts of the argument. Inevitably, as the argument is being constructed, there are numerous times when the debater thinks, "I know I have that piece of evidence that says . . . but WHERE IS IT?" When evidence is collected, sorted, and filed on-disk, that doesn't happen. If the evidence isn't found in the right category, the debater simply uses the word processor's "find" function to search for the word or phrase. The card is located in seconds. When evidence is prepared on-disk, the debater can simply use the sorting function of the word processor to put the evidence in order.

HOW DOES ONE CARD EVIDENCE ONLINE?

Have Your Word Processor and Internet Browser Both Open at the Same Time: There was a time when computers simply didn't have enough RAM (current memory) to have two large programs open at once. Almost all current generation computers have plenty of memory to make this possible. Simply open the first program, then minimize the window (minimize button is in the top right corner) and start up the other program. If you are on a PC, switch back and forth between the two programs by clicking the desired program on the start-bar. On the Macintosh, you can switch between programs by using the icon in the top right hand corner of your screen. An alternative method for switching is to overlap the window just a bit so that a corner of both can be seen. When you desire to switch, just click with the mouse on the other window to make that program active.

Steps for On-Disk Carding of Evidence:

Text-Saving Method:

1. Locate the Internet site from which the evidence will come.
2. Construct the evidence citation on the word processor in accordance with UIL and NSDA rules.
3. Highlight the portion of the text from the web page which will makeup the text of the card. Copy the text into memory (on the PC, this is Cntrl-C; on the Macintosh it is Apple-C).
4. Switch to the word processor and paste in the text just below the evidence citation. (On the PC, this is Cntrl-V; on the Macintosh it is Apple-V)
5. Eliminate unwanted carrier returns in one of two ways: (a) click at the beginning of each line and backspace, or (b) use the word processor's search and replace function to eliminate all paragraph breaks.
6. Continue pasting cards into the word processor until you have taken all of the desired cards from the web page. Then copy and paste as many evidence citation tops as needed to match each of the cards.

SORTING EVIDENCE ON THE COMPUTER

Design a filing scheme which will allow addition of categories.

Once filed and sorted, your on-disk evidence file functions just like the "piles of cards" on the table. You use the index to see where the cards are which will support the part of the argument you are putting together, then use the search function on the word processor to find the cards, by searching for R301, for example. Read the cards which are filed there, and select the card or cards you want to insert in the brief. Then cut and paste them.

Suggestions for Online Policy Debate Research

Finding Definitions of Terms:

www.OneLook.com: Access to more than one thousand dictionaries is available through www.onelook.com.

http://dictionary.reference.com/: This Web resources says that it is "the world's largest and most authoritative free online dictionary and mobile reference resource."

http://www.yourdictionary.com/

http://oxforddictionaries.com/

http://www.etymonline.com/

Newspaper & Journal Articles:

Google News: Google news gives you access to otherwise hard to find news articles on the Arctic. The normal news database is limited to the past 30 days, but you can access the Google News Archive at http://news.google.com/newspapers for older articles.

FindArticles: This article search site is maintained by CBS News, available at https://www.findarticles.com/

Library of Congress Online Reading Room. From this Web site, the debater can find links to hundreds of online newspapers and journals. http://www.loc.gov/rr/news/lists.html

The Write News. This site provides links to all major newspapers maintaining online services. http://writenews.com/newslinks/

Research Think Tanks:

American Enterprise Institute: "The American Enterprise Institute for Public Policy Research is dedicated to preserving and strengthening the foundations of freedom—limited government, private enterprise, vital cultural and political institutions, and a strong foreign policy and national defense—through scholarly research, open debate, and publications. Founded in 1943 and located in Washington, D.C., AEI is one of America's largest and most respected think tanks." http://www.aei.org/library.htm

Brookings Institution: "In its research, The Brookings Institution functions as an independent analyst and critic, committed to publishing its findings for the information of the public. In its conferences and activities, it serves as a bridge between scholarship and public policy, bringing new knowledge to the attention of decisionmakers and affording scholars a better insight into public policy issues. The Institution traces its beginnings to 1916 with the founding of the Institute for Government Research, the first private organization devoted to public policy issues at the national level. In 1922 and 1924, the Institute was joined by two supporting sister organizations, the Institute of Economics and the Robert Brookings Graduate School. In 1927, these three groups were consolidated into one institution, named in honor of Robert Somers Brookings (1850-1932), a St. Louis businessman whose leadership shaped the earlier organizations." https://www.brookings.edu/

CATO Institute: "The Cato Institute was founded in 1977 by Edward H. Crane. It is a non-profit public policy research foundation headquartered in Washington, D.C. The Institute is named for Cato's Letters, a series of libertarian pamphlets that helped lay the philosophical foundation for the American Revolution. The Cato Institute seeks to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace. Toward that goal, the Institute strives to achieve greater involvement of the intelligent, concerned lay public in questions of policy and

the proper role of government." www.cato.org

Heritage Foundation. "Founded in 1973, The Heritage Foundation is a research and educational institute — a think tank — whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense." http://www.heritage.org/

Hudson Institute: "In Hudson Institute's policy recommendations, articles, books, conferences, and contributions to the electronic media, we share optimism about the future and a willingness to question conventional wisdom. We demonstrate commitment to free markets and individual responsibility, confidence in the power of technology to assist progress, respect for the importance of culture and religion in human affairs, and determination to preserve America's national security." http://www.hudson.org/

RAND Corporation: "RAND (a contraction of the term research and development) is the first organization to be called a "think tank." We earned this distinction soon after we were created in 1946 by our original client, the U.S. Air Force (then the Army Air Forces). Some of our early work involved aircraft, rockets, and satellites. In the 1960s we even helped develop the technology you're using to view this web site. Today, RAND's work is exceptionally diverse. We now assist all branches of the U.S. military community, and we apply our expertise to social and international issues as well." http://www.rand.org/

Law Reviews:

University Law Review Project. http://www.lawreview.org/

LawTechnologyToday.org. This site provides links to hundreds of law reviews many of which make their archives available online. http://www.lawtechnologytoday.org/free-full-text-online-law-review-journal-search/

Top Arctic Topic Web Sites for Policy Debaters

American Enterprise Institute: https://www.aei.org/

According to its website, "the American Enterprise Institute for Public Policy Research is dedicated to preserving and strengthening the foundations of freedom – limited government, private enterprise, vital cultural and political institutions, and a strong foreign policy and national defense – through scholarly research, open debate, and publications. Founded in 1943 and located in Washington, D.C., AEI is one of America's largest and most respected think tanks." By using the search box at this website debaters can access articles such as "The U.S. Should Acquire Greenland (Peacefully). But Trump Saying So Makes It Harder" and "The Defense Arctic Strategy – a Continuation of Words."

Arctic Centre: https://www.arcticcentre.org/

Located at Finland's University of Lapland, this group supports multidisciplinary research groups studying changes in the Arctic. Examples of recent articles of interest to debaters are "The Futures of Sino-Russian Cooperation: Implications for Climate Responsibility in the Arctic," "Climate Change Adaptation Stories," and "China's Arctic Strategy: A Comprehensive Approach in Times of Great Power Rivalry."

Arctic Circle: https://www.arcticcircle.org/

This group describes itself as "the largest network of international dialogue and cooperation on the future of the Arctic and our Planet. It is an open democratic platform with participation from governments, organizations, corporations, universities, think tanks, environmental associations, indigenous communities, concerned citizens, and others." Recent articles accessible through use of the search bar include "The Arctic Council as a Model for Regional Col-

laboration," "How Climate Change, Colonialism, and Our Right to Education as Indigenous Peoples in the Arctic are Deeply Intertwined," and "Restoring Arctic Ice: A New Way to Stabilize the Climate."

Arctic Council: https://arctic-council.org/

This website describes the Arctic Council as "the leading intergovernmental forum promoting cooperation, coordination and interaction among the Arctic States, Arctic Indigenous Peoples and other Arctic inhabitants on common Arctic issues, in particular on issues of sustainable development and environmental protection in the Arctic. It was formally established in 1996." Useful articles from this website include the following: "5 Things to Know About Arctic Seabirds and Plastics," "Understanding Our Cryosphere Through Earth Observation Satellites," and "The Arctic Dilemma."

Arctic Economic Council: https://arcticeconomiccouncil.com/

This organization was specifically created for the purpose of promoting Arctic development: "The Arctic Economic Council (AEC) is an independent organization that facilitates Arctic business-to-business activities and responsible economic development through the sharing of best practices. AEC was created by the Arctic Council during the 2013-2015 Canadian chairmanship." By clicking the "Publications" tab, the debater can gain access to reports such as "Sustainable Investment Opportunities in the Arctic," "Connectivity Infrastructure in the Arctic," and "Arctic Mining Report."

Arctic Institute of North America (AINA): https://arctic.ucalgary.ca/

Located at the University of Calgary, the Arctic Institute's mandate is to "advance the study of the North American and circumpolar Arctic through the natural and social sciences, the arts and humanities and to acquire, preserve and disseminate information on physical, environmental and social conditions in the North." AINA publishes the *Arctic Journal* and makes the articles in the current issue free to download from its website.

Arctic Institute: https://www.thearcticinstitute.org/

This Washington DC think tank describes itself as follows: "Established in 2011, The Arctic Institute is a nonprofit organization headquartered in Washington, D.C. with a team of researchers across the world. As the region's preeminent think-and-do-tank, we are committed to promoting diverse voices, knowledge, and new ideas on Arctic policy." The "Publication" tab on this website provides access to articles such as the following: "Rising Tensions and Shifting Strategies: The Evolving Dynamics of US Grand Strategy in the Arctic," "Trump's Greenland Flirt is Clumsy Arctic Geopolitics," "Securing Our Digital Lifelines: Quantum Technology and the Battle for Arctic Supremacy," and "Russia's Arctic Military Posture in the Context of the War against Ukraine."

Arctic Portal: https://arcticportal.org/

This website "provides access to news, data, information and organizations across the Arctic and the North, facilitating information sharing and cooperation between public and private parties, carrying out Arctic and Northern-related outreach and communication." By clicking the "Archive" button and then selecting "Publication Library," debaters can gain free access to articles such as "Promoting China-U.S. Arctic Education Cooperation" and "The Ice Is Not Broken: How international Cooperation in the Arctic Has Changed Since the War Began."

Arctic Research Commission: https://www.arctic.gov/about-usarc/

The U.S. Arctic Research Commission (USARC) "is an independent federal agency created by the Arctic Research and Policy Act of 1984. It is a presidentially appointed advisory body supported by staff in Washington, DC, and in Anchorage, Alaska. In addition to delivering a biennial report to the President and Congress outlining recommended scientific research goals and objectives for the Arctic, the Commission develops and recommends an integrated national Arctic research policy and builds cooperative links in Arctic research within the federal government, with the State of Alaska, and with international partners."

Arctic Research Consortium of the United States: https://www.arctic.gov/ This is a non-profit corporation consisting of institutions organized

and operated for educational, professional, or scientific purposes. By selecting the "Publications" tab and then "Arctic Update," debaters can access articles such as "Autonomous Robots Track Plankton in the Arctic Ocean" and "U.S. Department of Defense Sounds Alarm Bells About China's Growing Presence in Arctic."

Arctic Review on Law and Politics: https://arcticreview.no/

This is a peer-reviewed open-access journal with focus on political science, international relations and human rights issues in Arctic regions. Some of the latest articles include the following: "How to Understand Climate Change as a Threat Multiplier in the Arctic," "More or Less Ice? Shipping in the Russian Arctic and the Role of Climate Change," and "Science at Stake – Russia and the Arctic Council."

Arctic Today: https://www.arctictoday.com/

This is an independent news source in partnership with media organizations from around the circumpolar North. Articles in a recent edition include the following: "Greenland PM Rejects U.S. Acquisition Idea: 'We Don't Want to Be Americans,'" "Biden Administration Moves to Protect More of Alaska Refuge from Drilling," and "Paralysis Looms Over Russia's Arctic Oil."

Arctic Yearbook: https://arcticyearbook.com/

According to its website, "the Arctic Yearbook seeks to be the preeminent repository of critical analysis on the Arctic region, with a mandate to inform interested readers (students, scholars & scientists, other experts, policy-makers, planners, business people) about the state of Arctic politics, governance and security, as well as related (local, regional, global) new and emerging phenomena, themes and trends." Entries in the 2024 Yearbook include "Looking Beyond China: Non-Western Actors in the Russian Arctic after February 2022," "Bypassing NATO Enlargement: Explaining Russian Naval Power Projection through the Arctic," and "The Arctic Council: A Path Forward for Geoengineering Engagement and Governance."

Belfer Center, Arctic Initiative: https://www.belfercenter.org/programs/arctic- initiative

This organization describes itself as "a research community of more than 150 scholars, including Harvard faculty, researchers, practitioners, and each year a new, international group of research fellows. Through publications and policy discussions, workshops, seminars and conferences, we promote innovative solutions to significant national and international chal-

lenges." The Arctic Initiative at the Center makes available articles such as "The Geopolitical Significance of Greenland," "Arctic Experts Highlight Importance of Track 2 Cooperation Between U.S. and Russia," and "Mapping a Path Forward for Arctic Cooperation with Russia: A Biodiversity Case Study."

Brookings Institute: http://www.brookings.edu/

This organization describes its mission as "to conduct in-depth, non-partisan research to improve policy and governance at local, national, and global levels. At the core of our mission is the quality, independence, and impact of our research. We are dedicated to finding bold, pragmatic solutions for societal challenges through open-minded inquiry, diverse perspectives, and holding ourselves to the highest standards of scholastic rigor. Because of this, Brookings has been at the forefront of public policy for more than a century." Recent articles dealing with the Arctic include the following: "Securing U.S. Territorial Rights in the Arctic: New Actions to Protect America's Continental Shelf" and "Great Power Competition and Overseas Basing in the Arctic."

Carnegie Endowment for International Peace: https://carnegieendowment.org/

This organization describes its role as "a network of over 150 experts to better understand the threats and opportunities affecting global security and well-being, and to prepare the next generation of foreign policy leaders through training and mentorship. By convening strategic dialogues and back-channel diplomacy, Carnegie helps deepen and strengthen the relationships between international actors as they pursue solutions to complex and contentious issues." Recent articles dealing with the Arctic include "Russia's Arctic Policy Poses a Growing Nuclear Threat" and "Russia and China in the Arctic: Cooperation, Competition, and Consequences."

Center for a New American Security (CNAS): https://www.cnas.org/

According to its website, CNAS is "an independent, bipartisan, non-profit organization that develops strong, pragmatic, and principled national security and defense policies. CNAS engages policymakers, experts, and the public with innovative, fact-based research, ideas, and analysis to shape and elevate the national security debate. A key part of our mission is to inform and prepare the national security leaders of today and tomorrow. CNAS performs groundbreaking research and analysis to shape and elevate the national security and foreign policy debate in Washington and beyond." By using the "Research" tab debaters can access articles such as "Pentagon Sounds Alarm Over Russia-China Cooperation in the Arctic," "Greenland Today, Svalbard Tomorrow? Arctic Shivers at Specter of Trump and Putin," and "The Arctic Ice Between Russia and the U.S. Is Melting: What's at Stake at the Top of the World?"

Center for American Progress: www.americanprogress.org

This organization is an "independent nonpartisan policy institute that is dedicated to improving the lives of all Americans, through bold, progressive ideas, as well as strong leadership and concerted action. Our aim is not just to change the conversation, but to change the country." Recent articles dealing with the Arctic include the following: "Lack of Bids for Arctic Refuge Shows Failure of 'Drill Baby, Drill' Strategy" and "Biden Administration Protects Vulnerable Lands in America's Arctic."

Center for Arctic Policy Studies: https://www.uaf.edu/

This group describes itself as "an interdisciplinary, globally-informed group rooted in Alaska's Interior at the University of Alaska Fairbanks. Housed within the International Arctic Research Center (IARC), we recognize the historical dimensions of policy contexts, the power of collaboration across disciplines and domains, and the use of integrative approaches towards problem-solving based on evidence-based practices and a positive outlook toward the future of Alaska and the Arctic. Our affiliates have expertise not only across traditional academic disciplines, but also related to Indigenous affairs, military security organizations, and different levels of governance." Under the "Arctic Answers" tab, debaters can access articles such as

"Turning the Tide for Imperiled Arctic Biodiversity," "Flipping the Switch on Arctic Energy," and "The Impact of Climate Change on Alaska Natives."

Center for International Maritime Security (CIMSEC): https://cimsec.org/

The declared mission of this organization is "to build a global community of professionals, academics, and forward thinkers from a variety of fields who wish to further international maritime peace and security through an exchange of ideas and the rigor of critical thought and writing. CIMSEC pursues this mission through internet forums, collaborating with similarly motivated organizations, sponsoring and hosting events, developing publications, and connecting individuals." By using this website's search option, debaters can access articles such as "Why the U.S. Is Losing the Race For the Arctic and What To Do About It," "The Illogic of Naval Forward Presence," and "A New Arctic Strategy For an Emerging Maritime Domain."

Center for Strategic and International Studies (CSIS): http://csis.org/

CSIS describes its purpose as "to define the future of national security. We are guided by a distinct set of values – non-partisanship, independent thought, innovative thinking, cross-disciplinary scholarship, integrity and professionalism, and talent development. CSIS's values work in concert toward the goal of making real-world impact. CSIS scholars bring their policy expertise, judgment, and robust networks to their research, analysis, and recommendations. We organize conferences, publish, lecture, and make media appearances that aim to increase the knowledge, awareness, and salience of policy issues with relevant stakeholders and the interested public." Recent publications at this site include the following: "The Russian Arctic Threat," "Air and Missile Defense in the High North," and "Examining PRC Activities in the Arctic."

Center for the Climate & Security: https://climateandsecurity.org/

This organization describes itself as "a solutions-oriented, bridge-building research institute focused on tackling systemic climate and ecological security risks. We break down silos across disciplines to ensure climate change considerations are integrated into security policies and security concerns are integrated into climate policy, both in the United States and countries around the globe. Recent articles available at this site include "Climate Change Has Awakened the Polar Dragon" and "Geoengineering and Climate Change in an Age of Disinformation and Strategic Competition."

Climate Reality Project: https://www.climaterealityproject.org/

This group was founded by former U.S. Vice President Al Gore with the declared mission to "catalyze a global solution to the climate crisis by making urgent action a necessity across every sector of society. We recruit, train, and mobilize people of all walks of life to work for just climate solutions that speed energy transition worldwide and open the door to a better tomorrow for us all. We are advocates, cultural leaders, organizers, scientists, and storytellers from around the world, committed to building a sustainable future together." By entering the word "Arctic" in the search box, debaters can access articles such as the following: "How Feedback Loops Are Making the Climate Crisis Worse" and "Climate Adaptation vs. Mitigation: What's the Difference, And Why Does It Matter?"

Environment America: www.environmentamerica.org

The "About Us" link offers the following explanation of this group's mission: "Every day, we see more heartbreaking evidence of the damage being done to our planet: climate change, plastic pollution, wildlife disappearing forever. But we also see the solutions all around us, practically begging us to adopt them: solar and wind power, electric cars and buses, more walkable and 'bikeable' cities, reusing and repairing stuff instead of throwing it away, and on and on. Environment America's mission is to transform the power of our imaginations and our ideas into change that makes our world a greener and healthier place for all." The "News" tab provides access to articles such as the following: "Why No One Bid To Drill in the Arctic Ref-

uge Lease Sale" and "Caribou Habitat Needs More Protections in the Western Arctic."

Environmental Defense Fund (EDF): www.edf.org

This group declares its mission as "to preserve the natural systems on which all life depends. Guided by science and economics, we find practical and lasting solutions to the most serious environmental problems. What distinguishes Environmental Defense Fund is the combination of what we protect and how we protect it. We work to solve the most critical environmental problems facing the planet. This has drawn us to areas that span the biosphere: climate, oceans, ecosystems and health." By entering the word, "Arctic," in the search box, debaters can access reports entitled "New Study: Swift Methane Action Could Help Save Arctic Summer Sea" and "Protections Against Arctic Drilling Welcome but Don't Justify Alaska's Willow Project."

Friends of the Earth: https://foe.org/

This organization describes its mission as follows: Friends of the Earth fights for a more healthy and just world. The harmful impacts of climate change are here and it's time to take bold action to protect people and the planet – before things get worse. Friends of the Earth understands that the challenges facing our planet call for more than half measures, so we push for the reforms that are needed, not merely the ones that are politically easy. For 50 years, we've delivered important environmental victories – from protecting pristine rainforests and stopping reckless fossil fuel projects to reducing the use of dangerous pesticides that decimate bee and butterfly populations." Recent articles available from this site include "The Verdict on the Arctic's Heavy Fuel Oil Ban: Good, but Not Nearly Enough" and "What Would a Clean Cruising Industry Look Like?"

German Marshall Fund of the United States: https://www.gmfus.org/

This organization declares its mission as to "champion democracy, prosperity, and security as the cornerstones of the transatlantic relationship. In the spirit of the Marshall Plan, GMF develops innovative policy ideas, builds next-generation leadership, and empowers civil society." The website's search function will provide access to articles such as "Defending America's Northern Border and Its Arctic Approaches Through Cooperation With Allies and Partners," "Protecting Undersea Infrastructure in the North American Arctic," and "The Tip of the Iceberg: Assessing the Depth of Russia-PRC Civil-Military Collaboration in the Arctic."

Heritage Foundation: https://www.heritage.org/

The Heritage Foundation is a conservative think tank with the declared mission "to formulate and promote public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense." Recent articles include "China's Increasing Role in the Arctic" and "Strengthening America's and NATO's Arctic Chain of Defense."

Hudson Institute: https://www.hudson.org/

According to its website, the "Hudson Institute is a research organization promoting American leadership for a secure, free, and prosperous future. Founded in 1961 by strategist Herman Kahn, Hudson Institute challenges conventional thinking and helps manage strategic transitions through interdisciplinary studies in defense, international relations, economics, energy, technology, culture, and law. Hudson seeks to guide policymakers and global leaders in government and business through a robust program of publications, conferences, policy briefings, and recommendations." Recent Hudson Institute articles on the Arctic include the following: "Russia and China's Cooperation in the Arctic Is a Rising Nuclear Threat" and "NATO Is Unprepared for Russia's Arctic Threats."

Natural Resources Defense Council (NRDC): https://action.nrdc.org/

This organization describes its purpose as "to confront the climate crisis, protect the planet's wildlife and wild places, and to ensure the rights of all people to clean air, clean water, and

healthy communities." The NRDC makes the following statement about its efforts to save the Arctic environment: "NRDC joins forces with Indigenous peoples, scientists, and environmental groups to protect the extraordinary landscapes, majestic seas, and iconic wildlife of Alaska and the Arctic. Special places, like the Arctic National Wildlife Refuge, are under constant threat from dirty extractive industries. With our partners, we're fighting to permanently protect federal lands and waters from oil and gas development and other atrocious exploitation. NRDC elevates the voices of Indigenous people whose way of life depends on the natural world, supporting them in advocacy and communications." Recent articles include "The Long, Long Battle for the Arctic National Wildlife Refuge" and "Marine Life: The Casualties of Offshore Drilling."

Nature Conservancy: www.nature.org/en-us/

The Nature Conservancy's mission is "to conserve the lands and waters on which all life depends. Our vision is a world where the diversity of life thrives, and people act to conserve nature for its own sake and its ability to fulfill our needs and enrich our lives." Documents available from this site include "Creating Climate Solutions in Alaska" and "Saving Wild Salmon in Alaska's Bristol Bay."

Pew Charitable Trusts: www.pewtrusts.org/

This organization describes its mission as to "improve public policy by conducting rigorous analysis, linking diverse interests to pursue common cause and insisting on tangible results; inform the public by providing useful data that illuminate the issues and trends shaping our world and to invigorate civic life by encouraging democratic participation and strong communities." By using the search box debaters can access articles such as "28 Million Acres of Alaska Land Remains Off-Limits to Big Development" and "U.S. Should Strengthen Protection of Northern Bering Sea, for Its People and Wildlife."

Polar Institute, Woodrow Wilson International Center for Scholars: https:// www.wilsoncenter.org/program/polar-institute

According to its website, "the Polar Institute has become a premier forum for discussion and policy analysis of Arctic and Antarctic issues, and is known in Washington, DC and elsewhere as the Arctic Public Square. The Institute holistically studies the central policy issues facing these regions – with an emphasis on Arctic governance, climate change, economic development, scientific research, security, and Indigenous communities – and communicates trusted analysis to policymakers and other stakeholders." This site provides a wealth of information on U.S. policy in the Arctic; unfortunately for debaters, much of the information is difficult to convert to quotable evidence because it is presented in video or podcast formats. Nevertheless, there are a number of useful articles in printable format including the following: "Alaska's Fisheries, and Those Who Depend on Them, Are in a Sea of Troubles," "Icebreaking Explained – Finland: Europe's Icebreaker Superpower," and "Ever Forward: The Unique Relationship Between the Arctic and Space."

RAND Corporation: https://www.rand.org/hsrd/topics/arctic-policy.html

RAND describes itself as "a nonprofit, nonpartisan research organization that provides leaders with the information they need to make evidence-based decisions." RAND's section on Arctic studies offers the following introduction: "Both military and commercial activity in the Arctic region are growing, while climate change creates new challenges for Arctic populations, affecting their governments' ability to support them. RAND's holistic knowledge of the region, as well as of broader homeland security and defense issues, enables it to effectively analyze dynamic Arctic challenges." Recent articles include the following: "China-Russia Relations in the Arctic: What Are the Northern Limits of Their Partnership?" and "Arctic Cooperation with Russia: At What Price?"

Real Ice: https://www.realice.eco/

This group's mission is to restore ice in the Arctic: "In 2022, Real Ice formalised as a UK company and operationalize the science at scale to prove out practical solutions for the restoration of Arctic Sea Ice. Today, with invaluable support from Arctic Research and Sea Ice thought leaders and an incredible team of engineers, operators, and climate scientists, testing of the AquaFreeze approach in Arctic conditions is set to begin." Most of the information available at this website is in video or podcast format, but by selecting the option for "Other Media," debaters can access articles such as "A Controversial Plan to Refreeze the Arctic Is Seeing Promising Results. But Scientists Warn Of Big Risks" and "Plan to Refreeze Arctic Sea Ice Shows Promise in First Tests."

Study of Environmental Arctic Change (SEARCH): https://searcharctic science.org/

According to its website, SEARCH is a "collaborative program of Arctic researchers and funding agencies facilitating synthesis of Arctic science and communicating current understandings to help society respond to a changing Arctic. The focus is on the global impact of shrinking land ice, diminishing sea ice, and degrading permafrost." This organization publishes the journal, *Arctic, Antarctic, and Alpine Research,* and provides free access to articles such as "Can Extreme Arctic Climate Change Be Avoided With Cost Effective Mitigation?" and "How Will Diminishing Sea Ice Impact Commercial Fishing in the Bering Sea?"

Ted Stevens Center for Arctic Security Studies: https://tedstevensarctic center.org/

This organization describes itself as "a U.S. Department of Defense Regional Center officially established June 9, 2021, on Joint Base Elmendorf-Richardson in Anchorage, Alaska. TSC addresses regional and global security by convening military and civilian security practitioners of the United States and our Allies and partners across the Arctic region to promote discussion and understanding to advance collaborative security solutions that are inclusive of Arctic Indigenous perspectives. The center supports U.S. Northern Command's campaign objectives through creative and innovative programs aimed at understanding and addressing the strategic implications of current and emerging Arctic security challenges. The center utilizes a multilateral and multi-dimensional approach across a range of executive-level courses to advance Arctic awareness and establish a comprehensive understanding of the Arctic operating environment. In doing so, TSC builds a network of like-minded security practitioners, leaders, and decision-makers to reinforce the rules-based order in the Arctic." TSC produces two major publication: *True North* and *Journal of Arctic and Climate Security Studies,* each of which may be downloaded without charge.

U.S. Chamber of Commerce: https://www.uschamber.com/

This group describes itself as "the world's largest business organization representing companies of all sizes across every sector of the economy. Our members range from the small businesses and local chambers of commerce that line the Main Streets of America to leading industry associations and large corporations." By entering "Arctic" in the website's search option, the debater can access articles such as "Russia, China, and Arctic Geopolitics" and "Expanding into the Arctic: The Next Frontier in Maritime Trade."

World Wildlife Fund: https://www.worldwildlife.org/

This group describes its mission as "to build a future in which people live in harmony with nature. To deliver this mission, we work to conserve and restore biodiversity, the web that supports all life on Earth; to reduce humanity's environmental footprint; and to ensure the sustainable use of natural resources to support current and future generations." Recent articles concerning the Arctic region include the following: "How Would Offshore Oil and Gas Drilling in the Arctic Impact Wildlife?" and "Polar Bears, Climate Crisis, and Oil and Gas Drilling in the Arctic National Wildlife Refuge.

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL CX DEBATE

Preparation

Prepare before the start of actual competition rounds by participating in online practice rounds and using test roos provided by the specific video platform a tournament is using. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the "virtual box", and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. If you choose to stand when debating, avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Microphones

Debaters should mute their microphones when not speaking. Double-check it is muted before beginning prep time.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
  Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
  If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
  If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
  Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
  Reduce additional Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as "Johnny Smith", they should not enter themselves as "Jonathan Smith." Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Judge Notifications

Preparation
Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology
Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment
Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: Some tournament software allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round
Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student.

Environment and Disruptions
Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems
Common tech issues, if a student needs help: (avoid interrupting a debate unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest •

Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

CX District Director Information

DEADLINE: NOVEMBER 1

Completion of this online form by the district meet official is required by November 1.
Link can be found on the Speech/Debate page of the UIL website.

https://app.smartsheet.com/b/form/519749e40c724df08bfb062e6d435691

Completing this form gives you information about how to obtain authorization to set up your meets in the spring meet entry system and tells us where and how many sets of materials to mail you.

Thank you in advance for your assistance in the completion of this form.

If you have any questions or difficulties with the form please email or call Jenny Nichols jnichols@uiltexas.org or 512-232-4927.

CX Debate Certification Form

To submit the CX Debate Certification Online Form please visit**:**
https://www.uiltexas.org/machform/view.php?id=110508

Do I need to submit this form?

YES, if:
- Your first place team competed in a district meet with ONLY one school entered.
- Your second place team competed in a district meet with ONLY one school entered.
- Your second place team competed in a district meet with less than EIGHT teams competing.

No, if:
- Your first and/or second place team competed in a district meet with EIGHT or more teams competing.
- Your first place team competed in a district meet with more than ONE school competing.

What will meet the CX certification requirement?
- competitive debate rounds at invitational tournaments, in-person or virtual
- two or more schools' participation in mini-tournaments where the debaters are judged by someone other than the coaches involved and a winner is declared
- district debate tournament rounds against opposing schools

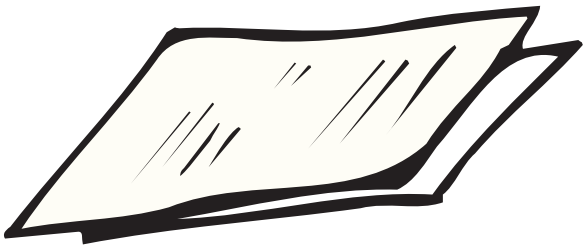
What will not meet the CX certification requirement?
- classroom debates
- practice rounds against own teammates
- non-judged festival rounds
- district rounds against your own school
- bye rounds

Online Deadline
- If applicable to your district, online submission must be received by the deadline posted on the UIL website.

PLEASE NOTE: In the event a team is not certifiable, their school should notify Jana Riggins, State Director in the State Office, jriggins@uiltexas.org in writing no later than the certification date. At that time, the alternate team would need to provide proof of certification in order to advance to State.

Note About State Meet Online Judge Registration:

The Judge form on the next page is a sample of the form that you or your judge will be required to complete **online from the speech section of the UIL website** if you qualify a team for state. You are responsible for reviewing the State Meet information for coaches posted on the CX State Tournament Information page upon the conclusion of the UIL district meet. The official judge form has a specific deadline to be submitted **online**. Failure to do so will incur a **$100 fee** and endanger the team's qualification status. Your team will not be advanced from district to state without the official judge form being completed **online** by the specified dates. As the paradigm information on the form will be published for the debaters at the state meet, it is important that you carefully consider the information you provide, and that the information accurately reflects your judging philosophy.



Late Fee

$100

JUDGE SUMMARY REPORT - SCHOOL JUDGES

CONFERENCE

Judge Name | **Work Phone** | **Home Phone** | **Date & Time Submitted**: 6/8/2015 3:42:04 PM

Preferred E-mail Address | **Cell Phone** | **Fax**

◯ School Obligation
◯ UIL Hired
◯ Hired After Drop
◯ Not Judging

◯ Coach ◯ Fulfilling Obligation

School | **Conf** | **Dist** | **Coach name (if different)**

◯ Judging both sessions (with differing status)

Debate Team &

◯ 1 for 2, guar. octas
◯ guar. octas only

Experience/Affiliation

Policy Debater in HS

Policy Debate (NDT) in College

Coach Policy Debate in HS

Policy Debate (CEDA) in College

Coach Policy Debate in College

LD Debate (NFA) in College

Should Not Judge

Parli Debate (NPDA) in College

Paradigm

◯ Policymaker
◯ Stock issues
◯ Tabula rasa
◯ Other

Judge CX Often? ◯ Yes **# Rds. on Topic** **# Tourn. on Topic**

Tourn. list –

New in 2?

◯ Yes
◯ No
◯ Sometimes (exp

Comm. Skills vs. Res. of Issues

◯ Communication skills are more im
◯ Resolution of substantive issues i
◯ Communication skills and resoluti

Quantity vs. Quality of Evidence

◯ Quantity of evidence is more impc
◯ Quality of evidence is more impor
◯ Quantity of evidence and quality c

Philosophy Statement

Quantity of Arguments

Limited ◯1 ◯2 ◯3 ◯4 ◯5 Unlimited

Topicality

Rarely vote on ◯1 ◯2 ◯3 ◯4 ◯5 Vote on often

Counterplans

Unacceptable ◯1 ◯2 ◯3 ◯4 ◯5 Acceptable

Disadvantages

Not Essential ◯1 ◯2 ◯3 ◯4 ◯5 Essential

Conditional Arguments

Unacceptable ◯1 ◯2 ◯3 ◯4 ◯5 Acceptable

Kritiks

Unacceptable ◯1 ◯2 ◯3 ◯4 ◯5 Acceptable

Style & Delivery

Judging Cross-Examination Debate

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently and offer a specific plan, outlining potential advantages to adopting the plan. Your task is to determine whether the affirmative proves that the adoption of its plan would be desirable.

2. Regardless of your judging philosophy, there are multiple arguments that may occur in a debate. Below are six common ones. To make your decision, you should take notes, and after the round, balance the issues. This will help you determine, *based on what the debaters actually presented in the round*, whether adopting the affirmative plan is desirable.

Key Issues

• Topicality:	Does the affirmative team offer a plan within the current resolution?
• Inherency:	Has the affirmative case shown that the status quo is unable or unwilling to redress the harm?
• Impacts	If the plan is not passed, what potential harmful situation will occur? What advantage is there to the plan? How big are the impacts? Are they likely?
• Solvency:	Has the affirmative case shown that the plan will solve all or a significant portion of the impacts?
• Disadvantage:	The negative team may offer disadvantages explaining how the affirmative case causes its own harmful impacts. Is this impact likely? Does it outweigh the affirmative cases' impacts?
• Counterplan:	The negative may propose a specific counterplan as an alternative to the affirmative plan. Does the counterplan solve for the impacts of the disadvantages or others?

3. **Making the decision**: *Depending upon your judging philosophy*, you might follow the sequence below:
   a. ***Is the affirmative plan topical?*** Unless the negative disproves this, assume it is. Don't use your own bias. If the negative has shown that the plan is not topical, then most judges will vote negative (disregarding items b and c below).
   b. ***Inherency/Solvency Balancing:*** If the negative has made arguments about inherency or solvency, ask how much would be gained by adopting the affirmative plan after considering these arguments. If some advantage remains, then move to item c below.
   c. ***Disadvantages Balancing:*** Balance the gains expected by adopting the affirmative plan with any disadvantages the negative has proven would occur by adopting the plan. Determine if the impacts from the disadvantages are worse than the impacts from the affirmative case.
   d. ***Plan/Counterplan Balancing:*** If the negative has offered a counterplan, the question is whether the counterplan offers a good reason to reject the affirmative plan or whose plan solves for more significant impacts.

4. **Speed of delivery**: Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points.

5. **Filling out the ballot**:
   a. Record decision (affirmative or negative)
   b. Award points (30 points is highest; 20 is the lowest) to each debater. ***Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted***.
   Speaker Criteria: Organization, Evidence, Analysis, Refutation, Oral Style, Speed of Delivery
   c. Award ranks (1, 2, 3, 4 with 1st being awarded to the debater with the most points and so on) to debaters. Points and ranks should correspond.
   d. Write your reasons for your decision in the space provided.
   e. Sign your ballot.

Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

Note: Beware of your own implicit bias. Avoid comments about student's attire.

CROSS-EXAMINATION DEBATE BALLOT

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: ____

Affirmative Team # _____ Negative Team # _____

Assign speaker points to each debater ranging from 20-30 points. Rank each debater from 1 to 4 in order of excellence (1 for best, 2 for next best, 3 and 4). Delivery that interferes with effective communication should be penalized.

Speaker Criteria

Organization • Evidence • Analysis • Refutation • Oral Style • Speed of Delivery

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes.

AFFIRMATIVE TEAM	Points (20-30)	Rank (1-4)	NEGATIVE TEAM	Points (20-30)	Rank (1-4)
1st Speaker _____ *(first) (last)*	_____	_____	1st Speaker _____ *(first) (last)*	_____	_____
2nd Speaker _____ *(first) (last)*	_____	_____	2nd Speaker _____ *(first) (last)*	_____	_____

The significant clash(es)/issue(s) used as the basis for my decision were:

In my judgment, the _____ team won the debate. **Low point win?** Yes No
(Affirmative or Negative) *(circle one)*

_____ _____
Signature of Judge *Affiliation*

GLOSSARY OF TERMS

ADVANTAGE: A benefit achieved through adoption of the Affirmative's plan or the negative's counterplan.

ADVOCACY: The act of defending a policy or a kritik.

AFFIRMATIVE: The team that affirms and defends the resolution.

AGENT OF ACTION: The entitiy responsible for ensuring the Affirmative's plan is put into action.

ANALYSIS: The logic and reasoning behind an argument.

BALLOT: Form the judge uses to record the decision of a debate round.

BLOCK: A set of prepared arguments or briefs focused on a certain single issue.

BRIEF: An outline of arguments and evidence supporting one side of a resolution.

BRINK: An argument that demonstrates when an impact is likely to happen.

BURDEN OF PROOF: The Affirmative obligaton to present a prima facie case supporting the resolution.

CASE: A policy that the Affirmative advocates to uphold the basis of the resolution.

CLASH: A direct confrontation of arguments in a round.

COMPETITIVENESS: A requirement of a counterplan. A counterplan must have some characteristic that does not allow it to exist at the same time as the Affirmative policy. If the counterplan is not competitive, there is no reason for the judge to vote for it.

CONDITIONAL COUNTERPLAN: A counterplan that is offered upon the rejection or acceptance of a preceding argument.

CONDITIONALITY: An "even if" argument. Conditional arguments are offered upon the rejection of a preceding argument.

COUNTERPLAN: A policy that the Negative suggests for adoption in place of the Affirmative plan.

COUNTER WARRANT: The analysis that asks the judge to reject an argument because the analysis presented to support the argument is flawed.

CROSS-EXAMINATION: A time format which allows one debate team to question their opponent. This period of time occurs following the opponents constructive speeches.

DISADVANTAGE: A problem or harm that would occur if the Affirmative plan is passed.

DOUBLE TURNING: To reverse the link to a disadvantage and reverse the impact outcome simultaneously.

DROP: To leave an argument unanswered or neglect to carry on an argument in future speeches after the opponent's response.

EFFECTS TOPICALITY: To be topical through effects of the Affirmative plan. In other words, the plan itself is not topical; only the outcome of the plan falls within the topic.

ENFORCEMENT: The provision that insures a plan or counterplan would be carried out.

EVIDENCE: Establishment of a fact with a quote from a printed source; usually found in government documents, newspapers, magazines, journals, books, and interviews.

EXTEND: To develop an argument in debate. This involves refuting a response to an argument instead of simply repeating old arguments.

FEDERALISM: A common disadvantage that argues that the Affirmative's plan or the Negative's counterplan upsets the balance of state and federal power.

FIAT: The assumption that the policy or policies being debated would be put into effect.

FLOOR: The right to speak.

HARMS: Problems or undersirable conditions.

IMPACT: The consequences of policies.

IMPACT TURN: The argument that the impact is actually beneficial instead of detrimental.

INHERENCY: The Affirmative burden to prove that the significant problem presented by the Affirmative is part of the status quo and not subject to change on its own.

JUSTIFICATION: An argument that refers to either side to explain why their policy is right.

KRITIK: A critical argument that questions the assumptions of the Affirmative plan.

LAY JUDGE: A judge who is inexperienced at judging debate.

LINK: A part of a disadvantage or kritik that establishes what the Affirmative or negative causes before the effect.

LINK TURN: To prove the link beneficial instead of detrimental.

MINOR REPAIR: An alteration of present policy without a major change.

MUTUALLY EXCLUSIVE: An argument that proves that the Negative's counterplan and Affirmative's plan cannot co-exist.

PARADIGM: The way a judge views or examines a debate.

PERMUTATION: A process whereby one side in a debate takes over part of their opponent's argumentation.

PLAN: The specific solution proposed by the Affirmative to implement the resolution.

PLAN-MEET NEED: Something that an Affirmative plan or Negative counterplan must do before solvency can be accomplished. Requirement that the plan be able to meet the needs or eliminate the problems in the present system.

PRESUMPTION: Power of the Negative to assume the status quo is adequate until the Affirmative proves otherwise.

PRIMA FACIE: Latin phrase meaning "at first glance"; a prima facie case would be one that a responsible and prudent person would accept at first look.

SPREAD: To speak rapidly in an effort to introduce an abundance of arguments and analysis into the debate.

STANDARDS: Criteria establishes to define and determine the scope of the resolution in a topicality argument.

STATUS QUO: Current state of existence; present system.

STOCK ISSUES: Major points of disagreement in a debate.

TAB ROOM: The designated area at a tournament where the results of each contest are tabulated.

THRESHOLD: An argument that questions how much of a link to a problem there has to be to cause the final impact.

TOPICALITY: Burden of the Affirmative to stay within the parameters established by the resolution.

TURN: To prove an opponent's argument is beneficial to your side.

UNIQUENESS: The part of a disadvantage that proves the impact has not yet happened.

WARRANT: The analysis behind an argument.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:
https://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation9-1.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.
Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.
Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2025, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2026 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

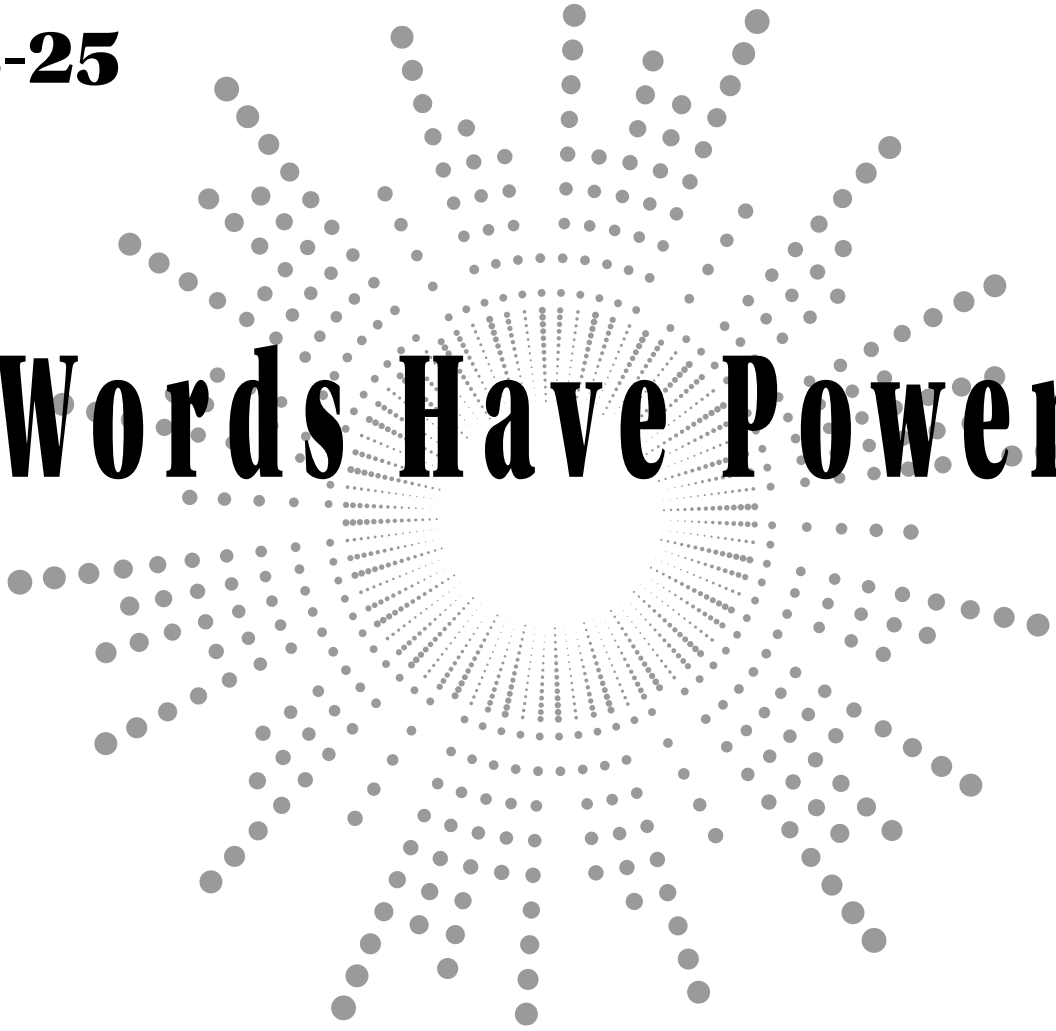
Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Informative
and
Persuasive
Speaking Handbook
2024-25



University Interscholastic League



This button is found on the UIL Speech home page *https://www.uiltexas.org/speech*

PREFACE

Extemporaneous Informative and Persuasive Speaking events are ones in which your preparation to become an informed, concerned citizen in a democratic nation can be unsurpassed. Truly, the experience of extemporaneous speaking encourages political and social leadership among its participants. In contrast to those events which require a previously prepared performance, informative and persuasive speaking ensure a different and unique experience each time you compete. Because of the constant demand to stay informed, you will find the experience invigorating and consistently challenging!

This handbook in no way provides all the keys to successful extemporaneous speaking competition. It does provide clear focus on the basics of good public speaking and techniques I shared with my students over my decades as an educator and forensics coach who was fortunate enough to have state champions in extemporaneous speaking. Special thanks to Matthew Murrell, Rhonda Smith, the late Kristi Hodgkiss and Linda Alderson for their contributions to the manual, as well as the Extemporaneous Speaking State Advisory Committee.

In contest extemporaneous speaking, the specific speech which the student must deliver has not been prepared prior to the contest day, but considerable preparation should have taken place in terms of gathering, analyzing and organizing information about state, national and international events. It is our hope that this guide will prove valuable to both coaches and competitors in that preparation.

Good Luck! You are sure to find extemporaneous informative and persuasive speaking both competitively challenging and personally rewarding.

Jana Riggins
UIL State Speech Director

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1

Values and Skills of Extemporaneous Speaking Contests

The UIL Extemporaneous Speaking contests are designed to enable the student to speak in an integrated manner on a central issue, organize his or her ideas in a meaningful pattern, and orally communicate those ideas effectively to an audience. Contestants draw five topics, select one, and then have thirty minutes to prepare a speech. The limit for the oral speech is seven minutes maximum; there is no minimum.

Informative

The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present facts extemporaneously in a clear and impartial manner. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to orally present information in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

Persuasive

The purpose of this contest is to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listeners to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does and to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action. This oral contest should especially appeal to those who have a strong argumentative urge and who wish to advocate reforms or outline solutions for current problems.

Extemporaneous informative or persuasive speaking helps a student prepare for life in a number of significant ways.

It develops skills which can be applied to everyday life.

- The student learns to analyze an audience.
- The student learns to organize ideas for oral presentation.
- The student learns to communicate effectively with limited preparation time.

It develops citizenship skills.

- The student becomes well acquainted with current issues and personalities.
- The student becomes skilled in issue analysis.
- The student learns the values and biases of many of our contemporary mass publications and broadcasts.

It develops skills which will be invaluable in further education.

- The student gains training and experience in research.
- The student learns to select, organize and develop materials logically.
- The student increases comprehension and vocabulary through extensive reading.
- The student develops critical thinking by using logic and evidence to support arguments.

RULES

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see [b] Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) *Interpretation.*

(A) Prose Interpretation

(B) Poetry Interpretation

(3) *Extemporaneous Speaking.*

(A) Informative Speaking

(B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

Section 1003: INDIVIDUAL SPEECH CONTESTS

(a) PURPOSE. The purpose of each of the individual speech contests is to stimulate the student's ability to communicate ideas and information to an audience. In the extemporaneous informative speaking and extemporaneous persuasive speaking contests, these ideas are essentially those of the speaker, derived from the speaker's background of research on current events. In poetry interpretation and prose interpretation, the student is challenged to ascertain and communicate the ideas of an author through a literary selection, based on the student's understanding and research.

(b) GENERAL INSTRUCTIONS.

(1) *Sections*. A section shall consist of no more than eight contestants. If nine or more students enter a single contest, preliminary round and final rounds shall be held. Preliminary round sections shall be divided as equally as possible. The following chart shall be used to determine the number of sections and finalists in each section:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

*If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

(2) *Judging All Individual Speech Contests*. Judging shall be by an odd number of judges or by one judge. In any event, the contest director should make every attempt to secure competent judges who have had training in the field of speech. At minimum, judges should be high school graduates. In so far as possible, the judges should not know which school contestants represent. A copy of the judging instructions provided by the League office should be given to each judge. Prose and poetry judges for high school oral interpretation should be given literary categories prior to the meet. Contest directors are responsible for explaining these instructions and categories to the judges. Online judge and contest director training is available for speaking contests. Go to the UIL Speech overview webpage. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. The responsibility of the judge is to rank the speaker, evaluate the performance, and give constructive suggestions for the benefit of the speaker. Written evaluations are encouraged.

(3) *Timekeeper and Signal Standards*.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant.

The following hand signals (signal with fingers) are recommended if timecards are not used:

(i) After three minutes have elapsed, give a signal of four fingers.

(ii) After five minutes have elapsed, give a signal of two fingers.

(iii) After six minutes have elapsed, give a signal of one finger.
(iv) After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

(4) *Ranking the Contestants*.

(A) At the close of the contest, the judges shall rank all speakers by numbers: 1, 2, 3, etc. The contest director will supervise tabulation of contest results, using the official UIL TalkTab speech tabulation software. Points are to be awarded through sixth place in accordance with Section 902.

(B) In the case of panel judging, the following criteria, in the following order, shall be used to determine all ranks: (1) majority or BETTER; (2) lowest sum; (3) judges' preference; (4) decimal equivalent; (5) judges' preference to break decimal ties; (6) blind draw, except at state finals. When a place has been determined, the contest director shall revert back to the first criteria (majority or BETTER) to determine the next rank, unless there is a tie, whereupon all contestants who are tied shall be awarded a place before going on to another contestant or place. NOTE: At no time during tabulation should judges discuss their ranks or confer with one another regarding ranks - item (iii) below, "Judges' Preference" is a method of tabulation and does NOT infer that judges confer to reach a preference. See * in (C) below for instructions on tabulating judges' preference.

(i) Any contestant who receives a majority of firsts shall be awarded first place.
(ii) In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
(iii) If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. See (C) * below for instructions on determining judges' preference.)
(iv) In any case where there is a tie, all contestants who are tied shall be awarded a place before going on to another contestant or place.
(v) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:
Rank of first = 1.00
Rank of second = .50
Rank of third = .33
Rank of fourth = .25
Rank of fifth = .20
Rank of sixth = .17
Rank of seventh = .14
Rank of eighth = .13
The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.
(vi) If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
(vii) If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
(viii) Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for state finals.

(C) Second place shall be determined next. If a tie existed for first place, after breaking the tie by the above methods, the person who was tied with the first place winner is automatically given second place. If no tie existed, revert to the first ranking criteria (majority or BETTER.) A contestant (not already awarded a place) ranked second OR BETTER by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds OR BETTER or if two unranked contestants receive a majority of seconds OR BETTER. (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds OR BETTER, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

*In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds OR BETTER. Contestants 1 and 2 have the same sum of total ranks, so the tie for second shall be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	2	5	3	10	+	2nd
Two	4	2	4	10	–	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

(D) Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside #1 indicate the judges' preference. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1. Now compare speaker #2 to speaker, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker, #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first place. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second place. Contestant #1 is then awarded third place.

Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first shall be ranked before considering other contestants or places. The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths OR BETTER (two second place ranks). Therefore contestant #5 is awarded fourth place. The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

(E) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent. See Section 1003 (b) (3) (B) (v). In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

Contestant #1 has the highest sum total of decimal is awarded second place. Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place. Both contestants remaining unranked have a majority of fifths OR BETTER. Therefore, contestant #6, with the lowest sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

(F) If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	1	8	–	1.58	3rd

In this example, judges' preference cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preference shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A & B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

(G) If, at this point, contestants remain tied, the sum of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(H) If, at this point, should a tie still exist that cannot be broken by these methods, the tie shall be broken by a blind drawn, except at State Finals. All tied contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance with Section 902.

(I) Contestants who are disqualified receive no place and no points.

(5) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and at the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

(6) *Ballot Verification Period*. After the preliminary and final rounds (excluding final round at State) and the announcement of unofficial rankings, the individual evaluation sheets for each contestant shall be made available to the contestant and/or the coach. Unofficial rankings of each round should be available printed from the official UIL TalkTab software or from the official tournament managment system during this verification period. It then becomes the responsibility of the student and/or the coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

(7) *Official Results*. At the end of the ballot verification period, rankings shall be read and posted as Official Results. No questions may be raised after this point.

INFORMATIVE

Section 1004: EXTEMPORANEOUS INFORMATIVE SPEAKING

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present extemporaneously in a clear and impartial manner the facts about a subject as they appear in the best available sources of information. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to present information orally in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

(2) Format. Contestants draw five topics, select one and have thirty minutes to prepare an informative speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit an informative response. The limit for the oral speech is seven minutes maximum.

(b) ENTRIES.

(1) Representation. Each member school in all conferences may enter three students in the contest.

(2) Eligibility. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous event in the same year. See Subchapter M and Section 1000 of the C&CR, UIL Informative and Persuasive Handbook, and Eligibility Rules.

(c) RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) LENGTH OF SPEECHES. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence that is in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(e) RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(f) QUESTIONS. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

EXTEMPORANEOUS INFORMATIVE SPEAKING

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of practice topics through the UIL website. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news-oriented sites listed in the UIL *Informative and Persuasie Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) Topics.

(A) Topics for extemporaneous informative speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. Practice topics will be posted regularly on the UIL website.

(B) The topics for the extemporaneous informative speaking contest are designed to elicit an informative response from the speaker, but under no condition is it the obligation of the League to provide an "informative topic." That obligation is remanded to the speaker. All topics in this contest are intended to be treated as ones that are calling for a speech that informs. The speaker should avoid attempts to persuade the audience or judges.

(C) Topics for the preliminary and final rounds of district, regional and state meets are provided

by the League office.

(3) Resource. The contest rules and procedures are discussed in more detail in the UIL Informative and Persuasive Speaking Handbook available on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1) of the C&CR.

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the topics. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

Order	Draw	Speak
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both are to be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Cell phones, smart phones and smart watches shall not be permitted in the prep room.Speakers may use laptop and

tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver an informative speech on the topic selected.

(7) Length of Speeches. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room unless electronic ballots that include the topics are used, to insure that the judge or judges have the topic confirmed before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Individual Speech Contests, General Instructions (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

PERSUASIVE

Section 1005: EXTEMPORANEOUS PERSUASIVE SPEAKING

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels and to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listen ers to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does, but even more so, to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action.

(2) Format. Contestants draw five topics, select one and have thirty minutes to prepare a persuasive speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit a persuasive response. The limit for the oral speech is seven minutes maximum.

(b) ENTRIES.

(1) Representation. Each member school in all conferences may enter three students in the contest.

(2) Eligibility. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous speaking event in the same year. See Subchapter M and Section 1000, Speech Eligibility Rules.

(c) RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) LENGTH OF SPEECHES. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(e) RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(f) QUESTIONS. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

EXTEMPORANEOUS PERSUASIVE SPEAKING

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of topics through the UIL website. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news oriented sites listed in the UIL *Informative and Persuasive Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) Topics.

(A) Topics for extemporaneous persuasive speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational, and cultural interests. Practice topics will be posted regularly on the UIL website.

(B) The topics will be worded so as to elicit persuasive speeches rather than informative speeches but under no condition is it the obligation of the League to provide a "persuasive topic." That obligation is remanded to the speaker. The contest requires a contestant to convince or persuade the audience and judges to accept the speaker's point of view. The contestant is required to take a position in answering a specific topic question.

(C) Topics for the preliminary and final rounds at district and regional meets are provided by the League office.

(3) Resource. The contest rules and procedures are discussed in more detail in the UIL Informative and

Persuasive Speaking Handbook available on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the topics. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10-minute intervals. For example:

Order	Draw	Speak
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event, all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both will be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10-minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Cell phones, smart phones and smart watches shall not be permitted in the prep room. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website.

Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver a persuasive speech on the topic selected.

(7) Length of Speeches. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to ensure that the judge or judges have the topic before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Individual Speech Contests, General Instructions (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

2
Researching Through General Reading and Listening

A student preparing for extemporaneous informative speaking or persuasive speaking should familiarize themselves with current issues and personalities through a systematic program of reading, viewing, and listening. Topics may involve political, economic, religious, social, intellectual, scientific, and artistic issues. National and international arenas are encompassed, as well as Texas. Because of computers, access to news sources online is limitless. Informed speakers always evaluate sources for bias or credibililty.

Periodicals

News Weeklies
Forbes
Time Magazine
U.S. News and World Report
Washington Examiner

Condensed
World Press Review
Insight

Monthlies
Atlantic Monthly
Current History
Texas Monthly

Economics
Business Week
The Economist
Wall Street Journal

Contemporary Issues
National Review
The Progressive

International
Foreign Affairs
Foreign Policy
Foreign Policy in Focus (online only)

Newspapers
Washington Post
New York Post
Christian Science Monitor
USA Today
Education Week
Financial Times
Associated Press
Washington Times
Local/Major State Newspapers

Extensive Internet Resources
www.uiltexas.org/speech/extemp/extemp-web-resources

Broadcast Media

National & Local News
BBC America
CSPAN
National Public Radio

Interview Programs
Meet the Press
Face the Nation
ABC This Week

End of Day Summaries
ABC News Nightline

TV News Magazines
60 Minutes
20/20
Dateline Primetime Live
Anderson Cooper 360
48 Hours

Public Television
PBS Newshour

Additional Resources

Atlas
World Almanac
Book of Quotations

Think Tanks:
Belfer Center for Science and International Affairs
Heritage Foundation
National Bureau of Economic Research
Hoover Institution

3

Creating and Maintaining an Extemp File

*Competitors should choose a system for filing materials. Students may use printed materials and/or approved electronic retrieval devices during the 30 minutes allowed to prepare the extemporaneous speech, and the filing system should work for you, not against you, in this limited time. To assist in preparing the speech, the speaker may use magazines, newspapers, journals, other published source materials accessed via electronic retrieval storage device, or photocopies in compliance with copyright laws as long as the material cannot be considered an outline of a speech.**

Filing Systems

The Paper File

- Separate articles are clipped/ photocopied from periodicals or printed from the Internet
- Articles should be dated and the original source included (URL should be downloaded on Internet sources)
- Folders may need to be subdivided due to the quantity of articles
- To cross reference an article, you may list on the folder or make multiple copies of the article
  **Example: An article on the U.S. economy can be filed under Federal Reserve, Business and Economy.*
- An index may have a list of folders with cross-references, without annotations (explanatory notes or comments)
- Another method is magazines which remain intact and are filed by date; indexed with no annotations

The Electronic File

- Articles are saved electronically from the Internet or scanned, not cut and pasted in a Word document (Review online help: Extemp files- Saving as a PDF found in the Appendix)
- Articles are saved as a single source without modification
- Articles should be dated and contain citation information
- Folders can contain virtually an unlimited amount of subfolders
- To cross reference an article, you may save multiple copies of the article in different folders
- Viewing folders in 'list mode' can automatically generate a file index
- Articles can be saved with the publication date in the file name *(James_Smith_October_20_2023.pdf)*
- Review source material section of *UIL Guidelines* in this chapter, and *Common Questions* included in Appendix.

Advantages

- More than one contestant can easily use material on the same topic or related subjects
- File can contain a wide variety of sources
- Table of contents in periodicals makes them easy to cross-reference

- Faster search capabilities
- Ease in transporting
- Enhanced storage capacity

Disadvantages

- Requires extensive cross-references or duplicate copies
- File preparation is time consuming

- Laptops, flashdrives, and external drives can be easier to misplace than paper files
- Files can become corrupted; hard drives can crash

Things to Consider When Selecting a Filing System

1. No system is better than the care your team takes in choosing and organizing the material itself.
2. Keep any system updated by routinely adding new material and removing unnecessary or outdated material.
3. Use a filing system that works for your team and fits your resources. There is no one right way to create an effective extemp file.
4. The students should do the filing. When more than one student uses the file system, all should participate in organizing and maintaining it.

Creating an Effective and Efficient Index

1. There are a variety of methods for creating an index to categorize the information in an extemp file. Most systems group information. Areas can be grouped according to policy area, issue area, geographical area, or any other logical division.
   - For example, one section could be titled "Foreign Countries," with alphabetized files on various countries like Algeria, Denmark, Iraq and Vietnam.
   - Another section could be titled "Economic Policy," with files on "The Federal Reserve," "President's Economic Package," and "Tax Cuts."
2. Some filing systems include a "Recent" or "Hot Topics" section where the most recent news events are filed. Competitors can go straight to that section of the index and find recent and relevant information on the latest issues.
3. Remember that choosing and creating an index is just like choosing a filing system. The index should be easy to navigate both in filing articles and in retrieving them in the prep room. At the same time, the system should be comprehensive enough to reflect a number of subject areas that potentially could be topics at a competition.
4. Although rules do not prohibit a contestant from using a printout of the index when drawing topics, it is not recommended, as preparation time will be wasted, and it conveys the appearance that you do not know your own files.

Materials in the Extemp Prep Room

ALLOWED

1. Magazines, newspapers, journals. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from computer online data services if not modified or not in outline form that include the downloaded URL/copyright, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the UIL ERD Guidelines.

NOT ALLOWED

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2 Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: article title, with added comment, "great pro-con global warming."
5. Smart phones and cell phones; smart watches.

Note: Examples are not all-inclusive.

GUIDELINES: ELECTRONIC RETRIEVAL DEVICES IN EXTEMPORANEOUS SPEAKING

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.

B. Cell phones or smart phones or smart watches are not allowed during the contest.

C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.

D. Wired connections (Ethernet or phone) during the contest are not permitted.

E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. *This statement does not preclude the use of timing devices.*

F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.

G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.

I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournaments hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

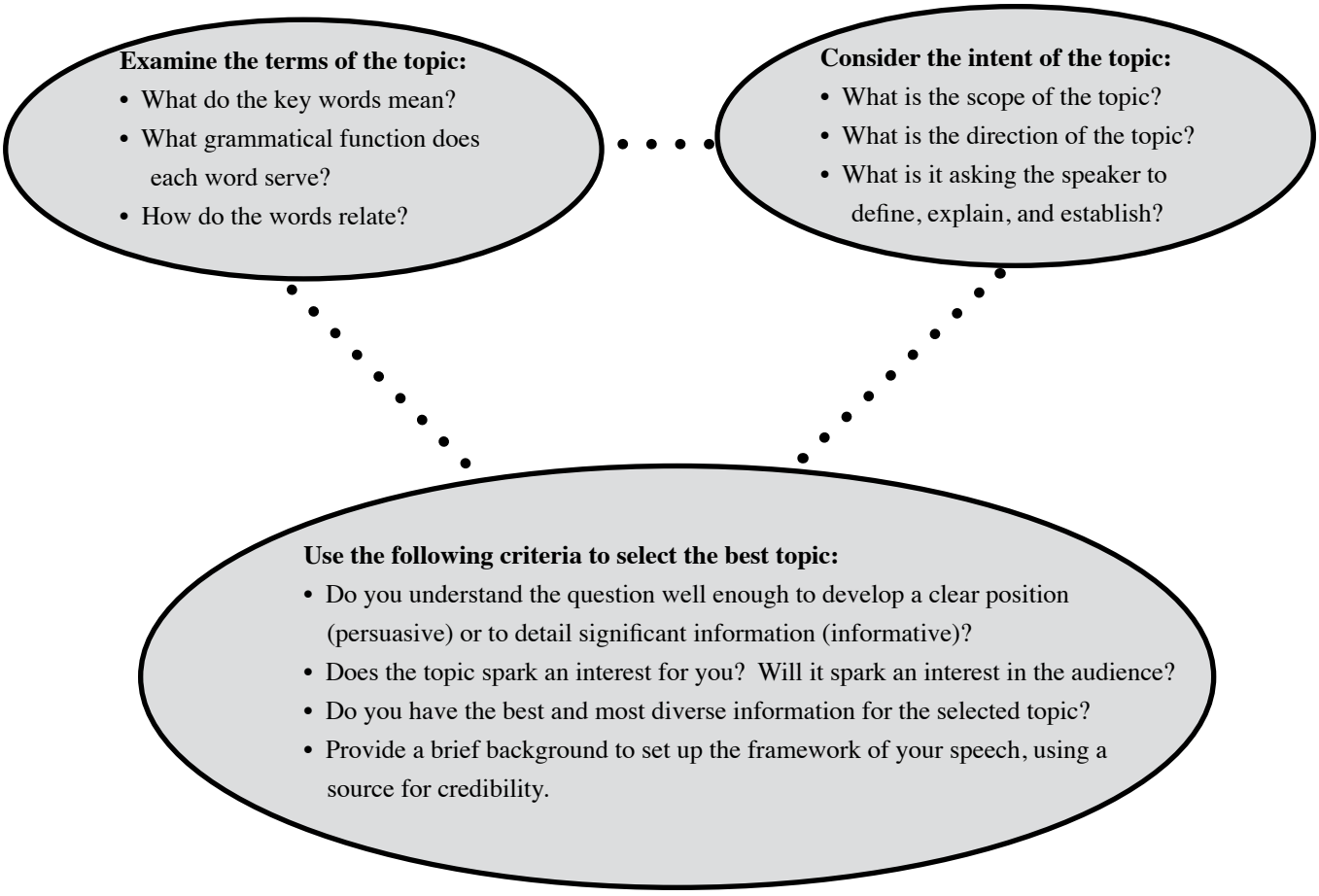
4

Constructing the Speech

The potential speaker has a variety of options when putting a speech together.
For instructions on "Drawing the Topics," turn to the first page in the Appendix.

Selecting the Topic

The student draws five topics stated in the form of a question, from which he or she selects one. Remember that the time used in topic selection is included in the total thirty minute preparation time.



Organizing the Speech

Introduction

The introduction is vitally important as it is the first impression the speaker gives the audience, and it frequently determines the degree of attention the audience gives the speaker. According to Roger Ailes, author of *You are the Message*, "people start making up their mind in the first seven seconds of a speech." Because of the introduction's significance, the speaker should be certain to:

- Capture the audience's attention with an attention getting device and lay the groundwork for the body of the speech.
- Genuinely link the attention-getter to the topic, thereby demonstrating the speaker's sincerity and create a bridge from the attention-getter device (AGD) and the topic.
- Provide a brief background to set up the framework of your speech, using a source for credibility.
- Justify the importance of the topic to your audience.
    - › The speaker should let the audience know why the topic question deserves examination, why it is significant and relevant, AND/OR
    - › Why the speaker may have selected the particular topic.
- State the topic question verbatim.
- Answer the question (generically in an over-arching manner)
- Preview the divisions of the response or speech.
    - › This gives the audience an idea of what is to come.
    - › It helps the audience prepare their thoughts for the speech they are about to hear.
    - › It breaks down the answer into specific major parts

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Types of Attention-Getters

- An apt **analogy** is good and has the additional advantage that it can be intricately incorporated in the body of the speech.
- A visual **episode** which clearly relates to the topic can be very effective. Thus, a speech on "Should public workers be allowed to strike?" could begin with a vivid description of striking firemen watching a block of buildings burn to the ground. Visual imagery will be remembered after words may be forgotten.
- A startling **statistic** or **example** grabs the audience's attention, but it must be relevant to the topic to be effective.
- A humorous **anecdote or relevant news story** gets attention very effectively, but its appropriateness to the remainder of the speech must be clear. Jokes (appropriate) from late-night comedian monologues are popular examples.
- A personal **experience** can be effective if it suits the speaker's style and the topic.
- A **quotation** can often be used effectively.
- A **reference** to current circumstances or an historical event can work well to get attention if the connection or relationship between the reference and the topic is clear.
- A **rhetorical question** may cause the audience to think about the topic.

Body

There is no particular organizational pattern or substructure that is the "best."

- The speaker must select the structural divisions that best respond to the requirements of the topic.
- The speaker must always fit the organization to the topic rather than the topic to a predetermined organization. Is the topic asking How? What? (reasons) Why? (cause) When? (date) Will? Can? (answer)
- The process of analysis involves crystallizing the reasons for a specific answer to a topic.
- The more experienced the student is in developing a speech, the more creative he or she may become in setting up an organizational structure for any speech.
- There are many possible approaches to the development of a speech. The following examples illustrate some common organizational structures.

Types of Body Organization

Topical Organization

The areas of discussion are specific issues relative to the question. This method is especially good for organizing certain types of informative speeches.

INFORMATIVE TOPIC

Example: *What critical issues is China facing?*

I. Economic
  - A. Aging population
  - B. Job market insecurities
  - C. Investments

II. Political
  - A. U.S.-China relations
  - B. Global leadership
  - C. Human rights violations

PERSUASIVE TOPIC

Example: *Unrest in Nicaragua: Can stability be promoted?*

I. Politcal dialogue
  - A. Infrastructure
  - B. Western countries
  - C. International organizations

II. Economic reforms
  - A. Unemployment
  - B. Poverty
  - C. Environment

Chronological Organization

The divisions are arranged by sequence of events in time. This method is also good for informative speeches.

INFORMATIVE TOPIC

Example: *What are concerning developments of global warming?*

I. Summer Heat Dome
   A. Record-shattering heat in the U.S.
   B. Water temperatures
   C. Global temperatures
II. Future Concerns
   A. Agriculture
   B. Ocean life
   C. Economic stress

PERSUASIVE TOPIC

Example: *Is the crusade against global warming achieving success?*

I. Public Awareness
   A. Imminent concerns
   B. Sustainable practices
II. Policy Implementations
   A. Renewable energy
   B. Clean energy
   C. Efficient energy
III. Global cooperation
   A. Reduced emissions
   B. Increased cooperation
   C. Utilization of financial resources

Spatial Organization

Topic divisions follow geographical or spatial guidelines.

INFORMATIVE TOPIC

Example: *How has the U.S. used foreign policy efforts to win the war on drugs?*

I. Mexico
II. Colombia
III. Afghanistan

PERSUASIVE TOPIC

Example: *Have countries benefitted from the Unit3ed Nations in 2024?*

I. Zimbabwe
II. Philippines
III. Pacific Island Nations

Pro-Con Organization

This topic division presents both sides. By nature it is an informative pattern since it merely presents information on each area. It can, however, be used in a persuasive format.

INFORMATIVE TOPIC

Example: *Gene therapy: What is the controversy?*

I. Supporters (pro)
II. Opponents (con)

PERSUASIVE TOPIC

Example: *Should mandatory drug testing be implemented in America's public schools?*

I. Arguments for mandatory drug testing
II. Arguments against mandatory drug testing
III. Defense of stronger position (assessment)

Status-Significance Organization

This topic division works best for informative topics asking who someone is.

INFORMATIVE TOPIC

Example: *Who is Andriy Yermak?*

I. Status
   A. Early career
   B. Political Ascent
II. Advisory position
   A. Powerbroker
   B. Russia/Ukraine conflict
III. Key role
   A. Negotiations
   B. Crisis managment

Criteria-Evaluation Organization

The criteria for evaluation of the answer to the question is presented and supported persuasively.

PERSUASIVE TOPIC

Example: *Should the U.S. become more directly involved in the Russia-Ukraine conflict?*

I. Yes, deter future aggression
II. Yes, humanitarian assistance crucial
III. Yes, preservation of democracy

Monroe's Motivated Sequence

This approach is persuasive in nature. It follows five steps: Attention, Need, Satisfaction, Visualization, and Action.

PERSUASIVE TOPIC

Example: *How should the World Health Organization respond to a global pandemic?*

I. Introduction - Shocking Statistics
II. Body
  A. Need
    1. Current problem
    2. Current solution
    3. Current failures
  B. Speaker's advocated solution outlining WHO's actions
  C. Benefits of WHO's actions
    1. Individual
    2. World
III. Conclusion
  A. Summary
  B. Call to action

NOTE: Monroe's Motivated Sequence is a familiar organizational pattern found in state-adopted texts and used in classrooms around the state. Some coaches and judges suggest that the final step, Calling the Audience to Action, be adapted for an extemp round so that the call to action doesn't directly address the judge adjudicating the round.

Unified Analysis

An analytical approach which requires the speaker to answer the question at the beginning of the speech and then offer specific reasons as topic divisions.

PERSUASIVE TOPIC

Example: *Is debt relief effective for the Third World?*

I. Introduction - Answer The Question - Debt relief for the Third World is ineffective.
II. Explain significance of topic.
III. Body - Establish criteria why that should be the case.
  A. IMF has poor reputation in area of relief.
    1. Poverty reduction strategies force reforms too fast
    2. Removal of trade barriers upsets Third World markets
    3. Legacy of IMF in Ecuador, Tanzania and Argentina
  B. Failure to address source problems plaguing the Third World
    1. Corruption goes unchecked
    2. Social institutions remain poor
    3. Middle Class neglected
  C. Unwillingness or inability of First World to provide aid
    1. State of global economy
    2. Lack of incentive to help
    3. Desire to use debt relief as a tool of foreign policy
IV. Conclusion - Restate topic, Summary

NOTE: Some argue that Unified Analysis is one of the best methods for persuasive speaking because the speaker is able to deliver a speech that meets the requirements of the topic and avoids irrelevant material and canned speeches.

Past/Present/Future Organization

This approach first explores the past, moving into the present, and ending by predicting the future.

PERSUASIVE TOPIC

Example: *Can peace be achieved along the Gaza Strip?*

I. Past
  A. Historical grievances
  B. Border conflicts
II. Present
  A. Ceasefire agreements
  B. Damaged infrastructure
III. Future
  A. International mediation can work
  B. Security guarantees effective

Problem-Solution Organization

This method sets up a specific problem and presents a clear solution.

PERSUASIVE TOPIC

Example: *How can the U.S. best meet the needs of the poor?*

I. Problems of the poor
  A. Housing Needs
  B. Medical Needs
  C. Employment needs
II. Solution
  A. Public Housing
  B. National health insurance
  C. Job training and public works

Note on Speech Organization

Certainly, other topic divisions are available and effective. These are only some possibilities for students to explore as they work to construct effective speeches. What is most important to remember is that the divisions of the topic should respond specifically to the dimensions of the topic question.

When the divisions do not represent these exact dimensions, the speech may become extra-topical (talk around the topic rather than on it). It is also important to remember that speaking time needs to be divided according to the demands of the topic.

For example, in a persuasive speech on the topic *How can the US best meet the needs of the poor?* more time should be spent on the solution area than on the problem area since the solution gives the speech its impact. A persuasive speech on the topic *What area of the Middle East is most necessary to US security?* demands balancing time on each area since both divisions and dimensions are necessary to a fair and comprehensive evaluation.

Tools for Presenting the Body Efficiently and Effectively

Four **S**'s of Speech Making

After the speech is organized, the contestant needs to fill in the outline with the necessary information to support the perspectives. Keys to remember in developing each major idea of the speech are

1. **Signpost**. "Initially," "first," "second," "equally important," "finally," are examples of signposts. Signposting is essential in order to leave your organizational pattern clear in listener's mind.

2. **State the key idea**. The speaker needs to be clear and specific with each area of the speech, using precise wording to make the key idea stand out.

3. **Support the idea.** The speaker needs to remember that ideas need support to give them impact. Sources need to be given to clarify the validity of the support. Types of support include statistics, studies, examples, expert analysis, analogies, logical arguments and illustrations.

4. **Summarize ideas.** The speaker needs to be aware of the importance of internal summaries at the end of each major division to wrap up the development and emphasize the key ideas.

Effective use of the four S's of speech making, along with clear and specific transitions between ideas, can make the body of the speech easy to follow and create a sense of internal as well as external unity.

The "Four S's of Speech Making" were developed by Dr. George Grice,
formerly of the Department of Speech and Drama, Trinity University, San Antonio, Texas.
Dr. Grice is currently at Radford University in Radford, Virginia

Incorporating Information in the Body of the Speech

Effective use of supportive material by the speaker is crucial to an outstanding informative or persuasive speech. It builds the speaker's credibility, clarifies ideas, provides empirical data, and the ideas of experts can be a foundation on which the speaker can develop his or her own analysis. With that in mind, certain guidelines should be followed so that the speaker can make the best use of information to support the points of the speech.

1. **Supporting material should be current.**
   - Make sure that the squad files are kept up to date with recent material.
   - Buy a newspaper the morning of the competition.
   - Go over the latest headlines on the way to the tournament.
   - Know the very latest news.

2. **Supporting material should be properly cited.**
   - Citations should include the individual quoted, along with the source and the date of the information.
   - Proper and accurate citation is critical to the integrity of the speaker and the speech itself.
   - Adding an author's qualifications to a citation often can boost the strength of the supporting material.

3. **Supporting material should be from different sources.**
   - Avoid quoting the same source throughout the speech.
   - Although judges and coaches rarely agree on the required number of sources, (5, 7, etc.), it is important to draw from a variety of sources for each speech.
   - It is also important to vary the type of sources used in a speech. A speaker's position looks more credible if a variety of newspapers, magazines, journals, and other publications are used.
   - A variety of sources such as local, national, and international also increase the speaker's credibility.

4. **Supporting material should be used ethically.**
   - The material should be topic specific and accurate.
   - No speaker should ever fabricate content or source cites.
   - Supporting materials should show the reason for validity rather than simply reinforcing the claim.

Summary Step

- The speaker restates the major points of the speech.
- The speaker restates the question and the specific answer to the question.
- This step brings the speech to its logical conclusion.

Clincher Statement

- This statement should be worded to tie the speech together and give a note of finality. The speaker might make reference to an idea presented in the introduction, use a concluding quotation, or a statement that sums up the thrust of the speech. There should be no doubt the speech is completed.
- This step brings the speech to its psychological conclusion. This statement should be strong and memorable.

FINAL NOTE ON SPEECH CONSTRUCTION

Certainly, no formula exists for the perfect extemporaneous speech—informative or persuasive. The speaker is the individual who must make the decision. The effectiveness of the speech depends on the speaker's analysis and selection of the topic, the complete development of the topic, and the creative ingenuity of the individual who puts the various pieces together to come up with a finished product. And since each speech should be new and fresh, the finished product is one speech on a specific topic. The process that makes that speech possible is never finished, never final, but continues to expand with the growth of the speaker.

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Delivering the Speech

The same approach to delivery may be used in both extemporaneous persuasive speaking and extemporaneous informative speaking. Audiences are permitted.

The speaker should:

Use appropriate language style

- The language should be conversational in tone but formal in word choice. (no slang)
- The language should be suitable to informing (Extemporaneous Informative) or persuading (Extemporaneous Persuasive) the audience.
- The word choice should be precise (never verbose), grammatically correct, and vivid, using a varied vocabulary and appropriate visual imagery.
- Transitions should be fluent, clear, and natural. The speaker should always try to avoid trite or repetitious phrases in transitions.

Pay careful attention to vocal delivery

- Enunciation should be clear.
- The volume should be appropriate to the size of the room, audience, etc.
- The speaker should use pauses to clarify meaning and enhance the importance of the material.
- The speaker should vary his/her pitch and stress significant words for emphasis.
- The speaker should vary the rate of speaking, taking special care not to speak so fast that it becomes difficult for listeners to follow.

Pay careful attention to physical delivery

- The speaker should maintain direct eye contact with the audience. If there is more than one person in the audience, all the members of the audience should be included in direct eye contact.
- The speaker should always maintain good posture.
- Gestures should be natural, spontaneous, motivated and varied. Props should not be used. Avoid redundancy.
- A few steps in one direction or another when the speaker moves to another point of the speech reinforces the verbal change.
- If a notecard is used (one notecard no larger than 3X5" is allowed but not required), it should be an integrated part of the delivery by holding the card at waist level so it will not call attention to itself when the speaker looks at it.

Pay careful attention to appearance

- The speaker's attire suggests the seriousness the speaker attaches to this public speaking activity.
- Business professional attire conveys preparation. At the very least, the speaker should appear neat, clean, and professional.
- At no time should the speaker's attire call attention to itself, which naturally would detract from the speech.

Strive for an overall positive delivery

- Vocal and physical delivery should be lively enough to stimulate the audience.
- The overall style of delivery should be spontaneous and natural.
- The speaker's delivery should serve to reinforce the ideas of the speech.

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Evaluating and Practicing

The potential speaker can use several techniques of self-evaluation. Coaches, judges, and competitors alike agree that one of the most important tools a speaker can utilize is repeated practice of extemporaneous speaking.

Use Care When Choosing Practice Topics

- Initially, **students might choose their own topics**. This stimulates independent thought and assures that the beginning students will speak on topics which interest them.
- Subsequently, the **coach should assign certain topic questions**. This ensures that students will do research on subjects they would not choose to tackle on their own. A careful cross section of Texas, domestic, and international topics will help the students broaden their conceptual understanding of the world and build their confidence.
- At regular intervals, the **coach should ask students to choose their own topics**, requiring that the subject be one with which the student is unfamiliar. This helps the student assess his or her own weaknesses and often generates the excitement of discovery.
- The coach should **vary the wording** of topic questions ("Who is ... ?," "How ...?," "What is ...?," "Should ...?," "Why ...?," etc.).
- **Sample practice topics** are also posted on the UIL website: *www.uiltexas.org/speech/extemp*
- Several **students may be assigned the same topic**, with the understanding that each develop a specific pattern of organization. Listening to other speeches and evaluating various organizational techniques help students determine the relative effectiveness of various organizational patterns for specific types of questions.
- As students gain experience they can **suggest topics for each other**. Ask students to develop both informative and persuasive questions on the same subject to develop a clear understanding of the informative and persuasive perspectives on the same issue.
- Have students **keep a list of topics** they drew in competition or practice but chose NOT to take. Using these will help better prepare them for future competition.
- Some individuals and companies provide a **subscription service** for purchasing practice topics. Check the UIL website for contact information.
- Ask students to present speeches in class on topics they have **previously presented in tournaments**. This develops freshness and interest in a speech, as the speaker must discover new ways to present the material in order to keep the audience's attention.

Utilizing Prep Time During Practice is Important

- Initially, let students have **overnight to prepare a speech**, or longer if necessary. This allows beginners time to organize their thoughts fully, and often results in more thorough research and development of the body of the speech than is possible in a short preparation time.

- Frequently **use the 30-minute preparation period** allowed in contest. Students will need practice in abbreviated preparation time.

- Have students **record how they appropriate their 30 minutes** of preparation time to discover whether they are spending too much time on selecting a topic, or on consulting the files, or perhaps on construction of the speech, therefore leaving too little time for practicing oral delivery. Students should designate approximately 1/2 of their preparation time for practicing delivery. Care should be taken not to pace while practicing to avoid developing a negative habit that will show up in the actual contest speech.

Several Techniques Help Speech Delivery

- Occasionally, ask students to **prepare 10-minute speeches**, then subsequently, reduce the speech to the 7-minute contest limit. This technique helps students become selective about information, issues and support materials.

- Conduct **tag team drills** where one student begins a speech and, as the presentation progresses, others intervene. After one student presents the introduction and topic, the next student picks up with three points of analysis, another must develop the points, and finally another offers the conclusion. This exercise sharpens students' listening skills.

- Instruct the students on following through with gestures, and on keeping their hand gestures within the **"gesture zone"** — between waist, chin and shoulders. Videotape each student speaking. Then turn off the sound and replay the footage, having the students focus their attention on the nonverbal aspects of their speeches. If the student chooses to speak with a notecard, the videotape can be very valuable in allowing the contestant to evaluate his or her use of the card. The card should never pose as a barrier. It should be held waist-high for ease and subtlety in retrieving information. A fun way to address the over-use of gesturing with a certain hand is to tie that hand behind the student's back and create an awareness of this habit.

- **Video is a great way to evaluate effective movement** during a speech. Speakers should move with purpose, taking steps only when justified by the content of the speech. (i.e., transitions generally call for steps to the right or left, with a return to the speaker's place of origin for the conclusion.)

- One way to help students realize what they need to improve is to **let them see themselves in action**. Take advantage of videoing speeches. There is no faster way to help a speaker improve. Also, just listening to the audio will allow students to become aware of distracting speech mannerisms - vocal pauses, repetition, rate - and to test the effectiveness of their organization. Another option is to use a full-length mirror. Encourage students to evaluate their own delivery skills.

Utilize These Ideas to Make Practice Effective

- Become **familiar with general issues** that are current and newsworthy. Become informed with periodicals, Internet sources and television and public radio programs.
- Read the current **UIL** *Constitution and Contest Rules* included in this handbook. This will give students direction and reduce the chances of disqualification.
- Carefully examine the **UIL Individual Evaluation Sheet** (ballot) to identify the specific criteria judges will use to evaluate each competitor's presentation.
- Have students **observe invitational tournaments** in your area. This helps students become familiar and comfortable with tournament procedures. Evaluating strengths and weaknesses of other speakers helps students recognize their own.
- Use "**rap sessions**" on a regular basis. Discussions about hot topics involving all extemp speakers on the squad provide a good method of exchanging ideas and information in a natural, conversational style. Assign each student a topic to brief others thoroughly.
- Give students **frequent brief quizzes over current events**. Include identifications of important persons and geographical locations of various events.
- For a fun activity but also a beneficial one, play **memory games** with your students to make remembering source cites and dates easier. Try the "30 to 1" activity: Read a news artcle for 30 seconds. Then talk about the information included in the article for 1 minute beginning with stating "According to..." followed by quoting the source citiation.
- When students have an opportunity to compete in invitational tournaments, use their **ballots as a teaching tool**. Help students understand the judge's comments. Reread the critiques before further competition, stressing those suggestions which can be most helpful.
- **PRACTICE, PRACTICE, PRACTICE** giving speeches, as often as possible.
- There is no substitute for the excitement and experience of an actual tournament. In the words of a great coach, "**Get'em on the bus!**" Nothing will compare.

Learn From Assessing One's Speech After Delivery

Guide the student to ask:

- Was my speech organized and easy to follow?
- Did my attention getter adequately link to the topic?
- Did I provide adequate information in the introduction to set up necessary background for my speech?
- Did I provide adequate supporting analysis from a variety of credible sources?
- Was my body language appropriate and my gestures natural?
- Did I appear confident?
- Did my audience's visible reaction suggest effective communication?
- Did I adhere to the topic and answer the question directly?
- Did my conclusion end with a note of finality?

Learn From Evaluating Performances of Others

- If possible, **observe at a tournament** before you compete, so you become familiar and comfortable with the format of the contest.
- **Watching recordings** of others' performances can be very helpful. Digital downloads and DVDs may be purchased from the places listed below.

State Meet digital recordings of selected informative & persuasive rounds may be ordered through the UIL State Office. These include oral critiques by state meet judging panels. See the UIL online store.

Instructional DVDs offered by the **National Federation** can be ordered through their office at PO Box 609, Indianapolis, Indiana 46206, (317) 972-6900, or www.nfhsnetwork.com/dvds

FINAL NOTE ON PRACTICING & EDUCATION

As in all UIL activities, the contest is a means of motivating students to test their skills and learning in a competitive format. In this respect, the contest becomes an academic laboratory. The learning that occurs during study and preparation, as well as the experience gained in educational competition are the important benefits of such programs. For every single speech a competitor gives, a number of hours of preparation have gone into studying current events, filing, practicing, evaluating oneself and others, and preparing for the event. Many students will learn more in practice and preparation for an event than they will learn at the competition itself.

Each contest is developed to provide contestants with benefits that reach far beyond the contest itself. View the experience in educational competition as one of positive gains for all, no matter who is singled out to be a winner. In UIL educational competition, there are no losers. The education each student receives before attending a competition provides a number of benefits that will stay with that student well beyond their high school career.

Please see the contest rules included in this handbook and Sections 1004 & 1005 of the most recent *Constitution & Contest Rules*. It is vitally important for coaches and competitors to know the rules of each UIL contest to avoid disqualification.

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Suggestions for Extemp Contestants From the Judges' Point of View

Judges of extemporaneous speaking are as varied as the speakers or the topics themselves. The only thing that all judges have in common is that they have their own opinions about what makes a speech good. However, there are certain "common threads" that you will see on ballots for competitions at all levels. Although there is no magic formula you can apply to every speech to guarantee that it's good, there are some rules of thumb that will keep you headed in the right direction, no matter what your topic might be.

Content

Comments and suggestions in this section include ideas from judges that the speaker can utilize to improve the quality of the content of the material they present. This includes addressing the issue, properly using and citing supporting material, and creating effective introductions and conclusions.

Answering the Question

The most common criticism from judges of both informative and persuasive speaking is that the speaker did not answer the question. Information that provides background on the subject is useful but is often overused. Additionally, information that is related to the general topic might be interesting but has nothing to do with the question posed. As you gather your material from various sources, ask yourself of each item, "Does this support the ANSWER to the question that I've selected?" Even if it's good information, if you can't answer "yes" to that question, then you should leave it out. For example, if your topic was *"What steps has the United States taken to ensure economic growth?"* then two to three minutes on the general subject on the history of the U.S. economy might be interesting, but it does nothing to answer the question. Ensure you pay attention to modifying phrases and clauses in the question, so you answerthe full question. Stay to the subject.

Using Supporting Material

Judges also will frequently criticize a speaker's use of sources. First, avoid relying solely on the "Big Three" (*Time, Newsweek, and U.S. News & World Report*). Vary your sources as much as possible and seek to incorporate sources that provide in-depth analysis, rather than only skimming the surface on current issues. For example, your files might contain articles from the *New England Journal of Medicine* for health-related topics; from the *Wall Street Journal* or *The Economist* for financial topics; *Foreign Affairs* for topics on foreign policy issues; or from *Forbes* or *Business Week* for business topics. As you build your files through the year, look for publications that specialize in the topic area for which you're compiling data. Filing some of the best articles from different publications provides a wider variety of supporting information, and consistently results in positive comments from judges. Access to the Internet and computer online sources are invaluable in providing a wide variety of expert sources. Know the sources well, though, to avoid bias.

http://www.uiltexas.org/speech/extemp/extemp-web-resources

Citing Sources

Another common problem with sources is the "vague citation." Most judges like very specific citations of sources, including who said it, what publication printed it, and at least the month and year of publication. Consider phrases like "a recent *Time* article," or "in *The Guardian* last year." Now compare these to the power of citations such as "according to the Surgeon General as quoted in the May 2024 *New England Journal of Medicine*," or "as President Biden said in his interview in *Foreign Affairs* October 14." In just a couple of seconds, you've not only established your talents for research, you've also lent credibility to the point you're making by "zeroing in" on an accepted authority on the subject. Internet sources also require specific date citation and should be cited with the name followed by "online" rather than "dot com."

Creating Effective & Interesting Introductions & Conclusions

Another important aspect of content is what you say in your introduction and conclusion. Try to avoid "cute" introductions, as some efforts at humor tend not to be very humorous. A better idea is to use some reference or analogy (a comparison based on similarities between another kind of situation and the issue you're addressing) that allows you to tie your introduction to your conclusion. Even during the speech, if you can refer to this similarity occasionally, it can help give your presentation unity and completeness.

For example, in one speech on the topic *What should the federal government do to ease the problems of American cities?* the introduction included an analogy about how individuals deal with illness or disease. The speaker listed three measures, including preventative medicine, treatment, and monitoring of the patient's status during recovery. These three approaches then provided the organizational structure of the speech. The major points in the presentations included:

1) What the government should do to prevent problems in cities;
2) How the current problems should be treated; and
3) What steps would be necessary to monitor the ongoing effect and success of programs implemented to solve those problems.

The conclusion included a comparison of suffering cities and individuals, giving the speech a sense of closure, as the conclusion tied back to the introduction.

Organization

Tips and suggestions in this area address the way in which speakers choose to organize the information in the speech. The topics discussed below include the appropriate use of time in the introduction and conclusion and choosing topics that organize themselves.

Appropriating Time for the Introduction, Body, & Conclusion

Many of you have heard the old formula for extemporaneous speaking that says "Tell them what you're going to say, say it, then tell them what you said." It's a sound idea — that is, prepare the audience by highlighting what your main points will be, deliver the body of the speech, then summarize. But be careful not to put too much emphasis on the first highlighting or the summary. These should both be brief and to the point, because the real "meat" of the speech is in the body. What is critical to highlight is justification of the topic. This means to tell the audience why the particular topic is important to their lives. Emphasize why they should care about this topic, how it impacts them personally. A good goal is 1 1/2 minutes for an introduction and 30 seconds for a onclusion.

Finding Topics That Organize Themselves

Look for "self-organizing" topics. You probably know that there are many ways to organize your main points — chronologically, geographically, socially, politically, etc. Some topics are stated in such a way that an effective method to organize will be obvious. For example, a topic that begins *What is the history of...* should be organized chronologically. A topic such as *How are European nations responding to efforts to unify Europe?* would best be organized geographically by nation, or politically by popular responses and which nations support each. Contrary to popular belief, there is no rule that says you must have three major points or categories in your speech. Some good speeches have four or more divisions, while others have only two. It's important to note that there are no "rules" in this area. The most vital thing about organization is that it exists — a good speech is ALWAYS well-organized.

Presentation/Delivery

In the presentation/delivery category, judging criteria on the ballot addresses those issues that a speaker faces while delivering the speech they have prepared. The most common suggestions judges offer include pronouncing words correctly, choosing effective words, utilizing proper grammar, speaking at an appropriate pace, signposting, effectively using gestures and movement, rehearsing the conclusion, and dressing appropriately.

Pronouncing Words Correctly

Equally important to what you say is how you say it. There are many things you should pay attention to when dealing with delivery. First, focus on proper pronunciation. It's very distracting to a judge or audience to hear a speaker say "git" for get, or "minny" for many. Competitors should practice speaking with proper pronunciation as often as possible, so it doesn't feel too "foreign" in the actual contest. This may seem very minor, but judges frequently comment on enunciation. Remember, you want judges to hear the *content* of your speech, not listen to your *accent*. Even more critical is knowing the correct pronunciation of names and countries included in your topic and referenced in your speech.

Choosing Effective Words & Utilizing Proper Grammar

Another important part of delivery is the proper use of formal language. Grammatical errors are extremely distracting, and if made during an important point, the audience may miss that point altogether, focusing instead on the error. Avoid the use of slang unless you're quoting some source directly. Choose policeman over cop, prison over slammer, etc. Also, avoid terms like stuff, messed up, blew it, and other such colloquialisms. Even though these are perfectly acceptable terms in everyday speech among you and your peers, they have no place in a formal extemporaneous speech. Elevated vocabulary lends to an impression of intelligence.

Speaking at an Appropriate Pace

Tempo is something else you can practice to give your speech that truly "polished" feel. By not speaking too quickly, you can actually learn to "think ahead" as you talk, giving you more control over how you construct your sentences. Don't be afraid of silence. Real pauses are a natural part of speech, and much less distracting than "and, uh", "now", etc., which are often referred to as vocal pauses. You can also use tempo to give emphasis to those points you think are most important. A slow, deliberate delivery of a main point can make your audience perceive its importance without you having to beat them over the head with it.

Letting the Audience Know Where You Are

Signposting is the term used to let your audience know where you are and where you're going. It's an important part of a good speech, but it's equally important to do it well. Before ending a main point, be sure to include an internal summary, a brief sentence summarizing the main point just discussed. Then move to the transition. Transitions are those parts of a speech that lead the audience from one section into another. Try to avoid overused transitions such as "my next area of analysis," or "now let's look at," or "this leads me (us) to." These tend to be weak and serve more as distractions than good transitions. Instead, try to tie the last section to the next one smoothly. For example, suppose your topic is *Should the U.S. ban the sale of assault weapons?* and your speech has three main divisions: the history of destruction caused by assault weapons, the lack of a legitimate need for such weapons, and the benefit to law enforcement officers of being allowed to enforce such a ban. When moving from the first to the second area, avoid the "cliché" type of transitions mentioned above and consider something smoother, such as "In addition to the long history of destruction these weapons have caused, the legitimate need for such weapons is at best questionable." Then move on to your sources and citations in that area.

Using Movements & Gestures Naturally

Don't use "canned" gestures or movements. The more natural you look in your presentation, the better. Make your judge feel like you're confident in what you're saying, and he or she will be more likely to be convinced by it. If you use a notecard, don't pretend you don't have one! As you become more experienced, you'll find less and less need to rely on notes, but it's perfectly all right to refer to your card during your speech. It's much more distracting if you try to "sneak a peek" at the card as if you didn't want the judge to know it was there. Hold the card up at your waist and out from the waist slightly so you don't have to drop your head to read it.

Remembering the Conclusion

Don't forget to allow yourself enough time during preparation to practice the conclusion. Speakers often spend too much time on the introduction and the body of the speech, then deliver conclusions that can seem awkward because they haven't been practiced enough. The conclusion is the last thing the judge hears and can affect what the judge remembers about your overall presentation. It will need to have impact, rather than seem like an abrupt ending with your listeners left hanging, wondering what you forgot to say. The final clincher sentence is critical.

Looking Your Best

Dress appropriately. As simple as this sounds, many competitors overlook it. Flashy jewelry, dangling earrings, outrageous clothing or hairstyles, even hair that falls into your eyes can all be distracting to a judge. If, after you've spoken, a judge can remember little of what you said, it is most likely for one of two reasons: one, your speech was not that memorable; or two, something was distracting the judge. Controlling the first reason is the essence of the entire event, and something you never stop working on. Controlling the second reason is very easy, and failure to do so is unnecessary and often costly. Dress conservatively in business attire, make sure your hair looks good and stays out of your face, and avoid flashy accessories.

Summary

In summary, a good extemporaneous speech is a balance of what you say and how you say it. Those who master both aspects of the event consistently place high among a great number of judges, even though those judges may have quite dissimilar opinions on many aspects of the event. Most importantly, enjoy what you do and take pride in your efforts. This is an activity through which you will continue to reap benefits for the rest of your life.

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Tournament Procedures

Students need to attend invitational tournaments to prepare for UIL competition. Having a general idea of what to expect at a tournament before attending makes the experience much more meaningful and much less intimidating. For specific procedures for UIL district, regional, and state competition, consult the appendix of this Handbook

SCHEDULING

Tournaments hold the informative speaking and the persuasive speaking contests at the same time, and they share the same preparation room.

SECTIONING

Contestants are assigned to sections for the preliminary rounds. For example, an event with 24 contestants may be arranged into three or four prelim sections. All prelim rounds of the extemporaneous speaking events are run simultaneously in different rooms.

SPEAKING ORDER

The contest director usually determines speaking order for the preliminary round but speakers who advance to the final round may be asked to draw for speaking order.

JUDGES

Tournaments often use a single judge in each section of the preliminary rounds. Most use a panel of judges for finals, when possible. Panels should always be an odd number (3, 5, etc.). The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Judges should not discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Contestants should place their research materials and files, and/or approved electronic retrieval devices in the preparation room before the contest. Do not bring cell phones or wear smart watches into the prep room. Roll is called to ensure that all contestants have reported. Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that first speaker from each section will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time etc. After the contestant chooses a topic, he or she has thirty minutes to utilize these materials to prepare the speech. There are usually two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, the contestant is released to the speaking room. Ideally, to avoid any consultation on the contestants' part, a monitor will accompany them from the preparation room to the room in which they will speak. The contestant should take the topic slip to the contest room and may take one notecard no larger than 3x5 inches. No other materials, including a legal pad or computer, may be taken from the prep room.

DRAWING TOPICS

At approximately 10-minute intervals, contestants will be called by speaking order to draw five topic slips from the containers marked by section. Since prep time begins as the contestant draws, the competitor should review each topic quickly to select one on which to speak, returning the remaining four slips to the respective container and recording the selected topic on a sheet provided by the contest director. After the 30-minute preparation period, the contestant leaves the prep room, taking the official topic slip to the contest room, and presents it to the chairperson or judge.

During the contest

ENTERING THE CONTEST ROOM

When a speaker enters the contest room, he or she should should give the topic slip to the chairperson. The chairperson should announce to the judges the contestant and the topic. If there is no chairperson, then the topic should be given to the judges. The contestant should give the judges time to finish writing previous ballots before beginning. Moreover, speakers should also allow judges time to write down the information for their speech, too.

TIMEKEEPING

Timekeeping is critical to this contest. A timekeeper should be provided to notify the contestant of the amount of time remaining from the total allotted time. Timecards are preferred, but sometimes hand signals may be used at invitational tournaments. See the contest procedures in the appendix for timekeeping standards. It is critical that the speaker glance at the timekeeper regularly, as it helps with pacing the content of the speech and ensures the speech remains within the time limit.

RESTRICTIONS ON TIME

A speech may not be longer than seven minutes. There is no minimum time. Contestants may complete the sentence in progress but not start a new one without disqualification in UIL tournaments, after the allotted time has expired. The responsibility of keeping within the time limit rests with the contestant, not the timekeeper.

After the contest

BALLOT VERIFICATION PERIOD

After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period, and it is the responsibility of coaches and contestants to review individual ballots and the master ballot with rankings of all contestants in the round in order to have the opportunity to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation.

OFFICIAL RESULTS

When the ballot verification period is over, the official results are announced or posted. These results are final.

AWARDS

Winning contestants are awarded medals or ribbons. This is sometimes done in a designated awards assembly but may be done immediately following the announcement of the official results.

Commonly Misunderstood Issues about Extemporaneous Speaking

Prep Room Myths

Myth Speakers may plug computers in while in the prep room as long as draw has not begun.

A. Charging must happen outside the prep room. The rule says: "Power plugs or outlets may not be used in the preparation room at any time." No host site can be expected to provide power for all speakers. It is not fair for some to be allowed to plug in their device and for others to not have the ability.

Myth Speakers may use cell phones to time their preparation period as long as they are in airplane mode.

A. Coaches should remind speakers to leave their cell phones outside the prep room. The rule says: "Cell phones or smart phones or smart watches are not allowed during the contest." Prep room staff will be reading a statement to remind students that cell phones are not allowed, but it is a coach's responsibility to ensure that speakers know and follow the rule.

Sanction: Disqualification.

Myth Speakers may prepare speeches in an app on their computers.

A. Notes must be on paper. The rule says: "Contestants may utilize allowable devices for the purpose of accessing stored files but shall not use them to outline their speech or otherwise organize their thoughts." Prep room monitors would not be able to differentiate between a speech that was written before the contest and a speech that was written during the contest.

Sanction: Disqualification.

Myth Speakers can't take anything with them to the draw table.

A. Legal, but not advisable. The rule says: "Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics." Remember that a speaker's 30-minute preparation period begins when their speaker number is called.

Myth Speakers can't be disqualified for having outlines from old speeches in the prep room.

A. The rule says: "Materials NOT allowed in the preparation room:

Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible subjects.

Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics."

This rule would apply not only to outlines of old speeches, but also things like class notes.

Violation of this rule is responsible for 80% of disqualifications. Don't take a chance. Throw away old speeches.

Myth Speakers can have debate materials on the computer they are using for extemp.

A. The rule says: "The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials, including but not limited to cases, briefs, outlines and flows, must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest." You also cannot have flows or briefs in the prep room.

Myth. There is a grace period.

A. UIL allows speakers to finish the sentence they are on. The rule says: "In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification." **Judges cannot hear punctuation.** Don't risk confusion on whether a new sentence was started!
"Thank you" is not a new sentence, but you are advised not to add it.

Myth. Speakers may not take *anything* out of the prep room.

A. There are limits.
What you SHOULD take:
Topic slip
What you CAN take:
ONE 3X5 notecard
What you CANNOT take:
Computers, phones, legal pads, anything else.
Speakers can retrieve their belongings from the prep room after the last speaker has left the room. NO TALKING to anyone on the way to the contest room.
Sanction: Disqualification.

Myth Speakers who speak in the wrong room can still be ranked.

A. False. Train students to double check everything. Listen to contest director's instructions. Double check postings. Double check room assignments.
Sanction: Disqualification.

Myth Speakers are excused if they do not go directly to their room when their speaker number is called.

A. This scenario raises two issues:

Speaker doesn't hear their number called. This creates an unfair advantage because the speaker gets more prep time. It could also throw off the tournament schedule.

The speaker doesn't go directly to their room. What was the speaker doing? (Did they have access to coaching during that time?) There are just too many temptations to do something unethical. In addition, judges could leave the room, thinking that all speakers have performed.

Train speakers to LISTEN TO THE CONTEST DIRECTOR every time speaker numbers are called and go directly to the contest room. The contest director has the final decision.

Sanction: Disqualification.

Myth Substituting is easy - just give the contest director the new name when you arrive at the meet.

A. There's a Substitution Form. The official entry of contestants online is certification to the UIL that all students are academically eligible. Contest directors need proof of eligibility. Substitutes affect section ing. For example: if you sub for your B, the contest director doesn't just put the sub's name in the place of the B. They move the C up to B's slot and put the sub in the place of C. Seeding in speaking events is very important at district, regional and state contests. Coaches and coordinators should be careful to enter contestants into the online system by strength - the strongest speaker should be entered as A, the second strongest as B, and the third strongest as C. If the strongest speakers are all in the same room, they could cancel each other out in prelims. Remember that having to re-section creates lengthy delays and causes problems for the schedule. Mistakes can also be made if done in a hurry. No shows at region are devastating and should be avoided at all costs.

9 Ethics

Just like any other kind of competition, the integrity of extemporaneous speaking depends on the behavior of competitors, coaches, and judges. This section looks at ways for those in and around speaking competitions to maintain a high level of ethical behavior, ensuring the integrity of the competition.

Ethics & Use of Supporting Material in Society

Stephen Glass was a reporter for the news magazine *New Republic*. He was a very well-respected and very successful reporter who was discovered to have fabricated details of many of his stories and some stories in their entirety. He was exposed only when a competing magazine, unable to verify the details in an effort to complete a follow-up to one of his stories, contacted *New Republic*. As it turns out, even the person about whom he was writing was a complete invention. For years, Mr. Glass had supported his lies with more lies: e-mails, voice mail accounts, newsletters, and websites. Each lie prompted more lies. Eventually he got caught.

Is this an aberration or a societal problem? Public personalities have been exposed over the last several years as violating basic rules of ethics, costing taxpayers millions of dollars and affecting millions of people:

- Presidents
- Representatives
- Journalists
- Senators
- Television Personalities
- Corporate Executives

Can the citizens expect ordinary people to behave any differently? ABSOLUTELY! Every single person who plays a role in extemporaneous speaking must take ethics seriously as a critical component of these events.

Speakers should adhere to the accurate representation of evidence. When incorporating evidence into a speech, speakers should not:

- Cite evidence out of context
- Misinterpret evidence to alter intent or meaning
- Delete words from or add words to a quotation or phrase in such a manner that the intent or meaning of the evidence is altered

NOTE ON FABRICATING EVIDENCE

A speaker might be tempted to fabricate evidence and documentation, deceiving judges. Not even the best, most experienced judges are all-knowing. However, the speaker is eventually going to get caught, probably at the most important tournament of the year. The old cliché that says, "you play the way you practice" seems appropriate here. Practice ethical behavior when it does not matter, and when it does matter, you will come out on top.

For further rules that address speaker ethics, study the UIL *Constitution and Contest Rules* for both Informative and Persuasive Speaking located in the appendix and online resources that address source citations.

The allowed use of computers in UIL extemporaneous speaking brings its own set of ethical questions. The decision to allow the use of electronic retrieval devices in Informative and Persuasive Speaking was made because it is in the best interest of students and advances the educational benefits of the contests; however, the rules on acceptable source materials and behavior in the prep room have not changed. Reminder: Internet use in the prep room is prohibited.

Being an Ethical Member of the Extemp Community

Ethics does not begin and end with the competitor. Coaches and judges have just as much of an obligation to uphold ethics as do the competitors. It takes every member of the forensic community to make sure that fair and just values are upheld so that the education, benefits, and integrity of the extemporaneous speaking events will continue to thrive.

Ethical Competitor

What does it mean to be an ethical extemper?

- Cite sources accurately, 100% of the time.
- Use quotations accurately. Never cut a quotation to force it to support your position.
- Maintain friendly competition with other teams.
- Never fabricate information or evidence.
- Follow the rules. Know what is in your files and make sure that nothing violates the rules, even if you think you might get away with it.
- Respect a judge's decision, even if you disagree with him or her. Never blame a judge for a low ranking.
- Respect your coach's rules and decisions.
- Respect your teammates.
- Maintain your files so that you are never in a position where lying is an option.
- Be a good sport, in victory as well as in defeat.

Ethical Coach

What does it mean to be an ethical coach?

- Let team members know from day one that fabrication of evidence will not be tolerated on your squad.
- Punish ethical violations.
- Give speakers the tools that they need to be successful. Make sure that students keep files complete and up-to-date. Help students develop strategies for memorizing documentation and give them opportunities to practice.
- Do not tolerate negative comments about judges. Make sure that your comments about judges are always positive and that your students know that you respect your colleagues.
- Do not tolerate poor sportsmanship.
- Make your policies such that your students do not drop the day of the tournament.
- Respect the organizers of each tournament that you attend. They work hard for you.
- Make winning less important than following the rules and reaping the long-term educational benefits of the contest.
- Make fairness the important thing. Do not protect your students at the expense of the rules. This sends the wrong message to young people whose lives you mold.

Ethical Judge

What does it mean to be an ethical judge?

- Hold competitors to reasonable documentation standards. The best speaker may not be the speaker that can document twenty pieces of evidence from twenty sources. The best speaker should be the one who incorporates superb in-depth analysis from a reasonable number of quality sources to construct the speech.
- Honesty and integrity should be the first tool used to evaluate the speech. If you find a competitor falsified information, rank that competitor last, and tell his or her coach why.
- Make the speaker's use of a notecard less important than accurate source citation.
- Communicate your feelings about citations and accuracy of information to coaches, competitors, and your colleagues.
- Follow UIL rules if you are judging at a UIL tournament.

APPENDIX

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Links to Resources:

www.uiltexas.org/speech/extemp

Guidelines for Using Computers in Extemp

The Extemp Question Video – Ann Shofner, Contest Director

https://youtu.be/rNuqh04NFqQ

Intro to Extemp Video – Tasha Jones

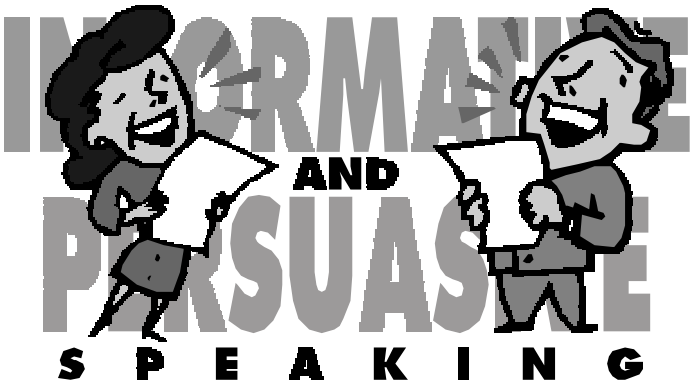
https://youtu.be/WyYDXyb7dSU

Coaching Extemp Video – Kristi Hodgkiss

https://youtu.be/dmUqySPwXbU

Source-ry magic of Extemp Topics Video – Kristi Hodgkiss

https://youtu.be/VsVcDUstJaQ



These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read Sections 1000, 1003, 1004, 1005 of the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Before the meet

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during, and after the meet. A list will be sent in late fall. Include these committee members in conducting a planning meeting for regional competition several weeks prior to the regional contest. Their knowledge and insight will help ensure a smooth contest day.

ROOMS
- Contest assembly room
- Preparation room where topics are drawn* (shared room with Persuasive Speaking)
- A separate room for each section in the preliminary round
- Tabulation room (may be shared with other speech events)

MATERIALS AND EQUIPMENT
The contest director provides the following:
- Stopwatch and time cards for each section
- Copy of current Constitution and Contest Rules and the contest handbook downloaded from the UIL website.
- Computer software for tabulating results: *Speechwire.com* or Talk Tab (download in advance from the speech page of the UIL website.)

CONTEST PACKET
The League office provides the following:
- Individual evaluation sheets*
- Master Ballots/instructions to judges*
- Timekeeping Record Sheet
- Judges' Ranking Sheet for a panel of judges*
- Topics (four sets for prelims and one set for finals) mailed under separate cover just prior to meet
- (REGION) State Meet information cards for state qualifiers (5)
- (REGION) "No-Show" form
- (REGION) Regional Meet Evaluation

* Districts and Regions are encouraged to use the official tournament management web-based system in order to incorporate electronic ballots.

PERSONNEL
- Sufficient number of competent and objective judges (1, 3, or 5 per section)
  At minimum, judges should be high school graduates.
- Chairperson/Timekeeper (1 per section)
- Tabulation room staff (2-3)
- Prep room monitors (2-3) and supervisor(s) of topic selection

INFORMATIVE AND PERSUASIVE speakers must share the same preparation room. You can also use this room as an assembly and draw room.

INVENTORY ALL materials well in advance to make sure you have what you need. If necessary, feel free to photocopy any of the UIL forms you may require.

SUBSTITUTION (DISTRICT)
Before the contest begins, students may be substituted for entries on the official district meet online entry form if the substitutes present the contest director with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility. At the conclusion of the meet, submit the letters to the district director. Make sure changes are entered into the UIL Online Entry System.

ALTERNATES (REGION)
If a student who has qualified for the regional meet is unable to attend, district officials should notify in writing the alternate (listed on the district results form) who should then be permitted to compete. Only the designated alternate from that district is allowed to fill the empty slot.

SCHEDULING
If space permits, hold the informative speaking and the persuasive speaking contests at the same time, since contestants may not enter both. Be sure they share the same prep room. Allot two and one-half hours for the preliminary round of these contests. It is critical to stay on schedule since some students may need to go to other events. Arrange for a verification period after the preliminary round and after the final round.

AT REGION, speaking order should vary for each district. The contest director may randomly determine or speakers may draw.

SECTIONING REQUIREMENTS
Section 1003(b)(1) of the C&CR specifies how many sections are required based on the number of contestants entered. This sectioning is mandatory. The chart from the C&CR is reproduced below:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section

* If desired, a preliminary round may be held.
If nine or more students enter a single contest, one preliminary round and one final round shall be held. Preliminary round sections shall be divided as equally as possible.

REGIONS SHOULD vary these patterns as they section additional speech contests at the meet so patterns are not identical for all speaking econtests.

DISTRICT SECTIONING (DISTRICT)
Assign contestants to sections for the preliminary rounds in accordance with the UIL C&CR. An event with 24 contestants may be arranged into three or four prelim sections. Avoid, when possible, placing contestants from the same school in the same section. Distribute first, second and third place entries as equally as possible throughout the sections.

Run all prelim rounds of the extemporaneous speaking events simultaneously in different rooms. Under no circumstances are different sections of the same event to be run at different times. Since all preliminary sections use the same set of topics, this is the only means of assuring an equitable contest.

REGIONAL SECTIONING (REGION)
At the regional level it is important to distribute first, second and third place district winners as equally as possible throughout the sections. For example, avoid placing all the first places from districts in the same section which would result in a stronger section. The following rubric illustrates how the first, second and third places from eight districts are sectioned accordingly.

Example One: Three Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3
D - P	D - P	D - P
1 - 1	1 - 2	1 - 3
2 - 3	2 - 1	2 - 2
3 - 2	3 - 3	3 - 1
4 - 1	4 - 2	4 - 3
5 - 3	5 - 1	5 - 2
6 - 2	6 - 3	6 - 1
7 - 1	7 - 2	7 - 3
8 - 3	8 - 1	8 - 2

Example Two: Four Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3	Section 4
D - P	D - P	D - P	D - P
1 - 1	1 - 2	1 - 3	2 - 1
2 - 2	2 - 3	3 - 1	3 - 2
3 - 3	4 - 1	4 - 2	4 - 3
5 - 1	5 - 2	5 - 3	6 - 1
6 - 2	6 - 3	7 - 1	7 - 2
7 - 3	8 - 1	8 - 2	8 - 3

COACHES OF contestants entered may be used to help administer the contest but should not judge at the district level.

SPEAKING ORDER

To allow a contestant to be in another nonconflicting event in accordance with the academic conflict pattern, competitors may request to be placed first or second in the round but students may not request to be placed in the last half of the round. The contest director may randomly determine speaking order, or contestants may draw for speaking order.

FOR MORE information on substitutions, see C&CR.

DISTRICT: If the contest director determines speaking order, each school should receive a variety of speaking positions. For example, if a school enters three students, ideally the three students from that school should receive an early, middle, and late speaking position. If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g., speaker #1 in prelims and #4 in finals). Speakers prefer drawing for speaking order.

REGION: If speaking order is determined by the contest director, each district should receive a variety of speaking positions. Ideally the three contestants from a district should receive an early, middle, and late speaking position. The following chart (based on example 1 above) illustrates giving the three places from a district a variety of speaking positions.

Section 1	Section 2	Section 3
D - P	D - P	D - P
1. 1 - 1	1. 6 - 3	1. 4 - 3
2. 2 - 3	2. 7 - 2	2. 5 - 2
3. 3 - 2	3. 8 - 1	3. 6 - 1
4. 4 - 1	4. 1 - 2	4. 7 - 3
5. 5 - 3	5. 2 - 1	5. 8 - 2
6. 6 - 2	6. 3 - 3	6. 1 - 3
7. 7 - 1	7. 4 - 2	7. 2 - 2
8. 8 - 3	8. 5 - 1	8. 3 - 1

If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g. speaker #1 in prelims and #4 in finals).

"D" DENOTES "district"

"P" DENOTES "place"

JUDGES

Inform each judge of the time and place of the contest and provide a copy of the UIL individual evaluation sheet and instructions for judging. Determine what required training the district has established. Access links on the UIL website so judges are thoroughly trained not only on contest rules but on critical issues such as implicit bias and inclusivity. One effective way to utilize judges is to permit prelim judges in one event to serve as judges for the final round in another event. For example, preliminary judges in sections of informative speaking can then serve as a panel of judges for the final round of persuasive speaking. Persuasive speaking preliminary round judges will then serve as a panel of judges for the final round in informative speaking. Panels should always be an odd number (3, 5, etc.). You may use a single judge in each section of the preliminary rounds at district, but the UIL recommends using a panel of three judges when possible, especially at regionals. The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Instruct judges not to discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Computers and other electronic retrieval devices are allowed. Internet access is not. Consult UIL Electronic Retrieval Devices Guidelines located on the following page.

Have the contestants place their research materials, files and/or electronic retrieval devices in the preparation room before the contest.

Materials allowed in the preparation room

1. Magazines, newspapers, journals with no added annotations. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from copyright computer online data services if not modified or not in outline form that include the downloaded URL, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the latest UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking.

Materials NOT allowed in the preparation room

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2. Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: title of article, with added comment, "great pro-con article on global warming."
5. Smart phones and cell phones and smart watches.

**Note: Examples given above are not all-inclusive.*

After the contestant chooses a topic, the contestant has thirty minutes to utilize these materials to prepare the speech. There should be two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, release the contestant to the speaking room. Students should leave with nothing other than the official topic slip and a note card no larger than 3/5 inches, if they choose to use one. No legal pads or electronic retrieval devices may be taken from the prep room. Use a monitor at the exit door to see that these rules are observed. Dismissing students before the end of the thirty minutes may encourage them to seek help on their speech. Ideally, to avoid any consultation on the contestants' part, have a monitor accompany them from the preparation room to the room in which they will speak.

FOR PREPARATION ROOM restrictions, see Individual Speech Contest, General Instructions.

Electronic Retrieval Devices in Extemporaneous Speaking

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. *These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.*

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.
B. Cellphones or smartphones or smart watches are not allowed during the contest.
C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
D. Wired connections (Ethernet or phone) during the contest are not permitted.
E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. This statement does not preclude the use of timing devices.
F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.
G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.
I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournament hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations including additional preparation time or speech time will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

ROLL CALL

Call roll to see that contestants are present.

DISTRICT: Call for the substitute listed on the advance qualifiers list if a contestant is not present.

REGION: Call for the alternate listed on the online advanced qualifiers form if a contestant is not present. Only certified alternates from that district may fill the empty slot.

RULE REMINDERS

Read the following rule reminders aloud to the contestants assembled to draw topics:

- Preparation room: To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials accessed via electronic retrieval storage device, or copies made by a copier in compliance with copyright laws, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech is not to be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop, tablet and netbook computers and other electronic retrieval devices as long as they are in accordance with the latest UIL Guidelines: Electronic Retrieval Devices in Extemporaneous Speaking. **Wired or wireless connections must be disabled** and remain so for the duration of the contest. **Cell phones or smart phones or smart watches are not allowed.** Conversing is prohibited in the prep room.
- Restrictions on notes: A speaker may use only one note card that is no larger than 3x5 inches when delivering the speech. However, there is no limit placed on the quantity of information on the one card. All source citations orally delivered in the speech should be legitimate. When leaving the prep room, contestants shall take only their topic slip and note card to the contest room. No other materials (including a legal pad, timer, or electronic retrieval device) may be taken from the prep room.
- Drawing topics: At approximately 10-minute intervals, you will be called by speaking order to draw five topic slips from the containers marked by section. After drawing five slips, select one on which to speak and return the remaining four slips to the respective container. Do not discuss your topic with others. After the 30-minute preparation period, take your topic slip to your contest room and present it to the chairperson or judge.
- Restrictions on time: There is no minimum time, but a speech may not be longer than seven minutes. You may complete the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven minute time limit rests with you, not the timekeeper.
- Verification period: After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, your individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period and it is the responsibility of you and your coach to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given you. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation. The verification period after prelims and before the announcement of the students who will advance to finals will begin at approximately _____ in room _____. The verification period after finals and before the announcement of official results will begin at approximately _____ in room _____.

TOPIC DRAW

- Preparation of topics. To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section, so to avoid duplication of the topics in the draw, place each section's topics in a separate container (envelope, receptacle, etc.) and label them. Having the contestants' names on each section envelope is also helpful.
- Drawing topics. (See Extemp Draw Guide, later in the Appendix) Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time; etc. Each contestant will draw five topics from the container, choose one to speak on, and return the other four topics to the container from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections do not get mixed. Rules do not prohibit a contestant from using his or her index file when drawing topics.
- Room arrangement. To simplify the drawing procedure, hold both the informative and persuasive draws at the same time, since a student may not enter both contests. To minimize confusion, informative speakers should draw topics on one side of the room and persuasive speakers on the other.

REMEMBER: Read aloud the rule reminders to the contestants assembled before topics are drawn!

EXAMPLE: Speaker #1 draws at 9:00 and speaks at 9:30; Speaker #2 draws at 9:10 and speaks at 9:40; Speaker #3 draws at 9:20 and speaks at 9:50, etc.

See Extemp Draw Guide, page 50 in the Appendix.

EACH CONTESTANT DRAWS FIVE TOPICS from the container, chooses one to speak on, and returns the other four topics to the container from which they were drawn.

Running an Extemporaneous Speaking 'Draw'

Prepare Topics

To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section. (If topics are provided digitally, plan ahead to print topics out unless using the digital extemp draw feature on *Speechwire*.To avoid duplication of topics in the draw, place each section's topics in a separate container (envelope, plastic bowl, small box receptacle, etc.) and label them. Having the contestant's name on each section envelope is also helpful.

Drawing Topics

Contestants will draw topics 30 minutes prior to speaking time, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms before different judges). All second speakers will draw at the same time and speak at the same time, etc. Each contestant will draw five topics from the topic envelope, choose one to speak on, and return the other four topics to the envelope from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections not be mixed.

Announcement Guide

The following page contains a chart that will aid in making the draw easy and efficient.

Announcement Guide

	START TIMER	5 min.	10 min.	15 min.	20 min.	25 min.	30 min.	35 min.	40 min.	45 min.	50 min.	55 min.	60 min.	65 min.	70 min.	75 min.	80 min.	85 min.	90 min.	95 min.	100 min.
Speaker 1	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now														
Speaker 2	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now												
Speaker 3	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now										
Speaker 4	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now								
Speaker 5	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now						
Speaker 6	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now				
Speaker 7	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now		
Speaker 8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now

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Announcement Guide

1. Start the timer when the first speaker is called to draw topics.
2. For every 5 minutes that pass on the timer, the person making announcements will read out the information under the appropriate time column.
3. Once the last speaker has reached the " Go Speak Now" point on the chart, extemp draw is complete. Make copies of this sheet as necessary. For example. when the timer reaches 10 minutes, the announcer would call out, " Speaker 1 has 20 minutes left. Speaker 2 needs to come draw topics."

During the contest

CHAIRPERSON

Audiences are permitted and encouraged. Before the round begins, request that all cell phones be turned off. When a speaker has entered the room to give their speech, the chairperson/timekeeper should announce to the judges the name of the contestant (or code assigned) and the topic selected from the speaker's topic slip. This information may already appear on the ballot, if electronic ones are being used. If not, the chairperson/timekeeper should give the judges time to write the speaker's name or code and topic on the ballot before allowing the speaker to begin.

PREP ROOM MONITORS

Contestants are not allowed to remove their electronic retrieval devices from the preparation area until after the contestant's speech has been delivered. Conflicts arising from time schedules when students need their equipment for another UIL contest (such as debate) need to be addressed with the prep room monitors in order to retrieve equipment.

TIMEKEEPING

Timekeeping is critical to this contest. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate to contestants the type of time signals to be used. All timekeepers should be trained in advance of the contest according to instructions, which are provided below:

USING TIME CARDS is preferred.

(4) *Timekeeper and Signal Standards.*

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant**.**

The following hand signals (signal with fingers) are recommended if timecards are not used:

(i) After three minutes have elapsed, give a signal of four fingers.

(ii) After five minutes have elapsed, give a signal of two fingers.

(iii) After six minutes have elapsed, give a signal of one finger.

(iv) After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

After the contest

CHECKING THE BALLOTS

Check to see that the ranks on the judge's master ballot and the individual evaluation sheets are the same. Check to see that each judge gave one and only one first, second, third, fourth, fifth, sixth, etc. (Note: If using *Speechwire* managment system, it will prevent the judge from duplicating ranks on the electronic ballot.)

TABULATING RESULTS

Contest sites are to use the UIL software to tabulate results. There are no ties in speech events. In the case of panel judging it is critical that the UIL system of majority or better ranks be utilized. (A Judges' Ranking Sheet for a panel of judges is included in the appendix.) The following criteria, in the following order, shall be used to determine all ranks:

> Remember: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

- Any contestant who receives a majority of firsts shall be awarded first place.
- In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
- If, at this point, two or more contestants tie with the same low sum of total ranks, break the tie by the use of judges' preference. Judges' preference is a method of tabulation and does not infer that judges confer to reach a preference. (See further explanation below)
- Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale.

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25
Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

- If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
- If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
- Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for State finals.

> The order of this criterion shall be used to determine all ranks. When determining second place, a majority of second place ranks or better is the first criterion. When determining third place, a majority of third place ranks or better is the first criterion, etc.

Determine second place next. If a tie existed for first place, automatically give the person tied with the first place winner second place. If no tie existed, a contestant (not already awarded a place) ranked second or better by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds or better or if two unranked contestants receive a majority of seconds or better, (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds or better, so contestant #2, whose sum of total ranks is lower, is ranked second. Award Contestant #1 third before any other contestant or place is considered. The next place to be awarded is fourth.

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The TalkTab computer program for tabulating multiple judge ranks should be downloaded for free from the speech page of the UIL website unless the official UIL tournament system (Speechwire) is being used. Speechwire is configured to calculate ranks according to UIL procedure.

District and region contest directors should use it to avoid incorrect placement.

In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds or better. Contestants 1 and 2 have the same sum of total ranks, so the tie for second must be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	**2**	5	**3**	10	+	2nd
Two	4	**2**	4	10	-	3rd

ATTENTION: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C) and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference. For determining judges' preference with three contestants, compare the first tied contestant with the second tied contestant. Then compare the first tied contestant with the third (other) tied contestant, as in the following example.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9.

1. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside number #1 indicate the judges' preference.
2. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1.
3. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first.
4. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second.
5. Contestant #1 is then awarded third.

Although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first must be ranked before considering other contestants or places.

The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths or better (two second place ranks). Therefore, contestant #5 is awarded fourth place.

The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent.

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

- Contestant #1 has the highest sum total of decimal value and is awarded second place.
- Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place.
- Both contestants remaining unranked have a majority of fifths or better. Therefore, contestant #6, with the lower sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total Value	Preference	Decimal	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

- If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Total C	Pref	Decimal	Rank Value	
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	8	8	–	1.58	3rd

In this example, judges' preferences cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preferences shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A&B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

If at this point, a tie still exists among three or more contestants whose decimal value of ranks is equal, the tie must be broken by a blind draw, except at state finals.

All three contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance to Section 902 of the C&CR.

DISQUALIFICATIONS
Only the contest director is empowered to disqualify contestants for time or rule violations. Judges should rank all contestants in a round and then bring the issue to the contest director's attention after the round. Judges may not disqualify contestants. For disqualifications in the final round, the contestant should receive no place (rank). He or she also does not contribute to the speech team award or overall sweepstakes.

BALLOT VERIFICATION
This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for no more than 15 minutes. The judges' ranking sheet used to tabulate ranks from a panel of judges should be available during the verification period. Contestants and/or coaches may, at this time, bring up any questions concerning tabulation to the attention of the contest director. The contest director will then correct any errors before the official results are announced. Students may keep their evaluation sheets after results are declared official. Questions about judges' decisions are not allowed.

OFFICIAL RESULTS
When the ballot verification period is over, the official results may be announced or posted. These results are final. At this time, individual evaluation sheets may be released to coaches/students.

AWARDS
Present medals and points to the winners according to the guidelines outlined in the UIL *Constitution and Contest Rules*. If a contestant advances to the final round in this event but does not compete in that round, the contestant should not receive a place (rank). He or she also does not contribute points to the speech team award or sweepstakes.

REPORT TO DIRECTOR
(DISTRICT) Individual contest directors shall give the contest roster/results form and sorting envelopes to the district director immediately after the contest. The district meet director is responsible for entering results into the UIL Online System. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.
(REGION) Individual contest directors shall give the contest roster/results form and sorting envelopes to the regional director immediately after the contest. The regional meet director is responsible for entering results into the UIL Online System and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide a list of contestant absentees if alternates were not present to take these individuals' places. A "No-Show" form is provided in your packet.

MAILING RESULTS
Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS
Destroy or distribute any extra contest materials. *Note*: topics must be destroyed.

INDIVIDUAL POINTS
1st place.....15
2nd place.....12
3rd place.....10
4th place.....8
5th place..... 6
6th place.....4

SPEECH TEAM POINTS
1st place.....10
2nd place.....5

SPEECH TEAM POINTS
The UIL Online Entry System, *Speechwire,* will calculate and award speech team points.

ONLINE NOTE:
If this is your final speech event to certify ranks, be sure to click on "Verify speech team results" to calculate speech team points.

The Topics

Contestant will be allowed to draw five topics. Thirty minutes is allotted for a student to select a topic and prepare their speech. Topics are written for University Interscholastic League extemporaneous speaking contests with the following overview as a guide.

• Current news dictates the topics. Expect topic areas to include economics, education, foreign policy, medical/health, military, political, science/technology and social geographical regions include Africa, Asia, Europe, Latin America, the Middle East, the United States as well as global.

• *Newsweek*, *Time*, and *US News & World Report* are commonly accessible to schools. If all three news magazines cover the same issue, a topic is generally provided on it. Topics are not restricted to these publications, however, due to the wide-reaching access of specialized online publications.

• Internet news sources and daily newspapers also are important resources for topics. Be aware of media source biases.

• A balance of topic areas is provided. Contestants should expect major issues from Texas as well as the national and international scene.

• A balance of domestic/international topics is provided.

• Consideration is given to the level of difficulty of topics. As students advance from district to region to state competition, they can anticipate an increase in the level of difficulty.

• Care is devoted to wording informative topics in an informative manner and persuasive topics in a persuasive manner. However, the UIL contest rules clearly recognizes the subjectivity of this issue and therefore indicates that the responsibility to speak informatively or persuasively on a given topic lies with the contestant.

• Some topics must be broad in nature in order that they remain viable for as long as they are used. Topics for invitational UIL tournaments must be worded in such a way they will remain current throughout the invitational "A" or "B" tournament window. District, regional and state topics are shipped separately to the contest site the week of the tournament, so these topics can be more specific and time-sensitive.

• Since the speaker is expected to repeat the topic verbatim to the judge, phrasing and ease of oral recitation is taken into consideration.

• Texas topics are included in each set of topics in order to enhance the students' knowledge of home state issues.

• Timeliness of the topics is an issue of importance.

Appropriate Citations Of Evidence

As an extemporaneous speaker, you are expected to provide sufficient support for your claims.

The ethical use of evidence includes:

- Appropriate citations
- Accurate representation of evidence content
- Avoidance of plagiarism

Appropriate Citations of Evidence

If you use an outside source in your speech, you should verbally cite it.

A verbal citation should include sufficient information for an audience member to locate the source. Use the following as your guidelines:

- Print periodicals - cite with the title of the periodical (magazine) and the date, regardless if the material was electronically retrieved.
  - Note: The date you accessed the source online is not considered the primary publication date.
  - Example: "According to the July 21, 2024, New York Times…."
- Materials distributed via electronic means only should be indicated as such.
  - Example: "According to a June 21, 2024 online report by the Associated Press…."
- Books should be cited with the title, date and author. Essays or articles collected in an anthology should be cited using the primary author's name, not the editor of the collection. Cite the original publication of the anthologized work, if possible.
  - Example: "(Author) argues in his 2024 book, (title of book)
- Webpages should be cited with the name of the sponsoring organization and the date on which the page was posted/last updated. (The date a source is accessed online is not considered a primary publication date.
  - Example: "The UIL states on its website last updated July 15, 2024.…."

Accurate Representation of Evidence

When incorporating evidence into a speech, you should not:

A. Cite evidence out of context
B. Misinterpret evidence to alter the intent or meaning
C. Cut words from or add words to a quotation
D. Paraphrase in such a way that the intent or meaning of the evidence is altered

Avoidance of Plagiarism

Plagiarism is defined as claiming another's written or spoken word as one's own.

--Content from the American Forensic Association Evidence Standards

Common Questions Concerning the Extemporaneous Speaking Contest

Q. Are preparation materials for the UIL Current Issues & Events contest (such as discussion question essays) allowable in the Extemporaneous Speaking preparation room?

A. No. The essays/paragraphs are considered "prepared notes", which are prohibited in the contest rules for Extemporaneous Speaking.

Q. Should an index be taken to the front of the prep room when the speaker is drawing his/her topic?

A. Although there is no rule that prohibits this, it is a poor practice. Speakers doing this will sacrifice valuable prep time selecting their topic and it will appear that they do not know their files well enough for topic selection. Be aware the only typed or handwritten materials allowed in the prep room is an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics.

Q. Are contestants required to select only one filing method or are they allowed to use a hybrid of both paper files and computer files in the preparation room?
A. A combination is allowed, as long as rules regarding materials are followed.

Q. Annotations are not allowed on the index. Could you provide some examples?

A. Annotations are defined as "explanatory notes or comments." The following are examples of a proper index versus an improper index due to added annotations:

Proper: third party candidates
Improper: third party candidate frontrunners

Proper: State of the Union
Improper: State of the Union repercussions

Proper: campaign finance reform
Improper: campaign finance reform/areas of greatest impact/losses

Q. What is an appropriate method to save electronic files?

A. Do not cut-and-paste the article into a WORD document. The efficient method is PDF. If you are working from a Mac computer, you click "Print" and you are automatically given a PDF button that offers the option of saving in this manner.

If you are working from a PC, you may have to download and install a PDF converter. Go to www.dopdf.com and follow the prompts.

Google Chrome has a built-in converter to change your webpage to a PDF.

Q. How do I store electronic extemp files?

A. Numerous tools are available to help you store files and access them easily. Explore the Internet for the one best suited for you and your squad. Companies also produce software specialized for the extemporaneous speaking contest. UIL does not promote or endorse any particular file organization program or service.

Q. Are iPads and tablets allowed in the extemp prep room?

A. Yes. They are an electronic table computer.

Q. If my battery is low, can I plug my computer into an electrical outlet in the prep room or my power strip?

A. No. Typical facilities where draw is held do not have a sufficient number of outlets for every contestant; therefore, tournament sites are not required to provide electrical outlets for contestants. Plan in advance and bring a backup battery.

Q. Can I use my computer to outline or draft my contest speech in the prep room?

A. No. Rules prohibit outlining or organizing your thoughts on the ERD.

Q. I'm scheduled to draw as last speaker. I'm also entered in LD Debate. May I study my LD case while I'm in the prep room waiting to draw?

A. No. This is a violation of the rules.

Q. May I access the Internet in the prep room?

A. No. This is a violation of the current UIL ERD rules.

UIL STATE MEET - PROCEDURES FOR JUDGES – INFORMATIVE

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content informative?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7-minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

THANK YOU FOR JUDGING!

Extemporaneous Informative Speaking
Finals – District I

Effective Date: April 1 - 6, 2024
(This copy is for the contest director.)

1. What is known about Isis-K?
2. What are positive changes that have resulted from the global pandemic?
3. What is SpaceX's Starshield?
4. What actions has the United States taken in response to the Haitian crisis?
5. What has been revealed about the origin of the Smokehouse Creek fire in the Texas Panhandle?
6. What steps are President Biden's re-election planners taking to attract young voters?
7. Why do outbreaks of violence and instability continue in western states of Africa?
8. What impact could Texas Senate Bill 4 have on U.S. immigration policy?
9. How have the volcanic eruptions in Iceland impacted their tourist industry?
10. Why did the United States classify Houthi militants as a terrorist organization?
11. What has caused delayed financial aid packages impacting prospective and current college students?
12. Why does the number of Sudanese refugees continue to grow at an alarming rate?
13. What problems are associated with the Boeing 737 Max aircraft?
14. What challenges are being addressed by the Mercy Corp in the Middle East?
15. What states are home to the highest minimum wages in the country?
16. Why is China being accused of cyberespionage campaigns?
17. What would be required to get different Palestinian factions to unite under one government?
18. What challenges currently face the countries of Central America's Northern Triangle?
19. With unemployment decreasing and the economy growing, why do many Americans believe we are in a bad economy?
20. What concerns are being faced due to the global water crisis?

Extemporaneous Informative Speaking
Finals – Region

Effective Date: April 26-27, 2024
(This copy is for the contest director.)

1. Which European nations currently face serious migrant issues?
2. Why is the impartiality of Texas Supreme Court Justice John Devine in question?
3. Why is northeastern Africa facing the world's largest hunger crisis?
4. What are the major political battleground states in 2024?
5. Why is Russia reportedly engaging in disinformation campaigns?
6. Why is Ken Paxton attempting to halt the "Uplift Harris" program?
7. What is the current state of diplomatic dialogue between the United States and China?
8. What is the ongoing progress regarding the Baltimore Key Bridge disaster?
9. What sectors of the U.S. / Mexico border have the highest level of migrant traffic?
10. Why is the NCAA facing Title IX lawsuits from female athletes?
11. How is Hezbollah involved in Israel's conflict with Hamas?
12. Why is FAFSA facing scrutiny from federal lawmakers?
13. Why is 2024 considered the "ultimate election year" for the European Parliament?
14. What infrastructure damage did Taiwan suffer from the recent earthquake?
15. What is the new AI chip recently unveiled by Meta Platforms?
16. How are Americans being affected by respiratory illnesses in 2024?
17. Why is Janet Yellen calling on China to "scale back" industrial production?

UIL STATE MEET - PROCEDURES FOR JUDGES – PERSUASIVE

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content persuasive?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7-minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

THANK YOU FOR JUDGING!

Extemporaneous Persuasive Speaking
Finals – District II

Effective Date: April 8 - 13, 2024
(This copy is for the contest director.)

1. Is Vladimir Putin's regime vulnerable?
2. Has the Israel – Hamas war tested free speech policies on college campuses in Texas and the nation?
3. Is the economic crisis in Cuba serious?
4. Should Americans continue receiving Covid vaccinations?
5. Are conditions in Haiti continuing to deteriorate?
6. Should the U.S. federal government promote expansion of community colleges?
7. Are Joe Biden and Benjamin Netanyahu on a diplomatic collision course?
8. Will NIL and potential player salary issues in college sports impact America's ability to field Olympic teams in the future?
9. Has Egypt become a nation in the grips of authoritarian leadership?
10. Is bird flu posing a threat to Texas agriculture?
11. Is France enacting restrictive immigration policies?
12. Is the constitutionality of President Biden's college tuition debt forgiveness program in question?
13. Should the United States continue its support for Israeli occupation of Palestinian territory?
14. Did President Biden's State of the Union speech prove to be a successful jumpstart to his re-election campaign?
15. Uvalde: Will any law enforcement officers at the scene of the Robb Elementary School shooting be criminally charged for inaction?
16. Is the Democratic Republic of the Congo on the verge of a major conflict with neighboring Rwanda?
17. Do health care costs need to be reduced in America?
18. Was the Moscow concert massacre the result of a massive security failure?
19. Does Mike Johnson have a high level of influence within the Republican Party?
20. Has China sided with Hamas in the current Middle East conflict in Gaza?

Extemporaneous Persuasive Speaking
Finals – State

Effective Date: May 14-15, 2024
(This copy is for the contest director.)

1. Has climate change had a major effect on Texas weather?
2. Will the Paris Olympic Games test the leadership of Emmanuel Macron?
3. Are American college campuses supporting too little or too much free speech?
4. Is anti-Israeli sentiment spreading throughout the Middle East?
5. Has Mayor London Breed fallen short in dealing with San Francisco's homelessness issue?
6. Has the international community's response to the humanitarian crisis in Sudan been sufficient?
7. Have legal federal elections become a legitimate concern?
8. Are U.S. government regulations of TikTok necessary?
9. Is progress being made in the aftermath of Baltimore's Key Bridge collapse?
10. Was Xi Jinping's trip to Europe successful in setting up a new global order?
11. Has the U.S. Supreme Court gone beyond the proper role of the judiciary?
12. Will the endorsement of President Biden by prominent members of the Kennedy family blunt the momentum of Robert F. Kennedy's third-party bid?
13. Have America's secondary school students become too reliant on technology?
14. Can Haiti's transitional government bring peace to the streets of their country?
15. Should the Biden administration take a more "hardline" approach with respect to China?
16. Are electric vehicles too expensive for middle-class American families?
17. Is the U.S. economy enjoying sustainable economic growth?
18. Should political candidates be allowed to self-fund their campaigns?
19. Will the rising tensions between China and the Philippines spill over into open conflict?
20. Should former U.S. presidents be granted immunity from criminal and civil charges after leaving office?

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained as we find normalcy again. Some schools continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL INFORMATIVE AND PERSUASIVE SPEAKING

Preparation

Prepare for online Extemporaneous Speaking before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi. A cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire* *

- Be sure you input your students' email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students' ballots as a PDF and view the tabulation sheets in your team's *SpeechWire* account.

**SpeechWire* will be used at UIL State Meet.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are speaking. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Some use 2 devices. Experiment in advance to discover what works best for you. Note: *SpeechWire* allows you to submit your results and add the comments afterwards, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the commend box of the e-Ballot, it's a good idea to type the student's topic so the Tab Room can verify the student spoke on the actual topic they drew.

Technology Problems

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

  The Contest Director should use discretion in determining the length of time that is reasonable; due to the nature of this timed event, 5 minutes protects the integrity of the draw schedule

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background a student has available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form

http://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

Words of Advice

From State Champions & State Championship Coaches . . . .

On Intros . . .

Use original, and therefore more appropriate, attention devices in speeches. Avoid "canned" introductions. Extemporaneous speaking is a "thinking individual's" event. Use knowledge of current events, logic, and creativity to find an original attention device that grabs the judges' attention, organizes and directs the speech, but also that fits the speaker's personality as well as the topic question without being cliché or "canned."

- Kristi Hodgkiss -

On Research . . .

Delve into a topic before giving a practice speech. This definitely takes more than 30 minutes preparation time. The speaker should understand the whole area and not just bits and pieces. When contest time comes, the extemper can feel comfortable giving a knowledgeable speech over a difficult topic.

- Susan McCarson -

On Literacy . . .

Students in extemporaneous speaking need to establish a culturally literate world view from which they can draw the necessary components for structuring their speeches. Often, inexperienced speakers simply summarize their points from their sources. Their speeches suffer because the speakers "dump" their points into two or three major divisions with no rationale to their organization. A more experienced, lucid speaker will use cultural and historical allusions that aid in placing subpoints in the proper context for more effective communication and analysis of the topic. This world view often also creates much clearer topic justification, which is necessary for a good speech.

- Russell Kirkscey -

On Extemp Draw . . .

Practice breaking your preparation time up into definitive intervals. When you are sitting in the extemporaneous draw room with only 30 minutes to formulate a 7 minute speech, poor time management is your worst enemy. The easiest and most simplistic way to do this is to break the preparation period into three 10 minute sections. During the first, you research your files for information on the topic drawn. As a rule, if you are looking for more than 10 minutes you are not going to find much else in your files on your topic. During the second period, you outline your speech - in your head, on paper, on a card, wherever - it is important that you plan what you will say and when you will say it. Finally, during the 10 minutes before your speech, you practice. Find a spot against the wall and give your speech quietly to said wall as if you were giving it to a judge or judges. Take this approach, modify it, make it your own, and your speeches will be better and your successes more notable.

- Dylan Pearcy-

On Practice . . .

Students who wish to achieve success in extemporaneous speaking should spend substantial time preparing and practicing speeches on a host of topics. It is often evident which participants in a given contest spent time in advance of competition delivering speeches on various subjects. Most contestants, judges and coaches would readily agree that quality and precision increase the more a student speaks on a given subject. Students who do spend substantial time in practice, however, should use caution when answering specific extemporaneous questions. Students must consider wording and resist the temptation to deliver a speech used previously in practice. Most topics are unique, making it of utmost importance to analyze the question.

- Larry McCarty-

On Presentation.. . .

Advanced presentation skills give speakers the opportunity to rise above the competition. In a close round, full of excellent speeches, judges will often designate the speaker with the best presentation as the winner. With this in mind, always remain cognizant of how judges are responding to your speeches. If judges are not responding positively to what you think are excellent speeches, step back and evaluate those speeches in the context of extemporaneous speaking. Are you too dramatic, are you too humorous, or are you too flippant with your analysis of the topic? Never forget that extemporaneous is unique and you must follow very specific gudelines when competing. A winning presentation is not just done well, it is done well within the context of competitive extemp.

-Westin Price-

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Lincoln Douglas Debate Guide™

by Larry McCarty
edited by Jana Riggins
Revised 2024-25





This button is found on the UIL Speech home page https://www.uiltexas.org/speech

PREFACE

Welcome to Lincoln Douglas debate!

Lincoln Douglas debate will provide you the opportunity to learn life-time skills as you research, formulate ideas, develop formal arguments and polish your persuasive presentations. LD debate is particularly beneficial because it encompasses many areas of academia: philosophy, history, social science, rhetoric, communication ethics and political science. Any competitor stands to gain immensely from investing time in this competitive event. It is no wonder that it is such a popular component of the UIL activities program.

As you progress in this event, you will certainly want to extend your knowledge in the ethical and philosophical areas LD debaters learn to incorporate into their arguments. We have provided a list of resources that should be helpful for this enrichment. As you compete, watch for new trends that continue to make LD debate unique to other forensic events. Remember, also, that philosophies of debate coaches, judges and theorists differ. Therefore, the information included in this book is based on the knowledge of what has worked successfully for the students of the author and editor, but certainly not exclusionary to other concepts as this event continues to evolve.

This handbook also provides UIL rules and contest procedures. Familiarize yourself with these as an essential part of reaching success in this contest. We hope this resource will help you in your preparation to be successful in LD debate and that you will enjoy the learning experience of Lincoln Douglas debate competition!

Jana Riggins, *Editor*
UIL State Speech and Debate Director

About the Author

Larry McCarty has worked for decades as an educator, debate coach and UIL sponsor. As a teacher he has taught classes in Debate, Speech, AP U.S. History, AP U.S. Government, Economics, World Geography, and Media Literacy. During his years at Ingram Tom Moore High School he coached more than 50 students who competed at the UIL State Meet with nine state champions in debate and speaking events. He has presented study reports to the National Federation CX Debate topic selection committee and was the author of one report that provided the national renewable energy topic. He has also served on the UIL Lincoln Douglas topic selection committee.

Working closely with UIL for the past two decades, McCarty has conducted lectures at a number of UIL Student Activities Conferences and the annual UIL Capital Conference. He also conducts workshops for high schools across the state in speech and debate activities and has worked at several summer debate institutes. He has written manuals for speech and debate competition as well as more than 60 topic specific handbooks for both Lincoln Douglas and CX debate.

During the course of his teaching career, McCarty has received teaching excellence awards from his Ingram ISD, the Kerrville Chamber of Commerce and the West Kerr County Chamber of Commerce. He is the recipient of the UIL Sponsor Excellence Award as well as the state and sectional National Federation Outstanding Speech/Theatre/Debate Educator Award. Mr. McCarty holds a degree in speech communication from Southwest Texas State University, where he competed in policy debate for four years. Today he continues to write handbooks for both LD and policy debate, lectures at UIL conferences and school workshops, and writes practice and tournament material for Current Events, Extemporaneous Speaking, Social Studies and Literary Criticism. He served as the UIL State Social Studies Contest Director for a decade and has served as both contest director and assistant contest director at the UIL state CX tournament for more than 15 years.

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Section I — Introduction to Lincoln Douglas Debate

WHY DEBATE?

Why should you participate in Lincoln Douglas debate? If you are taking the time to read this manual, you obviously have a least some degree of interest in the activity or you have been given this material to read as part of an assignment for a debate class. But seriously, taking the time to learn more about Lincoln Douglas debate and becoming an active participant in competition will prove very beneficial.

For the individual whose knowledge of the activity is limited, debate is perceived as little more than systematic arguing. Obviously, debate is more than some elaborate form of rhetorical exchange. It is, in fact, more than merely a type of organized argument.

PAUSE TO REFLECT

Ask yourself the following questions

Why am I interested in participating in debate?

What are some things I already know about debate?

What are some of the benefits that result from participating in debate?

At the outset, students who participate in debate competition will almost immediately enjoy the benefits of improved communication skills that result from the time spent involved in the activity. Moreover, you will reap the reward of gaining a tremendous amount of knowledge, not merely about debate itself, but related to the numerous subjects that are considered by participants.

You will learn to develop ideas, research concepts, organize information, prepare arguments, and defend your perspectives in debate rounds. In order to enjoy the maximum level of success in the activity, it is essential that you become aware of all facets of Lincoln Douglas debate.

In addition to the presentation of ideas in formal competition, you will have the benefit of being able to directly ask questions of your opponents. You will also be in a situation that will require you to answer questions directly. The clarification of ideas that occurs during this portion of competitive debate is extremely valuable not only within the immediate context of the actual debate round itself, but in the larger realm of reinforcing knowledge related to concepts and ideals.

I strongly recommend that you read this handbook in its entirety and keep it handy as a reference source. It includes valuable information about Lincoln Douglas debate in addition to several useful graphics as well as a list of handy resources that can be used to guide your research efforts.

WHAT IS LINCOLN DOUGLAS DEBATE?

There are two relatively unique characteristics of Lincoln Douglas debate. The first is that, unlike Cross-Examination Debate, LD is not a team event but instead involves competition between two individuals, one-on-one. The other characteristic of LD debate relates to the nature of subjects considered by participants. Unlike CX debate, which deals with policy issues, LD draws attention to the discussion of values. In other words, Cross Examination debaters will typically spend more time addressing questions related to "what" while Lincoln Douglas debaters will focus more time on questions related to "why"?

HISTORICAL BACKGROUND

In 1858, U.S. Senator Stephen Douglas of Illinois, a Democrat, was seeking reelection. His leading challenger was a Republican, Abraham Lincoln. The two candidates agreed to participate in a series of seven debates to be held in congressional districts throughout the state. Douglas ultimately won reelection to the Senate and faced Lincoln in another even more meaningful political contest, the presidential election, a mere two years later.

Earlier in the year Lincoln delivered a speech in which he stated, "A house divided against itself cannot stand." Douglas claimed this statement was evidence that his opponent was a true abolitionist. Meanwhile, historians note that Lincoln often spoke favorably of the Declaration of Independence and the degree to which it set the stage for such concepts as liberty and equality.

Not only did those debates between Lincoln and Douglas during the mid-Nineteenth Century become the name-sake of a popular speaking contest today, they addressed several issues that are often used by participants in modern-day Lincoln Douglas debates. Frequently during the debates Douglas referred to a well-known statement by his opponent.

"IT IS BETTER TO DEBATE A QUESTION WITHOUT SETLING IT

THAN TO SETTLE A QUESTION WITHOUT DEBATING IT."

This quotation, from the French philosopher Joseph Joubert, provides one of the more obvious reasons for engaging in academic debate. Why? Competitive debate is a process that involves searching for the truth. In other words, when we participate in this competitive activity we are engaging in an activity that raises questions about ideas and, as part of the questioning process, allows for consideration of a host of options and ideas.

Briefly imagine that we are debating a question related to the manner in which U.S. foreign policy is viewed by other nations. Affirmative and negative cases alike should offer a number of ideas to consider, but ultimately, the entire process should lead to some conclusions identifying which questions were more appropriately answered. The basis for evaluating the answers should be the degree to which each provided valid and "truthful" information regarding the topic under consideration.

In summary, debate can be defined as the search for truth. While not all debate rounds will completely fulfill this objective, even in less than ideal situations, debaters will often leave competition with a more complete awareness of issues and ideas.

The Event Today

Lincoln Douglas debate was sanctioned as an official UIL speech events in 1982. Over the decades that have followed since its introduction as a competitive activity, a variety of approaches have been taken by participants and coaches. In spite of the differences of opinion regarding the nature, manner, scope and conduct of Lincoln Douglas debate, several fundamental and basic characteristics of the event remain consistent. Although it is essential to become aware of as many aspects of the activity as possible, it is even more important to learn the principals and basics associated with LD. Those principles will be addressed within the pages of this text.

The Basic Format

The following graphic depicts the order of speeches, common abbreviations and time used in Lincoln Douglas debate. A very brief description of each speech is also provided below followed by a more detailed summary of what is normally covered in the speeches. You must learn this basic information.

Affirmative Constructive (AC) …… 6 minutes

cross-examination by the Negative ……..…… 3 minutes

Negative Constructive (NC) …….……. 7 minutes

cross-examination by the Affirmative …….. 3 minutes

First Affirmative Rebuttal (1AR) ……..……. 4 minutes

Negative Rebuttal (NR) …… 6 minutes

Second Affirmative Rebuttal (2AR) ……...……. 3 minutes

(prep time …….. 4 minutes for each debater)

What Should Happen in each Speech?

AC	affirmative case is presented
NC	negative case is presented/arguments against the affirmative case are made
1AR	arguments against negative case are made/responses to arguments against affirmative case
NR	negative case is defended/arguments against the affirmative are extended
2AR	debate is summarized/responses to key arguments/presentation of voting issues

(prep time is used by speakers preparing for their next speech)

AFFIRMATIVE CONSTRUCTIVE (AC)

The affirmative constructive speech is also known as the affirmative case. This is the only speech in a Lincoln Douglas debate round that is completely planned and prepared in advance. Accordingly, judges will have high expectations for the quality of delivery demonstrated in the AC and will often have little tolerance for inadequate delivery. You should take special care to know the information within the text of this speech and take extra time to be certain that all terms are pronounced appropriately.

NEGATIVE CONSTRUCTIVE (NC)

The negative constructive speech is one during which two things should occur. Initially, it is a time for you to present the negative case. Second, it is a time for raising arguments against the affirmative case. Normally the time should be divided between the negative case and refutation of the affirmative case on a relatively equal manner. I would recommend that the negative case be approximately three to four minutes in length and should not, in any situation, extend beyond four minutes. During the first portion of the presentation you will be expected to offer a relatively flawless presentation, like that expected of the affirmative constructive and for the same reason. The case is prepared entirely in advance and should be practiced often in advance of actual competition.

The latter portion of the negative constructive speech should be spent raising arguments against the affirmative case. This should be done in an organized and systematic nature and the important parts of your opponent's case should be addressed.

FIRST AFFIRMATIVE REBUTTAL (1AR)

It is during this speech that you will likely realize firsthand the importance of the time distribution during a Lincoln Douglas debate round. Your opponent has spent seven minutes making a presentation and you will have just over half that amount of time, four minutes, to respond. What should you do? More important than what you should do is possibly what you should not do, which is attempt to answer in detail, every point raised by your opponent. Not only will your delivery be really fast (which may or may not be a problem), it is likely that you will be unable to devote sufficient attention to the really essential points in the debate. At best, even if you manage to cover all of the issues the negative raised, a minimum amount of time will be spent on each and each will be given relatively equal attention.

Unfortunately, not all arguments are of equal importance. One of the talents you will gain with experience is the ability to distinguish between the arguments that are essential to the round and those that are more peripheral in nature.

Which arguments should receive the greatest amount of attention? All arguments are essential but, generally speaking, you must strongly defend the affirmative case and its key parts in this speech! Failure to do so could result in a loss while, on the contrary, failure to respond to all parts of the negative case does not necessarily mean defeat on the judge's ballot.

NEGATIVE REBUTTAL (NR)

The negative rebuttal speech, like the negative constructive speech, provides opportunity for the negative debater to present the negative position in a planned and deliberate manner. Remember, as negative you have a distinct time advantage at this point in the round. You have six minutes during which you will be responding to a four-minute affirmative speech.

There are essentially two things that should be done during this speech. First, you should offer analysis of the key issues of the debate as it has transpired to this point. Providing a point by point analysis of arguments is advisable. You can begin by addressing either the affirmative or negative case first. The order is not really important, but what is essential is that you spend time on both. You should identify key arguments raised by your opponent, review arguments you introduced previously, extending the previous arguments. It is vital that you learn to distinguish between repeating arguments and extending them. The second duty of negative rebuttal speakers is to identify several, usually three to five issues that should be considered key voting issues. These arguments are commonly called "voters" and provide the judge with a clear description of issues upon which the decision could be based.

Voting issues should be presented in a manner separate from the rest of the speech and in an orderly form. In other words, do not simply identify major arguments as "voters" as you progress through the refutation of your opponent. This method is not only lacking in organization; the fact that the voting issues are scattered throughout the speech makes it difficult for the judge to identify them on a flow sheet. They should be identified clearly, distinctly and separately, usually toward the end of the negative rebuttal.

SECOND AFFIRMATIVE REBUTTAL (2AR)

The second affirmative rebuttal speech is, without a doubt, the most difficult and challenging speech in a typical Lincoln Douglas debate round. There are several strategies that debaters pursue during this speech. Some will attempt to cover as many points presented during the round as possible while others will devote more attention to only providing voting issues.

Regardless of your approach to this speech, the primary objective is to provide the judge with a specific reason or set of reasons to render an affirmative decision on the ballot.

Which approach is more desirable? Normally I favor a more balanced approach with the second affirmative rebuttal speaker offering a brief review of the more important issues from throughout the round followed by a presentation of several key voting issues. Again, keep the summary portion and the voting issues portion of the speech separate, lest confusion prevail.

Section 2 - Fundamentals of Value Debate

As previously noted, one of the unique qualities of Lincoln Douglas debate is the fact that it involves the consideration of values. But what are "values?"

VALUE – degree of importance
OR
moral principles and beliefs

In reality, it all begins with the resolution.

KINDS OF DEBATE RESOLUTIONS

PROPOSITIONS OF POLICY

PROPOSITIONS OF FACT

PROPOSITIONS OF VALUE

PROPOSITIONS OF POLICY

Propositions of policy are the kinds of debate resolutions used in cross-examination team debate. Such topics are often framed in a manner that opens the door for evaluation of problems and solutions. CX Debaters typically identify particular problems or sets of problems and then offer a policy aimed at solving the problem. Here are some examples of policy resolutions.

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the earth's mesosphere.

Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

Each of these resolutions identifies an actor, commonly referred to as an "agent of action." In each of the examples provided above, the agent of action is the "United States Federal Government." Also of interest is the fact that two of the topics actually include the term "policy" while the other two leave no doubt that a specific policy is advocated by the proposition. Policy debaters begin identifying a problem or series of problems and then offering workable solutions. Although numerous details regarding policy debate are left out of this discussion, the nature of policy debate should be evident.

Try This:

In order to practice identifying both sides of an issue, select one or more of the resolutionsprovided above and make a list of reasons for and reasons against each resolution you select.

(Remember, you do not have to personally support the ideas you choose but should merely practice trying to identify different ways of interpreting issues.)

PROPOSITIONS OF FACT

A proposition of fact is a debate resolution that is stated in a direct and relatively absolute manner and reaches a very specific conclusion. It is a statement supporting a concept that is either true or false. In some situations, such a proposition could also reach a conclusion regarding causes of historical events.

Resolved: Voting rights are necessary in a legitimate democracy.

Resolved: In a just society, gender equity is essential.

Resolved: War is a legitimate extension of democracy.

Resolved: Government regulation is a common cause for economic depression.

Notice the manner in which the above resolutions are stated. Each of them is written using direct language and reaches a specific conclusion. Although it is possible for quality debate to result from these particular resolutions, the extent of quality value arguments that can be raised is limited. Are such resolutions suited for value debate? Of course, such topics could be used for value debate but the problem remains that value clash is normally less likely, or, at the very least, not as evident.

PAUSE TO REFLECT

Ask yourself what to do if you are participating in Lincoln Douglas Debate

and discover that the latest resolution is a proposition of fact.

It is entirely possible that you could experience a proposition of fact while participating in Lincoln Douglas debate. The manner in which the resolution is argued, cases are written and claims are made is up to you. It is your responsibility as a value debater to identify value issues that can be used in cases and debate arguments regardless of the topic.

Little can be gained by spending substantial time criticizing debate resolutions. Indeed, some topics are definitely more appropriate and timely than others. That does not mean, however, that quality debate cannot result from practically any topic. Instead of focusing attention on undesirable aspects of resolutions, use that same energy in a positive manner to seek out the best possible arguments that can be made with respect to the new topic. Your personal success will be determined much more by the nature of your personal resolve than by the nature of the resolution.

PROPOSITIONS OF VALUE

Propositions of value are ideal for Lincoln Douglas debate. They are resolutions that call for an evaluation or judgment of something. Some such topics address contemporary societal issues, while others open the door of consideration for more general concepts. Although the nature of wording for these kinds of debate propositions may vary they all serve a common purpose; to provide an arena for quality and competitive value debate.

Value propositions are normally worded in one of three manners: open-ended, featuring two opposing ideals to be compared and considered, or calling for evaluation of a specific issue using a particular value concept.

EXAMPLES OF COMMON TYPES OF VALUE RESOLUTIONS

open-ended

Resolved: Nation-building is a desirable U.S. foreign policy objective.

Resolved: The United States Government ought to provide for the medical care of its citizens.

opposing ideals

Resolved: When in conflict, freedom of expression ought to be valued above political correctness.

Resolved: Oppressive government is more desirable than no government.

evaluation using a particular value concept

Resolved: The use of economic sanctions to achieve U.S. foreign policy goals is moral.

Resolved: Sanctuary cities are morally justified.

When reviewing the primary forms of value resolutions used in Lincoln Douglas debate, the possibility exists that you may encounter a resolution that does not seem to directly fit into one of the above categories. The purpose of identifying these categories is to simply to demonstrate the nature of most value propositions.

Are you aware?

The following terms all have the same meaning in LD:

debate resolution

debate proposition

debate topic

Is there a simple way to determine what kind of resolution is being considered?

YES!

Propositions of policy typically include the word "should."

Propositions of fact normally include a "to be" verb such as "is" or "are."

Propositions of value frequently include the word "ought."

Key Parts of Value Resolutions

OBJECT OF EVALUATION

The object of evaluation is the term or phrase within a value resolution that should be the focus for the value presented in your case. In order to fully understand the manner in which successful cases are developed, it is essential to identify the object of evaluation. Consider the following examples with the object of evaluation in bold print.

Resolved:	**Sanctuary cities are morally justified.**
Resolved:	**A just society ought not use the death penalty as a form of punishment.**
Resolved:	**U.S. immigration policies contradict American ideals.**

With respect to resolutions that involve more than one competing issue, it is possible for there to be more than one object of evaluation. Note the examples that follow.

When in conflict, **the spirit of the law** should supersede **the letter of the law**.

When in conflict, **Native American sovereignty** ought to take precedence over **state sovereignty**.

EVALUATIVE TERM / PHRASE

Identifying the evaluative term or phrase will enable you to more clearly focus arguments both within cases and used during refutation. In some cases, the evaluative term will indicate a likely choice for the most suited value with respect to the particular resolution in question, while in other situations, this term will merely signal a direction for case and value arguments. Consider the following examples with the evaluative term in bold print.

Resolved: The two-party system **undermines democracy** in U.S. presidential elections.

Resolved: The protection of American society **ought to be valued above** the right to bear arms

QUALIFYING TERM / PHRASE

Some, but not all, value resolutions will include a qualifying term or phrase. It is also referred to as a "term of reservation" on occasion. The general intent of such a term is to limit the direction of arguments that will result from a particular resolution. The specific kind of limitations included in topics varies in both direction and scope. In some instances, the limit describes situations during which the resolution should be considered, while in other situations the limit is geographic, identifying a particular nation or region to which the topic should apply.

The importance of qualifying terms is that they provide both limits and direction to debate resolutions. Remember, not all propositions will have such a term, but when one is present, it must be given consideration. Examples of these kinds of phrases or terms are shown in bold print in the following resolutions.

Resolved: The two-party system undermines democracy **in U.S. presidential elections**.

Resolved: Television is detrimental to civility **in the United States**.

Summary

One of the things that should be kept in mind while learning about the fundamental aspects of Lincoln Douglas Debate is that, while debate resolutions address a wide range of issues, virtually all propositions have similar characteristics.

Being aware of the various kinds of resolutions will enable participants to fully comprehend the differences between policy and value debate. Such a realization also allows for a better understanding of the duties and obligations of individual debaters.

The ability to identify key parts of resolutions, such as the object of evaluation and the evaluative term will enhance the ability of participants to determine the most appropriate value arguments possible.

Try This:

Review resolutions provided throughout this handbook. Then identify the object of evaluation, evaluative term and limiting phrase (if present) in each.

Section 3: Value Premise and Criterion

A value is merely something that is deemed desirable, worthy, esteemed, regarded highly, respected, or of quality considered worthwhile. One particular dictionary definition explains the term as "something intrinsically valuable or desirable." If it is intrinsic, it belongs to the essential, fundamental nature or constitution of a thing. More than one source, including several that deal exclusively with philosophy, explains the term quite simply as "anything with worth." Although there are multiple interpretations of the concept, a thread of similarity connects them all — the generally positive nature of the concept.

justice

liberty

utlititarianism

With respect to Lincoln Douglas debate, the term "value" goes beyond merely describing the nature of this activity as in the phrase "value debate." The value premise is also one of the major parts of both affirmative and negative cases. Although there are many interpretations, definitions and explanations of exactly what a value premise is, the concept for Lincoln Douglas application is relatively simple. Shown above are a few values commonly used by Lincoln Douglas debaters.

Pause to Reflect

The term "value premise" has two equally important meanings

with respect to LD Debate

A. general meaning – something desirable or worthwhile

B. specific meaning – a necessary part of affirmative and negative cases

VALUES IN THE GENERAL SENSE

The concept of values is a very real part of both life and society. Values are concepts, issues, ideals, and forms of philosophy that are commonly embraced, not only by individuals but also by groups, nations, cultures, and entire societies. Some values can be embraced in relatively broad terms while others are more narrowly explained. Regardless of interpretation, the concept of values represents something that may be embraced by large or small groups.

Some are grounded in religion and philosophy while others might simply be based on interpretations of "what is good." Culture provides another basis for common values, especially those that are unique to particular groups within a society. Yet another entirely different basis for values is the political system that governs a particular nation or even the philosophical merits and basis for that system.

Suffice it to say, an extensive number of issues that could be categorized as values exist and the sources for items on that list is equally lengthy in nature. Often, remembering the source or sources of particular values is helpful in evaluating and explaining the concept. In many cases the idea being referred to as a value is something uniquely connected to its source and, accordingly, somewhat limited in scope due to its origin.

Also remember that each of us, as individuals, has our own unique value system. This system will normally vary somewhat from individual to individual while some elements might remain consistent throughout society as a whole. Not only do we have different value systems from others, we also have overlapping values that we deem important in our own private and individual lives. Granted, some of these values might not be tremendously important for society as a whole but yet, at least according to some philosophers, they are very important to the individual who embraces them.

sample values

(in no particular order)

life	happiness	individualism
utilitarianism	autonomy	democracy
justice	categorical imperative	liberty
prosperity	freedom	progress

Try This:

Using your own personal opinion, rank the values listed above in the order of their importance to society.

Add ideas to the list and be ready to explain why the ones you added are important.

The next step



Understanding the Criterion

Once the purpose of the value is fully understood, the next step is to become aware of the purpose served by the criterion in Lincoln Douglas debate. The concept of criterion has multiple meanings but, for simplicity sake, it is a concept that provides either a means of evaluating the value or the manner in which the value is achieved.

Although scholars occasionally differ on which interpretation of the criterion is best suited to Lincoln Douglas debate, the ultimate decision regarding how best to utilize the criterion should rest with debaters and / or coaches. The important thing to keep in mind is that there is absolutely no reason to be uncertain about the role of the criterion in a value debate round.

In a much broader sense, there are some theorists who assert that the primary purpose of the criterion is to provide a standard for weighing issues in the round. While the criterion, at least in an indirect manner, deals with the evaluation of issues, it should not be the sole factor used in determining the outcome of the round except in unique situations.

TIP ON AVOIDING CONFUSION

A key point to keep in mind is the fact that the terms criterion and criteria have very different meanings for policy debate. In general, the term criteria is used to identify specific reasons for rendering a particular decision in a round on the part of the judge.

It is equally important to note, and remember for that matter, the fact that criterion is singular and criteria is plural; thus try to avoid making a relatively common grammatical error by making the statement in your case, "my criteria is."

How to Determine the Most Effective Criterion …

As a debater, it is important that you have an effective affirmative and negative case when entering competition. One of the most important components of either case is, without doubt, the relationship between the value and criterion. Some of the basic factors to consider can be identified by asking the right questions. Here are some of the appropriate questions that should be asked regarding a potential criterion.

* ***Is the criterion related to the value?***

* ***Does the criterion represent a substantial / meaningful issue?***

* ***Can the criterion be defended?***

* ***Will the criterion offer a plausible connection between the value and the resolution?***

* ***Does the criterion represent a commonly embraced ideal?***

These questions are but a mere sampling of the kinds of issues that should be considered when selecting not only the criterion but the value as well. A common mistake made by many Lincoln Douglas debaters and their coaches alike is to view the activity as much more complicated and difficult to understand than necessary. One of the keys to success in the activity is the ability to explain relatively complex concepts and ideals in equally simplistic terms. Certainly part of the practice process should be to spend some time trying to explain ideas to individuals who have little or no exposure to competitive debate. In reality, some of the judges who determine the outcome of LD debate rounds have only a limited amount of exposure to the activity.

Free Samples!!!

Here are some **examples** (with brief explanations) of values and criteria.

VALUE = JUSTICE **CRITERION = EQUALITY**

EXPLANATION: Assume for a moment that justice, as used in this case simply means fairness. The case then would claim that when equality in a society increases there is a corresponding increase in justice. The reverse is also true: when equality is diminished then justice is eroded in a direct manner.

VALUE = LIBERTY **CRITERION = FREEDOM**

EXPLANATION: Liberty, at least as it is often used in Lincoln Douglas debate, refers to natural rights. In a given society or political system, a legitimate measure of the amount of liberty that is present would be the extent to which individual freedom is allowed. Moreover, the loss of individual freedom often results in diminished liberty. It can also be claimed that the one of the best avenues for arriving at liberty in a society is by the promotion of personal freedom or societal rights that include, for example, freedom of speech, religion, press, etc.

KEEP IN MIND

the value will be general in nature / the criterion will be specific in nature

once a value is determined, options for the criterion may vary substantially

The Selection Process Begins With the Resolution

What factors should be considered when attempting to select the most appropriate issues to be used as the value and criterion? The first step in the process should be to review the resolution in a careful manner, even using a dictionary to ensure understanding of the key terms. Once a general understanding of the scope of the topic is achieved, the process of selecting an appropriate value can begin.

One of the first things to note about the specific resolution is whether or not a particular ideal that could be a value is included in the actual text. It is not uncommon for LD debate propositions to include an imbedded value. For example:

Resolved: In the United States, plea bargaining in exchange for testimony is unjust.

Does the fact that the term "unjust" is in the resolution mean that affirmative cases are obligated to use some form of the term "justice" as a value? Like many questions related to the nature of LD debate, there is no absolute answer. More often than not, when the resolution includes an implied value, it is recommended that cases use that concept for the value. Although it is not an absolute rule that such values must be used, the reasons for such a practice outnumber the reasons for not doing it.

Summary

Keep in mind the fact that you do not have to understand every minuscule detail of Lincoln Douglas debate in order to successfully take part. You are likely to discover, in fact, that as you gain experience through participation, an increasing awareness of concepts and techniques will result. Additional information regarding the value / criterion relationship is located in the section of this manual that deals with writing cases.

The following resolutions, all previously used for competition, exemplify characteristics that should be observed. Notice that some of the topic are worded in such a manner that the value most likely used is provided within the context of the actual wording while other exclude such a term or phrase.

Resolved: U.S. immigration policies contradict American ideals.

Resolved: Gender equity is essential to legitimate democracy.

Resolved: A just society ought not use the death penalty as a form of punishment.

Resolved: Affirmative action programs are justified in American society.

Resolved: Federal government bailouts of major corporations are just.

Resolved: A just government should provide health care to its citizens.

Resolved: The best government is that which governs least.

Resolved: When in conflict, the spirit of the law should supersede the letter of the law.

Try This:

Make a brief list of the values or value concepts that are specifically stated in the value resolutions provided above.

Make another list of possible values you might choose for each of the value resolutions provided above.

Section 4: Evidence and Research

One of the most fundamental differences between competitive debate and informal arguments is the manner in which evidence and information is used. Participants in Lincoln Douglas debate have a responsibility to provide evidence that serves the purpose of proving key points. Evidence should be used in cases as well as during other speeches when attempting to make a particular claim or point.

While it is highly unlikely that Lincoln Douglas debaters will see any specific resolution repeated during the course of their competitive career, certain themes, ideas, concepts and philosophies will be repeated, often with great frequency. Because of the potential repeated use of these issues it is recommended that information gathered while researching a particular resolution be kept and organized in order to be used again at a later date.

APPLICATION OF EVIDENCE

Evidence used in debate rounds generally serves three purposes:

1. to clarify or interpret a basic concept being used in a case or argument
2. to support a major point used in a case or argument
3. to oppose a major point used in a case or argument of an opponent

BASIC KINDS OF EVIDENCE

philosophical – information from a reliable philosophical source or an actual philosopher

empirical – information that uses statistics, facts and figures

anecdotal – a specific example used to demonstrate a point

PHILOSOPHICAL EVIDENCE – Because Lincoln Douglas debate involves debating values, evidence based on philosophy is definitely applicable. Most of the philosophical information you will use in debate is one of three types: books or essays written by a philosopher, definitions of philosophical terms, or articles, essays and books about specific philosophers or ideas.

EMPIRICAL EVIDENCE – Although it is normally associated with policy debate, empirical evidence often serves a purpose for value debate. It is information that is acquired by observation or experimentation and is implemented to uphold or defeat a hypothesis. Some value topics address relatively contemporary or pragmatic issues and accordingly, require proof of a specific or direct manner. It is in these kinds of situations that empirical evidence serves a useful and legitimate purpose for value debate.

ANECDOTAL EVIDENCE – This particular kind of information usually describes a particular situation or a specific individual. An anecdote is the short account of an incident or an individual experience. While such information often has tremendous emotional appeal, questions often surface regarding whether the example is the exception or the rule for society. Anecdotal evidence addresses isolated and specific cases, often in a very effective manner. Yet, at the same time, it falls short of providing universal and broad-based proof.

LET THE SEARCH BEGIN

Where should you look for quality information? When the research process begins you will find that a number of options exist. In today's academic world, the notion of research normally begins by turning on a computer and heading for the Internet. Certainly, you will be able to locate an abundance of great information online; however, there are also other sources of information that should be considered.

Of course. there are the typical and usual places to visit when taking part in the research process. Your school library is a great place to begin, especially in the reference and philosophy sections. You will likely find a nice collection of dictionaries, encyclopedias, general reference material and other useful resources in this area of the library. It is very likely that community libraries will have an even more extensive collection of such materials. Almost certainly, a visit to a university library will result in exposure to an even greater assortment of quality material.

Many schools have debate programs that are well-established and have been active for a lengthy period of time. If this is the case with your school, then there may be a collection of valuable resources such as books, files on past topics, reference guides and some debate handbooks devoted to specific topics used in the past. If the program in your particular school is relatively new, then I strongly encourage coaches and students alike to begin the process of assembling a collection of reliable information that can be used both presently and in the future for value debate research.

Ultimately, there is little doubt that your research ventures will lead you to the Internet and the seemingly limitless channels of information available within this venue. Unfortunately, not all of the material you will encounter is well-suited for debate purposes. Another potential challenge with Internet research is the fact that there is an almost overwhelming amount of information available. Whether or not it actually does become overwhelming is up to you! Selection of sites to visit and online articles to read is your own choice. It is up to the researcher to keep things in perspective in order to reap the greatest rewards from this kind or research.

Before actually beginning the quest for those great nuggets of information, it is important to have some goals and objectives in mind. Try to get some perspective regarding the kinds of information you would like to find and the nature of the evidence for which you are searching. Remember, your time is limited so you must begin the difficult research journey with a clear vision of where you want to go.

Try This:

Refer to some of the debate resolutions throughout this manual and begin a list of research topics for each.

Locate definitions of the key terms in several of the resolutions.

(Have you noticed that certain terms are common to multiple resolutions?)

SOURCES OF INFORMATION

What kinds of resources are best suited for Lincoln Douglas debate research? The following offers some answers to this question and suggestions for research.

Do you know?

There are two kinds of resources: primary and secondary.

Primary resources are original in nature, such as documents, letters, speeches.

Secondary resources include information that is reported, discussed or interpreted.

The kinds or resources used and the general nature of your research should be determined by the specific nature of the topic you are considering. There will be some situations when one particular resource will be more helpful while in other situations a difference approach will prove helpful. It is important that you not allow yourself to be limited by always relying on the same resources because different resolutions require varied research strategies. The following list provides a few directions for researching topics.



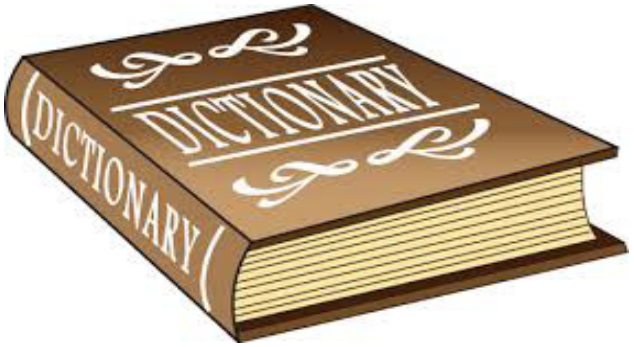
THE INTERNET

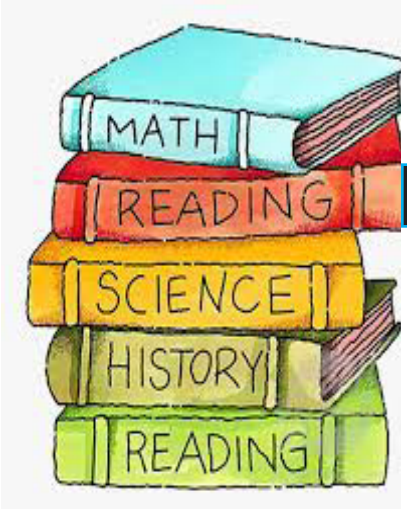
ENCYCLOPEDIA

JOURNALS

DICTIONARIES

DOCUMENTS





HANDBOOKS

TEXT BOOKS

There are many kinds of resources that you should consider for debate research.

Try to avoid limiting the kinds of material you use.

Avoid the common temptation to rely solely on the Internet!

Remember, spending time on your research efforts will yield tremendous benefits later.

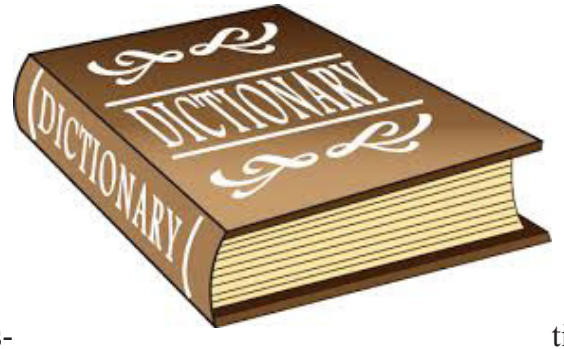
THE INTERNET

Among the various resources listed above, the Internet is really in a unique category. It is more like a library that is conveniently located as near as your classroom, school library or even your own home. The Internet is like a library in the sense that it represents a vast collection of information and an avenue to limitless amounts of data. Ironically, the fact that information is so abundant on the Internet also creates somewhat of a problem. At times the amount of material that is available tends to become overwhelming.

What steps can you take to make the most of your research time? For starters, begin your online research by relying on commonly used search engines and reliable sources of information. Try to avoid the temptation to spend too much time reviewing material that is either irrelevant or from unreliable websites. Remember, the amount of time you have is limited so try to make the most of your efforts.

The appendix of this handbook contains an excellent section entitled "Internet Debate Research." Spending some time reading this section and relying on the sites provided will yield remarkable benefits.

DICTIONARIES



To the extent that the Internet represents a vast destination for researching the latest debate topic, dictionaries serve as your map of sorts to guide you through the process. One of the first steps you should take upon receiving any new resolution is to consult a dictionary for interpretations of the key terms. The manner in which you rely on dictionaries should be focused and precise. The search should also include more than one resource, using care to identify those particular dictionaries that best serve your particular research interests.

While generic dictionaries such as *Merriam Webster's* or *American Heritage* and others are a great place to start and will introduce you to some quality interpretations, it is essential to attempt to move to other kinds of sources. While there is no major problem with the credibility of commonly used dictionaries, more scholarly and relevant sources of definitions are available.

For example, if you are searching for legal definitions, *Black's Law Dictionary* has long been considered a highly reliable source of material. Experienced debaters often use the terms "contextual definitions" or "field definitions" to describe the interpretations of terms that are found in topic specific dictionaries. If the topic deals with economics, an economics dictionary is appropriate; if it is philosophical, a philosophical dictionary is best-suited; political, rely on a political resource. For example, if the term "justice" is being used in an affirmative of negative case, it would be appropriate to provide a well-suited and workable definition. It is essential to determine the context in which the word is being used. In most cases, especially if the topic is oriented in a philosophical direction, then it is strongly recommended that a definition from a dictionary of philosophy be relied on for an applicable definition.

An important note regarding the difference between words and phrases should be considered. It is not uncommon for resolutions to include phrases, or groups of words that form a phrase frequently used with respect to a particular subject. One example of such a phrase is "due process," a legal and judicial term. When seeking a definition of this phrase, it is far better to find the phrase itself defined rather than locating definitions of the individual words in the phrase.

TEXTBOOKS

All too often debaters overlook some of the more obvious sources of scholarly material that is within easy reach. Textbooks are one such source of information. Books used in government, history, economics, sociology and psychology courses, for example, often have excellent glossaries that not only provide quality definitions but interpretations that are grounded in the appropriate context. There is also great information that can be used as evidence within the actual text of such books.

ENCYCLOPEDIAS

Encyclopedias provide extensive information related to many topics. Most of them are written in a very scholarly manner and are also relevant to the subject being considered. In addition to the traditional kind of material that fits this category, there are also topic specific encyclopedias, often found online, that offer the kinds of specific reference material necessary for LD debate. Encyclopedias of philosophy are abundant collections of information readily available and easily accessible.

A leading standard one that would prove beneficial to LD debaters is the *Stanford Encyclopedia of Philosophy*.

JOURNALS

There are a host of journals, both in hard copy and located on the Internet that provide quality debate material. Journals of philosophy, political science, foreign issues, economics and law are all generally easy to locate. These sources of information are rich in valuable data and most of it is provided by highly reliable individuals who contribute to such resources. Journals often provide well-written articles that can be used to provide quality debate evidence.

A word of caution regarding use of law journals is in order. It is not uncommon to find articles in highly reputable law journals that are written by student authors. Normally most law journal articles will provide brief biographic data regarding the writer and, on occasion, it may read student author or JD candidate. In either case, some discretion must be used regarding whether or not you choose to quote these articles.

DOCUMENTS

Documents normally fall into the category of "primary" resources. As an active participant in Lincoln Douglas debate, you should spend some time reading several fundamental documents in order to enhance your general knowledge of common concepts while, at the same time, preparing for future resolutions that might be specifically related to some of these fundamental issues and ideals. You will reap huge benefits from developing an awareness of documents like The Declaration of Independence, The Constitution of the United States, The United Nations Declaration of Human Rights, and others. These documents and others are readily available.

DEBATE HANDBOOKS

Typically, debate handbooks fit into one of two categories. The first type includes generic information that is applicable to a range of topics while the second type is directly related to a specific resolution. Most of the topic specific handbooks include sample cases and briefs that can be used in debate competition.

Handbooks, while serving a useful purpose at times, should not become a substitute for original research and writing your own cases. Before you choose to use a case or set of arguments from a handbook, remember that your potential opponents are likely to have access to the same material and will be more than ready to counter any of the information in the handbook. By the same token, it is generally a good idea for you to prepare arguments in anticipation of information in such sources.

There are some positive ways to utilize published handbooks. Initially, by reading this material you can get some ideas about various directions for arguments related to the current resolution. You will also be able to use the evidence provided for the construction of your own cases and arguments. Another way of utilizing the material is to seek out some of the sources that are cited in the handbooks and listed in the bibliography. Use the full articles to locate additional information.



ORGANIZING INFORMATION

Regardless of how much quality material you are able to locate, it only becomes truly useful when it is organized in an effective manner. When you locate information that, in your opinion, supports a valid idea or debate argument it should be recorded in an effective and efficient manner. There are several ways in which evidence and material can be organized. Beginning debaters often explore more than one method of organizing information before ultimately choosing a single method that works best.

One of the more effective ways to organize information is by recording it in debate briefs. Debate briefs are simply collections of data arranged in a logical and efficient manner. A classification system is also involved that enables debaters to locate information quickly. Because of the manner in which debate briefs are typically organized, they are often described as sets of arguments that are ready for use in competition.

PARTS OF A DEBATE BRIEF

Several key terms are used in reference to debate briefs. (Additional terms commonly connected to debate are located in the glossary) The following terms describe the parts of a debate brief. Each has an important and meaningful role.

quote The actual piece of evidence that is being collected is a quote or quotation. Quotations are used to demonstrate your position, clarify potentially confusing terms or to counter arguments introduced by your opponents.

tagline When a quotation is actually recorded, it should be immediately preceded by a brief description of its content. Such a depiction, normally less than a complete line in length, is referred to as a tagline.

cite, citation Debaters have a responsibility to provide complete information regarding the source of material that is used for evidence. This information, also referred to as a citation (or cite for short) should be provided upon request, although it does not all have to be read when the evidence is presented. The citation should be complete and include all of the following when available; individual being quoted (author, writer, etc.), qualifications of individual being quoted (who is this person?), complete source of information, date, page number, and Internet retrieval URL and date (if any).

Each of the parts of a citation is very important. The citation provides not only key information about the source of material, enhances the credibility your quotation by demonstrating that the person being cited is an expert on the subject, the date should indicate, especially if the evidence is pragmatic or empirical, that the material is relevant and finally, the Internet retrieval date also contributes to the relevance of the material because data provided on websites is often updated frequently.

evidence Obviously, the most important information contained in a debate brief is the actual quote. This information is the true essence of the brief because, without the actual evidence, the rest of the brief is essentially meaningless.

When information is being recorded, it is essential that material is kept in the proper context. Not only is it considered unethical to take material out of context, in the current information age or computer technology, information is readily available to practically anyone. If your material is questionable in nature, chances are your opponent will have the same evidence in their possession and point out the manner in which a concept is being misrepresented. Legitimate questions about a debater's credibility or the credibility of a debater's evidence are difficult to overcome. It is essential to avoid such challenges.

Material in evidence should be complete and, in the event that ellipses are used, they should be kept to a minimum. When too much information is deleted from a quotation, suspicion concerning validity is raised. Finally, as a general rule, longer is preferable to shorter in terms of the length of the quote. In other words, it is much more desirable to have a quotation that includes some analysis than one that is merely a single line stating your position. Again, credibility is of the utmost importance. Evidence of the former nature is often referred to as "one-line" or "conclusionary" and neither term is complimentary in nature. Assume for a moment you are attempting to make the argument that increased voter participation is essential to democratic government. Here are some examples of longer as well as shorter quotations:

CORRECT

"Throughout history and in many nations from around the world, there is increasing evidence that voter participation is a key factor that indicates the strength of a nation's government. Conversely, it is also clear that lower levels of voter participation are often accompanied by increasing disenchantment with political officials, commonly reported cases of corruption and broad-based gridlock that often seriously affects the nation's governing bodies."

INCORRECT

"Democratic government cannot thrive in the absence of voter participation."

Regardless of the quality of the source, the latter quote offers no meaningful explanation for its conclusion. Although it is generally safe to assume that an expert or person of authority on the subject could logically reach this conclusion, the over-all quality of the evidence is still superior when the quotation actually includes some degree of analysis.

SAMPLE DEBATE BRIEF

tagline → **( ) Democracy is enhanced by universal participation**

citation → Frank, 2022 [Walter M. Frank (legal scholar, attorney), "Individual Rights and the Political Process: A Proposed Framework for Democracy Defining Cases," *Southern University Law Review* 35:47, Fall, 2022, p. 47.]

quote → **Also inherent in the freely given consent of the governed is the need for a full citizen participation in the democratic process, for all citizens are the state's lawmaking power and therefore form part of the governed whose consent is necessary to legitimate political authority. This condition not only makes sense in the abstract, but it also resonates with a political historyconstituting one long expansion of citizen participation in the electoral process.**

R E M I N D E R S

When selecting and collecting evidence remember these basic guidelines:

- evidence is necessary to support all major arguments and claims
- evidence should be used in both constructive and rebuttal speeches
- evidence should be relevant to the topic being considered
- pragmatic or empirical evidence must be current
- all evidence should come from reputable sources
- providing qualifications for the person quoted are essential
- proper and complete citations are ALWAYS necessary
- you need not read the information in the brackets aloud during the round

Section 5: Preparing the Case

Lincoln Douglas debaters typically learn the subject and wording of the latest resolution weeks or months prior to their competition. After spending a brief amount of time reviewing the wording and brainstorming for some ideas, the task of writing a case must begin. Before actually writing the case, it is always a good idea to do a portion of your research on the new topic in order to at least have enough evidence to begin writing the cases.

Case preparation is definitely one of the more challenging facets of Lincoln Douglas debate.

PAUSE TO REFLECT

what about using a case from a handbook?

Students, who write their own cases will definitely have an advantage. The reasons should be obvious. Unlike handbook cases that practically everyone has access to, the cases you write personally are unique and have at least some elements of the surprise factor when entering the round. When you write your own cases, you will have the added advantage of understanding them better. Again, the advantage goes to the individual who takes the extra time and effort to construct their own cases.

Finally, judges often recognize cases from handbooks and when they hear them it is possible that you, as the debater, risk losing credibility.

Writing affirmative or negative cases often appears as a highly daunting task. Simplifying the assignment should be the objective and one of the best ways to do so is by breaking the activity into smaller and more manageable parts. Also helpful is the fact that, by taking this approach, initial steps in the process are less difficult than the latter.

The following formula for writing an affirmative Lincoln Douglas case is not the only one available and certainly not the only one that can be used. It is however one that simplifies the process in such a manner that both beginning and more experienced debaters should be able to utilize.

Although there is absolutely nothing wrong with using this rubric for writing your cases, it is recommended that, as you gain experience with Lincoln Douglas debate, you should develop your own personalized method of constructing cases. Some debaters even develop several styles of writing cases, enabling them to adapt to a variety or resolutions.

WRITING A CASE IN SIX EASY STEPS

The basic steps in the process are:

1. **introduction**
2. **state the resolution**
3. **define key terms**
4. **provide a value**
5. **provide a criterion**
6. **evidence and analysis used for support**

Introduction

Like any good speech, an affirmative case should begin with an appropriate introduction. One preferable manner of introducing the case is by using a quotation that relates to the resolution. Virtually any quotation that addresses a concept in the resolution will suffice. One simple step and the first part of the process is now complete. If you thought this step was simple, the next one requires even less time!

State the Resolution

All you must do to complete this step is to write the resolution, nothing more and nothing less.

Define Key Terms

Like the first two parts of the case-writing process, this step is relatively simple as well. All that is necessary to fulfill this task is to provide definitions of the terms of the resolution that you believe are either truly important or subject to multiple interpretations.

Definitions used at any time during a debate should have a reliable source. Contextual definitions from quality sources are indeed optimal. For example, while a reputable generic dictionary is certainly suited for academic purposes, a legal or philosophy dictionary would be even more well-suited.

Must all terms of the resolution be defined? Absolutely not! Only the terms that are potentially crucial or easily misunderstood need defining. In fact there will be situations in which no terms are defined at all. Remember, however, that affirmative retains the right to define terms of the resolution even if they are not present in the affirmative constructive speech.

Provide a Value Premise

Remember, a value is a concept that is universally embraced and accepted as desirable. This particular part of the process involves just a bit more than merely stating a value. It should also involve at least some degree of support for the concept. You should use two specific quotations at this point. One quote should be used to explain or define the nature of the value and the other to support the value. Why is it necessary to provide these two forms of evidence? Initially, it is purely a matter of credibility for the case. Merely relying on your assertions, regardless of the intellectual depth they might provide, lacks meaningful credibility. Moreover, some values that are commonly used, such as justice, are subject to multiple interpretations and not clarifying the manner in which it applies to your own case is opening the door for confusing debate.

Provide a Criterion

What is a criterion? When you are able to adequately understand this concept, you are well on the way to success in Lincoln Douglas debate. In fact, it is unlikely that there is any other aspect of the event that is more commonly misunderstood. The criterion, as used in Lincoln Douglas debate, serves one of two (or both) purposes. It is intended either to provide a means of achieving the value or a means of measuring the value. Refer back to section 3, Understanding the Criterion in this guide.

Evidence and Analysis

At this point you have completed 5 out of the 6 steps involved in writing an affirmative case, yet much work remains in order to ensure that the end result is a quality product. This portion of the case should be divided into sections. These parts can be identified as "observations," "contentions," "points of analysis" or other descriptive terms. Before getting too far along with this part of the process, you must determine your precise objective. While it may vary to some degree from case to case or debater to debater, in the final analysis, you are attempting to use the evidence and analysis to explain the relationship of the value and criterion and how, as a result of that relationship, the validity is thus proven. Remember, debate is ultimately an exercise in determining the truth. When participating in Lincoln Douglas debate the primary duty of the affirmative debater is to prove the truthfulness of the resolution.

Typically, two or three contentions (arguments) followed by two or three sub-points for each is common. How much evidence is required for a well-supported affirmative case? At least one quotation for each major argument is necessary.

What is the best manner of organizing this portion of the affirmative case? There are several schools of thought regarding organization of this part of the case. Some debaters prefer a more rhetorical style marked by the presentation of several arguments without precise and distinct organizational notations such as "A" and "B" or "one" and "two." The other fundamental way of organizing the case is to use the specific outline notations and by following acceptable outline formatting. Having explained two different formats, the question thus remains, which one is preferable? Normally, the rhetorical style is embraced by both less experienced and more highly experienced debaters because it can result in a more persuasive kind of affirmative case. Whichever format proves more adequate for your personal style is the one you should embrace. Keep in mind that using the rhetorical style format will, at least in some cases, result in a situation in which either the judge or your opponent or both will have difficulty following the organization of the case. If the judge and/or opponent are relatively

experienced, problems of this nature are not likely, but when either the judge or the opponent lack experience, a more organized format is advisable.

Additional Information Regarding Evidence and Analysis

How many major parts should this section of the case offer? Normally two major ideas are optimal. Like a quality outline, there should not be a first point without a second. Such is also true of the affirmative case. If you are however, providing two major positions in this portion of the case, it is essential that these approaches are independent of each other. Merely restating a similar argument by using a different wording and some additional pieces of evidence is both redundant and unnecessary. The question is why? Because if the two major points are essentially the same and the negative debater adequately refutes one of them, then they are both defeated. Not only are these kinds of arguments easy to defeat, they allow the negative more time to defend their own positions throughout the debate.

One additional strategy that you might want to consider is to provide a third major argument that attempts to directly and specifically prove the resolution to be true. This particular part of the case does not necessarily have to address the other two points or either the value or criterion. It is purely an effort to offer two or three reasons, supported by evidence, that the resolution is true.

The benefit of such an argument is that it will, at least in some cases, be dropped by the negative. It is important to remember, however, that some judges will be reluctant to base their decision solely on such an issue because they are purists and believe that Lincoln Douglas debaters must remain true to form and adhere to time tested principles and protocol of the event.

STEP BY STEP DEMONSTRATION

1. Introduction

"The expressive significance of an individual's vote underscores the importance of electoral process to the body politic. The latter's influence, authority, and ultimate legitimacy hinges on the collective will of an informed electorate. Electoral integrity, therefore, becomes critical to a legitimate democracy. "

Because I am in agreement with this quotation from

Blake D. Morant (professor of law), "Electoral Integrity: Media, Democracy, and the Value of Self-Restraint," *Alabama Law Review* 55:1, Fall, 2013, p. 23.

2. State the Resolution

I support the ***resolution***:

RESOLVED: The two-party system undermines democracy in U.S. presidential elections.

3. Define Key Terms

For the sake of clarity I offer the following definitions:

two-party	characterized by two major political parties of comparable strength
undermine	to weaken or ruin by degrees.
Democracy	government of the people; rule of the majority

from *Merriam – Webster's Collegiate Dictionary*, Eleventh Edition, Frederick C. Mish, Editor in Chief, Merriam-Webster, Incorporated, Springfield, Massachusetts, 2014.

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4. Provide a Value Premise *(note the two pieces of evidence)*

In defense of the resolution the affirmative case forwards the VALUE of Democracy explained as:

"…rule by the people, as contrasted with rule by a special person or group."

by *Concise Routledge Encyclopedia of Philosophy*, Routledge Press, New York, 2013, p. 199.

In support of this ideal I turn to *The Oxford Companion to Philosophy*

[Ted Hondedd., Oxford U. Press, New York, 2005, p. 183.]

"Until recently, democracies counted very few persona among 'the people'. Now they include all adult citizens, including, in many nations, recent immigrants, and democracy is virtually universally revered as the best or right form of government."

5. Provide a Criterion *(Note the two pieces of evidence)*

In support of democracy I further offer the criterion of egalitarianism as noted by Jay Shafritz (professor of public affairs in *American Government and Politics Dictionary*) as…

"The principle of egalitarianism is that each citizen, regardless of economic resources or personal traits, deserves and has a right to be given equal treatment by the political system."

The importance of egalitarianism demonstrated by…

Stanford Encyclopedia of Philosophy, 2015 [*Stanford Encyclopedia of Philosophy*, "Democracy," 2015, p. Internet access, 09.25.16]

Another egalitarian defense of democracy asserts that it publicly embodies the equal advancement of the interests of the citizens of a society when there is disagreement about how best to organize their shared life. The idea is that a society ought to be structured to advance equally the interests of the members of the society. And the equality of members ought to be advanced in a way that each can see that they are being treated as equals. So it requires equal advancement of interests in accordance with a public measure of those interests. Hence, justice requires the publicly equal advancement of the interests of the members of society or public equality.

6. Evidence and Analysis used for Support

CONTENTION ONE: EGALITARIANISM IS ERODED IN THE U.S. TODAY

A. Political equality is essential

George Edwards III (professor of political science), *Why the Electoral College is Bad for America*, Yale University Press, 2005, p. 31.

Political equality lies at the core of democratic theory. Robert Dahl, the leading democratic theorist, includes equality in voting as a central standard for a democratic process: "every member must have an equal and effective opportunity to vote, and all votes must be counted as equal." In creating a constitution for democratic government, he adds, "your constitution must be in conformity with one elementary principle: that all members are to be treated (under the constitution) as if they were equally qualified to participate in the process of making decisions about the policies the association will pursue. Whatever may be the case on other matters, then, in governing this association all members are to be considered as *politically equal*.

B. The two-party system is historically significant

Winger, 2007 [Richard Winger (political scientist), "Can United States Voters Still Recruit Someone to Run For President as an Independent After the Identities of the Major Party Presidential Candidates are Known?" *Univ. of Arkansas Little Rock Law Review* 29:763, Summer, 2007, p. 763.]

Practically speaking, the voters of the United States have been choosing the president of the United States since 1828. Also, ever since 1828 there have been two major political parties and a substantial number of minor political parties. The Democratic Party, starting in 1828 if not earlier, has always been one of those major parties. The other major party has been, sequentially, the National Republican Party (1828-1834), the Whig Party (1835-1854), and the Republican Party (1854 on).

C. Inequity is detrimental

Steinberg, 2001 [Michael S. Steinberg (attorney), "A Critique of the Current Method of Scheduling Presidential Primary Elections and a Discussion of Potential Judicial Challenges," *The George Washington Law Review* 69:453, March, 2001, p. 453.]

Although not as dramatic as threats of violence or corruption, the creation of inequity in the value of votes from different states for the office of President is just as damaging to our electoral system.

A. Public confidence in the major parties is declining

Rosenblum, 2014 [Nancy L. Rosenblum (professor of political science), "The Constitution of Civil Society Politics Primus Inter Pares: Political Parties and Civil Society," *Chicago-Kent Law Review* 75:493, 2014, p. 493.]

Public confidence in political parties lies at the bottom of the scale, lower than any other secondary association: 42.6% of respondents express "very little" and only 3.8% "a great deal" of confidence in them. Even active partisanship, Austin Ranney notes, cannot be taken to indicate approval of parties in general as desirable institutions. Insofar as American political life arouses enthusiasm, it attaches to social movements, ideological causes, or unusually inspiring candidates. Of course, antiparty and antipolitical sentiment (the two are not distinguished in the public mind) is episodic. But it is fair to say that there is little appreciation for broad-based state and national parties.

B. Voter choice is eroded during the primary phase of presidential elections

Steinberg, 2012 [Michael S. Steinberg (attorney), "A Critique of the Current Method of Scheduling Presidential Primary Elections and a Discussion of Potential Judicial Challenges," *The George Washington Law Review* 69:453, March, 2012, p. 453.]

To the extent that voters of a state may influence their prospective nominees, it seems that the voters of early primary states have a greater chance to influence their prospective nominees than do voters from later voting states.

C. Equality is essential for democracy

Stanford Encyclopedia of Philosophy, 2015 [*Stanford Encyclopedia of Philosophy*, "Democracy," 2015, p. Internet access, 09.25.16]

Few theorists deny that political institutions must be at least in part evaluated in terms of the outcomes of having those institutions. Some argue in addition, that some forms of decision making are morally desirable independent of the consequences of having them. A variety of different approaches have been used to show that democracy has this kind of intrinsic value. The most common of these come broadly under the rubrics of liberty and equality.

THE NEGATIVE CASE

The format for writing the negative case is practically the same as that used for the affirmative case with several simple differences. Also, the negative case should not be quite as lengthy as the affirmative case. This case should be between 3 and 4 minutes in length, maximum.

The basic steps in the process are:

1. **introduction**
2. **state the negative position regarding the resolution**
3. **counter-definitions (if necessary)**
4. **provide a value premise**
5. **provide a criterion**
6. **evidence and analysis used for support**

Introduction

Negative cases often begin with a quotation that supports and introduces the negative position.

State the Negative Position Regarding the Resolution

Negative cases often include a reworded version of the actual resolution with a term or phrase such as "not" or "does not achieve." It is not necessary to actually reword the resolution. In fact it is probably more appropriate to simply offer a statement that indicates the negative interpretation of the resolution.

Counter-definitions (if necessary)

More often than not, the negative will have little or no problem with the affirmative definitions of terms. If there is no major point of disagreement then this step is totally unnecessary for the negative case. In the event that there is a difference of opinion regarding definitions, then this is the where the counter-definitions should be provided.

Always try to avoid turning the debate into a clash over definitions and their sources. When this occurs, attention is drawn away from the more serious facets of the resolution and the debate generally deteriorates.

Provide a Value Premise

You should use two specific quotations at this point. One quote should be used to explain or define the nature of the value and the other to support the value.

Provide a Criterion

The criterion you select should demonstrate the validity of the value. You should, once again, provide two pieces of documentation, one to define the criterion and the other to support it.

Evidence and Analysis

The manner in which you add evidence and analysis to the negative case should follow the same format and use the same considerations as when constructing the affirmative case. Two contentions / major points are desirable and they should be presented in acceptable outline format. Again, as with the affirmative case, you may choose to take a more rhetorical approach to this part of the case. There is nothing wrong with employing this technique but, keep in mind, organization of the debate might deteriorate as a result.

NEGATIVE CASE DEMONSTRATION

1. Introduction

"Today, U.S. officials appear to engage in coercive interrogation or something very similar to it; so do other western governments; and the possibility that coercive interrogation may be justified in nonremote circumstances has entered mainstream debate. The task for legal scholars at this point is to understand how this practice fits into legal norms and traditions, and how it ought to be regulated."

Because I agree with this quotation from: Posner & Vermuele, 2013 [Eric A. Posner & Adrian Vermeule (professors of law), "Should Coercive Interrogation be Legal?," *Michigan Law Review* 104:671, February, 2013, p. 671.]

2. State the Negative Position regarding the Resolution

I will argue that ***In a criminal interrogation, the end DOES NOT justify the means***

3. Counter Definitions (if necessary)

(no disagreement or counter-definitions will be offered)

4. Provide a Value Premise

The basis for the negative case will be the value of ***LIBERTY*** described as…

"Freedom from arbitrary or undue governmental restraint"

by *Black's Law Dictionary*, [Pocket Edition, 4th edition, Bryan A. Garner, editor-in-chief, West Publishing Company, 2011, p. 210.]

Importance of this concept is supported by comments from President Franklin D. Roosevelt in a message before Congress in 1941 [Jay Shafritz (professor of public affairs), *The Harper Collins American Government & Politics Dictionary*, Harper Collins Publishers, 1993] during which he stated:

"Those who would give up essential liberty, to purchase a little temporary safety, deserve neither liberty nor safety."

5. Provide a Criterion

The criterion for the negative case is ***due process*** defined as:

"(law) the administration of justice according to established rules and principles; based on the principle that a person cannot be deprived of life" by the Princeton Online Dictionary

The fundamental position supported by this case is that the presence of due process rights allows for liberty. It is due process that keeps any government restraint from being either arbitrary or undue.

"The due process clause of the Fifth Amendment demands fairness from the federal government. On a substantive level, the due process clause protects us against government action "that 'shocks the conscience' or interferes with rights 'implicit in the concept of ordered liberty.'" On a procedural level, the due process clause bars the government from depriving any person – whether citizen or not – of life, liberty or property without first providing the person with a full and fair opportunity to be heard."

This quotation from Nancy Chang (Senior Litigation Attorney Center for Constitutional Rights), [*Silencing Political Dissent, How Post-September 11 Anti-Terrorism Measures Threaten Our Civil Liberties*, Seven Stories Press, New York, 2002, p. 25.] demonstrates the relationship between due process and liberty.

6. Evidence and Analysis used for Support

CONTENTION TWO: DUE PROCESS RIGHTS ARE ESSENTIAL

A. Due process rights are a fundamental part of American society

Roger LeRoy Miller (Center for Policy Studies, Clemson University), *West's American Government*, West Publishing Company, 2013, p. 129.

The Fifth Amendment declares that the federal government cannot deprive any person of "life, liberty, or property, without due process of law." The Fourteenth Amendment places the same restriction on state and local governments.

B. Due process is a valued part of our political system

James MacGregor Burns and J. W. Peltason (professors of political science), *Government By The People*, Prentice Hall, New Jersey, 2007, p. 155.

Throughout the world men and women are rebelling against the "police state" under which many of them live, against governments where police are unrestrained in how they go about finding, capturing, and punishing so-called "enemies of the people." And when we get impatient about the time-consuming steps that must be followed before criminals may be taken off the streets, about the endless rounds of appeals and reviews available to those charged with crimes, we need to remember how lucky we are to live in a society that values due process, established rules and regulations that restrain those who exercise governmental power.

Pause to Reflect

Notice the manner in which these two "contentions"

demonstrate the relationship between:

the value
the criterion
& the resolution

CONTENTION TWO: PROTECTION OF DUE PROCESS RIGHTS PRESERVES LIBERTY

A. Due process serves as a constraint on government authority

David Cole and James X. Dempsey (professor of law and deputy director at the center for Democracy and Technology), *Terrorism and the Constitution*, 2002, The New Press, New York, p. 101.

The due process clause of the Fifth Amendment is another critical constraint on government discretion in the name of fighting terrorism. A fundamental component of due process is the right to confront one's accusers. It is founded on the premise that the truth is most likely to emerge in an adversarial proceeding, where the accused, who is in the best position to defend herself, can confront the sources of evidence against her, and can challenge their veracity, reveal their bias, and catch them in contradiction.

B. Rights exist in times of war

Laura A. Dickinson (professor of law), Using Legal Process to Fight Terrorism: Detentions, Military Commissions, International Tribunals, and the Rule of Law," *Southern California Law Review* 75:1407, September 2002, p. 1418.

In addition to these severe limits on the individual rights of the accused, the detentions and the proposed military commissions also depart from the constitutional scheme because these policies were implemented through a unilateral assertion of executive authority without explicit congressional ratification or approval by the judiciary. As the U.S. Supreme Court has stated, the constitutional system of checks and balances survives even in time of war or national crisis.

C. Interrogation methods potentially threaten due process rights

O'Connell, 2005 [Mary Ellen O'Connell (professor of law), "Affirming the Ban on Harsh Interrogation," *Ohio State Law Journal* 66:1231, 2005, p. 1231.]

The law relevant to the practice of interrogation is found in two great bodies of international legal principles, in addition to domestic law. During armed conflict and occupation, international humanitarian law (IHL) applies. IHL expressly prohibits not just torture, but any form of coercion of detainees during interrogation. Second, international human rights law applies to persons detained outside of an armed conflict, but also, to a certain extent, to wartime detainees as well. Human rights law prohibits torture as well as cruel, inhuman, and degrading interrogation techniques. These international obligations have been partially implemented in United States domestic law. Even where they have not been implemented, the United States remains bound to respect them.

IS THE NEGATIVE CASE NECESSARY?

This is a very relevant question! In true debate fashion the answer is probably, yes or no, depending on the judge at the back of the room. Because of the fact that Lincoln Douglas debate is not governed by extensive rules and guidelines, no, the negative does not absolutely have to present a case. One of the more recent trends in the event, especially on some circuits, is to use a negative strategy known as "straight refutation" or sometimes referred to as "straight ref." Using this strategy, the negative debater in the round chooses to spend the entirety of their time by responding to the affirmative case. In some cases, this strategy even proves successful.

Generally speaking, however, it is recommended that you present a negative case. There are several reasons for this strategy. When viewing the debate in its entirety, negative essentially has two ways to prevail in the round; by defeating the affirmative case or by disproving the validity of the resolution through the use of the negative case. At the very least, if and when you might choose to forego the negative case you are surrendering half of the opportunities you have at success. Second, and this is perhaps an even more compelling reason to provide a negative case, judges will often view the straight refutation strategy unfavorably. No, most of them are not going to render an affirmative decision merely because the negative did not present a care, however, many of them are going to be unwilling to leave any margin of error or benefit of the doubt for negative debaters in this instance.

Section 6: Philosophy and Philosophers

Knowledge of philosophy and philosophers will contribute meaningfully to success in Lincoln Douglas debate. An abundance of information related to this subject exists so it is essential for you to identify the concepts that are most important to learn at the outset. The learning process related to this aspect of LD debate should be continuous and not limited to a particular resolution or some indeterminate time frame.

WHAT IS PHILOSOPHY?

Like many such terms, this one has multiple definitions. Although some of these interpretations might be more elaborate than others, many scholars agree that philosophy generally refers to beliefs or systems of beliefs. These ideals may be embraced by individuals, societies, cultural groups, religious groups or simply groups of persons with similar interests. In a much more literal sense, the term philosophy refers to the simple love of knowledge or the love of learning.

One of the best places to begin your study of this subject is by learning some basics about several philosophers who are commonly used by Lincoln Douglas debaters. This group, referred to by some LD participants as the "Big Five" will be discussed in the following section:

John Stuart Mill

Immanual Kant

John Locke

Thomas Hobbes

Jean Jacques Rousseau

Immanuel Kant

Immanuel Kant was a 19th Century philosopher whose writings opened new doors among scholars and philosophers in the academic world. Not only did Kant write extensively, volumes have been written about him and his ideas. The abundance of information related to this individual and his ideas is virtually limitless.

In spite of the fact that Kant is known for his truly ambitious contribution to the study of philosophy and the manner in which he introduced entirely new approaches to traditional areas of study, there are a few of his basic concepts that are applicable to Lincoln Douglas debate. As you review this brief introduction to Immanuel Kant, keep in mind the fact that the information provided herein is a dramatic simplification of a well-known philosopher whose ideas are both complex and extensive.

Two facets of Kant's ideas should be of particular interest to debaters. The first is the fact that he supported the belief that means are more important than ends when it comes to human action. The second is the strongly supported principals of a concept known as the *categorical imperative.* A better understanding of each of these aspects of Kant will result from the awareness that his views were seriously grounded in morality and moral issues.

In terms of the position that the means of an action are always more important than the ends, Kant's views are really not that complex. He believed morality was the prevailing motivating issue in the universe. He further believed that moral beliefs are both universal and relatively consistent, at least when compared to outcomes of actions that are much less certain. In the final analysis, regardless of the perceived certainty of an outcome, the guiding principals in life are always even more certain. Kant embraced a host of philosophical views that he believed were absolute, at least to the extent that they should not be compromised in pursuit of a potentially moral or desirable outcome. He would simply claim, "The ends cannot justify the means!"

The Categorical Imperative

The second primary view of Kant that is applicable for Lincoln Douglas debate resides with the concept known as the categorical imperative. Although the term might sound a bit on the daunting side, it really is fairly easy to understand. Here is a hint for dealing with potentially difficult terms and phrases; break them down. In other words, take the two words separately and look for explanations. Categorical normally means in all situations or without exception, while imperative implies that something must be done, perhaps even bordering on the level of urgency. Hence the categorical imperative suggests a situation in which morality dictates a very distinct action and that there is no middle ground.

In short, the categorical imperative represents a philosophical guideline that should implore humans to act in a moral manner and, even further, that this action is pursued out of duty. Some supporters of the concept even take it a step further and suggest that any action we take, because of the morality that is part of our existence, legitimize the same action for anyone else. If we, as individuals violate a rule of society then, by our actions, we are sending a message to others that such actions are not inappropriate. This aspect of the categorical imperative is often compared to the Golden Rule, in that we treat others as we would others treat us.

Kant believes that morality is absolute, and provides a guideline, or maxim, to enable individuals to determine what constitutes an ethical action. The categorical imperative is extremely specific on what it takes for an action to be considered ethical, and provides three formulations that must be met in order for an action to be ethical.

Universal Law formulation: "Act only on that maxim through which you can at the same time will that it should become a universal law." In other words, make sure that your actions are appropriate in every instance.

Autonomy formulation: "Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end." In other words, always respect human autonomy by treating people as an end in themselves, and never exclusively as a means to your own ends.

Kingdom of Ends formulation: "All maxims as proceeding from our own [hypothetical] making of law ought to harmonize with a possible kingdom of ends." This formulation combines the first and second formulation, and claims that you should act as if all rational people are obeying the categorical imperative. The kingdom of ends is composed entirely of rational beings, and all rational beings would live by the categorical imperative.

John Stuart Mill

John Stuart Mill was a highly intelligent British philosopher who lived and wrote during the 19th Century. The range of subjects he addressed during the course of his career was extensive as he was known for his studies in philosophy, economics, political theory and moral theory. Frequently referred to as one of the leading philosophers of the Nineteenth Century, Mill was substantially influenced by John Locke, David Hume and Jeremy Bentham. The two former theorists were leading scholars in the field of political thought while Bentham influenced Mill's ideas regarding the concept of utilitarianism.

A more complete understanding of Mill's philosophy can be gained by reviewing the manner in which e was intellectually influenced during his earlier life. He is often referred to as an empiricist, or a philosopher who believes that knowledge is, at least in some manner, related to experience. Some of the leading British empiricists that Mill studied, as well as Mill himself, were often in disagreement regarding various aspects of the concept. Those same individuals, however, were in agreement regarding the basis of the theory; that all knowledge is subject to explanation based on scientific inquiry or personal experience and unknown influences of human knowledge do not exist.

The ideas of John Stuart Mill are particularly applicable to Lincoln Douglas debate in three specific areas. Remember, Mill was an individual who, over the course of his life, studied and wrote extensively about a host of subjects and ideas. The ideas presented here are only a limited number of the ones he studied during his life and the concepts are definitely simplified in this text.

Utilitarianism

Unlike Kant who believed that the moral worth of an action is to be determined on the basis of the manner in which the action is taken, or the "means" of an action, Mill took the opposite approach. Mill maintains that the ultimate moral worth of an action is best determined by the consequences or outcome of that particular action. Based on his ideas regarding the best way to evaluate human action, Mill then attempts to identify the most desirable kinds of action in which humans engage. His ultimate conclusion is that the most meaningful source of motivation is happiness which means that, consequently, he supported the idea that the best action one can take is that which leads to the "greatest good for the greatest number." Another way of phrasing this same concept is the "greatest happiness for the greatest number."

The fundamental criticism of Mill and his ideas about utilitarianism is that the entire concept is grounded in the notion that the best motivation in life is the pursuit of pleasure and satisfaction. Critics of Mill frequently refer to utilitarianism as a form of hedonism, a philosophy that supports the view that the best pursuits in life are those that ultimately lead to pleasure and happiness. In response to the critics, Mill would argue that there is nothing fundamentally or morally improper about seeking to enhance the quality of life for all members of society. He would further claim that the ultimate goal of utilitarianism is not so much individual pleasure as it is the general welfare of groups within society. Finally, he would also note that efforts aimed at achieving the greatest good are not always successful so, therefore, humans must continue to seek new ways to promote the greatest happiness for the greatest number.

If you spend any amount of time studying the concept of utilitarianism it is likely that you will encounter the terms act utilitarianism and rule utilitarianism. The most fundamental difference between the two is that the former deals with actions of individuals while the latter addresses laws and guidelines of society. Mill would generally support rule utilitarianism. He would claim that we should not judge society on the basis of the motives of individuals acting out of their own urges. But rather, a nation, society, or political system should be evaluated based on the degree to which it supports, by rule, the greatest happiness for the greatest number.

Liberty and the Harm Principle

John Stuart Mill wrote extensively about the subject of liberty including an extensive essay (book actually) entitled *On Liberty*. Although his discussion of the subject went to great length to analyze it in detail, his general view of the subject is relatively concise. He essentially believed that individuals possess not only the liberty to feel and believe as they wish but that same level of liberty extends to the actions they pursue within society.

While the concept of liberty supported by Mill approaches an absolute status, the philosopher nevertheless, also offers an element of reservation as well. The *harm principle* is somewhat of a two-fold proposition. Initially it means that individuals have the liberty to do anything they choose so long as it does not bring harm to others or society. The more common interpretation of the ideal states that society or government is justified in taking any action that prevents harm to society. The application of both the concepts of liberty and the harm principle is frequent in Lincoln Douglas debate. Quite often resolutions will set the stage for arguments based on conflicts between individuals and society. Liberty claims support the individual while harm principle claims obviously defend the side of society as a whole. There is ample information available for each to support strong argument positions.

Try This:

Explain the difference between the categorical imperative and utilitarianism to another debater or your coach.

Also explain why you would not want to use the ideas of both Kant and Mill in the same debate round.

Social Contract Theory

Social contract theory is commonly used by Lincoln Douglas debaters. The social contract is a concept that has been analyzed, described and discussed by philosophers and political theorists for centuries. There are a host of differing views regarding the subject; however the basic premise of the idea is normally consistent from theorist to theorist.

In general, the social contract represents an explanation of how and why governments have come into existence. Originally humans lived in a condition known as the ***state of nature*** that was characterized by two distinct conditions; extensive individual freedom coupled with tremendous uncertainty and lack of security. Ironically, the two conditions tended to, at least according to some of the theorists, defeat one another. Because of the fact that freedom was essentially absolute, those who were more powerful infringed on the freedom of those with less power, hence the erosion of security and the growth of disorder. One of the aspects of the concept over which philosophers disagree is whether the state of nature actually existed during some past historical period or if it is merely a theoretical condition of humans that never actually existed for certain. Regardless of this difference of opinion, one issue on which most scholars agree is that, once humans depart the state of nature, they never return. While the general quality of and desirability of the society and political system in which they live might vary, they will always remain within the political confines of some sort of government.

Social Contract theory, as noted above, is used frequently in Lincoln Douglas debate. It not only provides an explanation of how and why governments have come into existence; it also explains, at least to some degree, the kind of political obligations that individual citizens have to their governments.

Although a number of individuals have written authoritative books and essays about social contract theory, three are particularly applicable for Lincoln Douglas debate. It is important that, even if you do not plan to use any of these persons in your own arguments and cases, that you have at least some awareness of their respective views and beliefs.

Thomas Hobbes

Thomas Hobbes, a philosopher who lived during the late 16th and early to mid 17th centuries was one of the earliest major social contract philosophers. The view of humanity embraced by Hobbes was one of definite pessimism. He believed that human beings were, by their very nature, greedy, selfish and totally motivated by self-interest. He further believed that the natural state of humanity was one of total conflict and even, in some cases, war. Because of his generally negative view of human nature, Hobbes generally viewed democracy as unfavorable. His logic was quite simple: if citizens are motivated by little more than self-interest, their actions will not be for the good of society but only for their own perceived benefits.

Although he did recognize that monarchs were often less than ideal leaders themselves, Hobbes believed that a strong leadership was normally the best for a nation. He further believed that sovereign leaders would be kept in check, so to speak, by the influence of wealthy and powerful individuals within the society. It was the sovereign however, according to Hobbes, that had the ultimate authority and who would generally make the best decisions for the nation.

Having lived in during times of war and upheaval in Europe, his ideas were likely influenced, at least to some degree, by events during his early lifetime. The impression left on the young scholar by wars he witnessed led him to believe that war was fundamentally undesirable.

The application for Hobbes in debate rounds should be relatively obvious. His ideas support any system that is necessary to provide security or stability in a nation or society. In spite of his generally pessimistic views of humanity in general, he does offer some valid perspectives about society and the need for government in general.

John Locke

Lincoln Douglas debaters typically rely on the ideas of John Locke more than any of the other social contract theorists. This is largely due to two reasons in particular: the fact that his views of humanity are of a more optimistic nature than many of his contemporaries and because his ideas were embraced by several of the leaders of the American Revolution. Locke, who lived most of his life in the 17th century, before his death in 1704 was widely regarded as a leading political theorist and empiricist of his time. His writings not only influenced the framers of the U.S. Declaration of Independence, they also influenced other political philosophers such as Voltaire.

Locke's most widely read discourse was the *Second Treatise of Government* in which he described elements that he viewed as essential to the well-being of humanity. He identified a number of "natural rights" in which he believed and supported the right of individuals to preserve those rights even in a situation caused by an oppressive government. Unlike Hobbes, Locke viewed democracy in a more favorable light and believed that the voice of the majority should be the primary source of influence on the government.

Locke also wrote favorably of several specific groups of rights; referred to as life, liberty and property. Although he acknowledged the validity of the social contract and further noted that when humans enter this unwritten agreement they must willingly sacrifice some of their freedom, there are certain, specific rights that are always retained. These rights, according to Locke, were natural rights, meaning that all humans possess them by virtue of the fact that they are born.

These views of Locke were echoed in the opening words of the Declaration of Independence where the following words, "endowed by their creator with certain unalienable rights" refer to source of rights. The next phrase clearly identifies, "life, liberty and the pursuit of happiness" as classifications of those natural rights.

Again, this terminology is taken directly from Locke's *Second Treatise*.

Ultimately, the framers of the United States Constitution would revisit the ideas of Locke that had been referred to in the Declaration of Independence. This time it would be found in the words of the First Amendment that was part of the Bill of Rights. Typically, when students are asked about the source of their fundamental freedoms such as free speech, free press, freedom of religion, etc. they respond with the Declaration of Independence, the Constitution or the Bill of Rights. Ironically, none of these is completely accurate because the ultimate source of these rights, to the extent that they are all natural rights, is, according to the Declaration of Independence, "our creator."

Remember, Locke believed that humans were born with these rights and that government could not, short of allowing for some kind of due process, infringe on these rights. Accordingly, the First Amendment is thus worded in such a manner that it protects what the framers believed to be natural rights.

John Locke was one of the most influential political theorists in British history and his ideas have definite application for Lincoln Douglas debate. Like many of the individuals and concepts discussed in this manual, you may choose not to use his ideas for your own arguments but you must be ready to anticipate the fact that some of your opponents will be using his ideas.

Jean Jacques Rousseau

The ideas of Jean Jacques Rousseau, an 18th Century political theorist, were somewhat different from the other two noted social contract writers, Hobbes and Locke. His ideas were popular in his home country of France during the decades that preceded the major revolution in that nation. He was posthumously attacked by critics because it was generally believed that some of his ideas set the stage for a dramatic and violent period of French history.

Rousseau took exception to Hobbes' description of the natural state of humanity as brutish and generally unfavorable. Rousseau believed that humans in the state of nature were incapable of acting in an evil or immoral manner because they were essentially ignorant of the concepts. He further believed in the benefits of political participation and that the sovereignty of the people was best maintained when the will of the people was considered and acted upon by governing officials. When viewing Rousseau's beliefs in their entirety it is relatively simple to understand how supporters of the French Revolution were motivated by his ideas. He was an individual who believed in the voice of the majority and the concept of popular sovereignty.

Summary

In order to fully comprehend and understand the basics of social contract theory, it is helpful to know at least a modest amount about Hobbes, Locke and Rousseau. They all have relevant ideas regarding the general concept and while Locke is normally studied more frequently by LD participants than the other two, they all have meaningful ideas. Perhaps the best way to view the three is to describe Hobbes and Rousseau as occupying places on the opposite ends of a hypothetical spectrum and both have some legitimate ideas applicable for debate. Locke, however, occupies the more middle ground and the fact that his writing found its way into a key U.S. document suggests his importance for Lincoln Douglas debate.

MORE PHILOSOPHERS

There is practically no limit to the number of philosophers that can be used for application in Lincoln Douglas debate. The list provided in this manual should be a starting point for your study and merely begin to get you headed in the proper direction. Obviously, there are individuals and concepts that are not mentioned in these pages, but that is not to mean that those not noted herein are should not be evaluated and studied. Take the extra time to learn about as many of these learned scholars as possible and, by the extra effort, you will notice an improvement in your ability to discuss such ideas in debate rounds.

Aristotle

The philosopher Aristotle was a Greek teacher who writing remains the subject of study today by serious students of philosophy and rhetoric. The range of subjects addressed by this individual was truly remarkable and the extent of his credibility, even today, is equally noteworthy. In the classic Greek tradition, he refused to allow himself to be labeled as a member of a limited academic arena but choose instead to pursue knowledge in a broad range of disciplines.

His writing on the subject of rhetoric, ethics and political issues is both relevant and meaningful. Although he does have his share of critics, his fundamental ideas have generally survived unscathed for centuries.

Francis Bacon

Francis Bacon was a 16th Century philosopher who, like several of his contemporaries, began his academic career in the field of math and science. He attempted, with limited success to formulate ideas involving both science and philosophy and the relationship between the two. In other words, he attempted to articulate a natural form of philosophy that was grounded in empiricism while, at the same time attempting to develop views regarding the manner in which science is affected by philosophy. His ideas were somewhat revolutionary for his age and they were not generally well received by not only his contemporaries but also church and political leaders.

In some ways Bacon is important because, although there were some exceptions in the ancient world, was one of the first major European philosophers who began his academic career in the science and math background as opposed to the Church.

Jeremy Bentham

Although John Stuart Mill is typically associated with Utilitarianism, Jeremy Bentham is widely regarded as the father of the discipline. He was, however, a contemporary of both John Stuart Mill and his father James Mill. During his life he was an outspoken critic of many of the political leaders of his day, and this criticism was not limited to his home of England but other nations as well. The son of a lawyer, Bentham was also educated in the law, but spent most of his later life engaged in intellectual pursuits and was commonly engaged in discussions with other persons associated with the academic world of his time.

William James

William James was an early 20th Century American scholar who was known for the degree to which he contributed to the fields of psychology and education. In spite of the recognition he gained for his writing and life of study, he is most well-known for the contribution he made in formulating the concept of pragmatism. Reversing the trend established by earlier European philosophers who sought to merge the schools of philosophy and science, James chooses to validate science through practical and real world observations. Pragmatism, the one true American philosophy, was ultimately an attempt to bridge the gap between traditional philosophers and scientists.

Robert Nozick

Robert Nozick, a Harvard professor of philosophy, author, and 20th Century political analyst who is perhaps best known for his 1970s work *Anarchy, State, and Utopia*. Nozick contends that individuals are entitled to numerous fundamental rights and that the amount of restriction that should be imposed by government is best kept at a "minimalist" level. Nozick is also known for his fundamental disagreement with Rawls' theories regarding justice. (See below.)

John Rawls

The book entitled *A Theory of Justice* by John Rawls is considered by some to be one of the most significant pieces of political literature written during the 20th Century. Rawls spend more than three decades as a professor at Harvard University and is most commonly known for his views regarding justice and its influence on society. For any serious student of Lincoln Douglas debate it is recommended that you familiarize yourself with Rawls. His name will appear in law journal articles on practically any social issue imaginable. He even, during the later years of his life, weighs in on the issue of foreign policy. His views of this issue were no doubt molded and influenced by the time he spent on the front lines during World War II and his observations about the Vietnam conflict.

JUSTICE

Although a number of philosophical concepts are commonly used in Lincoln Douglas debate, justice is used with a high degree of frequency. It is an ideal that debaters should anticipate being used by opponents, as it is often a favorable issue to use as part of either an affirmative or negative case, especially when the term is included in the text of a resolution.

What does justice mean? There are multiple interpretations of the concept and it is used in a variety of contexts, however, the most appropriate meaning of the term is literally "fairness." It is this relative simplicity that is, at least in part, the reason that justice is so commonly used in Lincoln Douglas debate. It is a common idea, usually considered highly desirable, and has practically no serious opposition since it is difficult to argue that "fairness" is not a desirable objective.

Normally debaters spend very little time arguing whether or not justice is desirable, but instead argue about the degree to which justice is achieved or not achieved by some kind of program or action.

Those who choose to use and defend justice as a value or even just an argument should avoid the common error of failing to adequately interpret the concept. There are quite a few ways to describe the concept and it is essential, especially when using it as an affirmative or negative case value, to define and support it with evidence.

For use in debate situations, what is an appropriate definition of justice? Although, numerous definitions exist, Greek scholars provided some interesting interpretations. Plato implied that justice relates to the role of individuals within society. Aristotle offered a more specific approach by defining justice as "treating equal equally and unequals unequally." In light of Aristotle's interpretation, imagine a school system. Physically, 1st grade students are relatively equal with one another while, at the same time, 12th grade student are also relatively equal to one another. There is normally a substantial physical difference, however, between 1st and 12th graders. When selecting desks for the two groups it would be considered just, according to Aristotle, to provide the 1st graders with equal desks and the 12th graders with equal desks but it would be acceptable for there to be major differences between the 1st grade and 12th grade desks.

John Rawls, a contemporary political philosopher contends, like others scholars, that justice essentially means fairness. But he then goes a step further by also noting that justice assumes a level of virtue and actually describes justice as the "first virtue of social institutions."

At the most fundamental level there are several broad classifications of the concept of justice. One of the more commonly used categories is criminal justice, an arena that typically refers to legal issues such as due process, trial rights, investigation methods, etc. Another major avenue of discussion regarding the concept deals with the philosophical elements of justice. Regardless of which interpretation of the concept you are defending or opposing in a debate round, it is crucial to understand fully the ideas you are considering. When constructing your own cases, take the extra time to locate quality definitions and support evidence. During debate rounds when responding to opponents' arguments about justice, take the time to ask during cross-examination if necessary, for clear explanations of both the meaning of the concept and how it is being used.

LIBERTY

Liberty is a truly important natural right and a concept that is very well-suited for Lincoln Douglas debate. In the U.S. Declaration of Independence, early leaders of this nation began the document by making reference to "life, liberty, and the pursuit of happiness." It is noteworthy that liberty is mentioned in the same context as life, a fact that indicates the genuine importance the framers attached to this concept.

Evidence of the status of liberty as a natural right is also found in the Declaration of Independence within the clause, "endowed by their creator." This phrase makes a strong implication that, at least according to the early leaders of this nation, liberty is something with which all persons are born.

Historians, government experts and political theorists generally agree that liberty is not only a fundamental kind of right, it is also a natural right embodied in the Declaration of Independence and protected within the U.S. Constitution and Bill of Rights.

Liberty is an ideal that makes an excellent value. Not only does it serve this capacity well, there is a host of other ideas / concepts that are suitable as use for an accompanying criterion. Freedom, for example, is a strong criterion to use with the value of liberty. What is the difference between freedom and liberty? The most fundamental difference, at least with respect to LD debate, is the reality that freedom is a sub-set of liberty. The First Amendment offers protection of several freedoms including religion, speech and the press. The wording of this document strongly suggests that the framers of the Constitution operated from the assumption that the freedoms being protected were grounded in a natural right.

Try This:

Look through some of the resolutions in this manual and select several for which you would use liberty and / or justice as a value

Next make a list of ideas or concepts that could serve as a criterion in each of the resolutions you identify.

Section 7: Cross-Examination Strategies

Cross-examination is not only one of the more challenging aspects of Lincoln Douglas debate, it is also one of the more important parts of the debate round. It provides the unique opportunity for competitors to not only illuminate issues that are possibly being misunderstood; it is also a time during which your own ideas can be clarified.

DO'S AND DO NOT'S FOR CX:

» **DO** use the time to clarify points you believe to be unclear in the debate

» **DO** use the time to defend your own positions when they are challenged

» **DO** answer the questions your opponent asks in a direct manner

» **DO** respond professionally to questions

» **DO** ask questions that are relevant to the debate

» **DO** use all of your allotted time for questioning

» **DO NOT** use sarcasm during the CX time period

» **DO NOT** avoid your opponent's questions

» **DO NOT** give any appearance of rudeness

» **DO NOT** merely ask your opponent to repeat parts of their case

» **DO NOT** use prep time before beginning CX

» **DO NOT** make statements you cannot defend

» **DO** use the time to clarify points you believe to be unclear in the debate

Cross examination is a time, during the debate round, to clarify arguments and claims made by both yourself and your opponent. This is one of the more important parts of the process so use it wisely and to your best advantage.

DO use the time to defend your own positions when they are challenged

If you are unable to defend your own position, it is unlikely that the judge will believe that you have any meaningful credibility. One of the most important things that you must do in a debate round is establish credibility with the judge.

DO answer the questions your opponent asks in a direct manner

There is little to be gained by avoiding questions posed by your opponent. You will either appear to be uncertain about the issues in the round or disingenuous, neither of which is a good thing in the eyes of the judge in the round.

DO respond professionally to questions

Professionalism is always a favorable attribute to embrace when you are competing in a debate round. Remember, the debate judges see and hear far more than merely what is said during the speeches. Nonverbal elements of communication are extremely vital for successful debaters. Think for a moment about the manner in which candidates for major political office present themselves during their exchanges. It is the kind of professionalism you witness in those events that you should seek to duplicate in debate settings

DO ask questions that are relevant to the debate

During the cross examination period you have exactly three minutes during which you will attempt to bring to light the most meaningful issues in the debate round. There is absolutely no reason for you to not be able to bring those questions to your opponent. Pause a moment before beginning the question period and review the entirety of your flow sheet, seeking to identify the major points you would like to see clarified.

DO use all of your allotted time for questioning

Regardless of why you might choose to not use all of your allotted CX time, if you do not use it all, the judge will most likely perceive you to be inexperienced in the activity. For obvious reasons, this is not a favorable development in a debate round. Judges often view debates as being very close and consequently, their decision will be based on "the little things" observed in the round. The debater who is viewed as lacking experience will not receive the benefit of the doubt in those close rounds.

DO NOT use sarcasm during the CX time period

Sarcastic answers to questions will normally compel judges to search for any reason whatsoever to vote for your opponent. Often, when debaters use sarcasm they are perceived to not know the true answer to the question and are using their behavior to shift attention to another level. This is not a desirable strategy and will generally yield counter-productive results.

DO NOT avoid your opponent's questions

For some reasons, debaters often have the idea that if they answer their opponents questions in a direct manner they will ultimately forfeit ground in the debate. Regardless of why you might avoid a question the end result will be that you will be perceived as either someone who does not know the answer or someone who is clearly on the defensive and fears losing major ground.

DO NOT give any appearance of rudeness

It is often said that rudeness is the ignorant person's substitute for intellect. Whether or not it is true, by appearing rude, you will be perceived in this light. Obviously, perception is mentioned often in this section, and with good cause. For the purposes of debate rounds, perception is reality and it is that reality that will ultimately influence your judge's opinion.

DO NOT merely ask your opponent to repeat parts of their case

Certainly it is acceptable to ask your opponent to repeat any parts of their case that you did not totally understand; however, questions of this nature should not be the first ones asked. When debaters approach the CX period and their first question is "What is your value?" they appear to be either inexperienced or someone who did not pay appropriate attention. If you do need to ask such questions, then phrase them in such a manner that will not indicate you are actually seeking the major points of your opponents case. A question such as, "can you briefly explain the relationship between your value and criterion?" will achieve the purpose. Use caution, however, when you ask open-ended questions because your opponent might attempt to offer an extremely long answer, thus consuming all of your CX time.

DO NOT use prep time before beginning CX

Although there is no specific rule against this practice, it is strongly discouraged. You will need the prep time to prepare for your speeches and you will appear to be inexperienced if you do ask for prep time before CX.

DO NOT make statements you cannot defend

When it comes to answering questions in CX, honesty is indeed the best policy. Experienced debaters will often agree, if there is one thing that is almost always a problem in a debate round it is when you make false or unsubstantiated statements in CX. You will ultimately be made to appear uncertain and lacking in knowledge of the subject.

SUMMARY

Remember: the cross-examination period is a very crucial part of a debate. It is a time during which you can gain or lose credibility. A common mistake that debaters make, especially those who are relatively new to the activity, is to react adversely to statements made in debate rounds and during cross examination. If you are a beginning debater try to not take things said during CX or your opponent's speeches too personally. Above all, do not react emotionally to what transpires in the round.

When you react emotionally to situations that arise in the round, your chances of success are diminished greatly. Not only do you risk losing credibility, your thought processes will also be affected. You will lessen confrontation by facing the judge and responding, rather than directing eye contact to your opponent.

One of the things that makes the cross-examination period so challenging is that sometimes it will appear that your views, arguments, claims and beliefs are being personally attacked. And to some degree they are; however, that is not to say that your confidence should be compromised as a result.

When engaged in debate competitions use the CX period to your own advantage. Respond to your opponent in a conversational, yet professional manner. Always try to present yourself in a confident manner and provide valid and deliberate responses when being questioned.

Section 8: Communication and Refutation

All too often, debaters tend to lose sight of the fact that participation in the event is an activity in communication. Because of this reality, it is all the more important that participants take the extra time to prepare their arguments with care, but equal time should also be taken in order to effectively communicate the ideas in those arguments and cases.

There are some fundamental basics that should be considered. The following list includes some of the more essential aspects of debate communication.

- **remember the audience**
- **eye contact**
- **professionalism**
- **sincerity**
- **expression and delivery**
- **speed of delivery**
- **vocabulary and word choice**
- **organization**

REMEMBER THE AUDIENCE

This is one of the simplest, yet all too often overlooked parts of debate participation. To whom do debaters communicate during competition? The answer to this question is simple, the judge. Accordingly, it is not appropriate to refer to your opponent as the target of your communication during the round, with the sole exception being during cross examination. Remember, whenever you utter the term "you" it should be directed toward the judge or judges.

EYE CONTACT

It is always suggested to make favorable eye contact with your judge or judges during the speeches you are giving. Proper posture, coupled with favorable eye contact and appropriate gestures all compliment the communication process. You are engaging in a persuasive activity so remember, that failing to make eye contact will lessen your chances of success.

PROFESSIONALISM

Maintaining professionalism in a debate round goes well beyond just the manner in which you speak. It includes the way in which you are dressed, the common courtesy you demonstrate to your judge, opponent and others in the room at the time of the debate, and the way you generally conduct yourself throughout the tournament. Although judges should not base their decisions on things they observe outside the debate round, the chances are often great that inappropriate behavior at a tournament will be observed by a prospective judge. The potential consequences should be evident.

Professional dress is also strongly recommended. It is suggested that you dress in the same manner you would see a courtroom attorney dress. There are multiple television programs and movies featuring attorneys in this

setting, female and male alike, so just follow the example you can see for yourself.

Will inappropriate dress diminish your chances of success? Not necessarily, but it is extremely rare that a debater will be penalized for dressing too well, yet the opposite is highly likely. Studies conclude that appearance affects your credibility.

SINCERITY

Though there are multiple traits that are appropriate for application by debaters, sincerity is an attribute that is highly complimentary of any persuasive speaking activity. One of the fundamental elements of persuasion is sincerity, making it both applicable and essential for debate competition.

EXPRESSION AND DELIVERY

Like sincerity, expression and delivery are also important parts of debate speeches. If you truly want your judge to evaluate you honestly and fairly, then you should be expected to use expression and attempt to perfect your speaking skills. One of the key ways in which this is achieved is through frequent and meaningful practice. Above and beyond all else, the affirmative constructive speech should be delivered in a flawless and error free manner. This is the only speech in the entire debate that is prepared entirely in advance and the quality of delivery should attest to that fact.

SPEED OF DELIVERY

Like other forms of speaking competition, Lincoln Douglas debate has experienced change over the past years. One trend is that many of today's participants speak at a much faster rate than participants a decade ago. How fast is too fast? There are several legitimate answers to this question. For starters, any rate that is faster than the judge's personal preference should be considered too fast. Next, any rate that is so fast that the quality of communication is seriously diminished is also too fast. Finally, speaking so fast that your opponent cannot understand your arguments might result in the debater being unable to clash with your arguments, but it also may not bring a favorable decision from the judge. Instead, it will likely result in a rather disorganized debate. To that extent it is a good idea to speak at a rate which your opponent is able to understand.

VOCABULARY AND WORD CHOICE

Debaters who seriously wish to achieve success should spend time working on improvement of their personal vocabularies. Not only will this help you grow intellectually and academically, it will also return multiple benefits to you as a debater. Use caution however, when learning new terms to always ensure they are used properly and correctly, lest you risk a major credibility loss.

ORGANIZATION

The degree to which debaters are able to present arguments in an organized manner is, without a doubt, one of the most important factors that leads to success in the event. The key to organizing arguments is the ability to take a quality flow sheet during a debate round. The ability to take and use a flow sheet is often the primary factor that separates an average debater from an excellent debater. Regardless of your talent, ability, intellect or speaking skills, the degree to which you can record information during the round will ultimately affect the extent to which all of those other factors contribute. The following information should help improve skills with taking flow sheets.

Flow Sheets

In order to achieve success at flowing a debate round you need to follow some broad, general guidelines. Once you get some practice, you can develop you own method, best suited to your own preferences and skills.

- ✓ learn to abbreviate; if necessary develop your own system of shorthand
- ✓ avoid attempting to copy everything your opponent says
- ✓ do not only record your opponents arguments; record your responses as well
- ✓ use multi-color pens or ink in order to separate arguments effectively, if flowing by hand
- ✓ when you are negative, always flow the 2AR
- ✓ refer to your flow sheet as you speak
- ✓ once you get some practice, remain consistent in the method you use
- ✓ review flows and write comments on them following each tournament
- ✓ keep flow sheets for future reference

A flow sheet is merely a form of taking notes during a debate round. Traditionally students and judges alike relied on legal pads for the note-taking. Today, however, an increasing majority of debaters and judges are using computers for flowing the round. There are several free access programs for flow sheets available on line or, like many participants who use computers, you can simply use a spreadsheet format.

Because UIL rules allow use of the Internet during rounds and debaters commonly share evidence in an email chain, you may wonder why flowing is necessary any longer. To examine why flowing gives debaters an edge in the round see "LD Debate Flowing in the Current Technological World" on the debate page of the UIL website.

The following sample represents only one of several methods that are acceptable. Again, it is suggested that you try several methods before selecting the choice that best suits your skill level.

Sample Flow Sheet

AC	NC	1AR	NR	2AR
V=justice	neg value too	aff pos superior	neg crit denies	
				voter = aff value is sup
C=equality	not accurate not univ.	most accurate	not in context	
C1. just. is univ.	does not apply			voter = aff crit is upheld
A. applies to all	impossible	in most cases	no proof here lack examples	voter = court issues prove
B. used by courts	truism proves nothing	proves aff case	only proves neg	
C2 equal. eroded	how?	by bad verdicts	not signif	
A. court flawed	no proof	3 examples	all are outdated	
B. equal. > justice	not always			
	NEG CASE			
	v= justice	aff is superior	neg interp prevails	
	c= functional courts	invalid crit	totally accurate	voter = neg value crit lacks
	C1courts work	no proof aff examples		
	C2 hist, proves	not adequate	examples undenied	
	A. judicial branch	source is flawed		
	B. modern trials	no true examples		

REFUTATION

There is a threshold of experience level that debaters cross at some point in their careers. There are a host of factors that indicate the experience level for competitors, and one such factor is to note the way in which debaters use their allotted speaking time. Beginning debaters struggle to use the time they have for speeches and, more often than not, are unable to present enough arguments to use their entire time. The threshold is crossed when debaters move from the position of not having enough to say to fill the time to the opposite, never seeming to have sufficient time for the arguments they want to present.

One of the best ways to cross that threshold of experience is to master the art of refutation and improve skills used in responding to opponents arguments. The following refutation and rebuttal strategies are a few ways in which you can improve your skills in this area.

LINE BY LINE RESPONSE TO ARGUMENTS ON THE FLOW SHEET

One the best ways to refute your opponent's arguments is to present a line-by-line response to points you have recorded on your flow sheet. As your experience level increases you will likely get to the point at which you will not be able to respond to every single argument on the flow and, when that happens you will need to adjust your style. When possible, however, it is always desirable to simply respond to as many arguments on the flow as possible while, at the same time, identifying arguments you made to which there was no response by your opponent.

IDENTIFY FLAWS IN THE VALUE / CRITERION RELATIONSHIP

Review the relationship of your opponent's value and criterion carefully. Here are some questions that can be asked regarding this facet of your opponent's case. This list is by no means comprehensive, but does cover the more essential issues.

- ◊ Are the value and criterion clearly defined?
- ◊ Are the value and criterion clearly supported by evidence?
- ◊ Does the criterion support the value?
- ◊ Does the value logically support / oppose the resolution (depending on the side)?
- ◊ Do case arguments complete the connection between the value, criterion and resolution?
- ◊ Is the evidence presented in the case from reliable sources?

Each of these ideas represents issues that can be raised against opponent's cases. This is an excellent strategy for the simple reason that the essence of a case is the value and criterion. If serious questions are raised about either of them, the case will be difficult to defend. If your opponent does not provide support for their value or criterion, then it should be requested. If there is a question regarding the qualifications of sources, this is also ground for an argument.

CHALLENGE THE LOGIC OF YOUR OPPONENT

There are countless forms of logical fallacies that have been identified by experts on rhetoric and persuasion. You can gain substantial credibility by referring to them by common names. Here are but a few common logical fallacies:

ad hominem fallacy involves a nonessential attack on the person or individual being cited without questioning the actual information

begging the question is a statement of a normally circular nature, for example "courts uphold morality because laws are moral and courts uphold laws"

straw man argument occurs when an opponent's position is exaggerated or interpreted incorrectly so that it can be more easily defeated

post hoc fallacy is committed when an event is said to cause another event just because it preceded it in time

red herring results from an attempt to divert attention away from the primary argument at hand by focusing attention on a minute or insignificant detail

CHALLENGE EVIDENCE

One of the factors that separates debate from informal argumentation is that debaters are obligated to present evidence in support of their claims. This reality opens the door for several levels of potential objections that can be raised. If the evidence is being used to support a pragmatic or contemporary empirical issue then it can be challenged if it is not current.

The qualification of the source of the evidence is also subject to question, particularly if the individual being quoted is one that is unfamiliar. Finally, listen carefully to the evidence to make certain that the evidence actually supports the claims your opponent attributes to it.

IDENTIFY VOTING ISSUES

One of the things you might have observed regarding the sample flow sheet was the manner in which the last affirmative speech addressed little more than voting issues. When reflecting on the time frame for Lincoln Douglas debate, it is essential to keep in mind the time difference between affirmative and negative after the affirmative constructive speech is completed. The first affirmative rebuttal is a 4 minute speech that must respond to a 7 minute speech. The second affirmative rebuttal is a 3 minute speech that must respond to a 6 minute speech. The simple reason for identifying this reality is so that affirmative debaters can be adequately prepared for this situation

Lincoln Douglas debaters will often, especially when on the affirmative side, identify and cite several issues identified as "voting issues" or "voters" for short. These are key points in the debate that are believed by the debater presenting them to be adequate ground for receiving a favorable decision on the ballot.

Caution is urged regarding use of voters, however, because some judges find the use of them objectionable. They merely want a line-by-line analysis so they as the judge can determine voting issues. This is not typically the case, but if you have had a judge who does not favor them, you should not use them with the same judge in subsequent rounds.

Section 9: Tournaments and Competition

Once you have done the work of conducting research and preparing cases it is time to take the next step by becoming actively involved in competition. In terms of official UIL competition, tournaments are held at the district, regional, and state level. There are, however, other tournaments that are held throughout the year, normally sponsored by high schools and universities. These events are called invitational tournaments because schools are invited by the host school to participate.

Important Tournament Information

or

Some Simple Reminders

Carefully review tournament information

Not all invitational tournaments are the same. Some are scheduled over a two day period while most are normally held on a single Saturday. You will discover that some such meets share a very similar schedule while others might be somewhat different. It is not uncommon for a school to alter the schedule of its tournament from one year to the next.

Be sure to check other important items on the invitation such as deadlines for entries, deadlines for dropping contestants and penalties for late drops. When making plans to attend a meet, it is essential to organize the necessary information in advance and be certain that all deadlines are met. Another consideration will be the judging requirement. Many tournaments require judges (or a substantial fee) for judges. Normally the number of judges that a school is expected to supply is based on the number of entries from that school.

I strongly recommend that newer coaches volunteer for judging assignments for several reasons. First, by agreeing to judge you will be in the definite appreciation of the tournament host. Second, one of the best ways to learn more about the event is to actually observe other students in competition and the best way to gain this knowledge is by judging. Finally, judges are often difficult to find for larger tournaments and, inevitably, when there is a shortage of them, some rounds will get lesser qualified judges. So every time a qualified judge volunteers to take a ballot, that means one less round will be decided by a person who lacks adequate qualifications.

Prepare checklists for tournament material

It is always a good idea to prepare a checklist of items needed at tournaments. With respect to Lincoln Douglas debaters files and cases are a necessity. Some basic supplies include pens, legal pads, computer (if used by debaters) and any other material needed for competition. Students who attend multiple tournaments normally become accustomed to the kinds of things that need to be taken. It is also essential that all students bring their professional clothes to wear in competition.

Competition format

Invitational tournaments normally feature a pre-determined number of preliminary rounds of debate (typically 3 for a single day tournament and 4 for a two-day tournament). Students competing in debate will normally be on the affirmative and negative side an equal number of times. In the event that there are 3 preliminary rounds each debater will be affirmative once, negative once, and the two debaters competing in the third round will flip to determine who gets to choose sides.

Depending on the number of total debaters entered in competition, the highest-ranking competitors will advance to elimination rounds based on their win-loss record. In the event of multiple students being tied for advancing positions, speaker points are used to break the tie. If a tie still remains there are a number of ad-

ditional tie-breakers possible. Adjusted speaker points, where both the highest and lowest points awarded to the tied contestants are dropped and the highest remaining point total wins, is frequently the next tie-breaking criteria. Others include the opponent's win/loss record (determining which contestant debated the more difficult opponents), opponent's total number of speaker points (high total wins) and head-to-head preliminary round results.

Common invitational tournament questions

Are students allowed to enter more than one event at invitational tournaments?

It depends on the tournament, but many tournaments allow students to cross-enter with the exception typically being that CX debaters cannot cross-enter during one-day tournaments.

Are coaches allowed to challenge or protest a judges' decision?

There will be frequent situations in which debaters or coaches might disagree with the decision of a judge; however, the judges' decision is normally considered final. Coaches may point out that a technical error or mistake in recording information has occurred.

Do all invitational tournaments adhere to all UIL rules and guidelines?

No, invitational tournaments may depart from UIL rules and guidelines especially with respect to cross entries, total number of entries and tournament schedules.

When are results announced?

Depending on the tournament, results might be available soon after each round or, in some cases not until elimination round pairings are announced.

Organizations

University Interscholastic League (UIL)

The University Interscholastic League is the governing body for academic, music, and athletic competition throughout the state of Texas. With respect to Lincoln Douglas debate competition, the league officially sponsors three levels of competition, district, regional and state. The top three students in each district competition advance to regional competition. At regional competition, once again the top three students advance to the state tournament. In addition to serving as the official sponsor for these tournaments, UIL is also a source of numerous resources that can be used for teaching and instruction.

During the fall of each school year UIL sponsors student activity conferences in various parts of the state. These conferences provide a number of teaching sessions for students and coaches alike. Another opportunity for coaches is the Capital Conference held in Austin each summer.

The League releases two official LD debate topics each year. The fall topic is released in early August and is debated at UIL invitational tournaments August through December. In December, the spring topic is released and is debated January through May. These topics are posted on the debate page of the UIL website.

Texas Forensic Association (TFA)

The Texas Forensic Association is an organization that sponsors invitational tournaments and an annual state tournament for students who earn qualifying points at the invitational tournaments. Lincoln Douglas debate is one of the events that is part of TFA competition. It is important to be sure, prior to attending a TFA meet, that you understand any possible rule differences between this organization and UIL. Often TFA tournaments will use a different Lincoln Douglas debate topic than the UIL. Contact the tournament host to confirm the topic.

National Speech & Debate Association (formerly NFL)

There are two official National Speech and Debate tournaments, district and the annual national tournament. Students must place at the district meet in order to qualify for the national tournament. Lincoln Douglas debate is an official NSDA event but, like TFA, resolutions used will differ from those used by UIL and rules may differ.

COMPETITON

During the course of a typical school year Lincoln Douglas debate participants have numerous opportunities to compete in tournaments, most of which are considered invitational. These forms of competition often share similarities but decisions related to judge assignments, scheduling, and other fundamental aspects of the tournament are often left in the hands of the tournament director.

In terms of official UIL competition, however, the contest rules are specific and clearly provided.

Included in the information provided below is the "Academic Ethics Code" and participants,

competitors, coaches and sponsors alike, should review this important information:

The general Academics Ethics Code means to:

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules, or any other unfair tactic which detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic district or regional meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

Contest Rules for Lincoln Douglas Debate

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) *Interpretation.*

(A) Prose Interpretation

(B) Poetry Interpretation

(3) *Extemporaneous Speaking.*

(A) Informative Speaking

(B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

LINCOLN DOUGLAS DEBATE RULES (Includes Section 1002 of the *C&CR)*

(a) THE CONTEST. Lincoln Douglas debate provides excellent training for development of skills in argumentation, persuasion, research and audience analysis.

(1) *Purpose*. Lincoln Douglas debate is an oral one-on-one argumentation in which debaters attempt to convince the judge of the acceptability of their side of a proposition with a communicative style of delivery. One debater shall argue the affirmative side of the resolution, and one debater shall argue the negative side of the resolution in a given round.

(2) *Format.* Round robin or multiple preliminary rounds leading to an elimination bracket. Each round is approximately 40 minutes. One debater shall argue the affirmative side of the value resolution, and one debater shall argue the negative side of the value resolution in a given round. Each debater will argue both sides of the resolution within the tournament format.

(b) ENTRIES.

(1) Representation. The debates shall be conducted in one division in each conference. In all conferences, a school may enter three individuals in its district meet. In districts where fewer than a total of eight debaters are competing, each school with a full entry may enter a fourth debater.

(2) Eligibility. The student may not enter more than two speech events; and when entered in Lincoln Douglas, the second speech event may not be team debate, prose or poetry. There is no restriction on entering Congress in addition to other speech events. See Section 1000 of the *C&CR*.

(3) Substitutions. During the district meet, substitutions shall not be allowed after a given tournament has begun. Substitutions shall not be allowed after the district meet.

(4) Failure to Compete at District. Disqualification from the Lincoln Douglas Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a debater will not compete and such may be grounds for suspension from Lincoln Douglas debate for the following year.

(5) Alternates. When a debater who qualified for the next higher meet cannot participate in the next higher meet, the alternate should be notified. A coach or designee who fails to notify the regional and/or state contest directors that a student will not compete is in violation of the Academic Contest Ethics Code and the school shall be disqualified from Lincoln Douglas debate for the current academic competition, and such violations may be grounds for suspension from Lincoln Douglas debate for the following year.

(c) THE LINCOLN DOUGLAS DEBATE RESOLUTION. Two topics for debate, one for fall and one for spring, provided by the UIL office, shall be posted during the course of the school year on the UIL website.

(d) FORMAT AND TIME LIMITATIONS. Continuous speaking time and order of speeches shall be as follows:

Constructive

Affirmative, six minutes

Cross-examination by negative, three minutes

Negative, seven minutes

Cross-examination by affirmative, three minutes

Rebuttal

Affirmative, four minutes

Negative, six minutes

Affirmative, three minutes

(1) Preparation Time. A maximum of four minutes of preparation time per debater is allowed during the course of the debate.

(2) Overtime. Overtime may count against a team at the discretion of the judge.

(3) Abuse of Time. Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.

(e) DELIVERY. Communication with the audience is to be considered a high priority for UIL debaters. Oral delivery in Lincoln Douglas debate is to be communicative and persuasive.

(f) EVIDENCE.

(1) Use. Supporting evidence adds to the persuasiveness of the reasoning and argumentation of the debate. Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.

(2) Availability of Materials. Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use laptop computers in the round in accordance with the rules published in the *UIL Lincoln Douglas Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(3) Available in Writing on Demand. All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in printed form or digital storage. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, author's qualifications, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service. Failure to meet this requirement can, at the discretion of the judge and contest director, result in:

(A) loss of round,

(B) the evidence not being counted in the round, or

(C) the evidence not being given as much weight in the decision of the round.

(4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (i) (7).

(g) CROSS-EXAMINATION PERIOD. During the questioning period, both opponents shall stand and face the judge. The questioner should control the use of time during the period and may only ask questions. Questioners may not comment on the answers or make any statements of their own views during the cross-examination period. The purpose of the questioning period is to:

(1) Ask for information to gain clarification and understanding.

(2) Set up strategies to use in developing further argumentation.

(3) Discover fallacies or inconsistencies in opponent's argumentation.

(h) SCOUTING.

(1) Debates Shall Be Public. Debate, by its very nature, is public. Therefore, all debates in League district, regional and state competition shall be open to the public, with the exception of debaters competing in that tournament. Competing debaters shall not observe rounds of district, region, or state competition in which they are not debating.

(2) Notes. With the exception of the final debate in district, regional and state competition, only the judge and the two student participants shall take notes. For example, anyone may take notes in the debates which determine first through fourth place. See Section 1000 (c) of the *C&CR* regarding taping and filming.

(3) Sharing of Notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.

(4) Penalty for Debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debater from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from Lincoln Douglas debate for the following year.

(5) Penalty for Coaches. Violation by coaches of the scouting rule is grounds for disqualification of their debaters from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from Lincoln-Douglas debate for the following year.

(i) TOURNAMENT PROCEDURES.

(1) District Planning Meeting. The contest director is urged to hold a preliminary planning meeting with the Lincoln Douglas coaches in the district in advance of the organizing date for district contests. Recommendations from this meeting concerning site, judging, tournament format, bracketing and other contest procedures should be made to the district director. Suggested meeting agenda is located on the UIL website debate page.

(2) Eliminations.

(A) Debaters should be paired by the tournament director, who should try to prevent, where possible, debaters from the same school, district, or region from meeting except in power-matched preliminary rounds or elimination rounds. Debaters shall debate in their assigned pairings.

(B) At the district meet, the championship may be decided at the discretion of the district executive committee, by round robin or preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. All places (first through sixth) shall be determined. No ties shall be awarded. First, second and third place shall advance to the next level of competition. Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round, or the fifth and sixth seed after preliminary competition, depending on the tournament format determined by the district executive committee, shall be designated as second and third alternates for advancement purposes.

(C) At the regional meet, the championship shall be determined by preliminary rounds leading to an elimination bracket, where all undefeated contestants shall be placed into the elimination bracket. First through sixth place shall be determined. No ties shall be awarded. First, second and third places shall advance to the next level of competition. Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round shall be designated as second and third alternates for advancement purposes.

(D) At the State Meet, the tournament format will be structured to allow for three preliminary rounds for the purpose of seeding for the semifinal round. Those advancing to the semifinal round will be announced after the completion of the third preliminary round. Brackets are not broken at the State Meet. First and second place shall debate for medals. Debaters who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from LD debate for the following year. Both semifinalists will be awarded bronze medals. Debaters designated as fifth and sixth place will be awarded medals.

(3) Choice of Sides. If possible, each student should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each student should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.

(4) Judges. Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:

(A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;

(B) at minimum, be high school graduates;

(C) instructed to sit apart during the debate;

(D) instructed not to discuss their decisions with other individuals or judges while judging a given debate;

(E) provided with adequate instructions for using the judging criteria for Lincoln-Douglas debate in the UIL program; and

(F) instructed to direct questions concerning tournament procedure, or other questions to the contest director.

(i) District. Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee.

(ii) Regional. Judges for regional meets shall be selected by the regional Lincoln Douglas debate contest director.

(iii) State. Judges for the State Meet shall be selected by the state contest director. Any school that qualifies for the State Meet shall provide an experienced judge for each debater who qualifies for the state competition, unless excused for a valid reason by the contest director. Schools qualifying more than one debater should contact the State Director immediately following regional competition. State judging forms should be entered online following the regional contest by the deadline posted on the UIL website. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each advancing debater who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.

(iv) Schools Represented Not to be Known by the Judges. Except at State Meet, so far as possible, the judges should not know which school a debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.

(v) Instructions to the Judge. The contest director is charged with the responsibility of enforcing instructions given on the Lincoln-Douglas debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.

(5) Interruptions. The contest director should permit no interruption of a speaker from the audience during a debate. No cheering shall be permitted during the debate. Any intentional interruption of a debate by an audience member is considered unethical behavior.

(6) Timekeeper and Signal Standards. The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.

(A) If hand signals or time cards are used, the time remaining should be indicated.

(B) When a speaker uses all of the allotted time, in either the constructive or rebuttal speeches, the timekeeper should so indicate.

(C) A timekeeper is provided for convenience. The primary responsibility for staying within the time limits lies with the debater.

(D) Overtime may count against the debater at the discretion of the judge.

(E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.

(7) Questions.

(A) Questions shall be directed to the contest director before the official decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.

(B) Excessive abuse by either the contestant or the coach shall be reason for disqualification of that school and its contestant for the current competition and may be grounds for suspension for the following year.

(8) Ballot Verification. Unofficial results of those advancing to elimination rounds may be announced prior to ballot verification. Ballots should be returned to contestants or coaches to be checked for possible tabulation errors before official results of those advancing are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision of the judges.

(9) Official Results. At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.

(j) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

UIL Guidelines: Electronic Retrieval Devices in CX and LD Debate

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.
B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include *but not be limited to* coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.
C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in cross-examination period.
D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.
E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.
F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

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What to Expect at the District Meet

FORMAT OF THE TOURNAMENT

Two formats are used for organizing UIL district meets: round robin or preliminary rounds leading to single eliminations. When the tournament relies on the round robin format, every debater entered must debate against every other debater. The advantage of such a format is that all debaters will face exactly the same competition, thus eliminating concerns about the random nature of pairings using other formats. The concerns related to this method are generally twofold. First, because of the fact that all debaters must meet in competition, students from the same school must debate one another, a situation what can be disconcerting for some. Second, it is often difficult to break ties during closely contested tournaments in which a number of students have the same number of wins. Also, the round robin format is not appropriate for tournaments that have more than eight competitors.

The second format, generally recommended and used more frequently, relies on preliminary rounds that lead to a single elimination bracket to determine the final places in the meet. Usually this latter method provides for three preliminary rounds, although in some cases you may have four preliminary rounds. Remember though, decisions regarding the format of a district meet, even including details about such issues as pairing the debaters, should be done prior to the date of the meet during the district planning meeting. Not only is it important to make these decisions well in advance in order to facilitate general planning, such decisions will determine the number of judges needed.

Regardless of whether there are three or four prelim rounds, certain factors should be considered in advance. Initially, it should be determined whether or not power matching will be used in the later prelim rounds. Power matching is done by matching debaters against other debaters with similar records for the purpose of reducing the number of undefeated contestants. Other issues related to pairings should also be discussed by coaches and sponsors. When pairings are done, *in so far as possible*, debaters should not be matched against other debaters from their own school, should not compete against the same debater in more than one preliminary round, and should not, if possible, debate multiple opponents from the same school. In districts with a smaller member of competitors, not all of these desirables can be achieved. Debaters should also be assigned to both the affirmative and the negative side during prelim rounds. When there are three rounds, normally the first two provide side assignments and during the third-round students flip a coin to determine which one gets to choose their side for the round.

Following the preliminary rounds, students then advance to elimination rounds. Ideally, districts will allow for eight debaters to advance to a quarterfinal bracket. The advantage of the quarterfinal method is that more students get the chance to advance out of prelims, and the second and third alternates are clearly identified. More judges are required, especially if panels or judges are being used for the quarterfinal rounds instead of a single judge. Such a format obviously requires more time to complete as well.

When determining which competitors will advance to the elimination rounds, the UIL criteria must be consulted for tie-breaking procedures. When selecting the top debaters for advancing, the following criteria is used, in the order presented, to place students in elimination brackets:*

1. *win / loss record*

2. *speaker points*

3. *adjusted speaker points (this is determined by dropping the highest and lowest points)*

4. *opponent's win / loss record*

5. *opponent's total speaker points*

6. *preliminary round head-to-head results (when only two are tied)*

* Districts may determine in what order of priority these criteria are placed, excluding number six.

A Common Question

Debater A defeats Debater B in a prelim round but when the quarterfinal pairings are announced Debater B advances and Debater A does not. If both debaters had the same win / loss record, shouldn't Debater A have advanced by virtue of the fact that s/he defeated Debater B in the prelim rounds?

The result of head-to-head competition in prelim rounds is a tie-breaking criteria used in UIL competition only as the final criteria when all other criteria have failed to break the tie and only when no more than 2 debaters are tied.

A ballot verification period must be scheduled after all preliminary rounds and after each elimination round before the winners are announced. It is vital that the coach and/or debater attend verification to check for errors in tabulation. The ballots will be distributed, along with the win/loss record, the points that it took to break into eliminations and any other information coaches need before awards and certification to the next level of competition are officially announced. Coaches should double-check all tabulation to ensure it has been done accurately.

Additional Questions

Should debaters be matched against other debaters from their own school in elimination rounds?

There is a possibility that debaters may be matched against other debaters from their own school because each receives their position on the bracket based on what they earned in their preliminary rounds. The integrity of the bracket is maintained at the UIL State Meet, meaning that the brackets will not be broken.

At the regional level of competition, some regions will break brackets while others choose to follow the procedure used at the state tournament. If brackets are broken at the regional level, however, it should *only* be done to prevent students from the same school debating against one another and NOT to prevent students from the same *district* debating one another.

Maintaining the integrity of the unbroken bracket is justified for the following reasons:

Maintaining Neutrality: Breaking brackets essentially means that the contest director would re-seed the elimination pairings to prevent competitors from the same school from debating. Thus, the tournament administrator is adopting an interventionist policy rather than allowing the individual performances as determined by the collective wisdom of the preliminary round judges to determine placement in the elimination rounds.

Breaking brackets destroys the integrity and fairness of the seeding determined by those designated to evaluate the debaters and compromises the tournament administrator's ability to maintain impartiality.

There is really no fair way to break a bracket. Debaters ***earn*** the spot that they have in the bracket by the record they compile in the preliminary rounds. Consider the following example of a quarterfinal round where the pairings are 1-8, 2-7, 3-6, 4-5. UIL instructions for the breaking of brackets at the District or Region tournament, if officials determine to do so, is as follows: *"The advantage must always go to the higher ranked debater or team."*

For example, if the debaters from the same school are in the 2-7 position (just to use an example), this means that in order to avoid a same school pairing, the school meeting itself now receives a major advantage: The debater or team earning the second seed now moves into the top seed slot and meets the weakest team (the 8th team), depriving the debater/team who earned the top spot from having this (theoretically easiest) match.

If the same school match happens in the 1-8 spot, it is impossible to "advantage" the highest seed – there is no higher spot available than #1.

The problem becomes much more serious in the semifinal round if same schools meet. If the same schools are paired in the 1-4 spot, the #1 team cannot be advantaged, so the UIL procedure becomes unworkable. If the positions of the 1 and 2 spots are switched (to avoid the same school pair), then the #3 contestant in the bracket receives a harder pairing as a result – an outcome that will seem unfair to them.

Equal Playing Field: The point is, there is no universal system available for breaking a bracket that will work all of the time. This puts discretion into the hands of the tournament director. When elimination round brackets are broken, an unequal playing field is created. In every case, the bracket break is unfair to someone.

When a school meets itself, debaters from the same school would be familiar with the positions their opponent would utilize. This doesn't actually create an unfairness considering that both contestants are aware of the positions used by the other. Not only would the negative debater/team know the case used by the affirmative – the affirmative would also know the arguments likely to be used by the negative.

When a school meets itself, there is a countervailing advantage – this match ensures that one team from the school will advance to the next round.

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While the breaking of brackets used to be a fairly common tournament practice, it has all but disappeared in

the past two decades, with the exception of a few holdouts. The reason so many others have abandoned the practice is that it creates too much discretion in the adjustment of the bracket.

The decision on whether to break brackets at a district or regional competition should be made prior to the beginning of the tournament.

Is it possible for two debaters who have previously debated against each other to be matched against one another again in the same tournament?

Yes, although it should **NOT** happen in preliminary rounds. Brackets should NOT be broken in elimination rounds in order to prevent this from happening. When a rematch does occur, however, debaters should take the opposite side from the earlier round. This is referred to as a "locked" round because debaters are locked into debating the opposite side from the round before.

Are Lincoln Douglas debaters allowed to enter more than one event at the UIL district meet?

Yes, although there are some exceptions. Lincoln Douglas debaters are not allowed, according to UIL rules, to compete in the district UIL CX meet (during the same school year), prose, or poetry. Lincoln Douglas debaters may also be kept from entering certain other academic events based on the Academic Conflict Pattern provided by UIL. The conflict pattern may be found online and in the UIL *Academic Coordinator's Manual*. Note that there is no restriction on entering Congress if you enter LD Debate. The regional and state meets adhere to the conflict pattern without exception; districts are encouraged to do so as well.



Lincoln Douglas Debate

These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, on the UIL website.

Preparation for the contest

PLANNING MEETING (DISTRICT)
Conduct a planning meeting with the debate coaches in the district well in advance of the contest. The most successful debate tournaments are those designed to meet the needs of the contestants debating. Items to be discussed at the planning meeting include the items listed below and the detailed agenda posted on the UIL website. Delegate tasks at this meeting. A policy for how the contest director should be notified if a debater cannot attend should also be established.

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during and after the meet. A list will be sent in late fall. Conduct a planning meeting with the Regional Advisory Committee several months prior to the regional meet. Items to be discussed at the planning meeting may include the items listed below or any other decisions which need to be made.

FACILITIES
Consider the following items in selecting the appropriate building(s) on campus to house the competition, and work with the director to secure permission for the use of the buildings and needed rooms and to ensure their availability.
- number of rooms (one room for every two debaters)
- location of the rooms (buildings) on campus in relation to one another
- facilities for tabulation

SCHEDULE
Consider the following items in selecting a date and a time.
- minimum loss of school time
- adequate time to run the needed number of rounds (45 minutes for each debate round)
- time for tabulation, verification and announcement of winners

A three preliminary round tournament leading to a quarterfinal bracket **(quarterfinal round is required at regionals)** would require the following amount of time.

REGION NOTE:
Because students may be competing in both LD and extemp, the time schedule must be carefully planned and followed.

TRY TO PLACE THE ROOMS used for LD near the rooms used for extemp since competitors may be entering both.

Round 1	45 minutes
Round 2	45 minutes
Round 3	45 minutes
Tabulation	30 minutes
Verification	15 minutes
Quarterfinals	45 minutes
Tabulation/Verification	15 minutes
Semifinals	45 minutes
Tabulation/Verification	15 minutes
Finals	45 minutes
Tabulation/Verification	15 minutes
TOTAL	5-6 hours

Because LD debaters are allowed to enter another speaking event (informative or persuasive) or a nonconflicting academic event, it is important to devise a schedule with this consideration in mind. It is equally important to adhere to the scheduled times.

DISTRICT FORMAT (DISTRICT)

There are two methods (formats) which can be used in determining the district championship. The format is primarily dependent upon the number of debaters entered, the time involved, and the availability of judges. The district championship may be decided by the following:

- Round robin. Each debater debates every other debater. No elimination rounds are conducted.
- Preliminary rounds (usually three) leading to a single elimination bracket. All debaters are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top eight are then selected for quarterfinals, or the top four for semi-finals.

The second format (prelims leading to single elims) is preferred. However, in districts with limited schools and entries, the round robin format may prove more desirable. Use the suggestions from the district debate coaches about which format best fits the needs of the district. More information about the formats is provided later.

The UIL provides a database of potential speech judges on its website: www.uiltexas.org/speech/speech-judges.

REGIONAL FORMAT (REGION)

The regional championship shall be determined by preliminary rounds (usually three to four) leading to a single elimination bracket. All debaters are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top eight are seeded for quarterfinals. All undefeated contestants shall be placed into the elimination bracket. More information about the formats is provided later.

JUDGES

A tournament is only as good as its judges. Therefore, judges should be selected on the basis of capability and impartiality. They may be recruited from forensic programs of nearby colleges and universities, or from schools' coaches, faculties and/or communities. At minimum, they should be high school graduates with debate experience. Districts and regions should ensure they have completed training in UIL rules and contest procedures. Additional training in implicit bias (free online course at NFHSLearn.com) and multicultural competence (NSDA website) are also critically imporant. The number of judges needed is dependent upon the number of debaters entered and (at the DISTRICT level) the format of the tournament. A three preliminary round tournament which includes 24 debaters would require 12 judges per prelim round. Those 12 individuals could also judge Round 2 and Round 3. Each school may be assigned to recruit a certain number of judges or the district committee (at the DISTRICT level, the Regional Advisory Committee at the REGIONAL level) may determine other means of securing an adequate number of competent judges. Recruit extra judges to "stand by" in the event a judge cancels or arrives late.

AWARDS

First through sixth place medals are awarded. First, second and third places advance to the next level. The fourth place debater serves as the first alternate, fifth place debater serves as the second alternate and sixth place debater serves as the third alternate. Districts may order medals from any selected vendor. Regions receive medals from the State office

INFORMATION TO SCHOOLS

As early as possible, disseminate the following information to the schools/coaches involved.

- date
- site
- time and place to register

- schedule of rounds & (at the DISTRICT level) format
- deadline for entries/ "change in entry" procedures
- judging requirements per school
- information about the judges (i.e., age requirements)
- entry fees and/or judges fees
- criteria for determining elimination brackets
- hospitality, concession plans

CONTEST MATERIALS
The following items are provided by the League office digitally via a link which will be emailed to you prior to the start of the district/region meet. Electronic ballots can be accessed in the UIL tournament management software Speechwire.

- Instructions for judges
- Computer Guidelines
- (REGION) Coaches' Information
- (REGION) State Meet information for state qualifiers
- (REGION) "No-Show" forms
- (REGION) Meet Evaluation

General information about debate

TIME LIMITS
Each Lincoln Douglas debate lasts approximately 45 minutes. Each debate, made up of several speeches, is called a round. Lincoln Douglas debate is one-on-one debate of value propositions. The two debaters make the following sets of continuous speeches.

CONSTRUCTIVE SPEECHES

Affirmative	6 minutes
Cross-examination by negative	3 minutes
Negative	7 minutes
Cross-examination by affirmative	3 minutes

REBUTTAL SPEECHES

Affirmative	4 minutes
Negative	6 minutes
Affirmative	3 minutes

- Preparation Time. Each debater shall take no more than four minutes total elapsed time during a round of debate.
- Overtime. Overtime may count against a debater at the discretion of the judge.
- Abuse of time. Excessive abuse may result in loss of the round at the discretion of the contest director.

SIDES
In so far as possible, each debater should debate both the affirmative side and the negative side of the resolution during the course of the meet. In a three-preliminary round tournament, each debater should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for the third round. When a bracket is used, determine side by the flip of a coin or by mutual consent. During the elimination rounds (quarters, semis and finals), determine sides by the flip of a coin or by mutual consent, unless the debaters have already debated each other during the tournament. If two contestants have already debated, assign them to opposite sides than the first time they debated.This is concidered a "locked" round.

SCOUTING
Debate, by its very nature, is public. Therefore, all debates in League district, regional, and state competition shall be open to the public with the exception of debaters competing in that tournament. To discourage the "scouting" of a possible future opponent by either a debater, a coach, or anyone else, the penalties for notetaking are explained below. The contest director makes all the final decisions regarding scouting.

NOTES
- Taking of notes. With the exception of the final debate in district, regional and state competition, only the judge and the two student participants may take notes. For example, anyone may take notes in the debate that determines first and second place, and the debate that determines third and fourth place.

- Sharing of notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest may neither give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
- Penalty for debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debater from the current competition. The contest director makes all final decisions regarding scouting. Such violations may be grounds for suspension of the school from Lincoln Douglas debate for the following year.
- Penalty for coaches. Violation by coaches of the scouting rule is grounds for disqualification of their debaters from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from Lincoln Douglas debate for the following year.

ALL DEBATES IN League district, regional and state competition shall be open to the public with the exception of debaters competing in that tournament.

TAPING/FILMING
The UIL prohibits schools and/or individuals from recording audio and/or video of speech or debate contests

Guidelines for use of computers

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.

B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include but not be limited to coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.

C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in crossexamination period.

D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.

For further clarification, FREQUENTLY ASKED QUESTIONS are listed on the speech page of the UIL website.

E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.

F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

For further clarification, access Frequently Asked Questions Concerning the use of Computers in Texas UIL Debate at: www.uiltexas.org/speech/debate/frequently-asked-questions-concerning-the-use-of-computers-in-uil-debate.

After entries are received

ENTRIES
Do not begin pairing (matching debaters together) until all the entries have been submitted via the UIL online Entry System and are in the tournament director's possession.

SUBSTITUTIONS
Prior to the beginning of the contest, students may be substituted for entries (names) on the official entry if the substitutes present the contest director with letters from the designated administrator certifying eligibility. At the conclusion of the meet, submit the letters to the district director to be filed. After the tournament has begun, no substitutions will be allowed and make sure to input changes online.

PAIRINGS
One of the most complex steps in preparing for a debate tournament is the actual scheduling of contests. The process of arranging matches in debate is called "pairing" because it brings together the pair of debaters who will debate each other.

Careful attention to details is imperative in pairing. An accurate and up-to-date list of entries is critical. For this reason, the pairing process seldom can begin more than a few days before the contest.

The following requirements (constraints), regardless of which format is utilized, should be observed when pairing preset preliminary rounds, *in so far as possible.*

- no contestant should debate against the same contestant more than once;
- each contestant should debate both affirmative and negative rounds; and
- no school should repeatedly debate the same school.

Pair the debaters using the format determined by the executive committee.
(DISTRICT) The district championship may be decided by round robin or preliminary rounds leading to a single elimination bracket.
(REGION) The regional championship must be decided by preliminary rounds leading to a single elimination bracket.

- ROUND ROBIN (DISTRICT) In this method of pairing, each debater is paired against another for a specified number of rounds. No debater is eliminated if he loses a round, and all debaters continue to debate until the stated number of rounds has been completed. Since all debaters meet all debaters other than themselves, this assumes that debaters will debate students from their own schools, if their school has multibple entries. The winner is the debater with the best win-loss record, followed by the highest number of total speaker points. There are no elimination bracket rounds. (See "Tabulating Results" which follows for further criteria, if needed.)

  To conduct a round robin, first number the debaters. This should be done by chance, allowing each debater to draw his number, or, if representatives of debaters are not present, appoint someone to draw for each debater. Sides are random because numbers are drawn at random. Suppose there are seven debaters. Since seven is an odd number, one debater does not debate in each round. The first round is arranged by writing the numbers down in their order, 1, 2, 3, in column form and then 4, 5, 6, 7 in column form up to the left, setting 4 opposite 3, 5 opposite 2, 6 opposite 1, and 7 at the top for the debater not debating that round. Repeat this arrangement except to drop the position of "1" down one space each time until it reaches the bottom and then move its position to the left and up to the top of left column, and the round robin schedules have been completed. If the number is listed first, the debater is affirmative that round. If the number is listed second, the debater is negative that round. The Round Robin schedule ensures that no debater is uneven by sides at the end of the tournament by more than one. Debaters cannot flip for sides in this scenario, since the sides work properly only if the contestant whose # is listed first is affirmative in each round.

7-	6-	5-	4-	3-	2-	1-
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	2-1	1-7	7-6	6-5	5-4

  This arrangement holds good for any odd number. Keep your eye on the "1"—it revolves. Conversely, if the number of debaters is even, "1" remains stationary, and the "2" revolves, thus:

1-2	1-8	1-7	1-6	1-5	1-4	1-3
8-3	7-2	6-8	5-7	4-6	3-5	2-4
7-4	6-3	5-2	4-8	3-7	2-6	8-5
6-5	5-4	4-3	3-2	2-8	8-7	7-6

Three debaters			Four debaters			Five debaters					Six debaters				
3-	2-	1-	1-2	4-1	1-3	5-	4-	3-	2-	1-	1-2	6-1	1-5	4-1	1-3
2-1	1-3	3-2	4-3	3-2	2-4	4-1	3-5	2-4	1-3	5-2	6-3	2-5	4-6	3-5	2-4
						3-2	2-1	1-5	5-4	4-3	5-4	4-3	3-2	2-6	5-6

Choice of sides may be determined for the first round by prescribing that odd numbered debaters take the affirmative and even numbered debaters take the negative. It is unethical for debaters to forfeit rounds to manipulate the round robin standings. All debaters should debate as assigned.

- PRELIMINARY DEBATES to DETERMINE SEEDING in the SINGLE ELIMINATION BRACKET **(quarterfinals or semifinals)**. All preliminary rounds (usually three or four) may be preset (a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent round may be power-matched (based on the record accumulated in the first two rounds).
  - **Preset rounds:** In the preset rounds, in so far as possible, assign contestants to debate persons of different strength. For example, a student listed first by his coach on the entry form should debate persons listed first, second and third by their coaches. If possible, no contestant should debate against another person from her own school, debate against the same student more than once, or repeatedly debate the same school during preset preliminary rounds.
  - **Power-matched rounds:** An individual with some debate tournament administration experience is required to set the power-match round and extra time (approximately 30 minutes after all the ballots of the first few rounds are turned in) must be built into the schedule before the round to be power-matched, even if using computer software. Power-matching is recommended when, in a three-preliminary round tournament, the number of debaters is greater than 12. A power-matched round pairs teams with equal records against one another. This means that undefeated contestants debate other undefeated contestants, contestants with one win and one loss debate contestants with the same record, and contestants with two losses debate other contestants with two losses. This method, though time-consuming, helps in minimizing the number of undefeated debaters who may not advance into the elimination round.
    Procedure for the assignment of byes in a power-matched round: If the number of contestants competing is uneven, the bye must be assigned before the beginning of power-matching. In a 3-preliminary round tournament, the bye in round 3 must be assigned to the contestant with the lowest seeding (considering win/loss record and speaker points), UNLESS that contestant has already received a bye. In that case, the bye would be assigned to the contestant with the next lowest seeding (considering win/loss record and speaker points). The same procedure would be followed in the fourth round of a 4-preliminary round tournament, except that that bye must be assigned to the lowest seeded contestant on the side (affirmative or negative) with the excess number of contestants.
  - **Power-protect rounds:** A power-protect round means that the top seeded teams in the tournament meet only lower seated (bottom) teams in prelim rounds of the tourney. No major debate tournament, either at the college or high school level uses such a "power-protect" scheme and UIL does not endorse this structure.

BYES

If the number of debaters entered is odd, one debater in each round will receive a "bye" when three preliminary rounds lead to an elimination bracket. This means one person sits out of a particular round.

- *in so far as possible:*
  1. Randomly draw for byes.
  2. Do not assign a given debater more than one bye.
  3. Do not assign a given school more than one bye.

These guidelines should be followed whenever possible.

- Remind coach and debater with a bye that it is against contest rules for debaters competing in the contest to watch other rounds.

- Tabulating byes. A bye is tabulated as a win. Speaker points for the round in which the bye is given are determined by averaging the total number of speaker points received in all other rounds.

ROOM ASSIGNMENTS

Assign rooms to the pairings. Try to use rooms which are nearby one another and easily accessible. Repeating use of the same rooms helps reduce travel time between rounds, thereby keeping the contest on time.

JUDGING ASSIGNMENTS

Assign judges to the pairings, using a single judge or a panel of judges (3 or 5). The recommends panels, when feasible, in round robin formats and the semifinals and finals of a preliminary round tournament format. Vary judges as to sex, race, age and philosophy of debate. For example, to balance a panel, one might place a lay person (non-debater) on a panel with a former debater or coach, and a university student with debate experience. Make every effort to prevent a judge from judging a debater more than once. It is important therefore, to keep a recordof which debaters a judge has heard.

BALLOTS

Electronic ballots are available in Speechwire, allowing you to pair via the software. This is an advantage if you must re-pair due to last-minute drops/changes.

The day of the tournament

1. Duplicate pairings for distribution to coaches and debaters, or be prepared to push out from the digital managment system when using e-ballots. After all debaters have registered, meet with the coaches to distribute pairings. If the decision has not been made whether or not to alter (break) brackets to prevent debaters from the same school from debating prior to the last round, meet with the coaches and decide. (see discussion concerning breaking brackets on the following page)
2. Distribute ballots to judges. If you plan to use coaches as judges, avoid having a coach judge his own debater. Debaters can be noted on the ballot with a code such as an assigned school number plus their initials. Judges should not have access to information about a debater's affiliation or record in the tournament. Judges should not discuss their decisions with other individuals or judges while judging a given debate or prior to completing and submitting their ballot.
3. Check to make sure that all rooms are unlocked and that the debate rounds have started.
4. Using e-ballots via Speechwire prevents problems and make the following steps unnecessary.
5. Collect and check each ballot after each round. Before releasing a judge, ballots should be checked to see that a decision has been given (affirmative or negative), debaters have been correctly identified as affirmative or negative, points have been awarded, reasons (comments) for decision have been written, and the judge has signed the ballot.The judge should initial if they chose to give a "low-point" win.
6. Distribute ballots for the next round. Be careful to avoid assigning a judge to debaters they have previously judged.
7. Begin tabulating results. Double check the recording of each round.

After prelim rounds

TABULATING RESULTS

Speechwire is customized to tab for you according to UIL rules. To determine the eight quarterfinalists (required at regionals) or the four semifinalists who will advance (break) to the elimination rounds, **the following criteria are a widely accepted method of determining seeding** (placement on the elimination bracket following preliminary rounds). **However, the district schools at their planning meeting, contest director or regional director, may elect to rearrange the order.** UIL does not mandate a specific order of seeding criteria. The criteria should be determined before the contest begins.

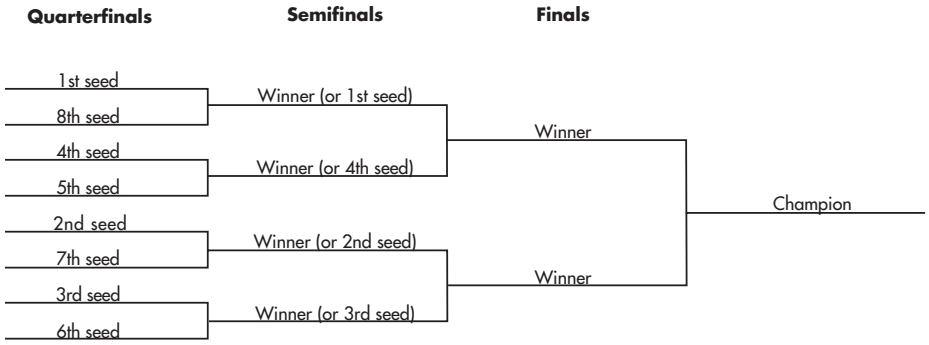
- Win/Loss record. If several debaters have the same record, use the next criterion.
- Total number of speaker points. The highest point total wins. If there is a tie, use the next criterion.
- Adjusted speaker points. Drop both the highest and lowest points awarded to tied contestants. Highest remaining point total wins. If there is still a tie, use the next criterion.
- Opponents' win/loss record. Determine the record of each of the opponents debated by the two contestants tied in points. The student in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
- Opponents' total number of speaker points. High total wins.
- Head-to-Head Prelim round results.

TABULATING BYES AND FORFEITS

If a debater received a bye, or was involved in a forfeit round, special attention is necessary in tabulating results. Credit the debater who received either a bye or a forfeit with a win, and award the individual speaker the average of his points in all other rounds. For a debater that is forced to forfeit a round, the director must exercise some discretion. If a debater is forced to forfeit because of sudden illness, for example, the director may credit the debater with a loss in the round and his average of speaker points from the other rounds. On the other hand, if a debater forfeits for violation of the tournament rules, the director must credit the debater with a loss in the round and award zero speaker points.

TABULATING BYES EXAMPLE:
Round 1 - 23 points
Round 2 - Bye
Round 3 - 19 points
23 + 19 = 42 ÷ 2 = 21
21 points for Round 2

DETERMINING PLACEMENT ON THE BRACKET
Given the debaters who will advance based on the best records, seed the debaters onto the bracket as follows:



ALTERING (BREAKING) BRACKETS
You may alter brackets so that two debaters from the same school will not have to debate early in the bracket. **In the altering of quarterfinal or semifinal brackets**, the advantage must always go to the higher ranked debater. **For example, if the first seed is scheduled in semifinals to debate the fourth seed**, and the two debaters are from the same school, one of the two debaters in the bottom bracket (second seed and third seed) may be moved up to the top bracket. Because the advantage should always go to the higher ranked debater (in this case the first seed), move the third seed instead of the second seed (theoretically a more difficult debater) to the top bracket to debate the first seed. In the bottom half of the bracket, the advantage also goes to the higher ranked debater (the second seed) because the debater is now debating the fourth seed (theoretically an easier debate) instead of the third seed as in the original bracket. If the decision whether or not to break brackets has not been made before the first debate, it is recommended that brackets not be broken.

IN THE ALTERING of quarterfinal or semifinal brackets, the advantage must always go to the higher ranked debater.

ALTERING (BREAKING) BRACKETS AT REGION
The integrity of the brackets is maintained at the State Meet, and therefore, brackets are not broken. If a region selects to break brackets, the bracket should be broken only to prevent the same school from debating itself, not to prevent two schools from the same district from debating themselves.

WHEN DEBATERS CHOOSE NOT TO DEBATE
All places (first through sixth) must be determined. It is educationally beneficial for debates to be conducted, regardless of the number of debaters competing in the district. However, wins in the semifinal and final rounds may be determined via other methods. Contact the State Director.

IF THE DECISION whether or not to break brackets has not been made before the first debate, it is recommended that brackets not be broken.

DETERMINING SECOND AND THIRD ALTERNATES
(DISTRICT) Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round, or the fifth and sixth seeds after preliminary competition (depending on the tournament format determined by the district executive committee), shall be designated as 5th and 6th place (second and third alternates). (REGION) Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round shall be designated as 5th and 6th place (second and third alternates) accordingly..

Fifth and sixth place receive points and medals.

BRACKETS ARE NOT broken at the State Meet.

Ballot verification

A ballot verification period must be scheduled after all preliminary rounds and after each elimination round before the winners are announced. This period is for the coaches to check for errors in tabulation, not to challenge the judge's decision. Distribute ballots to the coaches, indicate the win/loss record and points that it took to break into eliminations (if running a preliminary seeding tournament), the record that it took to win the tournament (if running a round robin format), and any other information the coaches need before the awards and certification to the next level.

When the ballot verification period is over, official results may be announced. These results are official and are not subject to change. Ballots may be returned the day of the meet.

INDIVIDUAL POINTS

1st place 15
2nd place 12
3rd place 10
4th place 8
5th place 6
6th place 4

SPEECH TEAM POINTS

1st place 10
2nd place 5

After the tournament

REPORT TO DIRECTOR

(DISTRICT) Individual contest directors shall give the contest roster/results to the district director immediately after the contest. The district meet director is responsible for entering results into Speechwire. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.

(REGION) The regional meet director is responsible for entering results into Speechwire and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide a list of contestant absentees if alternates were not present to take these individuals' places.

WINNERS' INFORMATION AND AWARDS

Present the medals to the winners. Please inform each advancing debater and alternates that winners' information is posted on the UIL website. The State Meet webpage will serve as the information hub for the state tournament. They should review the information immediately.

SPEECH TEAM POINTS

Speechwire will calculate and award speech team points.

LD STATE MEET COACHES

The coach of each advancing debater and alternate should be given an LD State Meet Coaches' link. This is included in the contest materals and contains critical information. Make coaches aware of the judge deadline. Schools must provide a judge to be eligible to compete at State. Judge forms must be submitted online, by the designated deadline.

DISTRICT DEBATE NO-SHOWS

Compile a list of debaters (and their schools) who did not show up to compete. Forward this to the District Executive Committee.

REGIONAL DEBATE NO-SHOW FORMS (REGION)

Complete a regional Debate No-Show Form for any debater who did not compete and failed to notify the regional contest director in advance. Give these completed forms to the regional director along with the contest results. Submit a copy of each form to the UIL state office, to the attention of Jana Riggins.

MAILING RESULTS

Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS

Destroy or distribute any extra contest materials.

APPENDIX

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Links to Resources:

More resources available online at www.uiltexas.edu/speech/debate

Intro to LD Debate Video: https://youtu.be/vkC_Gw0LqDc

GLOSSARY

actor – (see also agent of action) the part of the resolution that refers to the agent that will accomplish or be expected to enact an ideal or policy

affirmative – one of two sides in a debate; the affirmative has the obligation to support the resolution

agent of action – the phrase in a debate resolution that indicates the source or action suggested by the topic

anecdotal evidence – information about a particular situation or individual case that dramatically exemplifies an issue

break – advance to elimination rounds

bye – when an odd number of debaters or debate teams exist in competition, one team or debater will not have an opponent so a bye is awarded; a bye is recorded as a win and speaker points are based on the average for the remaining rounds

card – a term used in debate to describe a piece of evidence; the term originated when debaters actually recorded quotations on note cards and read from them in debate rounds

case – the collection of evidence and analysis used to support the resolution by affirmative debaters or oppose the resolution by negative debaters; the affirmative constructive speech

categorical imperative – a philosophical concept introduced by Immanuel Kant; idea that claims individuals are morally compelled to act in a certain manner in specific situations, without exception

cite / citation – the source of information that precedes a quotation

contention – a major point, claim, or presentation of evidence and analysis in either the affirmative or negative case; a major debate argument / claim

contextual definition – (see also, field definition) a definition that is grounded in a specific subject; for example, a legal definition of this nature would be supplied by a legal dictionary or resource

criterion – an ideal that is part of affirmative and negative cases used to measure / evaluate the value

documentation – another term used for evidence

drops – arguments to which an opponent does not respond

elims – elimination debate rounds of a tournament during which the final places are determined

empirical evidence – evidence that provides "real world" or "pragmatic" proof of an issue; evidence that typically relies on statistics or some form of scientific proof

field definition – (see also, contextual definition) a definition that is grounded in a specific subject; for example, a legal definition of this nature would be supplied by a legal dictionary or resource

flow sheet – the method used by debaters to take notes during a debate round

harm principle – a concept associated with the writing of John Stuart Mill; the term identifies situations in which the government is justified in allowing for rights violations for the sake of preventing a greater harm

impact – the general effect of an ideal, concept or argument; meaning differs substantially between LD and CX debate

negative – one of two sides in a debate; the negative has the obligation to oppose the resolution

out round – an elimination round in a debate tournament

philosophy – collection of beliefs and values often embraced by either individuals or society; love of knowledge or learning

power match – matching debaters or debate teams in later prelim rounds based on their respective records; high-ranking debaters and teams are matched against other high ranking individuals or teams

power protect – matching debaters or debate teams in later prelim rounds in such a manner intended to preserve records; high ranking debaters of teams are matched against lower ranking debaters of teams

pragmatic – practical or "real-world" application of a concept or ideal

prelims – the randomly matched initial debate rounds during which the contestants earn records that will enable or prevent them from advancing to elimination rounds

proposition – another term used for a debate resolution

qualifications – information about the person being quoted that contributes to credibility of evidence

resolution – an official debate topic, also commonly referred to as a proposition

roadmap – (see signpost) informing judge and opponent, at the start of a speech, of the order in which issues will be addressed

signpost – (see roadmap) informing judge and opponent, at the start of a speech, of the order in which issues will be addressed

spreading – speaking at a very rapid pace in order to cover as many arguments as possible

state of nature – the theoretical condition of humanity embraced by social contract theorists in which individuals have an abundance of freedom / liberty but lack any meaningful degree of security

tagline – a single line of information that describes the content of a quotation that follows

term of art – a term, either word or phrase, in a debate resolution that is commonly associated with the particular subject addressed by the resolution

utilitarianism – the philosophical view supports actions that lead to the greatest happiness or greatest good for the greatest number; often associated with the philosopher John Stuart Mill

value – a concept representing something that is considered good, desirable or of high quality and typically embraced by a society, culture or political group; a necessary part of Lincoln Douglas affirmative and negative cases

voter – an argument / claim introduced by debaters that they believe to be crucial to the outcome of the round

Frequently Asked Questions

If the value is implied in the resolution, should that be the value selected by the affirmative?

It is not an absolute necessity, however, many judges expect cases to include such a value.

Is the negative required, by rule, to present a negative case?

No, however debaters who choose not to use a case on negative risk losing credibility with some judges.

How often are UIL resolutions released?

UIL releases one resolution for the fall and one for the spring; fall topics are normally released in August while spring topics are released in mid-December.

How are UIL resolutions selected?

Coaches, student debaters and other interested parties are encouraged to submit suggestions for topic areas and/or specific wordings of resolutions throughout the school year. Topics can be submitted by accessing the LD Debate suggestion form online at https://www.uiltexas.org/speech/debate. Patterned after the NFHS Policy Debate Topic national wording process, a committee that includes representatives from across the state and from high schools of varying sizes meets annually during the summer to develop the wording of potential topics. All suggestions received are considered by the committee. Outside reviewers selected from the forensic community offer research and analysis of the topic wordings and make recommendations before a topic is selected for debating in UIL.

If a student competes in Lincoln Douglas debate, are they allowed to compete in CX debate?

Not in official UIL district competition; Lincoln Douglas debaters may not enter prose or poetry either. See UIL Debate webpage for expanded explanation of this rule.

Affirmative Case Rubric

Introduction

place a quotation here

Resolution

write resolution here

Definitions

definitions of key terms

Affirmative Value

quote to define the value
quote to support the value

Affirmative Criterion

quote to define the criterion
quote to support the criterion

Contention One

sub-point and quote to prove validity of resolution
sub-point and quote showing how value relates to resolution

Contention Two

sub-point and quote proving criterion / resolution relationship
sub-point and quote proving criterion / value relationship

Summary Statement (optional)

a statement summarizing major points of affirmative case

Negative Case Rubric

Introduction

place a quotation here

Statement opposing Resolution

write statement here

Counter-definitions (if necessary)

counter-definitions provided if necessary

Negative Value

quote to define the value
quote to support the value

Negative Criterion

quote to define the criterion
quote to support the criterion

Contention One

sub-point and quote to disprove validity of resolution
sub-point and quote showing how value relates to resolution position

Contention Two

sub-point and quote proving criterion / resolution position relationship
sub-point and quote proving criterion / value relationship

Summary Statement (optional)

a statement summarizing major points of negative case

Internet Debate Research

Rich Edwards, Baylor University

2024

Terms

Internet Provider: The commercial service used to establish a connection to the Internet. Examples of a service provider are America Online, Sprint, ATT, MSN, Road Runner, etc.

Internet Browser: The software used to manipulate information on the Internet. The four major browsers in use are Chrome (the Google product), Mozilla Firefox (the successor to Netscape), Safari (the Apple product) and Edge (the Microsoft product). Each type of browser will give you access to the same group of search engines, which is the main thing you will care about.

Firefox has one feature that other browsers lack: it can report to you the last revision date of a Web page (select "Page Info" from the top "Tools" menu to access this function). I teach debaters that a Web page may be dated from the last revision date if no other date is shown on the page; Internet Explorer, Chrome and Safari offer no way to know this date.

The "Wayback Machine" offers another option for discovering the dates that a website was first created and last revised. The Wayback Machine archives Internet sites, and is available at https://web.archive.org/. The procedure here is as follows: (1) Copy the URL of the website for which you need the date; (2) Go to the webpage for the Wayback Machine; (3) Paste the URL of the desired website into the search box of the Wayback Machine. For almost all website, the Wayback Machine will then report the time the website was created and the last time it was revised.

URL: This stands for Uniform Resource Locator. It is the http://www.baylor.edu etc.

Internet Search Engine: The software used to search for information on the Internet. You will use the same group of search engines, regardless of which browser (Explorer, Firefox, Chrome, or Safari) you may be using. Examples of search engines are Google, Bing, Teoma, Yahoo, Excite, and LookSmart. My personal favorites are Google and Bing.

Metasearch Engines: These are Internet search engines which will submit your search to other search engines. While there were once many metasearch engines, the only major ones remaining are Dogpile and Webcrawler. The metasearch engines advertise that they are superior to any one search engine since they will report results from multiple search engines. While this is useful for some purposes, it is not the best means to conduct debate research. The metasearch engine sends a simple search request to other search engines, meaning that you are foregoing the

opportunity to use the "advanced search" function that almost all major search engines make available to you. This means that you often are losing the capability to do exact phrase searching, limitation by date, limitation by domain, or limitation by file type. It is also often true that you will receive fewer hits from each of the major search engines than if you were to issue the search directly within that search engine.

Domain: Each web page on the Internet will have a closing three letter code such as ".com," ".edu," ".gov," ".net," etc. The domain tells you something about the origin of the web page. In most instances, the "edu" domain means the web page is housed in or provided by a college or university. The "gov" domain means the web page is maintained by a federal, state, or local government. The "com" and "net" domains usually mean a commercial enterprise. Most of the major search engines (in the advanced search options) allow the debater to limit a search to particular domains.

PDF: This stands for "portable document file" and indicates that a document is being made available in a format which will look just like an original document in print (complete with page numbers). PDF files are designed to be viewed and/or printed in Adobe Acrobat Reader (available free for download from the Internet). The advantage for the debater is that information gathered from a PDF file can be cited at a particular page number (the same page number it would have as if you had access to the original printed document). Almost all congressional hearings (starting with the 105th and 106th Congresses) are available in PDF format. This not only means that you can download a hearing which will be identical to the printed one, but it also means that you have almost immediate access to a hearing once it has been held. PDF files also carry the advantage that they generally are made available from well-established sources on the Internet. Again, however, the software necessary to "read" PDF documents is available free on the Internet. You will know that a document for download is available in PDF format if the Internet URL ends in ".pdf". Most of the major search engines allow you to search for only those Web pages which make available a PDF download.

HTML: This stands for "hypertext markup language" and is the code used for creating web pages. You don't really need to be an HTML programmer to be able to write a web page since numerous programs can create the code for you from simple-to-operate menu choices. If you want to view the HTML code used to construct a web page you can do so by selecting the top menu choice for "View" (In either Firefox or Chrome) and coming down to the choice for "Developer Tools." By selecting "View Source" under "Developer Tools" you will see displayed the native HTML code which creates the Web page.

ARTIFICIAL INTELLIGENCE

Debaters can now explore the potential of artificial intelligence to assist with debate research and the construction of cases, by creating an account at

https://chat.chatbotapp.ai/landing/register

As explained in a recent CBNC article written by Ryan Browne, entitled "All you need to know about ChatGPT, the A.I. chatbot that's got the world talking and tech giants clashing," offered the following description: "ChatGPT is an AI chatbot developed by San Francisco-based startup OpenAI. OpenAI was co-founded in 2015 by Elon Musk and Sam Altman and is backed by well-known investors – most notably Microsoft. It is one of several examples of generative AI. These are tools that allow users to enter written prompts and receive new human-like text or images and videos generated by the AI" (https://www.cnbc.com/2023/02/08/what-is-chatgpt-viral-ai-chatbot-at-heart-of-microsoft-google-fight.html).

While ChatGPT is impressive in its ability to generate essays on any topic, debaters should remain wary about the accuracy of statistics and source citations provided – elements that are essential to ethical debating. Early versions of ChatGPT seemed often to present sources of support that did not actually exist. Later versions do, however, seem to have significantly improved the accuracy of source citation. Debaters should, however, remain cautious; it is essential to personally check the accuracy of citations.

Maximizing the Use of the Search Engine

Why use a search engine? This is the only way to find material on the Internet unless you already know the URL you are looking for. The problem is that you must know the URL precisely; close will not be good enough. In the early days of the Internet folks used to use printed resources such as *Internet Yellow Pages.* But now there are simply too many pages for these types of publications to be useful. Google and Bing, for example, index about 30 trillion Internet pages.

Procedures for effective searching:

What about capitalization? For Internet search engines capitalization no longer matters. Searching for "SECURITY COOPERATION" will produce the same results as "Security Cooperation" or "security cooperation."

What about quotation marks? Use quotation marks whenever you want the search engine to look for words together as a phrase (assuming you are using a search engine that enables exact phrase searching). If you search for Basic Income (without the quotation marks), the search engine will look for web pages containing the word "basic" and "income" but it will not require that the words be next to each other. By putting quotation marks around "Basic Income" you are requesting only those pages containing the whole phrase. There is no need to put quotation marks around a single word.

How can one limit a search to a particular domain? The best Internet search engines have an "advanced search" or "power search" capability. One of the options in

the advanced search engine is the capability to limit by domain. Limited your search to the .gov domain will, for example, provide an efficient means of finding government publications on the desired search. To access Google's advanced search engine, simple place the words "advanced search" in the Google search box.

How can one search for a particular URL (you know part but not all of the URL)? Many of the advanced search engines provide the capability to enter a search term and then to indicate whether you wish to make this search apply to "title only," "full-text," or URL. You would, of course, select the URL option.

How does the search engine rank the web pages it reports? This is a somewhat controversial issue. Some search engines receive payment from internet advertisers for the privilege of having their pages reported early in the search list. Most search engines, though, report the web pages in order of the greater number of occurrences of the term. Google's patented PageRank system factors in not only the proximity of the terms but the number of times other users have accessed the web pages.

Quality of Evidence on the Internet

Setting rigid standards will be essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *Weekly World News.* Since most debate research is squad-based, meaning it is shared by many students, it is essential that there be agreement on minimum standards for the types of web pages which may be used for debate research. Following are some recommended standards:

NO use of web pages which come from discussion groups or chat rooms.

NO use of evidence from comments posted on blogs.

NO use of web pages where the author's qualifications are unknown.

NO use of web pages where the author is a student in grade school, high school, or college.

NO use of web pages from hate groups or from unidentified organizations.

NO use of web pages which are undated or for which a "last revision date" is unavailable.

Prefer web pages sponsored by one of the following groups:

A government institution

A major educational institution

A recognized "think tank" (RAND, Brookings Institution, Heritage Foundation, CATO Institute, Hudson Institute, etc.)

A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc.)

Using the URL to sort out author qualifications: Consider the following example. You enter "John Rawls" and "social safety net" in a Google search. You have a web page returned to you entitled "Notes on 'A Theory of Justice.'" The web page contains some information which you find useful, but you have no information about the author other than just the name Chilton. You notice from the URL that the web page comes from an "edu" domain associated with something called d.umn, but you don't know what school this is, and you don't know whether the author is a professor or an undergraduate student. The URL is http://www.d.umn.edu/~schilton/3652/Readings/3652.Rawls.ATheoryOfJustice.html. Take apart the URL to discover more about the author. Click with your mouse up in the URL line and eliminate all of the end of the URL back to schilton, then return. See if you can find more information about the author. If the URL comes from an educational institution with which you are unfamiliar, eliminate all of the end of the URL back to the part which ends in "edu" then hit return. By clicking the button on his web page for "Vita" you can discover information about his background. You find that the author of the web page is Stephen Chilton, Associate Professor of Political Science at the University of Minnesota, Duluth, who earned his Ph.D. from MIT — a good source. But some additional work was needed to determine the qualification. IT IS ESSENTIAL THAT YOU FIND THE PERSON OR GROUP RESPONSIBLE FOR AUTHORING THE WEB PAGE. It is NEVER a sufficient qualification that you found it on the Internet.

How to find the date. Some web pages will have the date prominently displayed at the top of the web page. Whenever you have this type of date listed, it should be used rather than the last revision date of the web page. Often, however, there is no date on the web page. In most cases you can find the date by pasting the URL into the Wayback Machine at https://web.archive.org/. The Wayback Machine will report the date that the web page was created and the date of its last revision.

How to prepare debate citations from the Internet. Example:

Katherine Klosek, (Dir., Information Policy Association of Research Libraries), *Training Generative AI Models On Copyrighted Works Is Fair Use,* Jan. 23, 2024. Retrieved May 8, 2024 from https://www.arl.org/blog/training-generative-ai-models-on-copyrighted-works-is-fair-use/

This is the citation standard required by the National Speech and Debate Association (NSDA), which follows a modified version of the Style Manual of the Modern Language Association (MLA). Authors must be listed if present. Qualifications must be given. The date of the web page must be given. The name of the web page should be presented. At the end of the citation, indicate that it was gathered online and that the online source was an Internet URL (as opposed

to Lexis/Nexis, Dialogue, etc.). The final date is the date that you accessed the Internet material.

Carding Evidence

ADVANTAGES OF ON-DISK EVIDENCE AND BRIEF PREPARATION

Minimize Printing: In the age of the information explosion, it is simply not feasible for debaters to print out a hard copy of everything they think they might need to read. The two major impediments are expense and time. It is expensive (in printer cartridges) for a debate squad to print out all of the materials that active researchers need. It is also time consuming to print big chunks of material; computer labs typically have many computers but a single printer. The printer becomes the bottle neck. The overuse of printing is also environmentally irresponsible. Debaters chunk huge volumes of paper, often printing out a two-hundred page law review article in order to extract two or three cards. This means that hundreds of pages per day of printed or photocopied materials are simply discarded.

More Usable Briefs: Word processed briefs are easier to read (no illegible hand-written tags, no red or blue ink which refuses to photocopy), and they contain much more evidence per page. This ends up saving a squad large amounts of money in photocopy cost. In fact, members of a large squad can simply distribute new positions via disk and have each squad member print out their briefs on their own printer. This dramatically reduces squad photocopy costs. If briefs are to be word processed, it simply makes sense to collect the evidence on-disk. Otherwise, the debater has to re-type the evidence which exists in hard copy.

Sorting is Easy: The old way for debaters to construct arguments (a hegemony disadvantage, for example) is to create piles on a table-top of evidence which is sorted into different parts of the argument. Inevitably, as the argument is being constructed, there are numerous times when the debater thinks, “I know I have that piece of evidence that says . . . but WHERE IS IT?” When evidence is collected, sorted, and filed on-disk, that doesn’t happen. If the evidence isn’t found in the right category, the debater simply uses the word processor’s “find” function to search for the word or phrase. The card is located in seconds. When evidence is prepared on-disk, the debater can simply use the sorting function of the word processor to put the evidence in order.

HOW DOES ONE CARD EVIDENCE ONLINE?

Have Your Word Processor and Internet Browser Both Open at the Same Time: There was a time when computers simply didn’t have enough RAM (current memory) to have two large programs open at once. Almost all current

generation computers have plenty of memory to make this possible. Simply open the first program, then minimize the window (minimize button is in the top right corner) and start up the other program. If you are on a PC, switch back and forth between the two programs by clicking the desired program on the start-bar. On the Macintosh, you can switch between programs by using the icon in the top right hand corner of your screen. An alternative method for switching is to overlap the window just a bit so that a corner of both can be seen. When you desire to switch, just click with the mouse on the other window to make that program active.

Steps for On-Disk Carding of Evidence:

Text-Saving Method:

1. Locate the Internet site from which the evidence will come.
2. Construct the evidence citation on the word processor in accordance with UIL and NSDA rules.
3. Highlight the portion of the text from the web page which will makeup the text of the card. Copy the text into memory (on the PC, this is Cntrl-C; on the Macintosh it is Apple-C).
4. Switch to the word processor and paste in the text just below the evidence citation. (On the PC, this is Cntrl-V; on the Macintosh it is Apple-V)
5. Eliminate unwanted carrier returns in one of two ways: (a) click at the beginning of each line and backspace, or (b) use the word processor's search and replace function to eliminate all paragraph breaks.
6. Continue pasting cards into the word processor until you have taken all of the desired cards from the web page. Then copy and paste as many evidence citation tops as needed to match each of the cards.

SORTING EVIDENCE ON THE COMPUTER

Design a filing scheme which will allow addition of categories.

Once filed and sorted, your on-disk evidence file functions just like the "piles of cards" on the table. You use the index to see where the cards are which will support the part of the argument you are putting together, then use the search function on the word processor to find the cards, by searching for R301, for example. Read the cards which are filed there, and select the card or cards you want to insert in the brief. Then cut and paste them.

Suggestions for Online Lincoln Douglas Research

Dictionary of Western Philosophy:

Philosophy professor, Garth Kemerling, maintains this site, offering the following description: "This is a concise guide to technical terms and personal names often encountered in the study of philosophy. What you will find here naturally reflects my own philosophical interests and convictions, but everything is meant to be clear, accurate, and fair, a reliable source of information on Western philosophy for a broad audience": http://www.philosophypages.com/dy/index.htm

Glossary of Philosophy:

This lengthy set of philosophical terms primarily comes from *Student Resources for Introduction to Philosophy,* written by John Perry, Michael Bratman, and John Martin Fischer. It now appears in the following Wikipedia page: https://en.wikipedia.org/wiki/Glossary_of_philosophy

Guide to Philosophy on the Internet:

Operated by Peter Suber of the philosophy department at Earlham College. http://legacy.earlham.edu/~peters/philinks.htm

Immanuel Kant: An Introduction to the Work of Kant:

This is an excellent site – part of the "Great Thinker" series – providing an overview of the moral philosophy of Kant: https://thegreatthinkers.org/kant/introduction/

Internet Encyclopedia of Philosophy:

This is a one-stop-shop for finding the meaning of key terms in philosophy as well as a brief overview of the biography and teachings of major and minor philosophers. http://www.iep.utm.edu/

Introduction to Philosophy:

This is an Online philosophy textbook (in seventeen chapters) written by Dallas M. Roark, professor at Emporia State University : http://www.qcc.cuny.edu/SocialSciences/ppecorino/roark-textbook/default.htm

Project Gutenberg:

The description offered by this site: "Project Gutenberg offers over 54,000 free eBooks: Choose among free epub books, free kindle books, download them or read them online. You will find the world's great literature here, especially older works for which copyright has expired" http://www.gutenberg.org/

Stanford Encyclopedia of Philosophy:

This site describes itself as follows: "The Stanford Encyclopedia of Philosophy organizes scholars from around the world in philosophy and related disciplines to create and maintain an up-to-date reference work." The site allows a simple search box as well as a clickable Table of Contents: https://plato.stanford.edu/

The Basics of Philosophy:

This site offers the following selectable tabs dealing with all aspects of philosophy: General, By Branch/Doctrine, By Historical Period, By Movement/School, By Individual Philosopher: http://www.philosophybasics.com/

Contemporary Readings

Bellah, Robert N., Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton. *Habits of the Heart Individualism and Commitment in American Life*. New York: University of California, 2007. Print.

Shlomo, Avineri, and Avner De-Shalit, eds. *Communitarianism and Individualism*. Oxford: Oxford UP, 1999. Print.

Simon, Norman E., and Robert L. Bowie. *The Individual and the Political Order; An Introduction to Social and Political Philosophy*. 4th Ed. Englewood Cliffs: Prentice Hall, 2007. Print.

(This is a relatively small book that provides a wealth of useful information. Topics including justice, liberty, natural rights, utilitarianism, democracy, ethics, civil disobedience, and more are covered in a simple, yet direct manner. Each chapter features a helpful bibliography to guide further research.)

Etzioni, Amitai. *The Common Good*. New York: Polity, 2004. Print.

Etzioni, Amitai. *Spirit of Community: The Reinvention of American Society*. New York: Simon & Schuster, 1994. Print.

Nozick, Robert. *Anarchy, State and Utopia*. Grand Rapids: Blackwell Limited, 2001. Print.

(The focus of this book is justice, with a strong emphasis on the state of nature, natural rights, basic liberty, and the rights of the state. This work is also frequently viewed as a response to *A Theory of Justice* by John Rawls. This is a complex yet helpful resource.)

Rand, Ayn. *Philosophy Who Needs It*. New York: Signet, 1984. Print.

Rawls, John. *A Theory of Justice Original Edition*. New York: Belknap, 2005. Print.

(This book is considered a landmark work on the concept of justice, in particular, distributive justice. Rawls claims that justice must be considered in terms of fairness to the individual. It is not uncommon to find this book cited in contemporary articles and books related to justice.)

Amartya, Sen, and Williams Bernard, eds. *Utilitarianism and Beyond*. Cambridge: Cambridge UP, 1990. Print.

(This book is a collection of essays related to both utilitarianism and contemporary issues.)

Wellman, Carl. *Morals and ethics*. Englewood Cliffs, N.J: Prentice Hall, 1988. Print.

(Although this book might be difficult to locate, it includes information related to a host of topics commonly addressed by Lincoln Douglas debate resolutions. It is a very useful research resource and will provide an abundance of helpful information.)

Collections of Primary Sources

Baron, Robert C. *Soul of America: Documenting Our Past 1492-1974 (Fulcrum Series in American History)*. Golden: Fulcrum Pub, 1989. Print.

(This book is a collection of more than 100 documents that have influenced the United States.)

Heffner, Richard D. *Documentary history of the United States*. New York: Signet Classic, 2009. Print.

(Multiple essays, speeches, and documents that reflect various aspects of U.S. political history are included in this useful book.)

Ravitch, Diane. *The American Reader Words That Moved a Nation*. New York: Harper Paperbacks, 2000. Print.

(This book included numerous documents that deal with both political and social issues.)

Ravitch, Diane. *The Democracy Reader Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide*. New York: HarperResource, 1993. Print.

(Included in this collection of resources are items that reflect issues from various time periods from the ancient to the modern era.)

Seldes, George. *Great Thoughts, Revised and Updated*. New York: Ballantine Books, 1996. Print.

(A collection of numerous quotations related to a host of philosophical and political concepts, this work is quite useful and arranged in a very user friendly manner.)

General Philosophy

Adler, Mortimer J. *Six Great Ideas*. New York: Touchstone, 1997. Print.

(This is but one of several books by Mortimer Adler that address various facets of philosophy. Some of his other works such as *Ten Philosophical Mistakes* and *We Hold These Truths* are also beneficial for Lincoln Douglas debaters.)

S., Engel. *The Study of Philosophy*. New York: Rowman & Littlefield, Inc., 2007. Print.

(This is a basic philosophy textbook that includes an extensive amount of information, not all of which will be relevant to Lincoln Douglas debate. It does, nevertheless, provide an excellent introduction to the study of basic Philosophical concepts.)

L., Heilbroner, Robert. *The Worldly Philosophers The Lives, Times And Ideas Of The Great Economic Thinkers*. New York: Touchstone, 1999. Print.

Lavine, T. Z. *From Socrates to Sartre The Philosophic Quest*. New York: Bantam, 1985. Print.

UNIVERSITY INTERSCHOLASTIC LEAGUE
JUDGING LINCOLN-DOUGLAS DEBATE

I. Purpose:
Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to orally persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**
   Did the evidence orally presented pragmatically justify the affirmative or negative stance?
   Did the reasoning orally presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**
   Did the debaters fulfill their obligation to extend their own arguments?
   Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

II. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

B. Debate:

Affirmative	6 minutes
Cross-examination by Negative	3 minutes
Negative	7 minutes
Cross-examination by Affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes

III. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and oral presentation of the debaters, which debater was the most persuasive?

Note: Be aware of your own implicit bias. Avoid comments about a student's attire.

THANK YOU FOR JUDGING!

Lincoln Douglas Debate Ballot
University Interscholastic League

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: ___

Affirmative #: _____ Negative #: _____

Circle the one number representing your evaluation of each speaker:

	Superior	Good	Average	Below Average
Affirmative	30 29	28 27 26	25 24 23	22 21 20
Negative	30 29	28 27 26	25 24 23	22 21 20

AFFIRMATIVE **NEGATIVE**

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes in the areas of *Analysis*, *Argumentation*, and *Presentation*.

Analysis Argumentation Presentation	**Analysis Argumentation Presentation**

Reasons for Decision: The significant issues used as the basis for my decision were

In my judgment, _____ debater # _____ won the debate.
(affirmative or negative)

Low point win? Yes No

_____ _____
Judge's Signature *Affiliation*

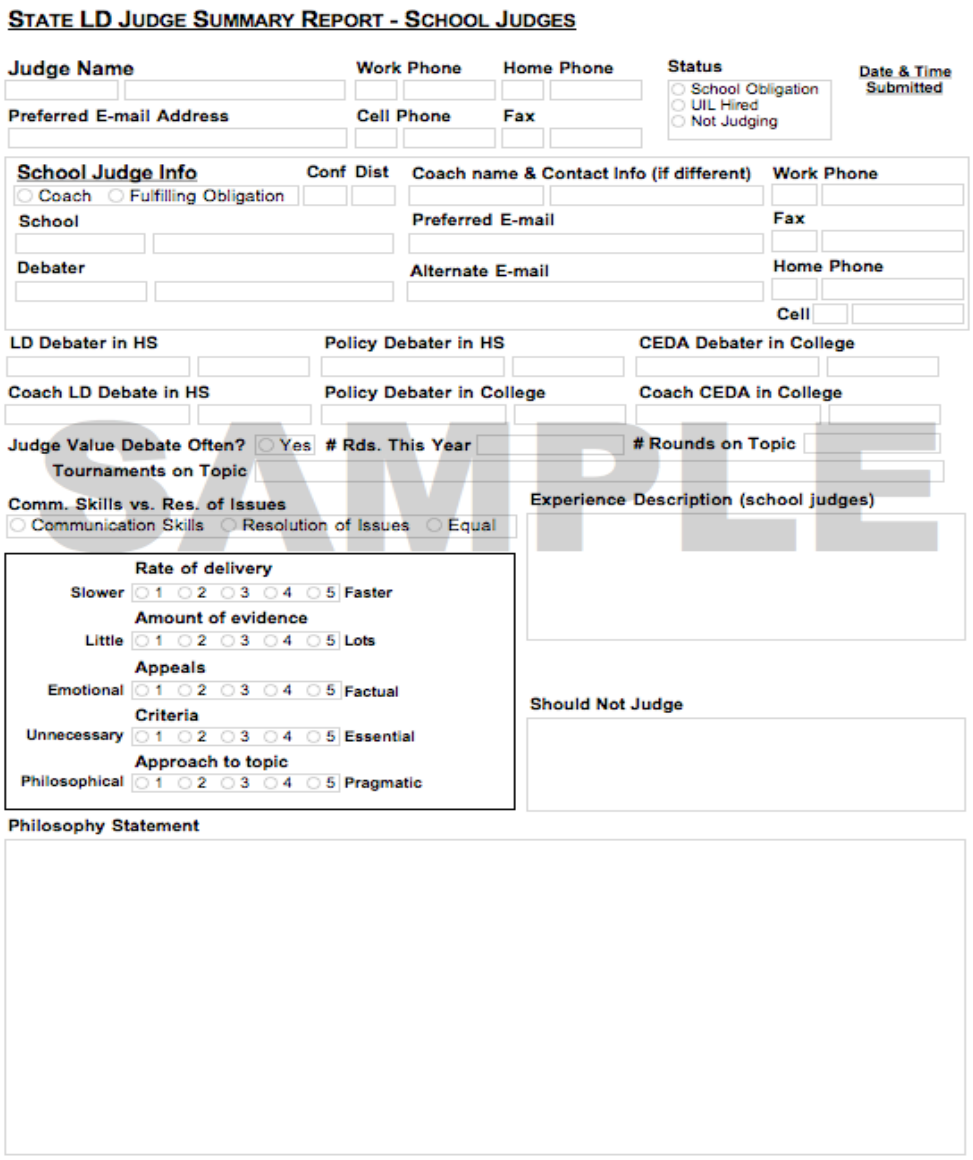
JUDGES REQUIRED FOR THE STATE MEET

All schools qualifying debaters in Lincoln Douglas debate to the State Meet are instructed:

— from the UIL *Constitution & Contest Rules*:

"any school that qualifies for the State Meet must provide an experienced judge for each debater who qualifies for the state competition…" The C&CR also indicates that, *"schools which advance to elimination rounds must provide an experienced judge for each advancing debater who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round."* (Section 1002, E (iii))

- Coaches are encouraged to serve as the judge for their school so students will have educators as adjudicators.
- The judge you submit should have judged numerous rounds on this year's UIL LD spring resolution and be qualified to judge in elimination rounds. Expertise and maturity of the judging pool is critical to the quality of the State Meet. No college freshmen, please!



STATE LD JUDGE SUMMARY REPORT - SCHOOL JUDGES

Judge Name | Work Phone | Home Phone | Status: School Obligation / UIL Hired / Not Judging | Date & Time Submitted

Preferred E-mail Address | Cell Phone | Fax

School Judge Info | Conf | Dist | Coach name & Contact Info (if different) | Work Phone

Coach / Fulfilling Obligation

School | Preferred E-mail | Fax

Debater | Alternate E-mail | Home Phone | Cell

LD Debater in HS | Policy Debater in HS | CEDA Debater in College

Coach LD Debate in HS | Policy Debater in College | Coach CEDA in College

Judge Value Debate Often? Yes | # Rds. This Year | # Rounds on Topic | Tournaments on Topic

Comm. Skills vs. Res. of Issues: Communication Skills / Resolution of Issues / Equal

Experience Description (school judges)

Rate of delivery: Slower 1 2 3 4 5 Faster

Amount of evidence: Little 1 2 3 4 5 Lots

Appeals: Emotional 1 2 3 4 5 Factual

Criteria: Unnecessary 1 2 3 4 5 Essential

Approach to topic: Philosophical 1 2 3 4 5 Pragmatic

Should Not Judge

Philosophy Statement

SAMPLE

Texas UIL Lincoln Douglas Debate Topics

2023-24	Resolved:	Wealth inequality in the United States is detrimental to democracy. (Sept - Dec)
	Resolved:	On balance, the use of artificial intelligence in art, music, and literature is undesirable. (Jan – May)
2022-23	Resolved:	Amateur status ought to be valued above commodification of Name Image Likeness. (Sept - Dec)
	Resolved:	Term limits for members of the United States Congress are justified. (Jan – May)
2021-22	Resolved:	When in conflict, environmental protection ought to take precedence over natural resource extraction. (Sept - Dec)
	Resolved:	In matters of foreign policy, the United States ought to value universal human rights over economic interests. (Jan – May)
2020-21	Resolved:	When in conflict, public health ought to be prioritized over individual liberty. (Sept - Dec)
	Resolved:	When in conflict, digital privacy ought to be valued above public security. (Jan – May)
2019-20	Resolved:	The benefits of genetically modified food outweigh the risks. (Sept - Dec)
	Resolved:	On balance, gentrification is unjust. (Jan – May)
2018-19	Resolved:	In matters of immigration, freedom of movement ought to be valued over national sovereignty. (Sept-Dec)
	Resolved:	On balance, artificial intelligence improves humanity. (Jan – May)
2017-18	Resolved:	The United States federal government has a moral obligation to provide universal health care for its citizens. (Sept-Dec)
	Resolved:	The use of social media as a news source undermines the marketplace of ideas. (Jan – May)
2016-17	Resolved:	The dominance of two major political parties in the U.S. presidential elections undermines democracy. (Sept-Dec)
	Resolved:	In matters of international trade, globalization ought to be valued above protectionism. (Jan – May)
2015-16	Resolved:	When in conflict, an individual's right of self-determination ought to be valued above public health concerns. (Sept-Dec)
	Resolved:	In the United States, wealth inequality is detrimental to democratic ideals. (Jan – May)
2014-15	Resolved:	On balance, government restrictions on threatening speech are desirable. (Sept-Dec)
	Resolved:	When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy. (Jan-May)
2013-14	Resolved:	United States efforts to promote democracy in the Middle East are desirable. (Sept-Dec)

	Resolved:	In matters of justice, John Rawls' Difference Principle ought to be preferred over Robert Nozick's Entitlement Theory. (Jan-May)
2011-12	Resolved:	Capital punishment in Texas is unjust (Sept-Dec)
	Resolved:	Access to drinking water ought to be valued as a human right instead of as a commodity. (Jan-May)
2010-11	Resolved:	U.S. foreign policy ought to be guided by American exceptionalism. (Sept – Dec)
	Resolved:	Free trade should be valued above protectionism. (Jan-May)
2009-10	Resolved:	Standards of professional behavior ought to be valued above freedom of expression on social networking websites. (Sept – Dec)
	Resolved:	Anthropocentrism ought to be valued above biocentrism. (Jan-May)
2008-09	Resolved:	The two-party system undermines democracy in U.S. presidential elections. (Sept – Dec)
	Resolved:	Federal government bailouts of major corporations are just. (Jan-May)
2007-08	Resolved:	In a criminal interrogation, the end justifies the means. (Sept – Dec)
	Resolved:	Sanctuary cities are morally justified. (Jan-May)
2006-07	Resolved:	When in conflict, freedom of expression ought to be valued above political correctness. (Sept – Dec)
	Resolved:	An individual's obligation to society ought to outweigh society's obligation to the individual. (Jan-May)
2005-06	Resolved:	Continued space exploration is vital for the advancement of civilization. (Sept – Dec)
	Resolved:	Drug testing of high school extracurricular activity participants is justified. (Jan-May)
2004-05	Resolved:	The popular vote ought to supercede the Electoral College in U.S. presidential elections. (Sept - Dec)
	Resolved:	Equalization of funding is desirable for Texas public schools. (Jan-May)
2003-04	Resolved:	Television is detrimental to civility in the United States. (Sept - Dec)
	Resolved:	Nation-building is a desirable U.S. foreign policy objective. (Jan-May)
2002-03	Resolved:	Government has a moral obligation to ensure access to mental health care services. (Sept - Dec)
	Resolved:	In the United States, due process rights ought to be valued above homeland security. (Jan-May)
2001-02	Resolved:	Environmental protection ought to be valued above private business interests. (Sept - Dec)
	Resolved:	When in conflict, the spirit of the law should supersede the letter of the law. (Jan-May)
2000-01	Resolved:	A candidate's personal character ought to be valued more than his public performance. (Sept - Dec)
	Resolved:	Increased reliance on technology undermines the quality of life in America. (Jan-May)

1999-00	Resolved:	When in conflict, Native American sovereignty ought to take precedence over state sovereignty. (Sept - Dec
	Resolved:	Multinational intervention is preferable to United States unilateral intervention in promoting American foreign policy objectives. (Jan-May)
1998-99	Resolved:	The protection of American society ought to be valued above the right to bear arms. (Sept - Dec)
	Resolved:	Freedom of expression via the Internet ought to be valued above government regulation of that medium. (Jan-May)
1997-98	Resolved:	That US immigration policies contradict American ideals. (Sept - Dec)
	Resolved:	Influence of the media undermines justice in American criminal proceedings. (Jan - May)
1996-97	Resolved:	That the dominance of two major political parties in presidential elections undermines American democratic ideals. (Sept - Dec)
	Resolved:	That gender equity is essential to legitimate democracy. (Jan - May)
1995-96	Resolved:	That financial influence by lobbyists undermines the American democratic process. (Sept - Dec)
	Resolved:	That affirmative action programs are justified in American society. (Jan - May)
1994-95	Resolved:	That restriction of civil liberties for the sake of combating juvenile crime is justified. (Sept - Dec)
	Resolved:	That rehabilitation ought to be a higher priority than retribution in the American criminal justice system. (Jan - May)
1993-94	Resolved:	That when in conflict, the preservation of endangered species is more important than the pursuit of economic growth. (Sept - Dec)
	Resolved:	That the United States ought to place greater emphasis on humanitarian considerations in the conduct of its foreign policy. (Jan-May)
1992-93	Resolved:	That freedom of choice among public schools would better serve the interests of American society. (Sept - Dec)
	Resolved:	That mandatory term limitations for federal legislators would be desirable. (Jan - May)
1991-92	Resolved:	That affirmative action programs are justified in American society. (Sept - Dec)
	Resolved:	That the right to die should be valued as highly as the right to live. (Jan - May)
1990-91	Resolved:	That the federal judiciary exerts excessive influence on American society. (Sept - Dec)
	Resolved:	That the United States government has a moral responsibility to ensure access to quality health care for all citizens. (Jan - May)
1989-90	Resolved:	That ability grouping in educational institutions is justified. (Sept, Oct)
	Resolved:	That all United States citizens ought to perform a period of national service. (Nov - Dec)
	Resolved:	That the democratization of Warsaw Pact nations is in the best interests of the United States. (Jan - May)

1988-89	Resolved:	That the adoption of an official language in the United States better serves the interests of society. (Sept, Oct, Nov)
	Resolved:	The best government is that which governs least. (Dec, Jan, Feb)
	Resolved:	Americans have overemphasized convenience at the expense of the natural environment. (DR/S)
1987-88	Resolved:	That Lt. Col. Oliver North is an American hero. (Sept, Oct, Nov)
	Resolved:	That scientific manipulation of the genetic code to improve human beings would be morally justifiable. (Dec, Jan, Feb)
	Resolved:	That television has had an adverse impact on the American political process. (D/R/S)
1986-87	Resolved:	That the benefits to society of testing citizens for illegal drug use are more important than the individual's right to privacy. (Sept, Oct, Nov)
	Resolved:	That the U.S. government is justified in intervening in other nations' internal affairs in defense of human rights. (Dec, Jan, Feb)
	Resolved:	That the American judicial process protects the accused in criminal proceedings to the detriment of society. (D/R/S)
1985-86	Resolved:	That unions are detrimental to the American way of life. (Fall)
	Resolved:	That the American democratic ideal is undermined by financial influence in the political process. (S/D/R/S)
1984-85	Resolved:	That the influence of the media is detrimental to the American political process. (Fall and Winter)
	Resolved:	That experimental medical attempts to extend life are unethical. (D/R)
	Resolved:	That United States immigration policies contradict American ideals. (S)

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL CX or LD DEBATE

Preparation

Prepare before the start of actual competition rounds by using test rooms provided by the specific video platform a tournament is using. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction,

removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. If you choose to stand when debating, avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Microphones

Debaters should mute their microphones when not speaking. Double-check it is muted before beginning prep time.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
  - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
  - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
  - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
  - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
  - Reduce additional Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.
Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.
Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: Some tournament software allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a debate unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures **a minimum of two weeks before** the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request for Accommodation Form: http://www.uiltexas.org/academics/resources/forms

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

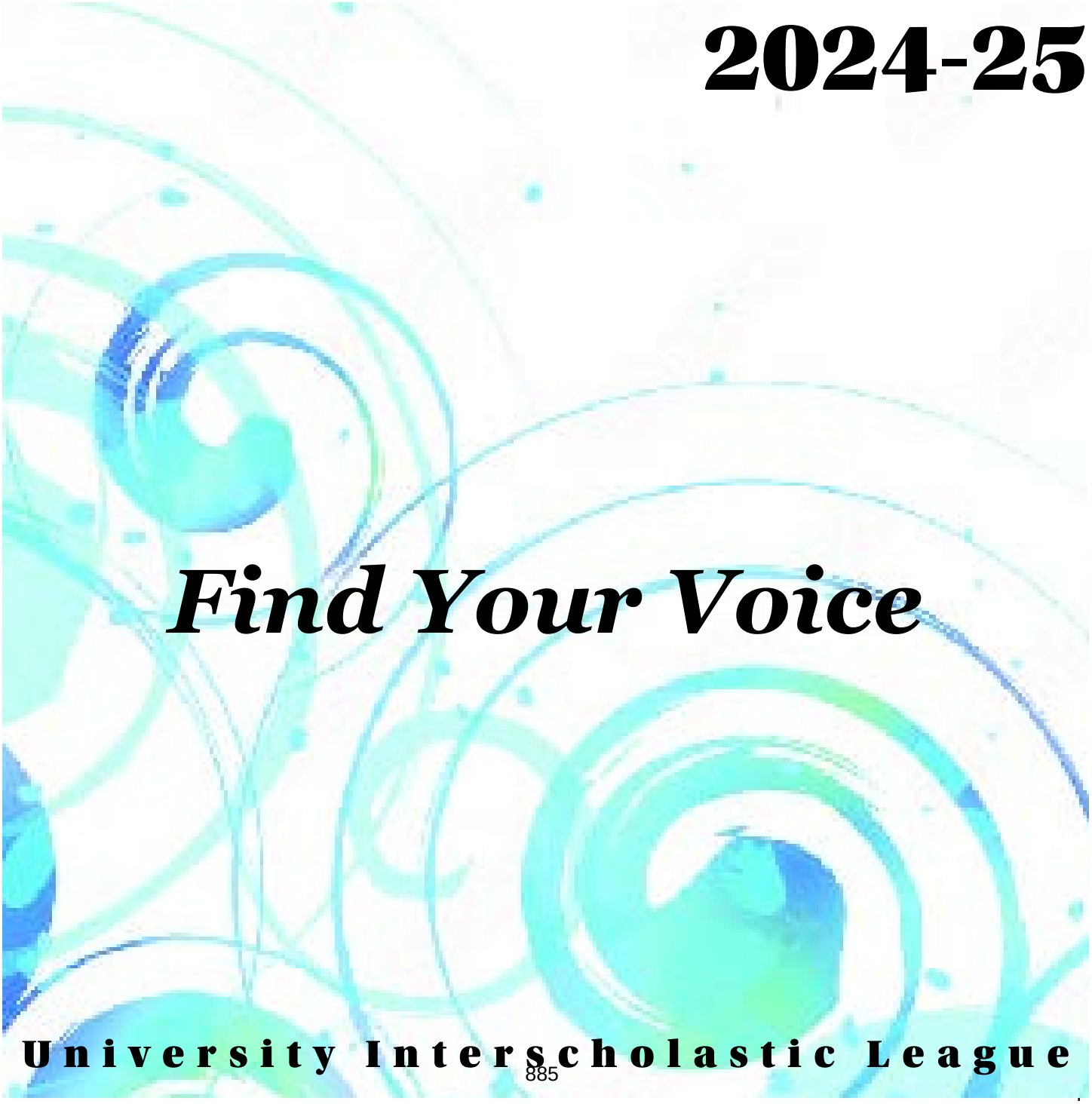
The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

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PO Box 151027, Austin, TX 78715
512-382-0916
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Prose and Poetry Handbook

2024-25



University Interscholastic League



This button is found on the UIL Speech home page https://www.uiltexas.org/speech

preface

UIL oral interpretation events are a favorite among students and coaches. Perhaps that is because the goal of oral interpretation is not only to discover, but then to share, and what joy comes from sharing literature with an audience! Those moments create a special bond between the literature, the reader, and the listener.

Since oral interpretation is an art of recreation, every piece of literature presents its own challenge. While there is no absolute "how-to-do-it" formula, I do believe that the basic principles of analysis and presentation included in this book will prove useful. As you will discover when you review different judges' evaluations of your performance, each judge brings his or her own perspective about performance. My hope is that this handbook will help you ultimately achieve a balance between literary analysis and interpretative technique, which is essential to the art of oral interpretation, and that the information provided within its covers will equip you to make decisions about your approach to your own performance. Of course, no book can or should replace the teaching role, so I encourage you to review and evaluate the concepts in this publication with your UIL coach for application.

The growth you experience as you search for literature through extensive reading, as you analyze to comprehend the true essence of the literature, and as you prepare for the performance moment, will be incredibly meaningful. In the midst of working diligently to achieve goals as a UIL competitor, I hope you won't forget to fall in love with literature, to find an affinity with gifted authors, to "feel" the words of the writers down deep in your soul, and to grow as an individual because of your encounter with oral interpretation as an art, not simply as a contest — in order that you may be forever changed by its magic.

Jana Riggins
UIL State Speech Director

about this edition

About the authors

The latest edition of the UIL Prose and Poetry Handbook was written and edited by Jana Riggins, current UIL Speech Director. Additionally, the handbook includes valuable contributions from earlier directors and input from members of past and present State Prose and Poetry Advisory Committees whose contributions are greatly appreciated. This entire group is quite diverse in their philosophies of oral interpretation, which enhanced the variety and depth of this handbook. Special thanks to M'Liss Hindman, Director of Forensics at Tyler Junior College.

About the categories

A committee of high school coaches and university faculty is formed to choose new prose and poetry categories each time they change. Serving on the latest committee were: Larry Bailey, Judson HS; Andrew Barrett, Cypress Creek HS; Gary Brister, Hico HS; Stef Cambra, presently at Drury College; Mellessa Denny, Amarillo HS; Shawn Duthie, Holliday HS; Emily King, Liberty Hill HS; Ann Shofner, retired, Amarillo; the late Johnny Trillayes formerly at PSJA Southwest HS; Martin Vela, Corpus Christi King HS; and M'Liss Hindman, Tyler Junior College, Director of Forensics. UIL State Speech Director Jana Riggins chaired the committee.

About the handbook

This handbook is essential reading for both coach and contestant. It contains rules and contest procedures particular to UIL Prose and Poetry contests you must familiarize yourself with to be successful in UIL competition. It also includes theory and instruction on oral performance of literature.

About the future

The interpretation categories will continue to change on a regular basis. Your opinion and suggestions are valuable. Visit our website to submit literature categories you believe would be educationally beneficial for our students. We would also welcome comments about this handbook, including what additional information you feel would be helpful. Specific category rulings are updated on the UIL website throughout the competition year.

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Welcome to Oral Interpretation

I'm not my father's son. Well, I am, except you wouldn't know it. That's because my father is an athletic coach. I am not.

My dad coaches football, basketball, volleyball, and baseball. My hand-eye coordination is so bad, I'm not sure the two have actually met. So, instead of spending the majority of my childhood with some type of ball in my hand, I was always holding a book. Some of my earliest memories involve literature. I don't know what it feels like to hit a homerun, but if it's anything like what I felt upon receiving my first library card, I can understand why people love the sport so dearly.

Baseball may be America's favorite pastime, but reading has always been mine. The first time I read Pippi Longstocking, I neared the final chapter as my mom called out from the other room, "Bedtime! Lights out!" Instead of going to sleep after obediently flipping the switch, I used the glow of a Happy Meal toy I received earlier that day as a flashlight to read the last pages.Don't get me wrong. My interests may differ wildly from my father's, but our personalities are similar. My competitive nature just manifests itself differently. In elementary school, I would spend Saturdays sitting in my room with a Laura Ingalls Wilder book having "races" with myself to see how many pages I could read during specific increments of time. Little did I know, in high school I would discover an activity which allowed me to combine my love of poetry, performance, and a little competition.

When I first walked into Beth Huse's classroom, I told her I wanted to find out more about an event called Poetry Interpretation. By the end of that day, she had Ron Koertge's Shakespeare Bats Cleanup in my hands. I finished the book of poetry before I even made it home. The narrative poems tell the story of a teenage baseball player who was benched after contracting mononucleosis. During this time off, he discovers a poetry book in his dad's den as well as a new found love of verse. It was the mirror image of my own father-son story. A couple of weekends later, I walked onstage to accept my first medal for my performance of a cutting out of that book.

We all have our own origin story as we are. It is my hope on our journey that none of us forget where we started. I went from receiving awards for my performances to now standing behind my students on the UIL stage as they receive their own. Over the years, I've been fortunate enough to turn my love for this activity into a career.

It seems only fitting that my career started with a nod to my unexpected heritage when the principal who hired me announced to his administration that Mr. Fugler would be the new Speech and Debate teacher. One of the assistant principals--a former coach--asked "Fulger? What's he know about speech?" When she later retold that story and stressed her disbelief that I could be my father's son, I responded, "Sure, my dad may coach sports, but I coach speech. We have different interests, but share the same competitive nature."

Admittedly, I still correct students when they call me "Coach" Fulger, saying that's my dad. But when I think about it, this activity has helped me come to respect our similar personality traits while also celebrating our differences. To borrow a line from my poetry introduction for that very first program, "The apple may not fall from the tree, but that won't stop it from rolling down the hill and off the cliff." And that's okay.

JP Fugler
Lindale High School

"The rhapsode should also interpret the poet." ***Socrates***

How Did We Get To Here?

In the days of Vaudeville, a favorite act was the One Man Band, in which a musician appeared wearing a vast array of musical instruments — banjos, washboards, mouth organs, bugles, tambourines, and even cymbals attached to his knees — which he somehow managed to play, all at the same time, to the delight and amazement of his audience.

The oral interpreter does even more incredible things. He is a public speaker reciting introductions and transitions. He is a performer playing many roles, both male and female, as well as an occasional inanimate object. He is a critic, examining every word of the text and sub-text, sharing his own interpretation, always in search of the perfect performance. He is a narrator supplying the author's thoughts, images, moods, and tones. He is the whole technical crew, providing settings, stage directions, and sound effects. At the same time, he is a part of the audience, observing, analyzing, and enjoying the author's material. And all the while, *he must still maintain his own identity*. A formidable task, indeed!

Oral interpretation, the oldest of the speech arts, has roots and a history that go back to the beginnings of man, long before the written word. Undoubtedly, on long winter nights by the light of camp fires, early man told tales of his battles, his victories, his romances, entertaining and amazing his family and friends. After a while, these tales became the history of his tribe and were considered holy and revered by all, as was the teller.

In Greek times, this teller of tales was called by the name "rhapsode" (coming from the Greek root meaning "to sew" or "stitch," no doubt referring to the numerous tales that were "stitched" together for his program). The rhapsode, carrying a lyre to accompany himself and a myrtle staff, made his living traveling from place to place, reciting Homer's *Iliad* and *Odyssey,* inspiring and moving his listeners with historical and religious tales. In time, these works were written down and became the Western World's first literature.

The Romans, with poets such as Virgil, Horace, and Ovid continued the tradition, as did the Church during the Middle Ages. Outside the church, there were the troubadours and minstrels, traveling about singing and juggling, who spread their tales and histories across the centuries, leaving behind the great national epics such as *Beowulf, Cid, Nibelungenlied,* and *The Song of Roland*. When literacy increased as a result of the invention of the printing press, storytelling and reading were taken over by the common people. Thus we have Chaucer's *Canterbury Tales*, in which the characters themselves take turns telling stories. Offspring of these epics are the novel, poetry, and short stories of more recent times.

The Nineteenth Century made "super stars" out of such authors as Charles Dickens, Harriet Beecher Stowe, and Mark Twain, who toured and "won" the West, doing what people have always done, reading to others.

In our own century, the radio, that tiny little electronic rhapsode, captured imaginations around the world, teaching us once again that suggestion can create anything and everything in the mind. More recently, London and Broadway have mounted critically acclaimed productions — *Don Juan in Hell, John Brown's Body*, and the eight hour *Nicholas Nicholby*.

It is not surprising that students in Texas high schools are so fascinated with the oral interpretation of prose and poetry. The rhapsode is very much still with us. Audiences are waiting. Long may the interpreters continue!

Where Are We Today?

While oral interpretation of literature finds its roots in the traditions of storytelling, it has emerged as a distinct art form. And like other forms of art, it continues to evolve in both the material that is used and the manner in which that material is presented. Oral interpretation can be defined as the art of sharing literature from the author through the performer to the audience. Each of these elements is crucial to the final product of oral interpretation as a UIL contest activity.

There remain wide differences in philosophies of "the right way" to perform oral interpretation of literature. In the 1950s and continuing into the 70s, educators were often taught that oral interpretation should be limited entirely to the use of the voice and facial expression, and that any use of the body was inappropriate, as it constituted "acting." Then in the 90s and earlier this decade, many educators still taught that interpreters shouldn't move out of the imaginary 'box' that was around them and that interpreters should never move their feet. More recently, colleges and universities have favored the "performance" approach, where almost anything goes, so many younger teachers and others who work closely with collegiate faculty and workshops have a different perspective. You may have already heard professionals speak of "crossing the line" between interp and acting, or you may find comments on your performance critiques that deal with this issue. Many coaches and competitors are asking: "Where is the line? What does it mean, and how does anyone know when they've crossed it?"

There are several elements of the contest rules which should help in answering these questions for UIL competition. First, the *Constitution & Contest Rules* clearly defines the goals of the oral interpretation contests in UIL as "literature in performance through expressive oral reading." While actors have the use of the full stage space, costumes, settings and props, and other characters on stage, the interpreter is required to provide all these elements through suggestion. The essential role of the narrative in prose or poetry means an interpreter has a unique communicative role with the audience that is not present in stage productions. The key is "believability." An audience (which includes judges) can imagine several different characters, established through the use of voice, focus, and posture to distinguish individuals, and settings that could seldom if ever be accomplished on stage, established through narration. When exaggeration leads them to focus on the technique you use rather than the material you are conveying, often believability is lost.

A second element of UIL competition in oral interpretation is the required use of a physical manuscript, intended to keep the focus of the performance on the literature itself. Actors memorize their lines, and "become another person" while they are on stage. Interpreters use a script (even if they are so familiar with it that it isn't necessary) to portray a number of diverse characters, often including a narrator who communicates directly with the audience. Probably nothing interferes with believability more than watching someone who holds a script but never uses it, or someone who uses that script in a way that blatantly contradicts the fact that it contains the literature that is being performed. Again, suggestion works, exaggeration seldom does. But there are no rules that say how many times a contestant must look down at each page. The best advice is for performers to look down at their pages 'in character' and at appropriate times (for instance NOT in the middle of a description of some specific action.) During rehearsals, plan when you look down and also plan when each page should be turned. Again use judgement and avoid turning pages in the middle of sentences or in the middle of describing some action/scene, etc.

A third consideration is the guidelines for use of the body and movement in these UIL contest activities are provided. The contest rules indicate: "Responsive use of the body (i.e. spontaneous changes in posture, gesture, and place-to-place movement) is permissible. However, this active use of the body should: (A) be appropriate to the demands of the selection, (B) be a natural outgrowth from the literature to be performed, and (C) be limited in scope." Coaches and contestants should realize that judges will apply their own opinions to what they value in style and delivery and that these opinions will vary from judge to judge. This doesn't mean that an interpreter can't do some limited movements suggesting larger concepts being described; it just means that it is one of the difficult choices an interpreter must make. Judges are never going to agree totally with every performance. That is why the majority of contests require at least three judges for finals.

This doesn't mean that interpreters are restricted to a mechanical presentation of literature, where the emotional texture of the material cannot be experienced through performance. The vast majority of successful competitive performances are those which fall into the middle realm between little physical involvement with the presentation of literature, and contestants who act as though they were "on stage," when everybody in the audience knows they are not. Most UIL judges recognize and maintain a real distinction between acting events and interpretation events, and appreciate contestants who truly "share literature from an author through the performer to the audience." Actors "become" a character completely with their voice, posture, walk and more, while interpreters suggest by using their voice and posture and, only when appropriate, other movements. Actors talk to other characters on stage, while interpreters create the sense that the other character or characters are there. Audiences share in the experience if they can see *in their minds* what you are creating. As for "Where is the line? What does it mean, and how does anyone know when they've crossed it?" That is totally opinion. And current performance theory indicates that a contestant shouldn't be concerned about the "line" so much as that their performance is realistic and true to the literature.

The bottom line? Make the literature come to life with the words you are speaking. Embrace the power inherent in the words themselves. Your analysis and understanding of the literature should be your guide as you make performance decisions about how to share the selection with an audience in a way that keeps the focus on the author's work rather than on performance technique. Work with your coach to understand the various philosophies of oral interpretation that are generally accepted in your area. The subjective nature of performance of literature means that opinions about performance styles will vary from region to region and even from one district to another. That should not discourage you but should motivate you to become the best interpreter you can be and to make each of your performances believable so that you will move your audience. In learning these skills you will become more confidant in your abilities which will only benefit you in the future. Enjoy learning.

2 Getting Started

As you begin to immerse yourself in oral interpretation not only as an art form but also as a forensic activity, the most important initial step is gaining knowledge of the contest rules and procedures. It is critical to read the UIL rules carefully because adherence to the details is essential for success in competition. They are provided in this chapter for you to study carefully and completely.

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see [b] Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*
- (A) Cross-Examination Team Debate
- (B) Lincoln-Douglas

(2) *Interpretation.*
- (A) Prose Interpretation
- (B) Poetry Interpretation

(3) *Extemporaneous Speaking.*
- (A) Informative Speaking
- (B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

Section 1003: INDIVIDUAL SPEECH CONTESTS
(a) PURPOSE. The purpose of each of the individual speech contests is to stimulate the student's ability to communicate ideas and information to an audience. In the extemporaneous informative speaking and extemporaneous persuasive speaking contests, these ideas are essentially those of the speaker, derived from the speaker's background of research on current events. In poetry interpretation and prose interpretation, the student is challenged to ascertain and communicate the ideas of an author through a literary selection, based on the student's understanding and research.
(b) GENERAL INSTRUCTIONS.

(1) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a single contest, preliminary and final rounds shall be held. Preliminary round sections shall be divided as equally as possible. The following chart shall be used to determine the number of sections and finalists in each section:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

* If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

(2) *Judging All Individual Speech Contests*. Judging shall be by an odd number of judges or by one judge. In any event, the contest director should make every attempt to secure competent judges who have had training in the field of speech. At minimum, judges should be high school graduates. In so far as possible, the judges should not know which school contestants represent. A copy of the judging instructions provided by the League office should be given to each judge. Prose and poetry judges for high school oral interpretation should be given literary categories prior to the meet. Contest directors are responsible for explaining these instructions and categories to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. The responsibility of the judge is to rank the speaker, evaluate the performance, and give constructive suggestions for the benefit of the speaker. Written evaluations are encouraged.

(3) *Timekeeper and Signal Standards*.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking as the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant.

(4) *Ranking the Contestants*.

(A) At the close of the contest, the judges shall rank all speakers by numbers: 1, 2, 3, etc. The contest director will supervise tabulation of contest results, using the official UIL Talktab speech tabulation software. Points are to be awarded through sixth place in accordance with Section 902.

(B) In the case of panel judging, the following criteria, in the following order, shall be used to determine all ranks: (1) majority or BETTER; (2) lowest sum; (3) judges' preference; (4) decimal equivalent; (5) judges' preference to break decimal ties; (6) lowest sum of all tournament ballots (7) blind draw, except

at state finals. When a place has been determined, the contest director shall revert back to the first criteria (majority or BETTER) to determine the next rank, unless there is a tie, whereupon all contestants who are tied shall be awarded a place before going on to another contestant or place. NOTE: At no time during tabulation should judges discuss their ranks or confer with one another regarding ranks - item (iii) below, "Judges' Preference" is a method of tabulation and does NOT infer that judges confer to reach a preference. See * in (C) below for instructions on tabulating judges' preference.

(i) Any contestant who receives a majority of firsts shall be awarded first place.

(ii) In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.

(iii) If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. See (C) * below for instructions on determining judges' preference.)

(iv) In any case where there is a tie, all contestants who are tied shall be awarded a place before going on to another contestant or place.

(v) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:
Rank of first = 1.00
Rank of second = .50
Rank of third = .33
Rank of fourth = .25
Rank of fifth = .20
Rank of sixth = .17
Rank of seventh = .14
Rank of eighth = .13
The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

(vi) If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.

(vii) If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(viii) Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for state finals.

(C) Second place shall be determined next. If a tie existed for first place, after breaking the tie by the above methods, the person who was tied with the first place winner is automatically given second place. If no tie existed, revert to the first ranking criteria (majority or BETTER.) A contestant (not already awarded a place) ranked second OR BETTER by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds OR BETTER or if two unranked contestants receive a majority of seconds OR BETTER. (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds OR BETTER, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

*In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds OR BETTER. Contestants 1 and 2 have the same sum of total ranks, so the tie for second shall be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	2	5	3	10	+	2nd
Two	4	2	4	10	–	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

(D) Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside #1 indicate the judges' preference. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker, #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first place. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second place. Contestant #1 is then awarded third place. Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first shall be ranked before considering other contestants or places. The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths OR BETTER (two second place ranks). Therefore contestant #5 is awarded fourth place. The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

(E) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent. See Section 1003 (b) (3) (B) (v). In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

Contestant #1 has the highest sum total of decimal value, and is awarded second place. Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place. Both contestants remaining unranked have a majority of fifths OR BETTER. Therefore, contestant #6, with the lowest sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

(F) If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	1	8	–	1.58	3rd

In this example, judges' preference cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preference shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A & B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

(G) If, at this point, contestants remain tied, the sum of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(H) If, at this point, should a tie still exist that cannot be broken by these methods, the tie shall be broken by a blind drawn, except at State Finals. All tied contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance with Section 902.

(I) Contestants who are disqualified receive no place and no points.

(5) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and at the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

(6) *Ballot Verification Period*. After the preliminary and final rounds (excluding final round at State) and the announcement of unofficial rankings, the individual evaluation sheets for each contestant shall be made available to the contestant and/or the coach. Unofficial rankings of each round should be available printed from the official UIL TalkTab software during this verification period. It then becomes the responsibility of the student and/or the coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

(7) *Official Results*. At the end of the ballot verification period, rankings shall be read and posted as Official Results. No questions may be raised after this point.

POETRY

POETRY INTERPRETATION (Section 1006 of the C&CR)

(a) THE CONTEST.

(1) *Purpose*. The purpose of this contest is to encourage the student to understand, experience and share poetry through the art of oral interpretation.

(A) Oral interpretation, or the study of literature through its performance, can be defined as a demonstration of analysis, performance and communication skills offered publicly on behalf of literature.

(B) Oral interpretation focuses on literature in performance through expressive oral reading. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections, and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work.

(2) *Format*. Contestants shall prepare selections from both Categories A and B. The literary categories are designed to encourage students to explore the wide variety of feeling and form available in poetry. In any one contest round, the contestants shall be bound by the one selected category. Contestants who fail to read material from within the selected category shall be disqualified. Oral reading of the selection(s), including the introduction and transitions, shall not exceed seven minutes.

(b) ENTRIES.

(1) *Representation*. Each participant school in all conferences may enter three students in the contest.

(2) *Eligibility*. Only students in high school are eligible for this contest. Poetry contestants shall not compete at district in prose interpretation or in Lincoln-Douglas debate. See Section 1000 for specific speech eligibility requirements.

(c) RESOURCES. The categories are discussed and defined in detail in the *UIL Prose and Poetry Handbook* and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches should revise or reject all selections that in any way fail to meet these qualifications, as not all material by an author is appropriate for contest material.

(e) INTRODUCTIONS. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the writer(s) and the selection(s) to be performed and should prepare the audience to listen to the selection. The introduction should reflect spontaneity, though it should be prepared ahead of time.

(f) MANUSCRIPTS OR COPIES. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

(g) TIME LIMIT. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. The responsibility for keeping within the restricted time limit rests with the contestant. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

POETRY CATEGORY A RESTRICTIONS

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

(A) One to six poems may be used.

(B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy.

(C) If multiple poems are used, one poem may be unpublished, but not self-authored.

(D) Selections from plays or screenplays, movies, and monologues shall not be used.

(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.

(F) No contestant shall use the same poet in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things. The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke an appreciation of finding joy.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category**. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

DOCUMENTATION REQUIREMENTS.

1. If performing a single literary work, it shall be published printed poetry.
2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. The contestant shall provide proof the selection(s) are published.

Examples of acceptable proof of published include:

- the original published source
- a photocopy of the copyright of the original source
- online printout of Library of Congress cataloguing information
- If a poem is drawn from a literary collection (anthology), the contestant shall supply the original source or a photo copy of the table of contents that designates the title of the book and proof the poem is included in that book
- A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
- If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection. Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

POETRY CATEGORY B RESTRICTIONS

Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program

(B) All poetry may be published, printed material, internet material or transcribed material but must be poetry.

(C) No contestant shall use the same poets in more than one category in the contest.

(D) Selections from plays or screenplays, movies, and monologues shall not be used.

(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.

(F) Anonymous works may be used.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow: The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles..

Students may use poems from one or more poets. Co-authored and anonymous works are permissible, but self-authored pieces shall not be used unless published in hard copy. The poet(s) used in this category shall not be used in Category A of Poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Songs lyrics published as music only and not as poetry may be used but only as transitions between the poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

DOCUMENTATION REQUIREMENTS

1. All poems may be published, printed material, online material or transcribed material.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form.
3. No proof of publication for Category B is required.
4. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches and students should revise or reject all selections that in any way fail to meet these qualifications.

BIBLIOGRAPHIC INFORMATION

Students are urged, but not mandated, to take to the contest site the original published source of the selection.

INTRODUCTIONS, An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time.

MANUSCRIPTS OR COPIES.. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

STYLE AND DELIVERY
Contestants should not use costumes or props.Responsive use of the body (i.e., spontaneous changes in posture, gesture and place-to-place movement) is permissible. However, this active use of the body should:

(i) be appropriate to the demands of the selection;
(ii) be a natural outgrowth from the literature to be performed, and
(iii) be limited in scope.

Only incidental singing in the introduction, transitions, commentary and/or selection may be included.The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.

TIME LIMIT.. The time limit for each performance including introduction and any transitional material may nexceed seven minutes. There is no grace period. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

PROSE

PROSE INTERPRETATION (Section 1007 of the C&CR)

(a) THE CONTEST.
  (1) *Purpose*. The purpose of this contest is to encourage the student to understand, experience and share prose through the art of oral interpretation.
    (A) Oral interpretation, or the study of literature through its performance, can be defined as a demonstration of analysis, performance and communication skills offered publicly on behalf of literature.
    (B) Oral interpretation focuses on literature in performance through expressive oral reading. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections, and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work.
  (2) *Format*. Contestants shall prepare selections from both Categories A and B. The literary categories are designed to encourage students to explore the wide variety of points of view and feeling available in prose. In any one contest round, the contestants shall be bound by the one selected category. Contestants who fail to read material from within the selected category shall be disqualified. Oral reading of the selection(s), including the introduction and transitions, shall not exceed seven minutes.
(b) ENTRIES.
  (1) *Representation*. Each participant school in all conferences may enter three students in the contest.
  (2) *Eligibility*. Prose contestants shall not compete at district in poetry interpretation or in Lincoln-Douglas debate. See Speech Plan, Section 1000 for specific speech eligibility rules.
(c) RESOURCES. The categories are discussed and defined in detail in the *UIL Prose and Poetry Handbook* and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.
(d) STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches should revise or reject all selections that in any way fail to meet these qualifications, as not all material by an author is appropriate for contest material.

(e) INTRODUCTIONS. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the writer(s) and the selection(s) to be performed and should prepare the audience to listen to the selection. The introduction should reflect spontaneity, though it should be prepared ahead of time.

(f) MANUSCRIPTS OR COPIES. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

(g) TIME LIMIT. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. The responsibility for keeping within the restricted time limit rests with the contestant. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

PROSE CATEGORY A RESTRICTIONS

Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

(A) One to four selections of prose may be used.

(B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy.

(C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored.

(D) Selections from plays, screenplays, movies, and monologues shall not be used.

(E) Speeches shall not be used in this category.

(F) No contestant shall use the same writer in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things: The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

DOCUMENTATION

1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published prose. Examples of acceptable proof of publication include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a prose selection is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selection is included in that book
   - A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
   - If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

PROSE CATEGORY B RESTRICTIONS

Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

(A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program.
(B) All selections may be published, printed material, internet material or transcribed material but must be prose.
(C) No contestant shall use the same author in more than one category in the contest.
(D) Selections from plays, screenplays, movies, and monologues shall not be used.
(E) Songs lyrics shall not be used as selections or transitions in this performance.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow: The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible, but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category.** If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

DOCUMENTATION

1. All selections may be published, printed material, online material, or transcribed material from literary sources.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form.
3. No proof of publication for Category B is required.
4. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discour-

aged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches and students should revise or reject all selections that in any way fail to meet these qualifications.

BIBLIOGRAPHIC INFORMATION
Students are urged, but not mandated, to take to the contest site the original published source of the selection.

NTRODUCTIONS, An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time.

MANUSCRIPTS OR COPIES.. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

STYLE AND DELIVERY
Contestants should not use costumes or props.Responsive use of the body (i.e., spontaneous changes in posture, gesture and place-to-place movement) is permissible. However, this active use of the body should:

(i) be appropriate to the demands of the selection;
(ii) be a natural outgrowth from the literature to be performed, and
(iii) be limited in scope.

Only incidental singing in the introduction, transitions, commentary and/or selection may be included.The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.

TIME LIMIT.. The time limit for each performance including introduction and any transitional material may nexceed seven minutes. There is no grace period. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

Finding Literature

Possibly the most critical part of preparing for the UIL prose or poetry interpretation events is that of selecting the "perfect" literature as your tool of performance. Because the right selection can provide limitless horizons for your talent and the wrong piece can confine the very best of performers, investing time in finding the right literature is essential.

The students who are the most successful are those who begin searching for literature that will qualify under each category several months in advance of the contest date. Starting early prevents them from having to "settle" for a piece with which they are not completely comfortable, one that lacks audience appeal or one that does not fit them as a reader, and frantically grabbing an overused cutting from their coach's file. Nothing proves more beneficial than investing time in reading all kinds of literature. Before you lies the entire field of literary experience — explore it! Because such a vast quantity of literature exists, where does the dedicated interper begin to look?

The Competitor's Edge

Finding literature means read read read read. Before you begin to look for literature, take time to really know the categories and the intent of the category. Then find your own literature because you'll take more ownership in your performance. A sense of pride also comes with finding unique pieces.

Phyllis Tucker, retired, Guyer HS

Where to Look

Libraries

Become great friends with your high school librarian, who can help in locating materials or even in ordering special books for you. The library contains volumes of works by individual writers and poets, but young readers will find anthologies of literature helpful, since you may not have enough experience to know which authors you find most interesting or what type of literature you enjoy most. Utilize your local public library. A library card is a very inexpensive investment, and will be a resource for those who love reading long beyond the limited time that you'll be searching for selections that work for "competition."

Technology

Consult your librarian about software available in your particular district that can put you online, accessing holdings to public library systems as well as college libraries. Many public libraries have Online Catalog, Info-Tract (indexing periodicals), databases and products that can open a wealth of books to you through your school's computer system. Access the UIL Speech Website for links to literary sources.

College libraries

These are a fascinating storehouse of truly great literature. Even if your town or city isn't a "college town", it's worth the investment to plan a day-long trip to a university library. Take several students along and make it a fun adventure. There is nothing that will build enthusiasm or an affinity with an author more than browsing through books yourself.

College book stores

While you're on campus researching in the university library, make time to visit the campus bookstore. Incredible literature will be at your fingertips: never mind that it will get you a head start on what to expect in a college literature course!

Used books

Second-hand book stores can be found in almost any small town, and they provide a wealth of inexpensive material to explore! If you've never read a particular author, but the book jacket grabs your attention, you can afford to take the plunge. Most of these businesses take your books as returns toward your next purchase, so unsuccessful explorations don't have to stack up in your closet. Garage sales are often another gold mine, where you can spend just a little to sample a lot.

The Competitor's Edge

If you find a book that works well for competition, research the publisher. Publishing companies often specialize in certain types of literature, so they likely publish other titles with writings similar to the one you're reading.

JP Fugler, Lindale HS

Audio resources

There are a growing number of resources that provide literature on audio recordings, both for sale and rent. Although a majority of the literature you wish to perform in Category A must be published in hard copy, these audio books provide a great opportunity to use travel time to listen to selections, and have the added benefit of giving you the chance to hear someone else read aloud for an audience. It's not the same as a physical performance of literature, but it can provide wonderful examples of variety in tone, pace, dialects, use of pauses and silence, etc. National Public Radio, available in most places, airs a weekly edition of *Selected Shorts*. This program includes some of the best stage and television actors and actresses reading short stories that range from classic favorites to the newest writers from across the globe. National Public Radio usually broadcasts on a station located on or near the 90 frequency on your FM dial. Check your local radio broadcast listings.

Newspapers

Lists of best-sellers appear regularly in most newspapers. Also, search for reviews of current books. Many Texas papers include reviews of books endemic to our state. If your school library doesn't subscribe to the *New York Times,* see if someone in your community does. The Sunday edition contains *The New York Times Review of Books*, which contains wonderful information and reviews of current books and poetry.

The Internet

The Internet has made the search for "that perfect piece" much more expansive. It certainly can provide students access to more nontraditional material. A word of caution: just about anyone may create and load web pages containing poems or stories. UIL rules for Category A of Prose and Poetry require that the majority of the material be published, printed material for the purpose of professional editor review. Therefore, if the selection is taken from the Internet, you must have proof that the material has also been published concurrently in print form. Category B in both contests allows online literature. See Chapter 4 for resources.

Testimony

Ask others what they have been reading. The reading experiences of teachers, family and friends can often give you a lead to a great cutting. Check with those who belong to book clubs; they stay informed about quality literature.

The Competitor's Edge

Make yourself a list of the top 10 best books you have ever read. Ask yourself: Is there a story in one of these that I can tell?

Katrese Skinner, El Campo HS

Selecting Literature for Performance

Consider yourself and what you find interesting

The first test of your selection will be your own appreciation. You must please yourself in reading before you can hope to please an audience! Just as the more a speaker feels personally interested in his topic, the more effective his speech will be, so it is true that the more you appreciate a piece of literature, and the connection it makes to you as an individual, the more you will enjoy sharing it with an audience. Seek a selection that fits you.

Consider your capabilities

Another test is: will this selection allow you to demonstrate your range of talents? Can you portray these characters as believable? If the piece demands a certain dialect that you find impossible to master, perhaps it would be wise to keep searching. Some pieces will not work effectively for some performers. If the person speaking is an older Jewish woman, can you be convincing in this role to your audience? Consider gender. As a female performer, can you create believable male characters? To change a persona would violate the literature. Of course males can portray female characters and vice versa, and many selections contain characters of both genders. You should evaluate your ability to create believable characters through interpretation.

The Competitor's Edge

It is tempting to exclude what has been done in the past. After all, everyone wants to be the first to perform the newest thing. Choose literature that means something to you. Story should always lead the choice. *Magda Mirelez, Bay CIty HS*

Consider your audience

You are wise to select material that can be easily followed by the ear. Vivid and emotional action will hold the attention, abstract philosophical thought will not. The ear cannot listen again as the eye can reread, so you must consider that the ear prefers simplicity to complexity, the concrete to the abstract, and vivid imagery to vague generality. Since most of us are visual learners, imagery within literature enhances oral performance. Ask yourself: Will this material give intellectual and sensory pleasure?

Consider literary value

Students often remain puzzled by what is considered to have literary merit. Charlotte Lee, in her book, *Oral Interpretation*, clarifies this illusive, confusing element by providing three factors as touchstones: **universality**, **individuality**, and **suggestion**. As you search for a selection, examine the literature in terms of the following standards:

1) Does it have universal appeal? Is the idea expressed by the literature potentially interesting to all people because the emotional response it draws from the audience is probably one they have felt at one time or another (i.e. fear, rejection, hope, compassion)?
2) Does it show individuality in the way it addresses this common experience? A writer can bring a fresh approach to a universal subject by his/her choice of images, words, organization.
3) Does it provide suggestion to the reader? Does the writing cause the reader to question, to wonder, to ponder things?

Selections may not be equally strong in all three touchstones, but all should be evident in the piece. If one is missing, you would do well to keep looking. Remember, too, that good writing should have something significant to say not necessarily earth-shattering, but significant.

Consider appropriateness

There are always risks involved as you make conscious decisions about your performance. Do I read with a dialect? How much movement is too much? Here's the first crucial question you should ask yourself: Is this literature appropriate for contest performance? Does it contain elements that could be offensive to my judge? Would it offend my parents, my principal, my teachers, my community? Would I be comfortable performing it for them? Does it contain language not allowed in my classroom? With the wealth of literature before you, why risk having your talent ignored because of offensive language or subject matter. There is simply too much good literature available to have you sacrifice your many hours of hard work, analysis, and practice. This is not to say that current social issues are off-limits. What it does mean is that you should consider the language, the nature of descriptive passages, and their potential impact on an audience or your judge, who are a vital part of the performance experience.

Many coaches follow the standard: "If it is inappropriate in my classroom, then it's inappropriate as an oral reading for competition." When you compete in a tournament, you represent your school and community. Work with your coach to reach decisions that are suitable for you and acceptable to the school and community that you are representing. Contest rules address standards when selecting material to be read in contest. "Selections should not offend the moral standards of the community nor be in bad taste." If you are successful in competition, you'll be performing for a myriad of communities and your judges will represent different areas of the state.

UIL does not condone profanity or obscenity. Contest rules direct coaches and competitors to revise or reject all selections that in any way fail to meet the standards of decency. The latest documentation forms require signatures from both coach and contestant confirming that you have made your administration aware of your performances and also that your performances reflect the moral standards of your community and are not in bad taste. Your signature attests the performances reflect your school standards in terms of subject matter, language and use of gesture.

Remember that not all literature is appropriate for public performance in contest.

Consider the Required Categories

Most importantly, before making your final selection of contest literature and certainly before beginning the analysis/rehearsal process, be sure that your literature appropriately fits the UIL category under which you wish to read it. Examine the piece for the following:

1) Is the literary work the correct genre for the contest?
   Just because it "looks like" prose or poetry doesn't mean it is. Many contemporary writings can be confusing, especially if they are a mixture. If necessary, could you provide proof?

2) Does the literary work meet the specified category requirements and restrictions?
   (See Chapter 3 for assistance and clarification.)

3) Does the literary work fulfill the "spirit" of the category description paragraph?

4) Can you secure proper documentation required for the literary work?
   (See Chapter 4 for assistance and clarification.)

It is the responsibility of you and your coach to select only literature appropriate to the contest rules. Although you may have performed a poem successfully at invitational speech tournaments during the school year, if it does not meet the requirements for competition in League-standing contests, do not use it. Never violate the UIL Academic Ethics Code by attempting to skirt the rules in an effort to perform a literary work that does not meet UIL category restrictions and requirements. If not immediately, it eventually may place you in a disqualification situation.

Further Considerations for Selecting Literature

Do Explore:

- GROWING AND MATURING. Different literature every year you compete in UIL prose and poetry so you grow as a performer. Rules prohibit using the piece you performed at UIL State Meet more than once.
- THE CONTEMPORARY. Literature which examines contemporary issues. Judges love a refreshing change, especially one that examines realities within our society today.
- THE UNIQUE. Literature that contains a fresh, unique approach toward a subject to which everyone relates.
- EMBRACING WRITERS. Works by an author that you find intriguing. If you relate to one story or poem by a writer, you may be equally impressed by other things they have written. Expand your reading horizons.
- DIFFERENT CULTURES. The wealth of multicultural literature that is now being recognized and given due respect in literary circles. Ask your librarian to point out the newest Latin American, African, Canadian, Asian, Middle East and other authors. You can sample more and more of this material in high school literature texts, and college book stores and libraries are full of anthologies of contemporary multicultural literature.
- WHO YOU ARE. Read all kinds of literature that has a personal meaning for you. In doing so, you'll not only enjoy some great reading experiences, but you'll learn more about yourself and the world around you!

The Competitor's Edge

What speaks to your soul? Search for something that makes you proud or happy to share.
M'Liss Hindman, Tyler Junior College

- DOING YOUR OWN THING! Avoid selecting something simply because you have heard it win before. This is probably the worst rationale for selecting material. Just because it worked for one performer doesn't mean it is a piece suitable for you. Judges can tell who has analyzed and taken the special care to do a personal cutting and who really loves what they are doing! And more often than you realize, they can recognize an *identical* cutting or introduction - a sure sign that the performance script is not your personal work. This will work against you on the ballot.

The Competitor's Edge

The literature needs to be absolutely appropriate for YOU, the performer, rather than be the best cutting you heard at last weekend's tournament. Aimee Kasprzyk, Corsicana Fine Arts

- AVOIDING THE OVERUSED. Be cautious about using pieces that have appeared on the competition circuit for years and years. If you don't know, ask your coach or someone with contest experience. However, if the piece is new to you and you truly have a great desire to perform it in spite of the fact that it is "time-worn", then be prepared for the extra burden you create for yourself. Judges will do their very best to evaluate only what is presented in a round, but it isn't possible to somehow "forget" that they have seen a selection performed many times before. You will have to overcome this prior experience by insuring that *your* rendition is exceptional!
- CHOOSING AGE-APPROPRIATE WORKS. Avoid literature that is too juvenile for your age. What works well for a junior high oral reading contest often does not work in high school competition. Even though you may occasionally hear this type of literature in a round, it will rarely stand up against quality literature that provides a performer with a greater range of possibilities. (Remember the three touchstones!)
- AVOIDING BACK FILES. Avoid relying exclusively on your coach and/or your squad files for material. These can be good springboards for ideas, but should only be the beginning of your search. If your coach selects and cuts your material, will the material reflect you or your coach? Do you like the material or does your coach? And finally, what will you have learned if you take this approach?

Understanding the Text

After you have found selections that you would like to work with, the next step is understanding the text. You should be fully aware of what the author has provided you to work with so that you remain true to the intent of the literature. Only when you completely understand the writer's achievement can you determine how to incorporate your personal technique to recreate the experience for an audience.

The first questions you should ask are simple ones:

- Who is talking?
- Where and when is the person talking?
- To whom is the person talking?
- What is happening?
- How does this person speak?
- Why is this person saying this?

The answers to these six questions are the beginning of understanding a text in order to perform it.

Speaker

The "who" in a poem is called the **speaker**, and the people in poems can be male or female, young or old, rich or poor, intelligent or not, and all the other characteristics that make them real. Speakers give us clues to this information in the words they say. In "Her Story" by Naomi Long Madgett, the speaker gives us many of these clues:

> They gave me the wrong name, in the first place.
> They named me Grace and waited for a light and agile dancer.
> But some trick of the genes mixed me up
> And instead I turned out big and black and burly.
> In the second place, I fashioned the wrong dreams.
> I wanted to dress like Juliet and act
> Before applauding audiences on Broadway.
> I learned more about Shakespeare than he knew about himself.
> But, of course, all that was impossible.
> "Talent, yes," they would tell me.
> "But an actress has to look the part."
> So I ended up waiting on tables in Harlem . . .

From these few lines, we know the speaker is a black woman, intelligent, educated, and poor.
In prose, the "who" is called the **narrator**, the person telling the story. Narrators usually have much more space and time to give the reader information about themselves, but occasionally they begin their stories by introducing themselves. Listen to Huck Finn introduce himself:

> You don't know about me without you have read a book by the name of *The Adventures of Tom Sawyer*, but that ain't no matter. That book was made by Mr. Mark Twain and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers as I said before.

We learn a great deal about Huck as the novel progresses: he is a young boy living on the Mississippi River; he hates school, church, and anything "civilized;" and he is uneducated and poor.

Scene

The "where" and "when" of a text is called the **scene**. Just as it is important to know who is talking, the given scene will influence what is happening. See how easy it is to imagine you are actually there in Truman Capote's *A Christmas Memory*:

> Imagine a morning in late November. A coming of winter morning more than twenty years ago. Consider the kitchen of a spreading old house in a country town. A great black stove is the main feature; but there is also a big round table and a fireplace with two rocking chairs placed in front of it. Just today the fireplace commenced its seasonal roar.

The scene, where the speaker is and what time of day or night, season, etc., is important to consider because it establishes mood, influences characters' behavior, and provides necessary background information for the audience.

Audience

Speakers and narrators in literature address someone, and this "someone" is called the **audience**. The words of the literature will give you clues to the audience. Speakers usually address a group of people, another individual, or to themselves. "Ordinance on Enrollment" by Naomi Lazard features the speaker before a group of people:

> The group in process of being formed
> will be something you have always wanted
> to be a part of but never, heretofore,
> imagined possible. Its composition
> will be strictly regulated:
> only those who qualify will be admitted.
> All others will be rejected. . . .

In poetic monologues, the speaker is usually speaking to another individual in the scene. Robert Frost is well known for his dramatic monologues. In "A Servant to Servants," the woman of the house talks to a hired hand:

> I didn't make you know how glad I was
> To have you come and camp here on our land.
> I promised myself to get down some day
> And see the way you lived, but I don't know!
> With a houseful of hungry men to feed
> I guess you'd find. . . . It seems to me
> I can't express my feelings any more
> Than I can raise my voice or want to lift
> My hand (oh, I can lift it when I have to). . . .

You probably are familiar with narrators who talk directly to us and tell us their story. Listen to Cynthia Rich's narrator, Sarah Ann, in the short story "My Sister's Marriage":

> When my mother died she left just Olive and me to take care of Father. Yesterday when I burned the package of Olive's letters, that left only me. I know that you'll side with my sister in all of this because you're only outsiders, and strangers can afford to sympathize with young love, and with whatever sounds daring and romantic, without thinking what it does to all the other people involved. I don't want you to hate my sister —I don't hate her—but I do want you to see that we're happier this way, Father and I, and as for Olive, she made her choice. . . .

The narrator in Donald Barthelme's "The School" is talking to someone—a close friend, the school's principal, or is it a psychiatrist?

> Well, we had all these children out planting trees, see, because we figured that . . . that was part of their education, to see how, you know, the root systems . . . and also the sense of responsibility, taking care of things, being individually responsible. You know what I mean. And the trees all died. They were orange trees. I don't know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn't the best. We complained about it. So we've got thirty kids there, each kid had his or her own little tree to plant, and we've got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing. . . .

Narrators in journals and diaries most often talk to themselves, and the writing becomes a very personal way of understanding conflicts and situations. Anne Franke addressed her diary to "Kitty," but in it she tried to console her own loneliness and understand herself:

> "Little bundles of contradictions." That's how I ended my last letter and that's how I'm going to begin this one. "A little bundle of contradictions," can you tell me exactly what it is? What does contradiction mean? Like so many words, it can mean two things, contradiction from without and contradiction from within.

In each literary work, authors create a persona that has feelings, characteristics, and certain perspectives. Performers would do well to spend time studying people wherever they happen to be. Restaurants, schools, airport terminals, libraries, the shopping malls, even television shows and movies can be useful laboratories for discovering how human beings naturally act and react

The Competitor's Edge

Analyze the story through an intersectional lens. Consider how your story will impact a person of a different background or ethnicity, gender or experience. An effective storyteller understands the power of their words and makes intentional choices to elicit a desired response. *Magda Mirelez, Bay City HS.*

Act

The "what" of a literary text is called the **act**. More simply, the act is what happens in the poem or story. Acts can be physical, mental, emotional, but are most often a combination of all three. In Edwin Hooey's poem "Foul Shot," the title explains the act of the poem:

> With two 60's stuck on the scoreboard
> And two seconds hanging on the clock,
> The solemn boy in the center of eyes,
> Squeezed by silence,
> Seeks out the line with his feet,
> Smoothes his hands along his uniform,
> Gently drums the ball against the floor,
> Then measures the waiting net,
> Raises the ball on his right hand,
> Balances it with his left,
> Calms it with fingertips,

Breathes,
Crouches,
Waits,
And then through a stretching of stillness,
Nudges it upward. . . .

Still another physical act is explained in Lauren Gilpen's poem "The Bath."

I stand here bathing her
while she sleeps
in a far place beyond my reaching.

I bathe her
as I have been taught to do:
first the eyes, then the forehead,
the face, the neck.

And as I work
I talk to her—in case she hears me
(believing that hearing is the last to go). . . .

30

Mental acts in poems and prose abound: the act can be a discovery, a fright, a lesson, a caress all bound up in the physical and emotional acts of talking to ourselves or to someone else.

The Competitor's Edge

Dig for subtext. Find the motivation behind the action and the dialogue.

M'Liss Hindman, Tyler Junior College

Agency

The "how" of a text is called the **agency**, the way in which a speaker or narrator talks. This is the material, the language and structure, of the piece. Some speakers talk in very definite rhythm and rhyme, others use dialect to indicate ethnic or geographic traits. Compare, for instance, the different language and style of Huck Finn you read earlier in this chapter, to that of David Copperfield (below) as he introduces himself:

Whether I shall turn out to be the hero of my life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously.

Purpose

The "why" of the text is called the **purpose**. Whenever we speak, we speak to some purpose: to persuade, to

inform, to entertain, to inspire, and to convince are the traditional purposes offered in rhetoric. Even when singing in the shower, our purpose is to enjoy the sound bouncing off the tile. Speakers and narrators in literature always speak to some purpose.

Gwendolyn Brooks's poem "To Be in Love," shows a speaker trying to define love: "To be in love/Is to touch things with a lighter hand." Alexander Solzhenitsyn, Russian dissident, explains his notion of freedom: "This, I believe, is the single most precious freedom that prison takes away from us: the freedom to breathe freely, as I now can. No food on earth, no wine, not even a woman's kiss is sweeter to me than this air steeped in the fragrance of flowers, of moistures and freshness. . . . As long as there is fresh air to breathe under an apple tree after a shower, we may survive a little longer."

These five elements, speaker/narrator, scene, act, agency, and purpose, are the five questions that comprise all dramatic situations in literature. But writers and poets usually don't set out to give you answers to these questions in their works, and while one or two elements will be very clear in the text, others are uncertain.

Beverly Whitaker Long explains the clear answers in a text as the **certainties**, those facts we know are true. (In "Her Story," for example, the speaker's name, Grace, is a certainty.) **Probabilities** are answers that are likely given the evidence in the text. (Grace probably graduated from college based on her testimony that she is well learned in Shakespeare.) **Possibilities** are answers that may be true, but are only hinted at in the text. (If Grace wanted to play Juliet, it is possible that she also tried out for the role of Ophelia.) Probabilities and possibilities are made by inferring things from the text. A **distortion** is a wrong answer about a text. (Grace is white is a distortion because the text tells us she is "big and black and burly.")

Our job in understanding a text is to find the certainties, make guesses at probabilities and possibilities, and avoid distortions. Without a basic understanding of the dramatic elements of the poem, we are often "calling words" without a sense of the person talking in a specific situation to some purpose. Imagine trying to play a musical instrument without being able to read music. Yes, we can manage to create sounds—frequently terribly displeasing ones—on the horn, but the directions in the musical score mean nothing to us without understanding the language of the text. When you understand the score, you can then move to practicing the score and make very beautiful music.

The Competitor's Edge

You will understand the text more if you know more about the author and the author's intent. When you find a selection, research the author. If the author has given interviews, runs a blog or a website or has had biographical information published about him/her, read it. This helps you uncover a whole new layer of meaning to performance text.

Katrese Skinner, El Campo HS

The Competitor's Edge

In poetry, give thought to how to perform every single word. The economy of language in poetry means that the poet has carefully chosen each word to include as much meaning as possible. Just as the poet's word choice is intentional, so should your performance of each word be. Kathy Owens, University of Mary Hardin-Baylor

Beyond these basic questions you must answer, analyzing the language of the writer is imperative. In poetry, especially, literary devices are vital keys to a complete understanding of the message. Spending a session with your speech coach or English teacher would be immensely valuable in helping you capture a complete understanding of your selection.

Introductions for Selections

Research indicates that within the first seven seconds of a speaker's introduction, the audience has already decided whether the individual is worth listening to or not. All of us are aware of how vital first impressions are. To invest all of our time rehearsing our selection with only last minute preparation of an introduction is a tragic mistake. At the UIL State Meet when all of the performers are so well prepared, the deciding factor on who is selected the State Champion can rest on that very thing — the introduction.

What Should an Introduction Do?

1) The introduction should **prepare the audience**. Listeners need the introduction to help them focus and to get ready for what is to come in your performance. The information you provide them can steer their thinking in the direction you need so that they don't miss that opening line which may be central to your story or poem and will connect them to your selection.

2) The introduction should **allow the audience to meet you**. As an oral interpreter reading literature to an audience, you become the middle man between author and audience. You take on the characteristics of the writer's persona or the speaker in the poem. It is only in the introduction that the audience gets the opportunity to meet you as a person. That is why the introduction should not be "performed" but rather shared with the audience in your natural, conversational style.

3) The introduction should **provide essential information.** Contest rules mandate author and title always be given within the performance. Typically, that occurs in the introduction. Perhaps there is background material the audience needs to be informed of in order to fully understand your cutting. Details about the writer can enhance our relationship with the piece.

4) The introduction should **establish a mood**. Your attitude as you deliver the introduction creates a certain mood for your audience. Setting just the appropriate frame of mind better prepares your audience to experience the literature.

5) The introduction should **fulfill any requirement prescribed by the category.** In the contest rules, when the category descriptor indicates the introduction should be used for a specific purpose, you should insure your introduction is well planned and that it embodies the prescribed role. Judges will address this negatively on

your ballot if you do not do so since the ballot includes the judging criteria of whether or not you have adhered to the prescribed category.

An introduction is **not** a mere 2-3 sentences tagged on to the beginning of your performance because of UIL rules. An introduction has a very definite purpose and always should **enhance** your performance. Critical to the overall success of your performance is following the requirements set forth in the contest category descriptor. Make certain you have familiarized yourself with the paragraph describing and explaining the category before you prepare your introduction.

The Competitor's Edge

Introductions may be the most important part of your performance. They are what truly connects you, the literature and the audience.

M'Liss Hindman, Tyler Junior College

Strategies for Introductions

How do you approach an introduction? There are a variety of ways to do so. Let creativity be your guide — judges are often impressed with uniqueness. Consider what you can tell your audience in the introduction that they do not already know. The following are suggestions of ways to begin your presentation.

Focus on how You Relate to the Selection

Some judges like nothing better than knowing more about you and what better way to allow them to meet you than by sharing why you chose this particular piece or how this literature has spoken to you. Perhaps you have learned something significant through analyzing the piece. Personalizing your opening gives the audience an affinity with you that creates a positive rapport. No introduction, however, should be so personal that it makes the audience uncomfortable**.**

The Competitor's Edge

The introduction is crucial in describing how the literature fits the performer. It has been said that interpretation competitions are won and lost after the teaser and introduction due to the special nature of these informational items. The first minute and a half are monumental to the overall performance.*Emily King, Sundown HS*

Focus on Our Common Heritage

As our society becomes increasingly divided, it becomes essential that we take the time to not only explore, but to reach a meaningful understanding of where we have been in order to fully appreciate where we are going. Through discovering our shared experiences, we all realize that our common history and desire to achieve our goals is what unites us. When you can achieve this, you have effectively captured your audience for your performance.

Focus on the Writer or His / Her Purpose

Every serious student of oral interpretation will spend essential time researching the background of an author and consulting literary criticism. Many times you are fortunate enough to discover the reason/event which prompted an author or poet to write a particular piece or perhaps the writer will have explained his or her intent upon writing the piece. Hearing this information can inspire an audience to greater levels of understanding and increase their curiosity.

The Competitor's Edge

In writing an introduction, write buzz words down (themes of the piece, feelings from the piece, the importance of the topic). Those buzz words create a great starting point. Then, think about these questions: 1) How do I personally connect with the piece? 2) Why am I performing this topic? 3) Isthere anything about this piece I need to explain that is not already in the piece? 4) How does this piece link to our world today? 5) Why is the message important? Then incorporate these thoughts into the introduction.

Julie Schniers, formerly San Angelo: Central HS

Focus on the Category's Requirements

This handbook provides category guidelines for both prose and poetry. Don't simply read the titles of the categories and documentation measurements. Review these descriptive paragraphs carefully, as they reveal to you what the designers of the category had in mind when they determined the category. Consider focusing on that intent as a part of your introduction. Explain how your selection fulfills the categorical purpose.

Introductions for UIL Categories
2024-2025

Prose – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven

Prose – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven

Poetry – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions between poems

Poetry – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions

*Note: When using multiple selections, some of the titles and authors can be announced during verbal transitions rather than all of them being introduced within the introduction, so long as all titles and authors are orally announced within the program performance.

Performers should not neglect announcing individual titles of selections by merely grouping them such as "a collection from…" and then saying the title of book. Separate titles should be announced.

Focus on an Element of the Selection

Often the category allows the performer to consider the unifying concept of a piece, such as the style of the writer. An introduction can be used as a personal exploration of the chosen element, furthering the audience's understanding of a literary device. One student, in building a poetry program, selected to examine rhythm in poetry.

He began with:

> Poetry is a kind of language that says more and says it more intensely than does ordinary language. Poetry makes greater use of the "music" of language. This collection explores the rhythm and sound that makes poetry such a unique genre. Three writers, Langston Hughes, Carl Sandburg, and Vachel Lindsey, all demonstrate rhythm in motion, linked to poetic meaning. These pieces will move you, inspire you and insist on your involvement as we flow with the rhythm of these great poets . . . .

Other times, the performance category emphasizes a program and it is necessary to use your introduction to build a thematic approach or focus on a particular writer's expression of a concept or idea.

These ideas for creating introductions are intended to help you get started in creating your own, not to be prescriptive. You certainly wouldn't want to try to include all of these elements into a single introduction, and there are any number of creative ways to enable your audience to become prepared to listen to you as a performer share your interpretation of literature by an author you have selected.

The Competitor's Edge

One way to make your selection more impactful is to use a justification. Ask yourself: why does this selection matter now more than ever before? The answer you find in your research might make awelcome addition to your introduction.

JP Fugler, Lindale HS

How Should an Introduction be Delivered?

1) The traditional method keeps the manuscript closed during the introduction. This allows a direct separation from the selection. Speak directly to the audience in a natural conversational manner, rather than performing the introduction. Judges want to see a contrast between the introduction and the actual performance; this is the a good way to help to achieve it. They want to meet you, the individual, before they meet the author and literature you will read.

2) Have a brief "catch-your-breath" pause between the introduction and the selection. Use the time to open the manuscript and to make sure the audience has made the transition with you. (Try not to rush this. You know where you are going from the introduction, but the audience is hearing it for the first time. Give them time to absorb your message you share in the introduction, then pause several "beats" before opening your binder and before moving into the piece.) Don't rush the pause.

3) Another technique for opening a performance is the use of a "teaser." This technique is when the interpreter begins the performance by reading a brief excerpt from the actual text they've selected, stops to deliver their original introduction, and then continues with the manuscript. Should you choose to do a teaser, you should begin with your manuscript open, and you should read from it to clearly establish these are the author's words; then close the manuscript for the introduction, re-opening it for the rest of the manuscript. UIL rules do not prohibit the use of this technique.

What to Avoid in Introductions

- Running out of time. Make sure you have plenty of time within your performance to deliver a well-developed, thought-provoking introduction. If you are having to rush through the introduction or feel compelled to shave the introduction down, perhaps you should consider cutting more out of the selection rather than presenting an under-developed introduction. Make sure you allow enough time for your introduction to make an impact. Remember: That is the time that your audience makes a judgment of what sort of performer you are — those first opening seconds!
- Spoiling the experience for listeners by giving away surprises or ironic twists in the literature. Remember the audience is participating in your presentation, and let them enjoy surprises for themselves. Do not summarize the plot of your selection.
- Asking trite rhetorical questions like: "Have you ever had a dog?" Get rid of worn-out clichés. They have no place in introductions.
- Copying someone else's introduction that you heard and liked, or having someone else write your introduction for you. It isn't difficult for an audience to sense that you are *not* talking as yourself. Use language that is clear and concise, but natural to you. Try your introduction out in front of friends and fellow competitors for their input and feedback, but make it your *own*. Never succumb to using the same introduction as another member of your squad uses!
- Reading or performing your introduction. This is your only opportunity to be yourself and establish rapport with the audience. Judges want to meet you! Deliver it conversationally.

Transitions in Programs of Literature

Everyone has a favorite technique for writing and performing transitions. Again, it is important for you to remember there is no single right way. The performer makes a choice based upon material, technique and audience perception and follows his or her instincts regarding those choices.

Transitions fall into two categories: verbal and nonverbal (physical). Transitions serve as bridges which connect progressions of thought. Use a sentence or two to build themes, link one section to another, promote lines of analysis. This helps to guide your audience through the performance, insuring that they "get your point." Though verbal transitions are not required, they often enhance a program performance. Verbal transitions with the manuscript closed are preferred by many judges, because they want to be clear when one piece ends and another begins; and they like to see a progression or development throughout the program, something that transitions can reveal. You might consider using them, even though you may have to cut some from your program. Another technique is to simply bring the binder close to your waist without closing it during the verbal transition. It will be worth it in the long run, if transitions provide unity for your program.

On the other hand, not all coaches and judges believe that verbal transitions are the best performance decision. It is important to recognize that physical transitions are indeed transitions! Transitions should grow from the literature and the literature itself should dictate which type of transition works better.

For some programs, a verbal transition might stop the momentum of the performance and jar the cohesiveness of the program. In a case such as this, nonverbal transitions might be more closely scrutinized to see if they provide a better option for the interpreter and the literature itself. Take for example a cutting from Edgar Lee Masters'

Spoon River Anthology. These poems all have different speakers and may be more effectively communicated by allowing the audience to see the changes physically and then going into the text. Body language and the strategic timing of pauses and the turning of pages of your script can create effective transitions. Some performers might agree that depending upon the literature, a physical transition takes much less time and gives more time to the actual program of literature. Just be sure it is clear to your audience when a transition occurs within your performance.

Transitions are one of many choices that must be made in the performance of literature. Do not ignore the fact that the introduction should be used very effectively to set up the program itself and if nonverbal transitions are used, the selections themselves should be set up carefully in the introduction. Make those choices and trust your basic instincts.

Cutting Literature for Performance

While there are many subjective elements that influence the outcome of any oral interpretation contest, in UIL competition, time is not one of them! In both prose and poetry, the maximum time limit is seven minutes. There is no grace period, and the penalty for exceeding the time is disqualification from the round in all but the final round at UIL State Meet. Therefore, the vast majority of the material used in contests will be a selection or selections that have been "cut" to fit the time limit. Cutting literature by deciding what to leave in for performance and what to omit can be extremely difficult, especially the first several times you attempt it. This is an area where input from your coach will be especially critical. But once you have an understanding of the process, you'll find it much easier to do on your own. From any one longer selection of literature, many good cuttings could be created. There is no single *right* way to cut a selection, but the following general guidelines should be helpful.

- Always read the entire selection before you begin to cut. If you're reading a novel, keep a list of potential scenes to consider for the script, including page numbers. If you are considering using a script that has already been cut, find and read the entire original work. If you choose such a cutting for performance, it is vital to become familiar with the parts of the script that are missing from the cut version.
- Thoroughly analyze the work as a whole to avoid cutting something that is crucial to the literature.

The Competitor's Edge

I love a good story! However, cutting a novel down to the time limit is daunting and requires many hours of revising and editing attempts. The first cutting is never good enough. Through the use of Freytag's Pyramid, a prose product will hit the mark with exposition, rising action, climax, falling action and denouement.

Emily King, Sundown HS

- Continuity within the cutting is critical. As you cut, continuously read aloud the script you're creating to see that the structure of the piece flows smoothly. Your goal is a cutting that appears "seamless," with no awkward breaks between portions of the script.
- Pay attention to the line of action, and make sure your cutting has a beginning, middle, and end. You may need to create an introduction that provides background for an isolated scene of action from a longer plot.
- Be careful that your cutting stays true to the author's intent, and that it isn't a distortion of the work as a whole. Your cutting should maintain the integrity of the tone, intent, and viewpoint of the text. Return to your original analysis when making decisions about cutting. Whenever possible, read reviews or critical analysis of the

literature, and research the author.

- Read carefully for passages that should *not* be cut because vivid images are created through language. Your audiences will not have a printed script and must follow your spoken words. As you cut, keep this in mind. Keep concrete images, vivid descriptions, and other passages that make listening and understanding easier.
- In longer prose pieces, look for repetitive descriptions that can be cut. If the author describes the same thing in different ways, choose the one that works best for the cutting and your performance and delete the other.
- Most of the 'tag lines' (i.e. "He said...", "Martha replied...") should be cut. When the tag line is "He said angrily...", use this as an interpretive clue and *do it* rather than say it.
- Cut the subplots from longer works. Create a story line of the major plot, and omit sections of the manuscript that do not move the action on the main story forward.
- Eliminate profanity and obscenity if there is any so that your performance cutting adheres to UIL directives of community standards.
- After cutting, read the text carefully for references to something you have cut. Pay particular attention to words such as "still", "again", etc. If your script says "the shadows of the trees were *still* dancing across the window", and you've omitted the original reference, your audience will be confused.
- When you feel the cutting is complete read your selection for clarity to someone that is unfamiliar with the literature. The listener will not be emotionally attached to a particular line or section of lines and will therefore be able to more effectively gauge the cutting than the performer.

The Competitor's Edge

One of the biggest pitfalls is the desire to cut out a lot of the narration to get to the "good stuff" – the dialogue and humorous or poignant parts. As a result, those pieces often seem gimmicky or very technique-driven, never as full or impactful. Remember: the narrator gives us a look into the storylike no one else can!

Aimee Kasprzyk, Corsicana Fine Arts

It is often even more difficult to cut poetry than prose, because the poet has selected and arranged specific language for his or her purpose, already employing an economy of words. In addition, you must be aware of the rhythm, rhyme, and meter of poetry. Repetition in poetry is a deliberate device, and takes special consideration when cutting. For these reasons, it is sometimes easier to cut entire stanzas or major portions of a poem than to cut individual lines, words, or phrases. You must still maintain, as in prose, the author's intent, continuity, and a sense of wholeness to the cutting.

- When a poem is written in cantos and you are performing it as one long poem, you may cut one or more cantos or even lines within the cantos, but you will want to maintain the order in which the poet arranged them.
- An excerpt of a poem should be a passage so be careful not to cut excessively.
- Weaving is an advanced skill. Read in Chapter 3 on how to properly weave literature.

When you are working with a piece of literature that you selected because you love it, it's hard sometimes to find anything you are willing to cut! With longer pieces, it is vitally important that you do so, however, and that you've cut sufficiently to stay within the time limits. You don't want a script that is so close to seven minutes that any change of pace or differences in audience reaction would put you over the limit. Don't jeopardize all the hard work you've done by insufficient cutting.

The Competitor's Edge

Initially, cut in – not out. Start with what you like the most, then begin eliminating details which really do not contribute to the core story. When you cannot cut anymore, allow someone else to read it. A fresh pair of eyes can make all the difference.

Katrese Skinner, El Campo HS

Preparing the Manuscript

Since UIL prose and poetry contests are reading events, a manuscript should be used for competition. Preparation of that manuscript is a vital part of the process as a whole. Rules of the contest state that "The contestant should perform the selections using manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines." Contest rules also state the manuscript or copies of the selection should be available to the contest director, if needed at the contest, to aid in addressing question or concerns.Most competitors use a black stiff-backed 3-ring binder, approximately 9" x 6" in size, as their manuscript folder for several reasons:



1. Black is less obtrusive than other colors. You want the focus of the audience and judge on your performance, not your binder.
2. 3-ring binders make page turning easier. Avoid binders with back-mounted rings because they make the binder unwieldy to hold open properly for performance. Rings should be mounted in the spine. Also avoid binders with plastic see-through covers.
3. 3-ring binders allow greater flexibility in arranging your manuscript.
4. 3- ring binders easily accommodate "slicks" (plastic sheet covers).
5. The 9" x 6" size is easy to handle and less obtrusive than other sizes.
6. Most binders have pockets to accommodate documentation. (Before standing in front of the audience, be sure to empty the binder of everything but the selection you are about to perform.)

Type the manuscript in Landscape format. Use a clean, plain font that is easy to read. Arial is an example of a clean font. Increase the font size to 16 or larger, and double space the lines, so there's room to add scoring notes. Break the selection down into "beats", which are edited units of time or thought. Print only on one side.

The Competitor's Edge

Color code your script. Use different color ink for different characters to remind you which one is speaking.

Kathy Owens, University of Mary-Hardin Baylor

Many competitors have turned to the 9" x 6" binder with the plastic sheets because it facilitates the handling of the manuscript. Not only do the "slicks" keep the manuscript intact and prevent it from falling out of the folder, but they also add a stiffness that allows you to turn pages smoothly, one page at a time. Slicks and binders can be ordered from office supply stores or The Black Book Depot (*www.blackbookdepot.com*).
Mounting your manuscript on black construction paper or black card stock before insertion into the slick is advantageous because it provides some rigidity for the page and it allows the eye to focus more readily on the page.

The binder is meant to serve as a constant visual reminder that the words you relay to the audience are not your own but those of the author of the literary work.

The Competitor's Edge

Simply adding the first few words from the next page at the bottom of the previous page in pencil can add extra polish to your performance. You won't have to pause while turning the page each time, making your transitions more seamless.

JP Fugler, Lindale HS

Rehearsal Techniques

Rehearsal is a time to explore. It is easier to take risks during rehearsal than it is in a competitive moment. Don't be afraid to experiment with ideas and techniques. What you find doesn't work in rehearsal can be changed before performance.

Rehearsal should begin only after a thorough and complete analysis of the literature. Practice adds depth to your analysis and helps you to discover ways to make your understanding of the literature come alive for your audience.

There is no single "right" way to get the most out of rehearsal. The following ideas are suggestions that have worked for students in the past and may prove profitable for you. Not all approaches work for every performer. With your coach, find those that fit your personal goals for the performance of literature.

- Establish a regular rehearsal schedule. To be successful in this activity, as with any competitive event, you must commit time and energy to practice.
- Always rehearse with 110% energy and concentration. Going through the motions won't improve your performance or chances of success.
- Mark your manuscript to aid in rehearsal. This might include marking pauses, using different colors to distinguish each character's dialogue, indicating changes in volume or rate, or perhaps highlighting imagery and color words. Refer to document in Appendix entitled, "Oral Interpretation – Textual Analysis" for an example of how to score a script. Some students use this actual scored script in performance; others prefer to use a clean manuscript. Regardless of the choice you make, the literature should be so internalized that you are comfortable with the use of your manuscript as a part of the performance. Keep utmost in your mind that this is an oral ***READING*** contest and that you must read from the manuscript.
- Videotape your performance. This gives you a great opportunity to examine every aspect of your performance as many times as needed. Try watching the tape with the volume too low to hear, and concentrate on only the physical aspects of your performance.

The Competitor's Edge

For a new approach to practicing a woven program, try unweaving it for a session and rehearsing all sections from a single piece of literature together. This can help clarify character choices anddevelop more of a story line for your anchor piece.

JP Fugler, Lindale HS

The Competitor's Edge

Practice makes perfect! Every reading should be timed. Interpretation includes a variety of natural emotions and reactions, one of which is silence. And, a moment of silence is only possible when the timing is perfect.

Emily King, Sundown HS

- Restrict yourself to only listening to, not watching the video. Sound allows you to focus on the vocal dimension of your performance. Thir insight and constructive criticism can help you improve.
- FOCUS! Make the most of the time you do devote to rehearsal. Visualize characters as real people; visualize the environment by believing you are truly there. Even visualize an audience to create an atmosphere similar to the contest situation.
- Occasionally, practice in a noisy surrounding. It is difficult to do, but it helps your ability to concentrate, which is vital when you are in that competitive setting. Try a "concentration follow-through" rehearsal with other performers on your squad. Have all interpers practice at the same time standing across from each other, so that you can learn to focus, no matter what! Be sure that each performer times his performance to evaluate whether or not he was consistent with his pacing, etc.
- Read your selection at a variety of volume levels. Not all contest rooms are similar and you will need to adjust your projection to fit the room.

The Competitor's Edge

The absence of a thing can be powerful. Plan SILENT reactions. Rehearse them with viewpoints in mind. A narrator reacts to the audience. A narrator thinks and visualizes, and characters speak to each other versus the narrator's reaction to the exchange. The most powerful moments are found in the silence; diminutive sounds and gestures provoke the greatest responses and yearning questions.In the silence, we seek to understand. The silence is the magic in oral interpretation.

Magda Mirelez, Bay City HS

- Try isolating portions of your script for practice. Concentrate on one scene from your cutting throughout one entire rehearsal. During another rehearsal, read aloud only the dialogue, excluding everything else. This helps you concentrate on the distinction of characters and the consistency of character portrayal. Another time, select only the narration to read. Does the narrative enhance the overall performance? It deserves as much concentration as your characterization. If it doesn't add to the flow of your presentation, you might re-analyze your cutting of the literature.
- Ask people who are totally unfamiliar with your selection to listen only to your introduction. Then discuss with them what impression the introduction gave them about what is to follow in the selection. Can your introduction stand alone? Next, deliver your introduction again, followed by performing your piece. Now, what was the listener's impression? Make sure your introduction achieves the purpose you want it to for your piece!

The Competitor's Edge

Don't. Go. Profile. When working on character placement, think of the outside top corners of your open binder as invisible walls and don't allow your nose to turn any further out to the side than those corners. This will keep you from going too much profile but allows the audience to distinguish which character is speaking while still seeing the majority of your face.

Aimee Kasprzyk, Corsicana Fine Arts

- Turn off the light and deliver your introduction. This causes listeners to focus on the structure and effectiveness of your introduction without distraction.
- You might even prepare more than one introduction to your piece and bring in others to listen and give you feedback as to which works more effectively.

- Seek as many audiences to perform in front of as possible. Ask your English teacher to fit you in to the curriculum schedule one day. Perform in front of your family and friends. Younger students always appreciate oral performance, so perhaps you can visit an elementary or junior high school classroom. Community day care centers or nursing home facilities might welcome a performance as well. Use your imagination in finding a variety of audiences. A variety of feedback can be invaluable.

The Competitor's Edge

Never limit your rehearsal audience. Practicing your performance in front of a variety of people can expose meanings or elements of your performance you may not have originally seen.

Tasha Jones, Tuloso-Midway HS

Regardless of which rehearsal techniques work for you, you need both private rehearsal time and sessions with your coach. Commit your entire energy to your private rehearsal so that you achieve the greatest benefit from time with your coach. Be on time. Be prepared and be ready to give it your best effort. Remember that your ultimate goal is a polished performance!

Performance Decisions

There is a fine line between "interpreting" and "acting," and it is difficult for a performer to discern sometimes. Too many gestures, overly contrived facial expressions, and movement may lead to crossing over that line. Gestures and expressions should be a natural flow from the material. Most UIL judges want the voice to be the focal point of the performance, not body movement. Have your coach listen to your performance without looking at you; if it is still effective, you should be on the right track. Also, even though you have rehearsed your piece many times, you must make your performance seem natural and spontaneous. If your performance is technically wonderful, but has no "heart," your success will be limited. (See earlier discussion in Chapter 1.)

Along the lines of "acting" has arisen the issue of singing during the performance. If you're entertaining the idea of wanting to sing in your performance, you are advised to consult the rules of the contest. Category restrictions for prose and poetry in the *contest rules* establish that these contests are ones in oral reading, clearly indicating that reading, not acting or singing, is the focus and intent of the competition.

The *rules* indicate that singing, if used in the introduction, transitions, commentary, and/or selections, should conform to guidelines similar to those for the use of foreign language words and phrases - incidental use only. Category A and B of Poetry allow the reader to use song lyrics only published as music as transitions within the program. These can be read or possibly sung, if kept to a minimum, and the performer shall state in the introduction if using them.

Throughout the processes of analyzing the literature and exploring through rehearsal, you will be making decisions about performance. You will search for effective ways to make the literature come alive for an audience through your vocal and physical presentation of the script. You will polish a performance that reflects through the use of your voice, facial expressions, and body your interpretation of the meaning and message of the selection. You will determine how you can — through focus, posture, use of your voice, and all the other elements of interpretation at your disposal — help the audience experience the literature through their imagination. You will participate in the art of relaying the message of an author's writing, through yourself as the interpreter, to a variety of audiences.

The product of this process will be your oral interpretation, unique to you. Be prepared that, in competition, there are many subjective opinions about performance. Judges may disagree with your performance choices and even the advice your coach has given you. That does not automatically mean your judge is incompetent nor does it necessarily reflect on your ability to understand literature. If you have done your "homework" by analyzing each preparation step, making conscientious choices about the critical aspects of your performance based on your findings, you can accept those critiques as merely opinions that will assuredly differ from individual to individual. The most important thing is: Did you do your best to interpret the selection as closely to the intent of the original author as possible? Sometimes your judges' comments, no matter how contradictory to your analysis, can serve as catalysts whereby you take a fresh look at performance issues or initiate a review of elements you had not yet researched. Stay open to new insights that can be substantiated through studying the piece again. Growing through exposure and analysis of literature is what UIL oral interpretation is all about!

The Competitor's Edge

Perform in honor of those whose stories you get to share. Be the voice that the author and the story deserve. Pick literature you can do that with; practice to be your best; and perform with your whole heart every single time.

Julie Schniers, formerly San Angelo: Central HS

The Internet as a Resource

The Internet is a wonderful research tool by which to locate selections, as well as information about authors for documentation purposes. By all means, use this realm. A word of caution though: ***prose and poetry selections found only on the Internet and not published in print form are not considered to meet the category requirement of "published." Students should check categories to determine which ones require "published in hard copy."*** The Internet is also an easy way to locate required documentation for the categories.

Quality of Documentation on the Internet

Setting standards is essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *National Enquirer*.

Following are standards set forth for UIL documentation.

- NO use of web pages that come from discussion groups or chat rooms
- NO use of comments posted on blogs
- NO use of web pages where the author is a student in grade school, high school or college
- NO use of Wikipedia

Preferred web pages sponsored by one of the following:

- The author's official copyrighted website
- A government institution
- A major educational institution, with pages maintained by faculty and departmental personnel, not students
- A recognized book publishing company
- A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc)
- An online library maintained by government agencies, colleges, universities (Library of Congress)
- A recognized online encyclopedia (*not* Wikipedia)

Determining Credibility – Examining the Site

- What is the site?
- Who sponsors the site and where does their data come from?
- Click on "About Us" and read their background.

Determining Credibility – Things to Avoid and Sites Not Appropriate

- Don't simply "google" for biographical data and other facts.
- Don't just assume the site is legitimate.
- Do not use Wikipedia, although you may evaluate the web pages linked within the Wikipedia entry as possible legitimate resources.
- Do not use: *IMDb.com, Goodread.com, Freebase.com, TrueKnowledge.com*
- Do not use unauthorized Encylopedias.
- Do not use social media sites.

See Evaluating Internet Sources for Documentation for further discussion of problematic sites.

Try Searching these online sites for information

- *Library of Congress Home Page* - http://lcweb.loc.gov
- *World Cat* - http://worldcat.org
- *University of Illinois library webpage* - www.library.illinois.edu/infosci/research/guides/dewey/
- *Booksinprint.com* - Provides an advanced search for fiction and non-fiction.
- *The On-Line Books Page*
  Includes original fiction, reviews, author interviews and thousands of annotated links to book-related sites.
- *A Celebration of Women Writers*
  http://www.digital.library.upenn.edu/women
  This site provides a more in-depth biographical information about women writers and their books. The site is arranged A to Z by the authors last name and in some cases gives a full text version of some of the books or poems they have written. Most sites on the individual pages have pictures on the authors as well as the biography.
- *Poetry Foundation* - www.poetryfoundation.org
  Includes poetry, poet biographies, and a listing of other online resources.
- *Poetry International* - www. poetryinternational.org/pi/home
  Includes poetry and poet biographies searchable by content or country as well as publication information below each poem appearing on the website.

Try searching these online bookstores for information.

- *Amazon.com* (http://www.amazon.com)
- *BarnesandNoble.com* (http://www.barnesandnoble.com)
- *The New York Public Library Online* (http://www.nypl.org)
  (The New York Public Library also has an online bookstore on its site.

Library Resources

- *Contemporary Poets, Dramatists, Essayists, and Novelists of the South: A Bio-Bibliographical Source-book,* edited by Robert Bain and Joseph M. Flora
- *Dictionary of Literary Biography,* vol. 248: Antebellum Writers in the South. (also known as the DLB series)

A Tip on Managing Internet Research

When looking for literature online for categories that permit it, limiting your searches is often more useful than simply typing your search terms into Google. Try finding a few handy websites you frequent when looking online for literature and creating a *Google Custom Search.* When you create your own search engine, you can control what websites Google searches and increase the likelihood that what you find could be useful.

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3

Understanding the UIL Categories

The UIL categories have come a long way. The earliest interpretation event, "declamation," began in 1911 as the second oldest contest sponsored by UIL. It consisted of delivering published orations which promoted good citizenship, involved a story or event about the "making of America," or commemorated Texas heroes, history, and progress. These orations were delivered from memory. Not until 1950 was poetry a separate event in the UIL program, and not until 1959 was a manuscript required during the presentation. In 1961, declamation became prose interpretation, and for the first time, a list of five poets and five writers was prescribed by the League office. Defined categories have been the mainstay of UIL interpretation for over sixty years. The educational goal of requiring literary works that fit specific categories is to encourage students to read widely and well.

Some have suggested that we simply throw away all the rules and just let the students perform whatever literary works they want. Who cares about category requirements as long as students are great performers? Don Crabtree, renowned coach, member of the National Speech and Debate Association Hall of Fame and NSDA Executive Council responded to this notion: *"Literature is and should be an art form. Do we sacrifice art for the sake of an easy to get, sometimes cheesy, cutting? I hope not. Part of the true educational value of the interp events is to explore a vast genre of authors, works, and styles."*

In recent years, the guidelines for categories have allowed much more freedom of selection on the part of contestants, combined with criteria that encourages the exploration of contemporary literature and forms of literature that often go unexplored by high school students. In an effort to receive statewide input for categories, the League posts a form on the UIL website whereby coaches and students may submit ideas. In addition, a group of experienced coaches are selected to serve on the State Advisory Prose and Poetry Committee, representing large and small schools as well as geographical regions throughout Texas. The selection process is greatly refined from earlier times when the committee met for a brief session during the state meet.

The current categories were selected after in-depth discussion about how to best meet the educational and aesthetic needs of our students. From the beginning, the Committee laid out several goals to guide us in our deliberations. Criteria establishing the framework for selecting categories set forth that the categories should (A) provide a strong educational experience for contestants; (B) engage student interest; (C) be easy to document; (D) challenge students to read literature they might not otherwise read; and (E) be clear in both letter of the law and spirit of intent.

The categories allow a great deal of freedom of choice, encourage creativity, and require easy documentation. One thing to note is that, category restrictions are not the same for both categories.

In an effort to simplify the categories for teachers who coach both prose and poetry and to enable competitors to remember which category is designated A and which is B, the categories for both contests are parallel. Discussion of them will be grouped accordingly.

Restrictions for Prose Category A

Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

(A) One to four selections of prose may be used.

(B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy.

(C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored.

(D) Selections from plays, screenplays, movies, and monologues shall not be used.

(E) Speeches shall not be used in this category.

(F) No contestant shall use the same writer in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Prose Category A: Recognizing Joy: Focusing on the Little Things

The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category**. If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

Documentation Requirements for Prose Category A

In order to meet category restrictions, the contestant shall provide proof the selection is published prose in hard copy.

1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published prose. Examples of acceptable proof of publication include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a prose selection is drawn from a literary collection (anthology) the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selection is included in that book
   - A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer

- If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Restrictions for Poetry Category A

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

(A) One to six poems may be used.

(B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy.

(C) If multiple poems are used, one poem may be unpublished, but not self authored.

(D) Selections from plays or screenplays, movies, and monologues shall not be used.

(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.

(F) No contestant shall use the same poet in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Poetry Category A: Recognizing Joy: Focus on the Little Things

The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke an appreciation of finding joy.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements for Poetry Category A

1. If performing a single literary work, it shall be published printed poetry.
2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. The contestant shall provide proof the selection(s) are published. Examples of acceptable proof of published include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a poem is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book
   - A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
   - If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Commentary for Prose and Poetry, Category A:

The overwhelming response from coaches, judges, and contest officials on what type of literature they requested for categories was "Please get us out of the doom and gloom! We are weary of listening to traumatic content and only harsh realities full of negativism." When we interviewed students, they shared that because that had been the trend for several years, they felt as though they had to perform extremely traumatic literature in order to win the round because it was what "everybody" was reading. The committee wanted to provide a way to break this cycle and give students a reason to read literature that celebrates joy and the positive things in life.

This does not mean that performances shouldn't have contrasting levels; indeed, they should! But the intent of the categories is to seek literature that promotes positive lessons learned, that focuses on mentally healthy situations and relationships, that embodies the "good" that there is in life. Perhaps it's the discovery of how much a family member means to you even though you did not recognize that initially until that relationship deepened due to circumstances. Maybe it is growth encountered as a result of having to make a sacrifice for another person, or realizing that material things are not so important as people. As students begin to search for literature that speaks to them, have them brainstorm things where they can recognize small moments that shape their persepective thus bringing them joy. Through these categories, let's celebrate life!

Restrictions for Prose Category B

Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

(A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program.
(B) All selections may be published, printed material, internet material or transcribed material but must be prose.
(C) No contestant shall use the same author in more than one category in the contest.
(D) Selections from plays or screenplays, movies, and monologues shall not be used.
(E) Songs lyrics shall not be used as selections or transitions in this performance.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Prose Category B: Inspiring Change: Striving for a Better Tomorrow

The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category.** If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

Documentation Requirements for Prose Category B:

1. All selections may be published, printed material, online material or transcribed material that is prose.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form.
3. No proof of publication for Category B is required.
4. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Restrictions for Poetry Category B

Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program.
(B) All poetry may be published, printed material, internet material or transcribed material but must be poetry
(C) No contestant shall use the same poets in more than one category in the contest.
(D) Selections from plays or screenplays, movies, and monologues shall not be used.
(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transi tions between the poems.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Poetry Category B: Inspiring Change: Striving for a Better Tomorrow

The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use poems from one or more poets. Co-authored and anonymous works are permissible but self-authored pieces shall not be used unless published in hard copy. The poet(s) used in this category shall not be used in Category A of Poetry.y.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Songs lyrics published as music only and not as poetry may be used but only as transitions between the poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements for Poetry Category B

1. All poems may be published, printed material, online material or transcribed material.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form.
3. No proof of publication for Category B is required.
4. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selec tion is poetry.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Commentary for Prose and Poetry, Category B:
It is no secret that the world changes at a rapid pace around us. Evolution is a daily experience- but one we don't get to regularly reflect upon. When we do pause to look back, seeing where we began and where we are now can empower us to move forward in a positive direction.

Category B for both prose and poetry seeks to shine a light on how our world has evolved for the better. Some may immediately think technology - which, yes, is a completely viable idea! But positive change occurs in a variety of ways. It could be the advancement of medical treatments as we work to eradicate illness. It could be the rise of women in STEM. It could follow the journey of education as it progressed from a one-size-fits-all approach to one that embraces the unique needs of students. It could examine the changing definition of what a family looks like. It could be the rise of understanding and support for mental health. We are often told to look back on our own lives and see how far we've come. This category asks our students to look back on the developments that surround our communities and see how much we've achieved together.

This category requires the use of at least two pieces of literature. With change comes diverse perspectives. The utilization of different texts challenges our students to explore unique viewpoints and find the common thread of development that exists within a variety of literature. Advancement is not a single story, but rather a combination of experiences and collaborative efforts. We believe this is best achieved by using multiple text sources instead of a singular one. The goal is to support students' critical thinking as they find material that works well together to highlight positive change in our world. It is our hope that this category will allow our students to celebrate how far we've come and inspire hope as we continue to evolve.

Permission to Use

The right to perform copyrighted interpretation selections for contest must be secured. Just purchasing the book does not give you permission to perform the literature at a contest. It is the responsibility of the local school to secure all performance rights for contest selections. UIL assumes no responsibility for copyright permission to perform material. Educational use is not an excuse to use copyrighted works without permission. A word of caution: you and your coach will want to start the process of securing permission early in the season because it can take time.

As you seek copyright permission, be aware of the permission you must receive. You must have express permission by the copyright owner to alter words. Derivative permission is when you wish to "soften" a particular expletive to make it appropriate for school competition and you want to edit. Realize that you need permission to do that. If you wish to take a clip out of a book ("transcript"), this is allowable; however if you change the lines, it is a copyright infringement. Deleting a word is "transforming" a piece. Weaving is permissible when you are creating a whole new piece.

For a broader comprehension of copyright compliance, coaches are encouraged to review the free online course, "Understanding Copyright and Compliance", provided by the National Federation of State High School Associations. *https://nfhslearn.com/courses/understanding-copyright-and-compliance*

Introductions for the Categories:

The categories emphasize the role of the introduction as a critical part of the performance. Contestants should pay particular attention to each category descriptor for the purpose the introduction should fulfill. In brief summary, the required information to be included in addition to title(s) and author(s) (unless noted in a transition within the performance), and a statement if the performance is woven are:

Introductions for UIL Categories
2024-2025

Prose – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven

Prose – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven

Poetry – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions between poems

Poetry – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions

*Note: When using multiple selections, some of the titles and authors can be announced during verbal transitions rather than all of them being introduced within the introduction, so long as all titles and authors are orally announced within the program performance.

Performers should not neglect announcing individual titles of selections by merely grouping them such as "a collection from…" and then saying the title of book. Separate titles should be announced.

Questions and Clarifications: Category A of Prose

1. Can comic books be used?

   A comic book is only an episode without complete development of character (as revealed by its very definition).

   Why encourage a student to use this for a performance?

Graphic novels have been allowed for some time, but they are different from single comic books, as there is a follow-through on character development, etc. They continue to be allowed, as long as they adhere to category requirements.

2. If a book is written by someone along with another individual, may it be used in Category A of Prose?

   Yes. Co-Authored and anonymous works are permissible.

3. Category A does not say we have to automatically document the genre. When would that be necessary to provide?

When your selection is taken from an anthology that contains a mixture of prose and poetry and perhaps even drama, it would be necessary. When that occurs, you must complete another step to document that your piece is prose. This would apply, as well, in Category A of Poetry if you pull from a mixed anthology. You would need to prove your piece is poetry. Sometimes, proof is easy because the table of contents in divided into the different genres included in the book. Other times, you may have to visit the author's official website to see if there is a reference to your selected piece's genre. These are only two examples of how to document; there are definitely other methods.

Questions and Clarifications: Category B of Prose

1. If I transcribe a news story from a major broadcast but the specific reporter's name was not given, can I still use it in my program?
   Yes. Give the credit to the broadcasting network as the "author" and the date.

2. Does Category B of Prose require two or more authors?
   No. Rules do not govern how many different authors are used.You just cannot use the same authors you use in Category A. Rules do govern you must read at least two selections.

Questions and Clarifications: Category A of Poetry

1. How many poems are required in this category?
   Only one is required but up to six (maximum) can be read.

2. Can song lyrics from YouTube videos be used as one of my poems in this category?
   Category A restrictions specifically state: "Song lyrics published only as music may be used but ONLY as transitions." so if you find the lyrics only on YouTube, you may not use them.
   They must be published as music to be used as transitions.
   They must be published as poetry to be used as poems in the performance.
   No high school "garage band" recordings — unless, of course, the song has been published.

3. Do song lyrics used as transitions count in the total number of 6 poems allowed?
   No.

The Competitor's Edge

Never assume you remember the documentation rules off the top of your head. Even the seasoned pros print the documentation rules and refer back to them often. UIL provides a helpful checklist that will keep you in the clear. When in doubt, check the rules.

Tasha Jones, Tuloso-Midway HS

Questions and Clarifications: Category B of Poetry

1. What should I do if the poem I want to use has profanity in it?
   UIL does not condone profanity in performances. Contest rules say you should revise or reject the literature. If it's impossible to cut the profanity (you must check with the copyright owner to secure permission to alter the piece), you may want to choose more appropriate literature for competitions. Remember: You represent not only yourself, but also your family, school and community and this is a professional formal competition. Also, your administration must be aware and grant approval for selections you are

performing.

2. What is transcribed material?
   This is when you listen to an audio of the poem without having it in print, and then type the audiversion into a manuscript.

RULE REGARDING USING SAME SELECTION

Category Restriction: No contestant shall use selections from the same literary work more than one year at UIL State Meet. (regardless of categories)

Explanation: The purpose of this rule is to support the goal of the contest, "to encourage the contestant's exploration of a variety of literary selections." The intent of the rule is to prohibit students from performing cuttings from the same literary piece more than one year at the State Meet. Philosophically, to meet the educational goal of this contest, students who have successfully advanced to the State Meet and competed at the highest level of UIL competition with a piece of literature should perform different literature in all future State Meets so they continue to learn and grow in their knowledge of literature and performance. Performing the same piece over and over again stymies a student's educational growth.

Clarification: "Selection from the same literary work"

This does not prohibit a student from reading different poetry/short stories that are published in the same poetry collection/anthology as the poem/story the student competed with at State the year before. Each poem/short story, though possibly by the same author, would be a *different* literary work. However, this does mean that one cannot select different chapters/cuttings (i.e., Chapter 1 vs. Chapter 10) from the same novel performed previously at State by the student, since they are both part of the *same* literary work.

The Competitor's Edge

Documentation is an aspect coaches and students can underestimate the time required to be prepared. It is never too early to begin the documentation process. Study the categories and documentation requirements thoroughly before you search for literature. Find documentation before you start to prepare the literature for performance.

Shawn Duthie, Holliday HS

Examples: Assuming the selections met the category guidelines specified:

A student could perform a cutting from Mark Twain's *Adventures of Tom Sawyer* his first year at State Meet, and then a cutting from *Huckleberry Finn* the following year. Although related, these are clearly two separate literary works. A student could perform a poem by a certain poet his first year at State Meet, and then perform a <u>different</u> poem by the same poet, published in the same poetry book, the following year at State Meet.

The different poems are separate literary works.

The Competitor's Edge

If you're not having fun, then it's time to go back to the drawing board and find new material that gets you fired up!

Tasha Jones, Tuloso-Midway HS

Helpful Checklist for UIL Prose Documentation Requirements

Competitors must choose contest material that meets the criteria established in the Category Restrictions, Guidelines and Descriptions. Read the UIL contest rules in the UIL Prose and Poetry Handbook and the UIL website for assistance concerning acceptable and unacceptable documentation.

- ❑ Have I completed the UIL Prose A Documentation Form, including my coach's signature and mine, and made copies for the contest director and each of my judges?
- ❑ Do I have proof my Category A literature is published in hard copy? (Show this proof to the contest director.) If more than one selection is used, one, but only one, may be unpublished, as long as it is not self-authored.
- ❑ Have I used *no more than* four selections?
- ❑ If my Category A selection was drawn from a literary collection (anthology), have I taken extra steps to prove my selection is included in this anthology? (Show this proof to the contest director.)
  If I do not have the original source:
  √ Have I photocopied the title page and the table of contents?
- ❑ If my Category A selection(s) is/are drawn from a book containing mixed genre, do I have proof my piece(s) is/are prose?
- ❑ Am I certain that my Category A selection(s) is/are not a play, screenplay, speech, movie or monologue?
- ❑ Is/are the author(s) of my selection(s) for Category A different from the author(s) whose selection(s) I am reading for Category B?
- ❑ Do I have the original source(s) of my Category A for contest? (*optional but helpful to have)*
- ❑ Have I completed the UIL Prose B Documentation Form, including my coach's signature and mine, and made copies for the Contest Director and each of my judges?
- ❑ For Category B, have I used at least two but no more than four prose selections?
- ❑ Am I certain that my Category B selections are not plays or screenplays, movies or monologues?
- ❑ If my Category B selections are from the internet or transcribed, have I included the URL on the documentation form?
- ❑ Are the authors of my selections for Category B different from the author whose selection I am reading for Category A?
- ❑ Do I have the original source(s) of my Category B for contest? *(optional but helpful to have)*
- ❑ Have I submitted both A and B performances to my administration (principal) and had them approved for performing at UIL contests?

*All documents used for official documentation must be printed in hard copy. Documentation only on electronic devices such as smart phones or an E-Reader is not acceptable at the contest site.

Helpful Checklist for UIL Poetry Documentation Requirements

Competitors must choose contest material that meets the criteria established in the Category Restrictions, Guidelines and Descriptions. Read the UIL contest rules in the UIL Prose and Poetry Handbook and the UIL website for assistance concerning acceptable and unacceptable documentation.

- ❑ Have I completed the UIL Poetry A Documentation Form, including my coach's signature and mine, and made copies for the contest director and each of my judges?
- ❑ For Category A, have I included *no more than* 6 poems?
- ❑ Do I have proof that my Category A poem(s) are published in hard copy? *(Show this proof to the contest director.)* If more than one selection is used, one, but only one, may be unpublished, if not self-authored.
- ❑ If my Category A selection(s) is/are drawn from a literary collection (anthology), have I taken extra steps to prove my selection is included in this anthology? *(Show this proof to the contest director)*. If I do not have the original souce:
  √ Have I photocopied the title page and the table of contents?
- ❑ If my Category A selection(s) is/are drawn from a book containing mixed genre, do I have proof my piece(s) is/are poetry?
- ❑ Are the poet(s) of my selection(s) for Category A different from the poets I have selected for Category B?
- ❑ Do I have the original sources of my Category A for contest? *(optional but strongly encouraged)*
- ❑ Have I completed the UIL Poetry B Documentation Form, including my coach's signature and mine, and made copies for the contest director and each of my judges?
- ❑ If my Category B selections are drawn from a book containing mixed genre, do I have proof the selection my selections are poetry?
- ❑ For Category B, have I included at least two but no more than six (6) poems?
- ❑ Am I certain that my Category B selections are not plays, screenplays, monologues or song lyrics published only as music? *(Category B allows song lyrics published only as music to be used but ONLY as transitions, if I state so in my introduction, NOT as a selection in my program.)*
- ❑ If my poems are from the internet or transcribed, have I included the URL on the documentation form?
- ❑ Are the poets of my selections for Category B different from the poet(s) I have selected for Category A?
- ❑ Do I have the original source(s) of my Category B for contest? *(optional but helpful to have)*
- ❑ Have I submitted both A and B performances to my administration (principal) and had them approved for performing at UIL contests?

*All documents used for official documentation must be printed in hard copy. Documentation only on electronic devices such as smart phones or an E-Reader is not acceptable at the contest site.

Weaving Is An Option

by M'Liss Hindman

Weaving gives the performer a wide range of options for the performance. So this essay will look at what weaving is and how one does it effectively.

Before getting into the "ins and outs" of how weaving is done, it is important to emphasize that the purpose of weaving is NOT to create a new piece of material. The purpose of weaving is to highlight thematic development and to enhance the meaning of each individual piece of material.

Not all pieces of literature can be woven together nor should they be, so all of the categories still allow the contestant other options such as using verbal transitions or no transitions at all (sometimes referred to as "stacking.")

Contestants reading woven literature have to work to develop the individual voice of each of the pieces. The best woven literature is performed in a manner where each individual piece is easily discernible from the other through the contestant's vocal and physical delivery. And, yes, woven programs are more difficult to perform because they require the performer to work on multiple characterizations and the finer qualities of each of the pieces. This is true unless the student is reading a woven poetry program written all by the same author with the same persona. Then only different moods would be developed between the poems.

The term "weaving" is used intentionally to avoid the negative connotations of "blending" literature. Blending implies putting literature together in a way which makes a completely new work. That process violates author's intent. Weaving, on the other hand, has the connotation of each strand remaining visible and distinct, as in a woven basket.

Perhaps a clearer analogy is to think of a woven program of poetry like a television talk show. The television show has a theme and different speakers have been invited as guests because of their different perspectives and knowledge on a subject. (Note: The interpreter chooses the different pieces because of their different perspectives upon the theme.) During the talk show, the different speakers do not lose their individual voice or integrity just as the pieces should not lose theirs during a woven program. If anything, just as the television show allows us to walk away from the communication more knowledgeable because of a holistic understanding of the issue, a woven program allows the interpreter and the audience to better understand the theme by allowing different poets' and authors' personas to speak on the issue.

The Competitor's Edge

Remember: You are NOT creating a new piece; you are creating a beautiful quilt of literature.

M'Liss Hindman, Tyler Junior College

So now that it is understood that weaving is taking literature apart and putting them back together in a thematic way, how does one put together a program? For clarity's sake, let's examine the genres of literature separately:

WEAVING POETRY: Sometimes the contestant begins with a single poem, enjoys the theme of that poem, and looks for other poems to go with the original selection. Other times, a contestant thinks of a theme and then looks for poetry to develop the theme. Either way works. Success depends on the individual and how diligent he/she is in looking for a solid theme and good poetry.

For example, "love" is too general of a theme to develop in a program that lasts less than seven minutes. There are far too many types of love and levels of love to explore in that amount of time. A more realistic theme to develop would be "the power of a mother's love for a child." This theme is more specific and yet would allow for

a variety of angles of thematic development. So whether the performer starts with a poem or a thematic idea, one must make the theme specific and worthwhile for both him/herself and the audience to enjoy.

WEAVING PROSE: Just as in Poetry, the contestant may begin with a single piece of literature that has a strong thematic idea and then research literature to find other pieces of prose and dramatic literature that fit with the original theme. Other times, a contestant may think of the theme first and then look for the literature that supports it. For instance, a student who had always been interested in the era of the 1950's begins to research information about that era and comes up with stories of women who had been suffragettes, women who had pioneered in the working arena and tragic part from a movie where two women were dealing with the horrors of the Great Depression. She puts these pieces of literature together to create a very compelling program about the various plights of women in the 1920s.

With the definition of weaving clarified and the basic idea of thematic development addressed, it is important to grasp how putting a program of literature together works. Understand that there are no hard and fast rules for weaving. It depends upon the literature chosen. Generally a program has a beginning, a middle and an end. Think of the program as a speech with its own specific arguments. Arguments might be given for and against an issue or it might appear as more of a conversation about the theme. One technique of putting together a poetry program is to use a central piece (also known as the anchor piece) and weave the other selections in and around it. But remember, there are no hard and fast rules. Literature segments might be just alternated, depending upon the messages of the poems and how the theme is being advanced. For many interpreters, weaving will come instinctively. Others will have to work at it for hours - even days.

Weaving literature is an intellectual challenge. Coaches and students interested in learning how to weave must realize that in order to weave effectively, analysis of each complete work of literature is paramount. Poems, segments of prose stories, scenes from plays and movies cannot be woven together well unless an understanding of each stanza, line, paragraph, scene, and word has been achieved.

Remember: weaving is not creating a new piece of literature – it is instead highlighting the nuances of individual pieces already written into a program begging to be performed. Trial and error is to be expected. Not all attempts at weaving are successful. But after the long hours of researching and analyzing and weaving, the real work of bringing the poets' and author's individual narrators to life begins.

The Competitor's Edge

When you weave several pieces together, we should still be able to tell the difference between the various selections. If it all sounds like one continuous story, that's not weaving. That's creating a whole new selection.

Katrese Skinner, El Campo HS

Oral Interpretation Textual Analysis

Gleaned from Robert Shepard, Plano ISD

OBJECTIVE:
Create a performance that will have believable characterization, dramatic and impacting moments, and sense of journey from the beginning of the selection to the end.

STEP ONE:
The text for an oral interpreter is like sheet music to a musician. When analyzed correctly and scored properly, the text gives the interper all the clues s/he needs to create characters.

Read the entire text first.
Look up any word you do not understand.
Look at the punctuation for your character that the author has put into the literature.

Commas (,) mean "Take a breath!"
Periods(.) mean pause or possible change of thought
Ellipses (….) mean the character is unsure
Dash (—) whatever follows a dash is very important to the character or it is an interruption
Colon (:) usually means that a list is coming. If your character has a list of repeated words or phrases regardless of a colon or not, each item in the list must be different.
Example: "I wish that someone would hold me, I wish that life were easy, I wish that we could get married." Each "I wish" and what follows it must build, or get softer, or be said in a different way.
Colons can also mean that what follows is very important to the character.
Exclamation point (!) means the character is excited, angry or emotional.
Question mark (?) means that they are questioning someone. Your pitch must go up at the end of your sentence for the audience to know that you are asking a question.
Lengths of lines. If the character speaks for several sentences without taking a pause, (,) then they are trying to be heard or they are nervous.
The shorter the lines back and forth, the more emotional anger or tension in the scene is building.

STEP TWO:
Score the text (mark your manuscript) once you have studied the punctuation.

/ = Pause
// = Pause & change of thought
/// = Extended pause and shift in the scene
< = Louder
> = Softer
~~~ = Faster
—
—
= Slower

The Competitor's Edge
Put page breaks where they make sense. Never turn a page in the middle of a description or action.
M'Liss Hindman, Tyler Junior College

STEP THREE:
Circle an operative word per phrase/line/sentence.

An operative word is the one word we must hear in a sentence in order for the phrase/line/sentence and the next phrase/line/sentence to make sense. The operative words in a performance are key to an audience understanding what is happening in a poem/story and for an interper to fully bring action to the text.

Think of the operative word as if looking at a painting. The operative word is the red dot in the midst of a sea of black. In other words, in a phrase/line/sentence, the words around the operative word are the shading or background. The operative word is the point or focus of the phrase/line/sentence – otherwise, everything sounds the same. You should slightly stress the operative word.

STEP FOUR:
Define the Super Objective of the text.
~~~

This is what the overall message or call to action is from the text. What does the text want the audience to do as a result of experience the text?

EXAMPLE: Lion King. People must realize that each of us has a force that is greater within us than that which is in the world. Each of us must remember who we are, in order to take our rightful place in life.

The Competitor's Edge

Silence is your friend. Pause intentionally and perform between the words as well as during the words.

Kathy Owens, University of Mary Hardin-Baylor

Additional Important Definitions

THROUGH LINE OF ACTION – overall life goal of each character/speaker in the text/poem

UNITS OF ACTION OR "BEATS" – A major change of thought, action or situation.
Every text is divided into units. By breaking the text down into smaller chunks, you are able to commit to the text moment-by-moment, rather than attempting to perform the entire selection at one time. A unit is over usually when a major event happens. You must clearly define each unit in order to be able to clearly share the story/poem moment by moment.

EXAMPLE: Lion King. The unit would be learning that being King has its limits.

OBJECTIVE – System of wants and needs of a character from unit to unit. The purpose of an objective is that one character is always needing or wanting something from the other character or the audience and s/he has a desperate need to win.

EXAMPLE: Lion King. Mufasa – I must persuade Simba to tell me that he will never visit the graveyard again. (With this objective, the performer can see the result of what Mufasa is fight for.)

An objective changes when your character either achieves the result, loses the battle or there is a major shift in the scene.

OBSTACLE – The thing that stops you from getting what you want. You must figure out what stops your character from getting what they want.

TACTIC – The way the character goes about overcoming an obstacle in order to achieve an objective. Tactics are verbs or actions that you do to get what you want.

EXAMPLE: I must persuade Simba to tell me that he will never visit the graveyard again. The obstacle is that Simba is young and does not understand the delicate balance of nature. During the story, Mufasa could try several tactics to win his objective like: persuade, uplift, demand, convince.

As a result of writing clear objectives, obstacles and tactics and following what you have written, your scene will take life and will have levels and a sense of journey.

STAKES – How important is it to your character to win his/her objective? The higher the stakes, the better the scene.

EXAMPLE: For Mufasa: if Simba does not do what he asks, then Simba could get killed.

When stakes become life or death, the characters will do anything to achieve them, which makes it exciting to perform the selection and for audiences to experience the literature.

Ethics for UIL Competition

Several years ago as the state advisory committee developed the categories for Prose and Poetry, we worked to have less restrictive documentation and in some instances lifted the "proof of publication" element. Once we committed to this "freedom", we then began to see pitfalls that might occur. The discussion unfortunately included comments about students and teachers who might "cheat", "manipulate", and go so far as to write material and say someone else wrote it and use it. So let's talk about that elephant in the room..... ETHICS.

First of all, as high school teachers, we have an obligation to teach our students the rules and regulations of contests in which they are entered. And then the students have the ethical obligation to follow those rules. The reasoning behind this is simple: in order to have any fair and equitable contest, a set of standards has to be maintained. This encourages professional and ethical behavior of not only the students and their teachers but also of the administration and parents.

The UIL Academic Contest Ethics Code requires "participants to participate in contests in the spirit of fairness and sportsmanship observing all rules - both in letter and in spirit." Coaches are required by the Code to "sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules, or any other unfair tactic which detracts from sound educational principles."

In the Speech world of UIL and specifically in Prose and Poetry, we as educators inherently have several obligations: not only to know the rules and teach them to our students, but also to accept the responsibility of being certain that students have the correct documentation for the contest. It is our responsibility that, even though some things may not be "checked" by contest officials, selections adhere to the rules. It is our responsibility to set the example. It is our responsibility to teach the students right from wrong and how can we do that if we ourselves are 'bending the rules'? Professional educators/coaches should set the standard and should be the proper example.

As we begin the creative process with these exciting categories, educators must follow the rules both in letter and spirit. The attitude can not be that "if we don't get caught, it's OK". We have to be ethical. As coaches and contestants, we must respect the rules and show leadership by following those rules. Let's get that elephant out of the room. Let's embrace the excitement of having innovative categories and BE ETHICAL!

Sammy Green and M'Liss Hindman
former coach, Spring High School and UIL oral interpretation state consultant

Guidelines for Judges of Poetry and Prose

When serving as a critic for a UIL oral interpretation contest, judges must be familiar with the season's prose and poetry categories. The descriptors are listed in the UIL contest rules which can be accessed from the UIL website. Additionally, the tournament official should provide a copy. If they do not, judges should request one. Reviewing the descriptors in advance of the contest will aid judges in addressing an important criteria included on the ballot: "Did the performer adhere to the prescribed category?"
Judges should examine the overall performance.

- Did it make you think?
- Did it cause you to have an emotional experience?
- Did you believe the "world" and characters created by the performer?

When judges are evaluating movement and eye contact, again take into account the overall performance. Eye contact and movement that do not distract from the performance but rather appear to be an extension and outgrowth motivated by the literature itself should not be penalized. This is a subjective area so judges should use the UIL contest rules for direction.

From the UIL CONTEST RULES AND GUIDELINES
*Note that these are not the rules in their entirety but are important sections applicable to judges. It is also important to note the word "shall" is a mandate. Judges do not disqualify contestants. That is the role of the Contest Director. However, judges may indicate on the ballot if a mandate was not fulfilled by the contestant.

Introductions. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time. Judges should know what each category requires for its specific introduction.

Manuscripts or Copies. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

Style and Delivery. Contestants should not use costumes or props.
(A) Responsive use of the body (i.e., spontaneous changes in posture, gesture, and place-to-place movement) is permissible. However, this active use of the body should:
(i) be appropriate to the demands of the selection;
(ii) be a natural outgrowth from the literature to be performed, and
(iii) be limited in scope.
(B) Only incidental singing in the introduction, transitions, commentary and/or selection may be included. The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.

Time Limit. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

Judges should read the category descriptors in their entirety before judging. Refer to the contest rules, chapter 2, nad the categories in chapter 3.

Writing Educational Ballots

Competition should be a valuable learning experience for students each and every time they perform. Judges play an integral role in making that happen by taking an educational approach to the UIL prose and poetry ballots.

How does a judge make their ballot educational? Write comments that have a purpose and comments that are meaningful.

What comments have purpose and meaning?

- Comments that are specific
- Comments that point out the positive
- Criticism that is expressed in a considerate manner

The UIL Oral Interpretation ballots are divided into three major sections: the introduction, the selection/performance and the overall evaluation. Questions are provided within each section to guide the judge in what to address on the ballot.

The introduction to a contestant's performance has taken on a very significant role within the performance and particularly with the current categories, the introduction has a distinct purpose. When listening, the judge should consider:

- Did the performer prepare you to listen to the selection?
- Secondly, did the content meet the category requirements? In the current category descriptors, contestants are instructed to include specific information. Judges should familiarize themselves with these mandated elements by carefully reviewing the category descriptors in advance of the round.
- Finally, critics should evaluate the contestant on delivery style of the introduction. Was it conversational in nature and did it add to the overall effectiveness of the performance?

A judge who writes on the ballot, *"Your introduction needs work!"* has not provided meaningful direction for a student to improve. An example of a more meaningful comment with purpose would be *"Category B requires that you tell the audience upfront in the introduction why the literature speaks to you. This information was not stated in your introduction."* Being specific with comments provides the detail a student needs to revise the introduction.

The second division of the ballot asks the judge to evaluate the performance of the selection, addressing issues such as:

- Was the material appropriate to the performer and the goal of the category?
- Did the performer successfully portray the narrator, the characters and the scene?
- Did the performer demonstrate an awareness of the person's purpose?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of the manuscript, internal pacing, pauses and closure appropriate?

If a student reads a judge's comment *"Too slow!"*, it is impossible to know if the judge thinks the entire performance is incorrectly paced. Because of the vagueness of the comment, the student cannot ascertain where adjustments need to be made. A more meaningful comment with purpose would be *"This scene (name specific part within the selection) needs to develop more through using a quicker pace in order to build intensity."*

Even a positive comment such as *"Characters were clear"* isn't as meaningful as *"You had well-developed characters. The mother in the story exhibited distinct qualities that distinguished her from all the other characters, making her stand out as a strong, believable individual."*

Perhaps the judge wants to point out that *"Bookwork needs to improve."* However, that comment doesn't direct the student on how to change handling the performance binder. Specific instruction is much more helpful in assisting in the growth of the student's holistic performance. *"Make sure the manuscript does not distract from your*

performance. Hold your binder in more of a "V" shape than an "L" or flat. Pull the binder closer to your body."

The final section of the UIL ballot asks the judge to consider what he or she liked about the performance and why. This is where critics also should give specific areas of improvement and most importantly, address whether or not the performer adhered to the prescribed category. It is unfair to require contestants to select literature and design their performance to meet the contest rules and then have judges not bring that criteria into consideration when ranking each contestant.

Essentially, a good critic will justify their ballot. To do so:

- Comments need to be consistent with the rank.
- Positive and the negative criticism should be balanced.
- Descriptive rather than evaluative statements should be used.
- The contestant should be given a goal.
- The ballot should help the student improve.

To make a ballot an educational experience for the contestant, be concise, be considerate, be specific. For further examples of writing educational ballots, visit the UIL Oral Interpretation webpage.

The Competitor's Edge

It is important to realize every ballot is an opportunity to gain knowledge and skills. Whether you receive a 1 in the round, or a rank of 6, it doesn't matter as long as you grow from each round. If you don't break to the next level, always watch the round to appreciate a superior performance.

Shawn Duthie, Holliday HS

Documentation Questions & Answers

(Note: Additional Q&A specific to current categories and rulings are listed on the UIL website.)

E-mail Documentation

Q. Is e-mail an acceptable form of documentation?

A. Many students can receive e-mail directly from the authors themselves. E-mail is acceptable as long as it provides sufficient information to legitimize it as being received from a proper source. If the email address does not indicate the legitimate source (such as Scholastic Publishing), it is preferable for students to request from the respondent that they include their title/position and contact information. Note: The respondent should be instructed to copy the original request for information onto their response so the particular request can be verified. (See the UIL website for sample email to author.)
http://www.uiltexas.org/speech/oral-interp/sample-letter-to-request-documentation-from-authors

Sometimes it may be necessary to contact an author or publisher for documentation purposes. In that case, you'll want to develop a letter like the sample below explaining who you are and why you need this information.

Dear (Author/Publisher),

I am a (student/coach/librarian) from (your high school), in (your city), Texas. I (participate/work with students) in an academic competition sanctioned by the Texas University Interscholastic League of the University of Texas. The nature of the competition is the performance of prose and poetry literature.

For the purposes of this oral reading competition, there are prescribed categories of literature and one of the contest rules is that we must meet documentation requirements for the literature that we are using. This year, we must provide proof that (the literary work has been published in hard copy, etc.)

You may view these requirements at the links below:
(Prose) *https://www.uiltexas.org/speech/oral-interp/2024-25-prose-categories*
(Poetry) *https://www.uiltexas.org/speech/oral-interp/2024-25-uil-poetry-categories*

Can you confirm that (your literary work has been published in hard copy, etc.) by clicking "reply" directly to this email and including a statement of confirmation?

I appreciate your time and look forward to your future publications.

Kind regards,
(your name)
(your contact signature)

Internet

Q. Is Internet an acceptable form of documentation?

A. When evaluating Internet sources for documentation purposes, quality standards are a necessity because the Internet contains web pages posted by youngsters as well as world-class experts. Just like the print medium, you must distinguish between quantity and quality. Students are allowed to access the Internet to locate documentation. As long as the site they have downloaded the information from is a legitimate one, it is acceptable to offer as documentation. Many contemporary authors today have their own website, and information from these are acceptable, since they are copyrighted to the author, as is information students download from a publishing company's website. However, be careful of personal websites that are not copyrighted. These do not provide acceptable documentation. (See also section on Internet Resources.)

Acceptable Internet sites include those run by:
Government Agencies
College/University pages that are maintained by faculty and university department personnel, not students
Online encyclopedias
Book Publishers
Online libraries maintained by government agencies, colleges, universities

Unacceptable Internet sites: (Also check the UIL website for latest rulings.)

Wikipedia	Goodreads.com	Trueknowledge.com
IMBb.com	Freebase.com	Unauthorized encyclopedias

If an online data service is used for documentation, the source of the published material should be included.

Letterhead Stationary Documentation

Q. Is a letter from the publisher/author on letterhead stationery acceptable?

A. Yes. The letter should be formal and on official stationery, not handwritten on plain paper.

Written Documentation

Q. What do the contest rules mean by "written documentation"? May I hand copy or type my documentation?

A. No. Documentation should be provided from its original source, either photocopied or downloaded and printed electronically. Students may not create their own original documentation or provide it on an electronic device such as a smart phone, tablet or Kindle.

Published

Q. In order to prove a selection is published, printed material and Internet material has been printed in hard copy as well as being on the Internet, may we use Library of Congress cataloguing information?

A. Yes. Students may research a book by accessing the Library of Congress Online Catalog. If the book is listed there, you may download and print the FULL RECORD cataloguing information in order to serve as proof the book is published in hard copy.

Special Collections

Q. My students enjoy the Chicken Soup for the Souls series. Can these be used for the contest?

A. It is strongly recommended students not use selections from the Chicken Soup series. They are problematic and usually result in disqualification due to incomplete documentation. Documenting the stories proves very difficult. Many times the individual attributed to a particular story in the collection is only a contributor and not the original author. Finding proof of original authorship will require a student and coach to obtain confirmation from the publisher. Often, more than one genre is included in the book. Again, although not prohibited, we recommend students not use this series.

Same Selection

Q. Can you explain the rule concerning using the same selection I've already used in UIL competition?

A. Contestants may not use the same literary work more than one year at UIL State Meet. See further discussion on this issue earlier in this handbook.

Prose Poetry

Q. I've found literature which is referred to on the book jacket as a prose poem. Should it be used in the prose contest or in the poetry contest? Where would it fit?

A. *A Handbook to Literature*, Harmon and Holman discusses this "modern phenomenon" and indicates that "some writers and critics argue that the prose poem doesn't really exist." "It may be that prose poem is a graphic or print category determined, finally, by how a piece is laid out in print." Literature scholar Lawrence Perrine indicates in *Literature: Structure, Sound, and Sense* that a prose poem is "usually a short composition having the intentions of poetry but written in prose rather than verse."

Because this is a competitive situation, contestants should use contest material which clearly can be determined as prose OR poetry. The risk of controversy or disqualification is not worth it. Literature which clearly fits the genre categories abounds and makes it unnecessary to risk using literature which creates a genre blur.

One Poem or Two

Q. Is poetry which includes stanzas divided by Roman numerals but not individual titles considered one poem or multiple poems?

A. Poetry that has one title but Roman numerals between stanzas is one poem. The divisions are called cantos. A Handbook to Literature defines a canto as a section or division of a long poem. Derived from the Latin cantus (SONG), the word originally signified a section of a narrative poem of such length as to be sung by a minstrel in one singing. The books of Spenser's *The Faerie Queene* and Byron's *Childe Harold's Pilgrimage* are divided into cantos. Early in this century, Ezra Pound published pieces at first called "cantos of a poem of some length" and eventually called that poem simply *The Cantos*. Contemporary examples include: *The People, Yes* by Carl Sandburg and *Rage* by Lesléa Newman.

Excerpt

Q. Sometimes the category says we can use an "excerpt" from a poem. How long is an excerpt?

A. There is no specified required number of lines; however, the cutting of the poem should meet the definition of excerpt which is "a passage selected or extracted".

Novels-in-Verse

Q. My literary selection is catalogued as a novel-in-verse. In which contest, prose or poetry, may it be performed?

A. If a literary work can be officially documented as a novel-in-verse (such as the Library of Congress Cataloging), it is considered poetry for UIL competition.

Magazines and Journals

Q. Does a periodical such as a syndicated magazine and/or journal qualify as a "hard copy" publication?

A. Yes, as long as the magazine and/or journal is not an online edition but is printed, paper material. It meets the definition required for published in hard copy. Note that local school departmental journals do not qualify since they do not have subscribers.

Books with Mixed Genres

Q. Can I perform a selection from a collection that has multiple genres, such as both poetry & prose included in the book?

A. You can, but you must complete an extra step in documentation. You will have to prove the piece you have chosen is the appropriate genre for the contest so find official documentation that clearly defines the selection is either prose or poetry. An example would be a statement from the author's official website that you have downloaded and printed with the URL in the header/footer.

Electronic Retrieval Devices Used for Documentation

Q. May I show the contest director my documentation on my e-reader or tablet or cell phone rather than printing the document?

A. No. This would not meet the constitutional requirements. (See further discussion online on the Oral Interpretation page of the UIL website.)

"e-books"

Q. Can I purchase an "e-book" rather than a hard copy of the book and use it to prove the book has been published in hard copy?

A. No.

No Table of Contents

Q. If my book does not contain a table of contents, how can I prove a selection is included in that book?

A. There are alternative methods to document your selection is included in a source, even if the original source has no table of contents.

- Run the book through World Cat Literature database (most school libraries subscribe so ask your librarian) and see if the search shows all the titles of poems in the book because often World Cat Literature will do that. If the source can be located in WCL and provides this info, simply download and print.
- Consult the poet's website. It may provide discussion of the book and indicate the titles,
- Contact the publisher for a confirmation your selection is included in the book.
- Use other databases. Grainger's Index to Poetry is also a great source libraries typically have where you can do a search. (This is also a great source for providing proof of what book a poem is published in.)
- Literary Criticism from an academic source that may include the mention of the poem title in a particular source. Example – McGill's Critical Survey of Poetry (for poems); McGill's Critical Survey of Long Fiction (for prose). Many school libraries contain these series.
- See the section over Internet Resources in the UIL Prose & Poetry Handbook for additional sites that may provide the documentation you need. (such as BooksinPrint.com, PoetryFoundation.org)

Changing category selections

Q. If my A and B performances fit either category, may I have my documentation checked and then determine which to perform once the sectioning for the round is posted?

A. Once documenation has been cleared for a given contest, you should not switch category selections.

Specific Writers and Books

The literary works *Out of the Dust* and *Witness* authored by Karen Hesse, Scholastic Press, are poetry.

The literary works by Sonya Sones, "One of Those Hideous Books Where the Mother Dies," "Stop Pretending: What Happened When My Big Sister Went Crazy," "What My Mother Doesn't Know" and "What My Girlfriend Doesn't Know" are poetry. For updates on additional writings of Ms. Sones, see the Documentation Rules section on the UIL Oral Interpretation webpage.

The Realm of Possibility by David Levithan is poetry, with the exception of the piece, "Writing."

The literary works "Crank," "Burned," "Glass," "Identical," "Impulse," "Pretty, Hungry" and "Tricks" by Ellen Hopkins are poetry. For updates on additional writings of Ms. Hopkins, see the UIL website or the author's official website.

Def Poetry jam on Broadway…and More is tricky. The book has a table of contents that is divided into two parts: Part One and Part Two. These are two separate parts of the book with two different title pages. Part I has been ruled by UIL to be performance literature and therefore may be ineligible for competition. It is a Broadway show that has won a Tony Award for "best Special Theatrical Event" and the Peabody Award. The manuscript includes stage directions. Poems in Part II at the back of the book, the "….and More" were not included in the Broadway show and many have been published stand alone in poetry anthologies. If you wish to use poems from the publication, be certain they meet the requirements of the specific category you are preparing.

Sold by Patricia McCormick has conflicting documentation. The author herself has been contacted, and the official UIL ruling is poetry.

Heaven Looks a Lot Like the Mall by Wendy Mass is confirmed by the author as "written in free verse" and therefore, is eligible for UIL poetry.

More Questions?
See the UIL Oral Interpretation webpage for official rulings on specific literary works and for additional questions and answers to be added throughout the year.

Digital Documentation

More and more, districts and regions are requesting that documentation be provided prior to the tournament in digital form. If you qualify for the State Meet, you will submit it in advance digitally. Guidance on how to assemble your documentation is provided below.

- UIL Documenation Form
- Cover of Book
- Publication Page (copyright information is on this page)
- Table of Contents*(if no TOC see Q & A section for alternative methods)
- Proof of Genre*

*Only necessary if selection is taken from an anthology that includes multiple genres (such as prose AND poetry AND drama). If so, in addition, you must include proof of the GENRE of your specific selection(s) unless the Table of Contents designates the genre.

For performances that contain multiple selections, scan in the same order each title is listed on your selection Documentation form.

A Special Word to the Wise

Coaches should be responsible for checking the documentations their students have secured long before the district meet date. It is important that your students meet the documentation guidelines specified. You will want to verify that the documentation is straightforward and without vagueness to avoid the risk of the documentation being questioned at district, regional, or state competition. In such cases even if the documentation is ultimately approved, your student has been unnerved, which may impact their potential to perform to their very best capabilities. Don't take the chance of that happening. Not taking great care in securing the correct documentation can nullify many hours of practice, since constitutional rules prohibit a student from performing their selection without proper documentation.

Sometimes, district officials may be uncertain as to the appropriateness of documentation and pass it on to the Regional level. Expect documentation to be checked carefully at all levels of League competition. It might not pass a higher level if it does not clearly follow the guidelines as explained in this manual.

Not all invitational tournaments follow UIL guidelines. Some do not even check documentation at all! This can cause a contestant and their coach to assume their documentation will not be questioned at District.

Expanded discussion of appropriate documentation is posted on the UIL website. All coaches should consult it during the competitive school year. The State Office cannot review every student's documentation. Read the contest rules as well as the detailed explanations about documentation included in this handbook very carefully. If your documentation is questionable, play it safe and search for additional documentation that will clear up the questions. Otherwise, there is no guarantee that the documentation, although possibly allowed at the district meet, will be approved at the regional or State Meet levels. Because this is a competitive situation, you are warned to select a different performance piece if you cannot secure documentation that is clear. Plenty of great literature worthy of performance falls within the contest categories, making it unnecessary to risk not being allowed to compete because of controversy.

Defining and Distinguishing Poetry, Prose, and Drama

In the early days of UIL competition, it was fairly easy to categorize literature into one of the three main genres. Basically, all you had to do was look at the text on the page. Prose was primarily written in paragraph form, poetry was structured in stanzas, and drama included character names before each line of dialogue. However, in today's post-modern literary world, writers often borrow qualities from many different forms to create their own unique style of literature. Furthermore, recent trends place a new emphasis on the spoken word and the performance of literature. Solo performers combine vaudeville, theatre, music, standup comedy, poetry, the visual arts and dance to showcase their talents and inspire their audiences.These literary and theatrical developments have made it increasingly difficult to determine the appropriateness of some material for use in the UIL prose and poetry contests. The category restrictions for each performance category indicate whether or not selections from plays, screenplays or theatrical monologues can be performed. Check all four categories carefully for clarification on when they are and are not allowed.

Unfortunately, many recently published plays look like prose or poetry on the page. Research indicates the use of the Dewey Decimal system is the most effective and credible way to establish the genre of a particular piece of literature.

The Dewey Decimal Classification is the oldest and most widely used classification system in the world. It is used by a majority of libraries, including nearly all public and school libraries in the United States. Information regarding Dewey Decimal categories and subdivisions is available on the University of Illinois library webpage at *www.library.illinois.edu/infosci/research/guides/dewey/*

The first three digits of a Dewey Classification number determine a book's class, division, and section for library

cataloguing purposes. For example, numbers beginning with 811 identify American poetry, 812 American drama, and 813 American fiction.

Bibliographic information on specific works, including classification according to the Dewey Decimal System, is available at the Library of Congress Online Catalogue *http://catalog.loc.gov/* To access this site follow these steps:

1. Go to the Library of Congress site and click on "Library Catalogs"
2. Click on "Basic Search"
3. Search by title, author, etc.
4. Enter the information in the search box, then click "begin search"
5. The search results will be displayed. You may be shown several different works with the same title. Make sure you click on the title that corresponds to the material and author you are investigating. There are oftensound recordings, videos, and other misleading items in the search results.
6. If the correct title and author appear at the top of the page, click on Full Record
7. Scroll down to the Dewey Classification Number. The subject record may also denote the genre.

As contemporary writers begin to blur the distinctions between genres, verifying a selection's viability as a UIL contest piece has proven very difficult. Arguments arise when it comes to drawing lines between performance art and poetry or monologues and prose. Fortunately, the Dewey Decimal numbers provide a clear and unbiased decision about this matter.

The following selections, which have been questioned in the past, are categorized as drama by the Dewey Classification System, and are inappropriate for use in UIL prose or poetry categories referenced earlier that prohibit the use of plays or screenplays:

Blown Sideways Through Life by Claudia Shear
Freak by John Leguizamo
Jails, Hospitals, and Hip-Hop and Some People by Danny Hoch
No Cure for Cancer by Denis Leary
Pretty Fire by Charlayne Woodard
The Redthroats and *Smooch Music* by David Cale
Savage/Love by Sam Shepard
Sex, Drugs, Rock & Roll by Eric Bogosian
Shimmer and Other Texts by John O'Keefe
Swimming to Cambodia by Spalding Gray
Two or Three Things I Know for Sure by Dorothy Allison

You may occasionally find a book or anthology that the Dewey System labels as "miscellaneous writings." These books are often collected works of individual authors that are not limited to or chiefly identified with one specific form. You may also encounter a book, published by a small press, which has not been assigned a Dewey Decimal number. In cases such as these, it is necessary to ask the following questions to identify the material's classification.

- **Does any part of the book mention its performance by the author?**

  Many writers and poets travel the country reading their works at bookstores and university campuses. This certainly does not transform their literature into theatre. Poets such as Patricia Smith, Bob Holman, and Hal Sirowitz also perform their writings in Poetry Slam contests. These events require the contestants to interpret their poetry without the aid of costumes, props or sets. Poetry Slams are not Theatre, but contests that celebrate the oral tradition of poetry.

  However, some texts are prefaced with a notation about their original performance as a work of Theatre. For example, the performance piece "Shimmer" follows a paragraph that states,

"*…Shimmer was first performed by the author on January 5, 1988…Among other awards he has won for Shimmer are the 1988 Drama Critics Circle Award for Solo Performance in San Fran cisco and a 1989 New York Dance and Performance Choreographer/Creator Award.*"

Even though the text is written in a prosaic, paragraph form, the introduction clearly establishes the work as a piece of Performance Literature.

Another popular book is Russell Simmons' *Def Poetry Jam on Broadway ... and More!* The editor's notes in the front of the book refer to Part I as performance literature. A show performed on Broadway, Part I of *Def Poetry* received a Tony Award, an award given for musicals. There are also stage directions in the opening to the show. Further in-depth research provides additional insight when accessing the website of Poetry, a performer in the show, where it is listed as *"the Tony Award-winning Broadway play."*

- **Does the piece contain stage directions?**
  Stage directions are instructions to the actor which are usually written in italics. They also help the reader of drama understand the text and story, serving a similar function as narration in a work of prose. The presence of stage directions can help you establish a piece as a work of drama. Sections of Whoopi Goldberg's *The Spook Show* are written in paragraph form, but contain stage directions such as (*Enters with a white shirt draped over her head*) and (*Sniffs and wipes nose with hand; looks at her hand*.)

- **Are there any published articles, reviews, or interviews which clarify the genre of this par ticular work?**

  Newspapers and magazines often review or analyze works of literature. Articles found in these periodicals can give you insight into a particular book's content and form.

- **Do I have the correct original source?**

  Many works of literature are published in more than one form. For example, John Irving's *The Cider House Rules* is available as a novel, a play, and a screenplay. A cutting from the novel would be an acceptable prose selection. The other two literary versions of the story could not be used in UIL oral interpretation categories that prohibit drama.

  It is important for you as a performer to thoroughly analyze the piece you will be using for competition. Most of the time it is easy to determine whether a book contains prose, poetry or drama. However, when the lines of literary genre are blurry, use the steps above to verify your material's credibility as a UIL prose or poetry selection. Make copies of your findings to bring to competition. If your material is called into question, you will need printed evidence to use in its defense.

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Preparing for the Contest

If you're fortunate, you will find a variety of ways to share literature through performance. Audiences might include your classmates, your family, friends, and people at community activities. But preparing for competition includes understanding both the general format of speech tournaments and some rules of etiquette and sportsmanship. Beyond the hard work you've already done in selecting, analyzing, and rehearsing your selections, being aware of these issues will enhance your chances of both enjoyment and success in a competitive situation.

Plan in Advance for Competition

- **Check your schedule carefully** before you sign up for a tournament. This should include family, work schedules, practices or rehearsals for other activities in which you are involved, and total class absences allowed for extra-curricular activities. Invitational and practice meets most often include a penalty or "drop fee" for students who register but fail to compete. If for some reason you cannot attend after you've committed yourself, let your coach know as soon as possible, so that someone else may fill your slot.
- For UIL competition, **check the academic conflict pattern** located on the UIL website and contest entry restrictions. According to the *Constitution and Contest Rules*, if you enter Prose Interpretation, you cannot enter Poetry Interpretation or Lincoln-Douglas Debate. Likewise, if you enter Poetry, you may not enter Prose or LD Debate. For invitational meets, check the rules for entering multiple events, since some invitational meets may not follow the UIL conflict pattern.
- Remember that this is an extra-curricular activity and that your **school work comes first.** Make arrangements about assignments or make-up work ahead of time if you are going to miss a class for competition. Then honor those obligations.
- **Know the rules.** Ask questions *before* the contest, not when you're in the middle of the meet and you are involved in a controversy over a possible rule violation. If you are not sure you understand the rules, contact the League for clarification well in advance of your competition.
- Make sure you have turned in any travel, medical, or other **permission forms** required by your school and that they are accurate.

Provide your parents or guardians with a schedule and travel information.

- **Pack for travel carefully**, but don't try to take everything you own. You'll probably be traveling with limited storage space, and remember, too, that you're the one who has to haul that luggage around. Some things you should take include:
- **Proper attire for performance** - Be confident and assume that you'll compete both days in a two-day tournament! Plan your wardrobe choices so you don't need several pairs of dress shoes. Sneakers are not appropriate. Ladies, pack proper undergarments (such as slips) for the outfits you have selected for contest. Attire for performance should be professional, conservative and neat. Avoid the fads of the day; classic is the best choice. You want to be remembered for your performance, not for your tie or the bow in your hair. Avoid any article of clothing or accessory that draws attention to itself, including white shoes, jewelry (i.e. large, dangling earrings) and other accessories. Judges see you before they hear you, so dress to impress them. Slacks, ties, and a jacket for men are preferred; jeans are not. For girls, short skirts, midriff tops, or revealing slits in skirts add a less-than-serious note as do low-cut or skintight blouses. Remember that conservative professionalism is the standard of dress for tournament competition so that your attire does not interfere with the judge's enjoyment of your performance. A neat, clean, un-wrinkled appearance is the goal, so choose your wardrobe carefully.
- Your **selections and documentation**, with an additional copy in a safe place (with your coach or in the squad files taken to the tournament). UIL rules specifically state that students shall not be allowed to compete in a League contest without sufficient documentation, so check and *double-check* that you have it *before* you leave for the meet! Remember: you must have enough copies not only for the contest director but all the judges you potentially will have. Some tournaments have a panel of judges (3 to 5 on each panel) to bring extra copies.
- Clothes for travel and any free time - Meet your school's or **squad requirements**.
- Sufficient **money** - but don't take a bankroll that might be lost!
- Your own **medication** - never take anyone else's!
- Cosmetics and/or shaving materials, and **incidentals** such as safety pins, band-aids, aspirin, etc. Like the Boy Scouts, "Be Prepared!"

What to Expect at the Contest

When your school registers at a meet, your coach will receive any information you need that is not posted in some central public place. Some tournaments assign contestants to sections of preliminary rounds by name, but many use code numbers: a number for the school and a number or letter for each contestant entered in any event. It is very important that a coach inform the tab room of any "no shows" or students who are substituting prior to the contest. Some tournaments may require this information in written form at registration.

For UIL prose and poetry contests, the contest director or some designated official will draw for the category to be read in the preliminary round. Every contestant in prose will perform from the same category for preliminary rounds. Every contestant in poetry will perform from the same category, although this might be different from the category selected in prose. In both events, contestants in the finals will read from the remaining category. Mark your manuscripts as "A" or "B" so you don't get confused at the tournament and accidentally read the wrong selection in the announced category.

At the district, regional and state meets, a contest official will check for documentation in any category where it's required, either in a general assembly room or in the room where each preliminary section will be judged.

This is the time when you will give the contest director your documentation forms you have printed from the UIL oral interpretation webpage; along with any required documents (see contest rules). UIL contest manuals allow contest directors to check both categories prior to the preliminary round, or even days before the meet. Recently, more contest are requesting documentation be organized, copied and scanned and then emailed or dropped into a digital folder for contest officials to review. Consider in advance how you will need to adapt when you are not able to simply "show them the book."Some also choose to verify in advance that students have not violated other category requirements (i.e., not reading the same author in both categories), taking care of a situation which might occur if a student advances to the final round and contest officials later discover that he has not met basic requirements of the contest. By that time, a student could have advanced to finals due to the ineligible status of another contestant. No student should be allowed to read without proper documentation. In invitational meets, the hosting director determines what procedures will be followed.

After the preliminary rounds, the students advancing to the finals will be announced or posted. At all official UIL meets, this occurs after ballot verification. Ballot verification is a time for coaches to check to see that no errors in tabulation of ranks have occurred, but it is not a time to question any decision of the judges. If UIL contest officials do not announce a verification time, coaches should inquire and insist that an official ballot verification be held. A student and/or coach not present for ballot verification forfeits the opportunity to verify tabulation. No questions may be raised after ballot verification, so don't let this opportunity slip by you. It is critical that you attend.

Tournament Guidelines

Speech tournaments can be exciting, even exhilarating experiences. You have the chance to test your own skills, learn from others, and meet people you might otherwise never know. But they are also situations in which uncertainty, nervousness, tension, fatigue, and competitiveness can ruin the day. Becoming familiar with tournament procedures and etiquette can reduce the uncertainty. Being well-prepared reduces the risk of nervousness and tension, and a little experience helps a lot. Using common sense prior to and during the tournament can reduce fatigue. And courtesy, graciousness, and sportsmanship can create an atmosphere where healthy competition can be fun for everyone involved.

The following guidelines should help you make the most of your tournament experiences. They obviously do not include all the issues that should be considered. Each school is urged to develop a complete code of conduct and tournament rules for speech competitors.

At the Contest Site

- Know your school and student code number. This will be in registration information or posted on the wall in a general assembly area. Most tourneys use a coding system to prevent judges from having knowledge of a contestant's name or school, in order to prevent bias.
- Locate the room of your section before the round begins.
- Be at the room for your event at least 10 to 15 minutes before the scheduled time to start.
- Even though UIL qualifying tournaments (such as region, state) follow a conflict pattern which does not allow you to cross-enter, many invitational meets do allow this. To cross-enter means you enter more than one event per time slot. If you are cross-entered at an invitational tournament, you need to write your name and code on the board in both competition rooms. Put an "XE" to the left of your name so judges will know that you will

be competing in the room (even though you need to report to the other contest room to compete first)
- Stay in contact with your coach and squad. Changes in schedules or room assignments occur frequently.
- After you have been eliminated from the competition, watch other rounds as often as possible. You can also watch rounds in events you are not entered in. It's a great chance to learn, especially watching finals rounds.
- Be aware of what's going on around you, and don't be noisy in contests areas. It is important to be courteous in the area where squads gather, too.
- Do not leave the contest site without the permission of your coach.
- Keep up with your own material and whatever else you brought. Do not leave valuables, including your contest selections, unattended.
- Put your name, school and address, and phone number in your performance folder.
- Follow the rules of the host site. Clean up after yourself.

In the Prep Room

- This is the assembly room where the Contest Director will draw which category you and the other contestants will read for the preliminary round.
- Be certain that your documentation fulfills the requirements stated in the rules.
- In advance, organize your documentation and label it by category.
- Highlight the key elements of your documentation to make it quick and easy for the Contest Director to check.
- For documentation retrieved from online, be certain that the URL address is clearly downloaded and appears printed on the page(s).
- For each category, have the official UIL Documentation Form to give to the Contest Director for documentation check.

In the Contest Room

- Give each judge (there should always be an odd number 1, 3, 5) a copy of your UIL Documentation Form.
- Never enter or leave a room when a contestant is performing.
- Listen courteously to other performers and stay for the entire round.
- When it's your time to perform, show confidence as you approach the front of the room. You start making an impression when you leave your chair. Before rising, be sure your folder is right side up!
- Know where the timekeeper and judges are seated before you begin. Ask for clarification of time signals before beginning; the responsibility of keeping time ultimately resides with you!
- Make sure the use of your manuscript, including turning pages, does not distract from your performance.
- The performance folder should contain only the selection you are performing that round. Remove all other paper from it.
- Make sure that you have the attention of all the judges before you start, since you don't want anyone to miss your opening sentences. You can do this by patiently waiting until they finish their previous ballot and then making direct eye contact with each judge. No need to ask: "Are the judges ready?"
- If you make a mistake during performance, and sometime you will, don't let it destroy you. Judges and audiences want you to do well, and they will remember a successful recovery more than a mistake. Do not stop to apologize, since that only draws attention to the error.
- Work with your coach on ways to control nervousness and stage fright, and techniques that can help you relax in a contest situation.

The Competitor's Edge

Be the audience you want to have every round. A spectator who gives support and engagesin the storytelling grows in empathy, grows others in confidence, and receives support from their peers.

Magda Mirelez, Bay City HS

At the awards assembly and afterwards

- It's fine to be surprised and pleased, but don't get carried away with your excitement. Be a gracious winner.
- It's okay to be disappointed, but it's not okay to let it show. Applaud for everyone.
- Remember that a judge's comments on the ballot are not a personal attack. It is an evaluation by one judge or set of judges on that one performance only. Learn from the ballot what you can. Read it again at a later time, when you are less emotionally involved.
- Berating the qualifications of a judge will not make you a better performer. Never talk about a judge at the tournament site. You never know when they might be within hearing distance. Also, you just might have them judging you at the next tournament!
- Be responsible for getting all of your belongings back to the bus or other vehicle as quickly as possible.
- Be sensitive to others' feelings. Congratulate those who won awards, encourage those who didn't, and help make return travel time relaxing.

The Competitor's Edge

Not only should you win with grace, but you should lose with grace. One tournament you may win the entire tourney and the next, you may not advance to out rounds. Learn from every ballot.

Phyllis Tucker, retired, Guyer HS

Ethics and Sportsmanship

Honest, ethical behavior is essential in speech competition, just as it is in our everyday lives. You have the responsibility to know the contest rules, to be certain your documentation is accurate, to make sure your selections meet all the requirements of the category guidelines and to insure that you are eligible to compete under the rules of UIL and state law.

You have obligations to your coach and squad members. Take care of your own material, and never disturb things that do not belong to you. Be punctual. Be sincere in your efforts to do your best. Remember that you are representing your school and community and always be courteous. Practicing good sportsmanship will make your experience at tournaments more pleasant for you and everyone else.

A Philosophy of Competition

"Winning isn't everything. Striving to is . . . ."

This motto is an honorable one, for it reveals the true essence of competition. At the end of a tournament season, the real issue isn't: "Who won first place at the State Tournament?" but rather: "Which competitors achieved their very best with performances they can be proud of long after the applause has died and the lights are down

on the awards ceremony?"

Consider, for a moment, why *you* want to compete. Are you here to explore literature? If that's the case, then you do this event because it gives you that special opportunity to exchange *your* ideas on what something means through *your interpretation* and performance of that piece of literature. This approach to competition enables you to learn more about literature and to learn new skills in how to present that material. This is precisely why categories are provided. They encourage the performer to find selections outside those authors and areas which we were first introduced to through our literature books at school. These texts are good beginning points, but let's face it, almost every other potential competitor has access to these same sources! These books may help you to determine authors you like, styles of poetry or prose that appeal to you, and even subject areas that you might wish to research further. Definitely, a root of competition is knowledge.This year's new categories challenge you as a performer to bring your own world into the selection process. You have a wonderful opportunity to not only bring literature to life, but make your performance truly unique and special to your own journey.

The Competitor's Edge

Be the storyteller! Become a performer! Transition to a competitor! And of course, share your love of the story…and have FUN!

Karen Gossett, retired, Guyer HS

What about another reason for competition? Are you here to see who you can beat? When winning is the only reason you compete in this event, then your personal alarms should be sounding. You see, far beyond winning, perhaps a more lasting goal of competition is that of seeking excellence.

The idea of seeking excellence rather than winning may seem only like a semantic difference. But if a student seeks to attain a personal best, then the goals are limitless as opposed to the goal of being better than someone else. Certainly, competition provides a vital motivation for excellence and a regular measuring stick for performance, but excellence must be a goal, and winning the bonus. Excellence may lead a student to winning a trophy, but the goal of excellence will take a student much farther. (from The Minnesota State High School League Instructional Guide)

The Competitor's Edge

Set a goal of learning, not yearning. See competition as a way to learn to improve yourself, not to yearn for medals and trophies.

M'Liss Hindman, Tyler Junior College

We challenge you to pursue excellence!

Avoid rushing to your coach's file to secure a performance piece that has already been cut by another squad member in year's past (with complimentary introduction!) True learning is in the "process" of preparation and performance. Don't cheat yourself out of growth by skipping steps within the process. The truly successful champions are those who have spent countless hours on their own in the library, reading great literature to find that piece that perfectly fits them, who scour through literary criticism to learn all they can about the writer, and to discover subtle details they may have overlooked during their own analysis. The champion is that one who reads beyond the high school literature book because they realize that there is wonderful literature out there waiting to be read, begging to be brought alive and shared through performance.

Do you want to be a champion? Then seek and observe those who are - perhaps they wear a UIL medal around their neck - perhaps they don't. Still, the true champions are those who have seized this activity and have grown as individuals through preparation and performance. The rewards of competition are immeasurable and medals and trophies are the very least of these. Speech competitors grow into special individuals not simply because they possess talent, but because they possess the desire, determination, and discipline to cultivate that talent to its fullest.

Take the challenge to pursue excellence, to attain your very best in an intriguing, entertaining literary event and you will be a winner!

The Competitor's Edge

One of the most valuable things you gain from competition is networking. Instead of just hanging out with the people from your own school, make friends with your fellow competitors. This can create lifelong friendships and business contacts.

Kathy Owens, University of Mary Hardin-Baylor

The Competitor's Edge

When creating art, the goal is not to win. The goal is to take us on a journey where we all can escape into the story!

Robert Shepard, Plano Senior HS

How to Run A Meet - Instructions for Contest Directors

These directions expand upon, but do not replace, the information in the UIL *Constitution and Contest Rules.* The contest director should read Sections 1000, 1003 and 1006 of the Constitution, the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Contest directors may choose to ask that documentation be sent prior to the meet. This allows for a quicker and more efficient documentation check process on contest day. If the district committee or region is inclined to request such, the contest director should have a system in place for requesting documentation prior to the meet and communicate this with the schools involved.

CONDUCTING THE CONTEST

(1) *Selecting the Category*. The director in charge of the contest will determine the category by a random draw and, once the category is drawn, shall use that category for all selections in that round. The contestants shall be bound by this one category; i.e., in any one contest they will all present selections belonging to one category. The other category will be used if finals are necessary. Contestants who fail to read material from within the selected category shall be disqualified.

(2) *Rooms*. In conducting this contest, one room will be needed for each preliminary section, as the sections should be run simultaneously.

(3) *Audiences*. Students should be offered the educational opportunity to experience the variety of literature and performances available through UIL participation. Therefore, contestants should listen to each other during the contest. Additionally, coaches of the contestants and anyone else interested in listening to the performers are allowed to be in the contest room. No coaching shall be permitted during the contest.

(4) *Timekeeper and Signal Standards*. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit where they can be seen by contestants and should demonstrate before each contestant begins reading the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4) for timekeeper and signal standards. The responsibility for keeping within the seven-minute time limit rests with the contestant.

DUTIES OF THE CONTEST DIRECTOR

(1) *Sections*. If more than eight contestants are entered, preliminary and final rounds shall be held. See 1003 (b) (1) of the C&CR.

(2) *Speaker Order*. The contest director shall assign or conduct a drawing for speaker order among the contestants.

(3) *Interruptions*. The contest director, or the monitor, should prevent any interruption of a speaker during a contest. Cheering is prohibited.

(4) *Recording*. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(5) *Questions*. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) *Judging*. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates with experience in oral interpretation. A copy of the judging instructions and category descriptors provided by the League office will be given to each judge. Contest directors are responsible for explaining these instructions and categories to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2). Coaches may request copies of judging instructions from the League office.

(7) *Ranking Contestants*. See Individual Speech Contests, General Instructions (b) (3).

(8) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

Before the contest

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during and after the meet. A list will be sent from the State office in late fall. Include these committee members in conducting a planning meeting for regional competition. Their knowledge and insight will help ensure a smooth contest day.

ROOMS
- Contest assembly room where the category to be performed is drawn and documentation check may occur
- A separate room for each section in the preliminary round
- Tabulation room (may be shared with other speech events) Contest directors should inform coaches if the tabulation room will be "closed" or "open."

MATERIALS AND EQUIPMENT
The contest director provides the following:
- Stopwatch and time cards for each section, timing instructions from the contest rules
- Copy of current Constitution and Contest Rules, UIL *Prose and Poetry Interpretation Handbook*. (downloaded from the UIL website)
- Arrange to use SpeechWire tournament management online system which is customized for UIL contests. You can also download TalkTab from the speech tournament page of the UIL website. Do this well in advance to be certain TalkTab will run properly on your computer.

CONTEST PACKET
Check current information on the contents of the Contest Packet as the League is moving to digital documents and electronic ballots through specified tournament software.
The League office provides the following:
- Individual evaluation sheets
- Master Ballots/instructions to judges
- Timekeeping Record Sheet
- Judges' Ranking Sheet for a panel of judges
- Instructions to contest directors for documentations check
- (REGION) "No-Show" forms
- Districts and Regions are encouraged to use the official tournament system, Speechwire, to access electronic ballots.

PERSONNEL
- Sufficient number of competent and objective judges (1, 3, or 5 per section)
  At minimum, judges should be high school graduates.
- Chairperson/Timekeeper (1 per section; judges should not serve as timekeepers)
- Tabulation room staff (2-3)

SUBSTITUTION (DISTRICT)
Before the contest begins, students may be substituted for entries on the official district meet online entry form if the substitutes present the contest director with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility. At the conclusion of the meet, submit the letters to the district director. Make sure changes are entered into the online program.

ALTERNATES (REGION)
If a student who has qualified for the regional meet is unable to attend, district officials should notify in writing the alternate (listed on the district results form) who should then be permitted to compete. Only the designated alternate from that district is allowed to fill the empty slot.

SCHEDULING
If space permits, run the prose and poetry contests at the same time, as contestants are not allowed to enter both. Two and one-half hours has been allotted for the preliminary round of this contest. It is critical to stay on schedule since some students may need to go to other events. A verification period is required after the preliminary round and after the final round before the official results are announced.

STUDENTS ARE PROHIBITED from using the same literature more than one year in UIL State Meet poetry contest.

INVENTORY ALL materials well in advance to make sure you have what you need. If necessary, photocopy any of the UIL forms you may require.

COACHES OF contestants entered may be used to help administer the contest but should not judge their own students.

SECTIONING REQUIREMENTS

Section 1003(b)(1) of the *C&CR* specifies how many sections are required based on the number of contestants entered. This sectioning is mandatory. The chart from the *C&CR* is reproduced below:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

FOR MORE information on substitution, see C&CR, Section 903 and 904.

* If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

SpeechWire will section for you according to UIL procedures.

DISTRICT SECTIONING (DISTRICT)

Assign contestants to sections for the preliminary round in accordance to the *C&CR*. For example, an event with 24 contestants may be arranged into three or four prelim sections. Avoid, when possible, placing contestants from the same school in the same section. Distribute first, second and third seed entries as equally as possible throughout the sections.

Under no circumstances are different sections of the same event to be run at different times.

REGIONAL SECTIONING (REGION)

Sectioning is conducted the same way at the regional level as it is at district, but it is critical to distribute first, second and third place district winners as equally as possible throughout the sections. For example, avoid placing all the first places from districts in the same section which would most likely result in a strong section. The following rubric illustrates how the first, second and third places from eight districts are sectioned accordingly.

Example One: Three Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3
D - P	D - P	D - P
1 - 1	1 - 2	1 - 3
2 - 3	2 - 1	2 - 2
3 - 2	3 - 3	3 - 1
4 - 1	4 - 2	4 - 3
5 - 3	5 - 1	5 - 2
6 - 2	6 - 3	6 - 1
7 - 1	7 - 2	7 - 3
8 - 3	8 - 1	8 - 2

"D" DENOTES "district"

"P" DENOTES "place"

Example Two: Four Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3	Section 4
D - P	D - P	D - P	D - P
1 - 1	1 - 2	1 - 3	2 - 1
2 - 2	2 - 3	3 - 1	3 - 2
3 - 3	4 - 1	4 - 2	4 - 3
5 - 1	5 - 2	5 - 3	6 - 1
6 - 2	6 - 3	7 - 1	7 - 2
7 - 3	8 - 1	8 - 2	8 - 3

SPEAKING ORDER

Competitors may request to be placed first or second in the round in order to compete in a nonconflicting event, but students may not request to be placed in the last half of the round. The contest director may randomly determine

speaking order, or contestants may draw for speaking order.
(DISTRICT) If the contest director determines speaking order, each school should receive a variety of speaking positions. For example, if a school enters three students, ideally the three students from that school should receive an early, middle, and late speaking position. If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g., speaker #1 in prelims and #4 in finals). Speakers prefer drawing for speaking order.
(REGION) If speaking order is determined by the contest director, each district should receive a variety of speaking positions. Ideally the three contestants from a district should receive an early, middle and late speaking position. The following chart (based on example 1, previous page) illustrates giving the three places from a district a variety of speaking positions.

Section 1	Section 2	Section 3
D - P	D - P	D - P
1. 1 - 1	1. 6 - 3	1. 4 - 3
2. 2 - 3	2. 7 - 2	2. 5 - 2
3. 3 - 2	3. 8 - 1	3. 6 - 1
4. 4 - 1	4. 1 - 2	4. 7 - 3
5. 5 - 3	5. 2 - 1	5. 8 - 2
6. 6 - 2	6. 3 - 3	6. 1 - 3
7. 7 - 1	7. 4 - 2	7. 2 - 2
8. 8 - 3	8. 5 - 1	8. 3 - 1

AT REGION, speaking order should vary for each district. The contest director may randomly determine or speakers may draw.

If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g. speaker #1 in prelims and #4 in finals).

JUDGES
Inform each judge of the time and place of the contest and provide a copy of the individual evaluation sheet, instructions for judging and poetry category descriptions. One effective way to utilize judges is to permit prelim judges in one event to serve as judges for the final round in another event. For example, prelim judges in sections of prose interpretation can then serve as a panel of judges for the final round of poetry interpretation. Poetry prelim round judges will then serve as a panel of judges for the final round in prose. Panels should always be an odd number (3, 5, etc.). You may use a single judge in each section of the prelim rounds at district, but the UIL recommends using a panel of three judges when possible, especially at regionals. The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event.

A tournament is only as good as its judges. Therefore, judges should be selected on the basis of capability and impartiality. They may be recruited from forensic programs of nearby colleges and universities, or from current school coaches, faculties or communities. At minimum, they should be high school graduates with experience judging oral interpretation performances. Districts and regions should ensure they have completed training in UIL rules and contest procedures. Additional training in implicit bias (free online course at NFHSLearn.com) and multicultural competence (NSDA website: speechanddebate.org are also critically important.

Hold a judges meeting prior to beginning the contest to explain the categories and performer requirements. Instruct judges not to discuss their decisions with other individuals or judges while judging a given contest or prior to turning in completed ballots.

TIMEKEEPERS
Because time limits are critical to this contest (contestants who go over seven minutes are disqualified), it is crucial that a timekeeping training session be held prior to beginning the contest. See timekeeping instructions later in this manual under "During the Contest."

REGIONS SHOULD vary these patterns as they section additional speech contests at the meet so patterns are not identical for all speaking contests.

The UIL provides a database of potential speech judges on its website.

During the contest

ROLL CALL
Call roll to see that contestants are present.
(DISTRICT) Call for the substitute listed on the school's entry form if a contestant is not present.
(REGION) Call for the alternate on the online advance qualifiers list if a contestant is not present. Only certified alternates

from that district may fill the empty slot.

Make sure any alternate seated has correct documentation requirements for the event.

CATEGORY DRAW
Contestants must prepare a selection from each of the categories described in *The Prose and Poetry Interpretation Handbook* and must be prepared to read a selection from each category. The contest director should conduct a drawing prior to the beginning of the round to determine which category will be read by all contestants in the round. For example, if category B is drawn, all contestants will read from that category. Once a category is drawn for the round it must be used for that round. For the final round the remaining category will be used. A separate draw may be held for both the prose and poetry contests. The contest director may check documentation for all rounds before the first round begins, so that a student does not advance to the final round and is unable to read due to insufficient documentation. If documentation is checked for both categories before prelims and either one is insufficient, the student should not be allowed to read. Remember, documentation may also be checked in advance of the meet.

CATEGORY REQUIREMENTS/RULE REMINDERS
The contest director should read aloud to the contestants the specific requirements of the category drawn. Remind the contestants that the time limit, including the introduction, is seven minutes. There is no grace period nor minimum time. The responsibility for keeping within the seven minutes rests with the contestant, not the timekeeper. The penalty for exceeding the seven minute time limit is disqualification.

POETRY CATEGORIES
Category A Restrictions
Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions: (A) One to six poems may be used. (B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy. (C) If multiple poems are used, one poem may be unpublished, but not self-authored. (D) Selections from plays or screenplays, movies, and monologues shall not be used. (E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems. (F) No contestant shall use the same poet in more than one category in the contest. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things
The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke *an appreciation of finding joy.*

STUDENTS SHALL not be allowed to compete without sufficient documentation.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements
1. If performing a single literary work, it shall be published printed poetry.

2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. The contestant shall provide proof the selection(s) are published. Examples of acceptable proof of published include:
   - The original published source
   - A photocopy of the copyright of the original source
   - Online printout of Library of Congress cataloguing information
   - If a poem is drawn from a literary collection (anthology), the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book
   - A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
   - If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:
- Social media
- Copying and pasting into a word processing document

Consult the contest memo included in the contest packet for expanded clarification of categories and documentation.

UIL PROVIDES a documentation template online for both categories. Students are required to use it at contest.

Bibliographic Information
Students are urged but not required to take to the contest site the original published source of the selection.

Category B Restrictions
Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions: (A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program.(B) All literature may be published, printed material, internet material or transcribed material but must be poetry. (C) No contestant shall use the same poets in more than one category in the contest. (D) Selections from plays or screenplays, movies, and monologues shall not be used. (E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems. (F) Anonymous works shall not be used. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow
The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use poems from one or more poets. Co-authored and anonymous works are permissible but self-authored pieces shall not be used unless published in hardcopy. The poet(s) used in this category shall not be used in Category A of Poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the**

goal of the category. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements
In order to meet category restrictions, all poems may be published, printed material, online material or transcribed material. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form. No proof of publication for Category B is required. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry.

Bibliographic Information
Students are urged but not required to take to the contest site the original published source of the selection.

PROSE CATEGORIES
Category A Restrictions
Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions: (A) One to four selections of prose may be used. (B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy. (C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored. (D) Selections from plays, screenplays, movies, and monologues shall not be used. (E) Speeches shall not be used in this category. (F) No contestant shall use the same writer in more than one category in the contest. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things
The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

UIL PROVIDES a documentation template online for both categories.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

Documentation Requirements
1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not be self-authored..
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published prose. Examples of acceptable proof of publication include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a prose selection is drawn from a literary collection (anthology), the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selec-

tion is included in that book
- A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
- If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:
- Social media
- Copying and pasting into a word processing document

Bibliographic Information
Students are urged but not required to take to the contest site the original published source of the selection.

Category B Restrictions
Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions: (A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program. (B) All selections may be published, printed material, internet material or transcribed material from literary sources but must be prose. (C) No contestant shall use the same author in more than one category in the contest. (D) Selections from plays, screenplays, movies, and monologues shall not be used. (E) Song lyrics shall not be used as selections or transitions in this performance. (F) Anonymous works may be used. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow
The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of Prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category**. If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

Documentation Requirements
All selections may be published, printed material, online material or transcribed material that is prose. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form. No proof of publication for Category B is required. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

TIMEKEEPING
Time must be kept for this contest. Judges in the round should not also keep time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate to contestants the type of time signals to be used. There is no grace period in poetry interpretation. The responsibility of keeping within the given time limit rests with the contestant, not the timekeeper. The penalty for exceeding the seven-minute time limit is disqualification from the round, with the only exception being in the final round of the State Meet. All timekeepers should be trained in advance of the contest according to instructions in the contest rules, which are provided below:

USING TIMECARDS is preferable.

Timekeeper and Signal Standards.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. If timecards are available, when the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head, or otherwise indicate that the total allotted time has been consumed. An interpretative contestant who is still speaking as the "stop" card is raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. The timing should begin with the first word spoken and should stop on last spoken word, not the closing of the binder. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the competitor.

AUDIENCES

Contestants should be offered the educational opportunity to experience the variety of literature and performances available through UIL participation. Therefore, it is permissible for contestants to listen to each other. Additionally, coaches of the contestants, and anyone else interested in listening to the performers, are allowed to be in the contest room. Before the round begins, request that all cell phones be turned off.

SpeechWire is the tournament management online system The TalkTab computer program for tabulating multiple judge ranks may also be downloaded from the speech page of the UIL website. District and region contest directors should use it to avoid incorrect placement. If using the tournament management software currently selected by the League, it should be programmed to calculate rankings according to the UIL procedures.

After the contest

CHECKING BALLOTS

If using paper ballots check to see that the ranks on the judge's ballot and the individual evaluation sheets are the same. Check to see that each judge gave one and only one first, second, third, fourth, fifth, sixth, etc. Check to see that each judge signed all ballots, including master ballots. Do not dismiss your judges until completed.

SPEECH RANKINGS

TABULATING RESULTS

There are no ties in speech events. In the case of panel judging it is critical that the UIL system of majority or better ranks be utilized. (A Judges' Ranking Sheet for a panel of judges is included in the appendix.) The following criteria, in the following order, shall be used to determine all ranks:

Remember: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

1. Any contestant who receives a majority of firsts shall be awarded first place.
2. In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
3. If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. Judges preference is a method of tabulation and does not infer that judges confer to reach a preference. See further explanation below.
4. Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25

Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

5. If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
6. If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
7. Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for State finals.

> The order of this criterion shall be used to determine all ranks. When determining second place, a majority of second place ranks or better is the first criterion. When determining third place, a majority of third place ranks or better is the first criterion, etc.

ATTENTION:
In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

Second place must be determined next. If a tie existed for first place, the person tied with the first place winner is automatically given second place. If no tie existed, a contestant (not already awarded a place) ranked second or better by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds or better or if two unranked contestants receive a majority of seconds or better, (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second.

In the following example, both unranked contestants have a majority of seconds or better, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds or better. Contestants 1 and 2 have the same sum of total ranks, so the tie for second must be determined by judges' preference.

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

Many three way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9.

1. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside number #1 indicate the judges' preference.
2. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1.
3. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2

ONLINE NOTE:
If this is your final speech event to certify ranks, be sure to calculate speech team points.

higher, as indicated by a (+) in the preference column for speaker #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first.

4. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second.
5. Contestant #1 is then awarded third.

Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first must be ranked before considering other contestants or places.

The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths or better (two second place ranks). Therefore, contestant #5 is awarded fourth place.
The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.
Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent.

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

- Contestant #1 has the highest sum total of decimal value, and is awarded second place.
- Contestant #3 has the next highest total and is awarded third place, and contestant #5 is awarded fourth place.
- Both contestants remaining unranked have a majority of fifths or better. Therefore, contestant #6, with the lower sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Judge Contestant	Judge A	Judge B	Total C	Value	Preference	Decimal	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

- If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Total C	Pref	Decimal	Rank Value	
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	8	8	–	1.58	3rd

INDIVIDUAL POINTS
1st place.....15
2nd place.....12
3rd place.....10
4th place 8
5th place..... 6
6th place 4

SPEECH TEAM POINTS
1st place.....10
2nd place.....5

SPEECH TEAM POINTS
Speechwire will calculate and award speech team points.

In this example, judges' preferences cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preferences shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A&B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

If at this point, a tie still exists among three or more contestants whose decimal value of ranks is equal, the tie must be broken by a blind draw, except at state finals.

All three contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance to Section 902 of the C&CR.

DISQUALIFICATIONS
Only the contest director is empowered to disqualify contestants for time or rule violations. Judges should rank all contestants in a round and then bring the issue to the contest director's attention after the round. Judges may not disqualify contestants. For disqualifications in the final round, the contestant should receive no place (rank). He or she also does not contribute points toward the speech team award or overall sweepstakes.

BALLOT VERIFICATION
This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for no more than 15 minutes. The judges' ranking sheet used to tabulate ranks from a panel of judges should be available during the verification period. Contestants and/or coaches may, at this time, bring up any questions concerning tabulation to the attention of the contest director. The contest director will then correct any errors before the official results are announced. Students may keep their evaluation sheets after official results are announced. Questions about judges' decisions are not allowed.

OFFICIAL RESULTS
When the ballot verification period is over, announce or post the official results. These results are final. At this time, individual evaluation sheets may be released to coaches/students.

AWARDS
Present medals and points to the individual winners according to the guidelines outlined in the UIL *Constitution and Contest Rules*. (places 1-6)

REPORT TO DIRECTOR
(DISTRICT) Individual contest directors shall give the contest roster/results form and sorting envelopes to the district director immediately after the contest. The district meet director is responsible for entering results into the UIL Online System, Speechwire. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.

(REGION) Individual contest directors shall give the contest roster/results form and sorting envelopes to the regional director immediately after the contest. The regional meet director is responsible for entering results into the UIL Online System, Speechwire, and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide to the UIL State Office a list of contestant absentees if alternates were not present to take these individuals' places.

Alert state-qualifying coaches to access the State Tournament website immediately for important deadlines and procedural information.

MAILING RESULTS
Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS
Destroy or distribute any extra contest materials.



appendix

A Special Word to Coaches

Prose Judge Procedures

Poetry Judge Procedures

Hints for New Coaches

Virtual Meets - Best Practices

Special Needs Students

TILF Scholarship Information

MORE INFO AVAILABLE ONLINE!

Visit the UIL website at:

http://www.uiltexas.org/speech/oral interp

Do's and Don'ts of Submitting Documentation Video

https://youtu.be/kWRsYElgRus

Analysis of Text and Introductions in Prose/Poetry Video

https://youtu.be/Be3MReOuhGA

A Special Word to Coaches

Once upon a time…

I was a theatre teacher and coached acting and directed UIL one act plays, and then, behold, I was a speech teacher and coached prose and poetry interpretation….and each was separate, but equal. But then there was a union between acting and oral interpretation and a beautiful thing happened….literature came to life, the characters were real, and performances were exciting…

…and everyone lived happily every after!

As one of the "old" ones who received a degree in Speech and Drama, I have always believed the genres could and should benefit each other and that is the way I approach guiding my readers.

Many teachers, regardless of the subject they teach, coach oral interpretation and create that visual world as only theatre of the imagination can, painting pictures for the captivated audience. No costumes or props are used, just the creative connection between the interpreter, the literature, and the listener. Taking the best practices from both speech and theatre techniques and applying them to any performance benefits the message, as well as the messenger.

This world of oral interpretation is a thrilling place to be, as it is a form of communication and communication is the foundation for any future generation.

My children grew up traveling with me, sitting in the audience, listening to the stories I told that others have told before me. Their own mother rarely read to them at home since she was too busy reading and listening to others. Eventually, they too became storytellers despite this lack of maternal influence. The education they received in oral communication, whether in the theatre or in competitive forensics, proved to be invaluable as they started their careers – in sports!

So my challenge to any and all entering the world of oral interpretation, whether you are a veteran or novice coach, and whether your students are also involved in the One-Act Play, marching band, journalism, choir, even the captain of the drill team or football team, or, if you are lucky enough to find that student who devotes their entire being to forensics, make sure they understand that this activity not only enhances their speaking skills but also develops a strong work ethic, encourages independence, teaches insight, promotes self-discipline and self-awareness, and most importantly, prepares them for life.

And each year brings new stories to be shared, new characters to be created, and new goals to be accomplished…in speech AND in theatre. I hope you make this year your "happily ever after."

Karen Gossett, Speech Teacher
Coach of State Speech Team Champions
Guyer High School (retired)
Denton, Texas

UIL STATE MEET - PROCEDURES FOR JUDGES – PROSE

The lead judge should announce, "Turn off all cell phones." Be firm, please!

1. Access your ballot by logging in to https://live.Speechwire.com. Your ballot will be pushed to the email you used to set up your account. Make sure the sound on your laptop is turned down so notifications you receive will not disturb the performances.

2. Rank all contestants (1,2,3,4,5,6); double-check your decision.

3. **You may submit your ranks electronically and then go back and type in comments on each ballot.** The contestants appreciate this written feedback! Make your comments as specific as possible, balancing praise for strong points of the performance and helpful suggestions for future improvements. **Please avoid statements that reflect personal bias against selections and topics, as well as comments that could be harmful to a contestant's morale such as their attire**.

ORAL CRITIQUES: The contestants will remain in the contest room for your oral critique. Offer general suggestions, praise, and insight that might be helpful to all contestants. Please avoid specific critiques of individual performers. (DO NOT DISCUSS YOUR RANKINGS.) A total of 15 minutes for the critique period, including all three judges, has been scheduled.

QUESTIONS: Any questions concerning your decisions should be referred to the contest director. Coaches, parents and contestants are not to confer with you at any time concerning your judgment.

DISQUALIFICATION: Questions that might result in disqualification should be referred to the contest director or tournament director. Your testimony on these matters may be requested. If a contestant goes overtime, please go ahead and rank the contestant. **The Contest Director is empowered to disqualify but judges are not.**

About the Contest

Each student has prepared two prose selections for the UIL prose categories. The contest director has drawn at random for the category that all students will use in this round and documentation has been checked pre-tournament. Total presentation time, including introduction and transitions, must not exceed seven minutes. There is no grace period. An introduction is required, although its content, form, and delivery style is left to the student. The introduction (or transition, where applicable) must include the name of the writer and the selection. Performers must utilize a manuscript in the performance.

Evaluating the Performances

Please use the judging critera below to guide your evaluation of each student's performance. Your written comments and suggestions for improvement will be most helpful if they offer specific reasons for the judgments you make. Statements which suggest a personal bias toward an author or selection generally are counterproductive. Please keep in mind that the best critiques ***teach*** and ***encourage*** the student.

Ranking the Contestants

At the end of the round, you will rank the performers by number - 1st, 2nd, 3rd, etc. - according to your judgment about the quality of the performances. ***Do not tie any contestants.*** If you are on a panel of judges, please do not confer during the round or before you have completed your ballot. ***It is not the responsibility of the judge to disqualify a student.*** Any irregularity should be referred to the contest director who may request information from the judge(s) in making a decision.

The best critiques teach and encourage the student. Please offer specific areas of improvement and positive attributes of the performance.

Introduction

- Did the performer prepare you to listen to the selection?
- Did the content meet the category requirements, and did delivery style of the introduction add to the overall effectiveness of the performance?

Selection/Performance

- Was the material appropriate for the performer and the goal of the category?
- Did the performer successfully recreate the narrator, the characters and the scene?
- Did the performer demonstrate an awareness of the narrator's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and closure appropriate?

Evaluation

- What did you like about the performance and why?
- What areas of improvement are needed?
- Did the performer adhere to the prescribed category?

THANK YOU FOR JUDGING!

UIL STATE MEET - PROCEDURES FOR JUDGES – POETRY

The lead judge should announce, "Turn off all cell phones." Be firm, please!

1. Access your ballot by logging in to https://live.Speechwire.com. Your ballot will be pushed to the email you used to set up your account. Make sure the sound on your laptop is turned down so notifications you receive will not disturb the performances.

2. Rank all contestants (1,2,3,4,5,6); double-check your decision.

3. **You may submit your ranks electronically and then go back and type in comments on each ballot.** The contestants appreciate this written feedback! Make your comments as specific as possible, balancing praise for strong points of the performance and helpful suggestions for future improvements. **Please avoid statements that reflect personal bias against selections and topics, as well as comments that could be harmful to a contestant's morale such as their attire**.

ORAL CRITIQUES: The contestants will remain in the contest room for your oral critique. Offer general suggestions, praise, and insight that might be helpful to all contestants. Please avoid specific critiques of individual performers. (DO NOT DISCUSS YOUR RANKINGS.) A total of 15 minutes for the critique period, including all three judges, has been scheduled.

QUESTIONS: Any questions concerning your decisions should be referred to the contest director. Coaches, parents and contestants are not to confer with you at any time concerning your judgment.

DISQUALIFICATION: Questions that might result in disqualification should be referred to the contest director or tournament director. Your testimony on these matters may be requested. If a contestant goes overtime, please go ahead and rank the contestant. **The Contest Director is empowered to disqualify but judges are not.**

About the Contest

Each student has prepared two performances for the UIL poetry categories. The contest director has drawn at random for the category that all students will use in this round and documentation has been checked pre-tournament. Total presentation time, including introduction and transitions, must not exceed seven minutes. ***There is no grace period.*** An introduction is required, although its content, form, and delivery style is left to the student. The introduction must include the name of the writer and the selection. Performers must utilize a manuscript in the performance.

Evaluating the Performances

Please use the judging critera below to guide your evaluation of each student's performance. Your written comments and suggestions for improvement will be most helpful if they offer specific reasons for the judgments you make. Statements which suggest a personal bias toward an author or selection generally are counterproductive. Please keep in mind that the best critiques ***teach*** and ***encourage*** the student.

Ranking the Contestants

At the end of the round, you will rank the performers by number - 1st, 2nd, 3rd, etc. - according to your judgment about the quality of the performances. ***Do not tie any contestants.*** If you are on a panel of judges, please do not confer during the round or before you have completed your ballot. ***It is not the responsibility of the judge to disqualify a student.*** Any irregularity should be referred to the contest director who may request information from the judge(s) in making a decision.

The best critiques teach and encourage the student. Please offer specific areas of improvement and positive attributes of the performance.

Introduction

- Did the performer prepare you to listen to the selection?
- Did the content, form, and delivery style of the introduction add to the overall effectiveness of the performance?

Selection/Performance

- Was the material appropriate for the performer?
- Did the performer successfully recreate the persona and the scene?
- Did the performer demonstrate an awareness of the persona's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and sense of closure appropriate?

Evaluation

- What did you like about the performance and why?
- What areas of improvement are needed?
- Did the performer adhere to the prescribed category?

THANK YOU FOR JUDGING!

Hints For New Coaches

UIL tournaments are exciting for coaches as you see the hard work of your students come to fruition. However, without careful planning, first-year coaches may find tournaments almost overwhelming. It is important to be prepared for the additional responsibilities that competition requires of you so that you can create a healthy balance between forensics and your regular classroom duties. Being organized and knowing what to expect ahead of time are keys to meeting this challenge successfully. Here are a few hints and unwritten rules you might find helpful to know as you begin the tournament circuit.

Before the Tournament:

1. Upon receiving the tournament invitation, make sure there are no major conflicts with the school calendar that might adversely affect your students or their ability to compete (i.e., stock show, football or basketball game, prom). If there are, understand that all students might not wish to participate at that time.

2. Post the tournament date and events early and set your own deadline for signing up that will allow you to submit the entry form in time to meet the tournament's deadline.

3. Arrange for transportation (bus request, etc.) well in advance, following your district's guidelines.

4. If the tournament necessitates an overnight stay, make room reservations immediately. *(This is especially important if your students qualify for UIL State. Reserve rooms well in advance of the meet. For UIL CX Debate State, reserve in early fall and then cancel reservation promptly if your team does not qualify. We advise making reservations early for Congress and Speech State, as well.)*

5. Submit purchase orders for check requests as soon as you know how many competitors you will be entering. Most tournaments charge by the event entries rather than by the student. Know your school district policies and meet important deadlines for the central office/business department.

6. Arrange for the appropriate number of judges required, either by serving as the judge yourself, taking someone with you or paying the judging fees. Usually coaches are asked to fill one of the judging slots, so be prepared to do so. It's the best way to learn and you become a stronger coach. *(If you qualify debaters to State, you are required to provide a judge with strong experience that can adequately judge state-level rounds.) Avoid "buying out" of your judge obligation at invitational meets so you can serve as the judge.*

7. Hand out tournament attendance permission slips to be signed and returned by a specific deadline. This keeps parents aware of dates and holds students accountable for tournament attendance.

8. Pay attention to the "add/drop" deadline. Any drops made after that date usually result in an additional "drop fee". Most tournaments will not allow any additions after that date. Most also use software to register, such as Speechwire.

9. During the week before the tournament, make sure each competitor has performed for you. This not only allows you to make sure the student is prepared, but also focuses the student on the task at hand.

10. Make sure you have communicated to your squad what kind of attire is required for competition. Appropriate dress is almost as important as the performance.

11. Prepare your students for performing in front of an audience since UIL rules allow for observers.

Getting on the Bus

1. Set a departure time that allows you extra time for any unforeseen difficulties in getting to the contest and hold to it. Waiting for a late student only penalizes everyone else and sets a bad precedence for the future. If necessary, assign one or two team captains to contact all entrants 30 minutes before departure to make sure everyone arrives

in time for roll call.

2. Have specific travel directions for the bus driver.

3. Carry to the tournament:

   - Copy of the entry form and tournament schedule
   - All necessary checks or purchase orders
   - Medical releases and permission slips or copies of these since you might want to leave the originals in a file in your classroom
   - School and parent emergency telephone numbers
   - Legal pad, notebook, pens, pencils, stopwatches
   - Copies of your interpers' documentation
   - Magazine, book, papers to grade, laptop or tablet, etc. as there will be lots of "downtime" waiting for results
   - An "emergency" kit containing band-aids, Neosporin (or equivalent), head and stomach pain relievers, emergency toiletries, incidentals such as an extra necktie, hose, safety pins and a small sewing kit.
   - Permission slip from parents allowing you to dispense the above medications.

4. Just before leaving, have everyone show you their interp folders and documentation. SEE THEM. This can avoid surprises when you get to the tournament site.

Arriving at the Tournament Site

1. Make sure the students know where the common area is, usually the school cafeteria, where squads gather to wait for contests to begin and results to be posted. Arrange to meet them there once you get checked in at registration. Do not bring your entire team to the registration table.

2. Make sure you know where the bus will be during the tournament. The driver needs to be available for any emergency. Tournaments often provide hospitality for coaches, judges and bus drivers.

3. At the registration table, inform the tournament directors of any changes you haven't already made, including drops and replacements. There is usually no charge for replacements, but there will be an additional fee if you drop an entry. You might wish to consider instituting the policy that students are responsible for their own drop fee. Avoid dropping entries unless it is an extreme emergency. Even then, try to get another student to cover the event. Dropping contestants impacts sectioning and pairings your host has worked many hours to complete. Time to redo can make the tourney schedule late.

4. Make sure to check in your judges, if necessary. Make arrangements for paying the extra judging fees should any of your judges not show.

5. While at the registration table, check all entries to make sure everyone is on the appropriate list. Mistakes do happen, and it's better to catch them at the registration desk rather than when an event is about to begin.

6. Most tournaments have a registration packet containing school maps, sectioning, event times, and other pertinent information for you and your students. This is often referred to as a "poop book." Hosts may provide a version downloadable to your smart phone and tablet.

During the Tournament

1. Immediately upon finishing registration, meet with your students in the common area. Inform them of their school code (usually a number or letter, which can be found in the tournament packet) and each contestant's sectioning room number and time of event.

2. Arrange specific times when you will meet with the students in the common area throughout the day. Also, let the students know where they can find you should they need to do so.

3. While you don't have to accompany the students to every round, do make sure they know where they are going and when to arrive, especially if they advance to the final rounds.

4. Check in at the judges' table frequently to see if you are needed. The registration packet usually will have your judging assignments, but not always. If electronic ballots are used, your ballot will be pushed to your computer. Even if you have not been assigned, stand-by judges are always appreciated. Failing to pick up your assigned ballot may result in your student(s) being disqualified so fulfilling your judging obligation is imperative.

5. Make sure you know where you can pick up contestants' ballots after a round or how to access them digitally. UIL tournaments have a verification period after the preliminary rounds; know when and where it is and be there. Otherwise, tabulation errors cannot be corrected.

6. The official verification period at UIL tourneys are a must for you to be present. This is a time to check rankings on your students' ballots and final tabulation. Take your *Constitution & Contest Rules* and UIL contest handbook to verification so you are certain of the ranking procedure. Verification is not a time to dispute a judge's decision.

   You should stay for the entire verification period. Results remain unofficial until it is over and those results have publicly been declared official. While verification is still underway changes can still be made if tabulation is found to be incorrect.

7. Each tournament has its own tabulation room policy – some are *open tab rooms*, where you can go in at any time to view ballots, judging assignments, etc; others are *closed tab rooms*, where you cannot. (Most UIL district tab rooms are *open*, while most Regional and all State tab rooms are *closed*.) Should you experience a problem during the course of the tournament that requires entry to the tab room, find a tournament official.

8. Throughout the tournament, keep an eye on your students. Unruly behavior is, by far, the largest complaint at contests. Remind your students that decorum and politeness go a long way toward success.

9. Should you be called upon to judge, do so fairly and objectively. Bitter school rivalries have no place on a ballot. Be prompt to rounds so the tournament can stay on schedule. Fill your ballots with well-written, constructive comments; always include areas needed for improvement.

10. Should you wish to observe your students in competition, it is wise to ask them if they are comfortable with you doing so. Some students are intimidated by having their coach in the room with them; this will hinder their performance. Respect their wishes. Be careful not to "coach" during the round. UIL has a "no scouting" rule, so study it carefully to avoid any ethical violations.

11. Even if your students do not make finals, have them observe the round and learn from the "best" that day so they will see what the standards are for winning.

12. Two-day tournament sites may have an area assigned for overnight storage. Know where it is and make sure your students get their materials there prior to leaving for the night. Return early enough the next day to remove them in a timely manner. For ultimate security of materials, take them with you!

At the end of the Tournament

Once the competitive rounds are over, most tournaments have an awards assembly. If any of your students made the finals, you and your students should definitely attend. If there is no formal awards assembly scheduled (some tournaments give out the medals or trophies as soon as results are known) or if none of your students advanced, you may leave. But before you do so, do the following:

1. Collect all ballots from the tab room or hospitality room unless the tournament incorporated electronic ballots.

2. Make sure all debate tubs, extemp files, and/or computers are loaded on the bus. Don't just take the students' word this has been done; check yourself.

3. Make sure your portion of the commons area is free of all trash and cleaned to the best of your ability. (The tournament directors will thank you, remember you, and invite you back next year!)

4. Have the students change into traveling clothes, if necessary, and require that they double check they have all their possessions with them on the bus. Having a polo shirt or t-shirt with school logo works well for traveling. It makes it easy to keep up with your students if you plan stops along the way.

5. Thank the tournament directors.

6. On the way home, use cell phones to have the students call or text their parents, giving them an approximate time of arrival. Most tournament returns are very late at night, and parents will be very appreciative if they aren't left waiting in the school parking lots for hours. Besides, you don't want to have to wait long periods of time for students to be picked up once you get back to your home school.

7. Use social media to announce success of the squad, according to school district policy.

8. Tell your students you are proud of them. . .because you are!

The Following Week

1. Publicize the squad's success.

   - Write up the results for school announcements.
   - Develop contacts with the school and community newspapers. Present them with an article you wrote yourself. Attach digital photos. Doing this will make it easy for them to print and the details will be correct.
   - Make use of local radio, television, and cable stations if possible.
   - Post successes on your squad webpage and Facebook page, according to your school district social media policies.

2. Analyze the Judges' ballots.

   - Screen electronic ballots before sharing with students. Some judges may have written comments damaging to a student's self-esteem.
   - Review the ballots with your students. Afterwards, assign specific items for each student to be working on before the next competition. This ensures every tournament is a learning experience.
   - File ballots in the student's performance folder so they can be reviewed at different stages of the tournament season. Always use ballots as learning tools.

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL PROSE AND POETRY INTERPRETATION

Preparation

Prepare for online Prose and Poetry Interpretation before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. Ideally, you want the camera to show you from your knees to slightly over your head. But if the space does not allow that, at least get mid-chest and up. Once you have begun your performance, do not adjust your camera.

Performers are encouraged to stand to perform, unless a disability or space issues prohibit standing. Avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
    - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
    - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
    - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
    - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
    - Reduce other Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a

note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire**

- Be sure you input your students’ email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students’ ballots as a PDF and view the tabulation sheets in your team’s *SpeechWire* account.

SpeechWire is used at District, Region and State as the official UIL tournament managment system.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the

round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: *SpeechWire* allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the comment box of the e-Ballot, type the title of the student's selection(s) so Tab officials can verify that what is performed in the round is what was submitted for documentation.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a performance unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form

http://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

S.C. Lee Spirit Handbook 2025-2026

The following rules and expectations **MUST** be adhered to by all S.C. Lee Spirit Team Members (Dance or Cheer). It must be understood that as a member of this organization, the students become representatives of S.C. Lee, and each member **MUST** maintain high moral and ethical standards. **Membership is from dance/cheer tryout date until the last day of the school year**. Membership may be terminated at any time for an unacceptable standard of conduct.

Purpose

The purpose of the S.C. Lee Spirit program is to support all athletic functions and to represent S.C. Lee to the highest degree. The role of a Lee Spirit Team member goes beyond wearing the uniform. It is an honor, responsibility, and privilege given to an individual who shows leadership, honor, and integrity. Ultimately, the purpose is to create, promote, and uphold spirit in accordance with district and school rules.

Team

1. The teams will consist of cheerleaders and/or dancers from students in grade levels 7^{th} or 8^{th}.
2. The teams will not have a size limit.

Expectations

1. Spirit Team Members MUST adhere to all campus and district policies, codes and conduct.
2. A Spirit Team Member is considered a leader of the student body **AT ALL TIMES**. A member must demonstrate responsible leadership and model appropriate behavior in and out of school. **Drug, alcohol, vape usage, and immoral behavior such as but not limited to bullying, harassment, fighting, skipping,(NEW 25-26 season) and disobedience of school policies are not acceptable of any member and will result in dismissal from the program**.
3. Spirit Team Members MUST be cooperative with teachers, administrators, sponsors, parents and fellow Spirit Team Members **(fighting, talking about, negative attitudes, foul language, or bullying/harassment amongst each other is unacceptable) (NEW 25-26 season)**. They **MUST** promote and maintain good relationships with other school organizations and the student body. Any problems that arise should be brought to the attention of the coach for resolution **(DO NOT TRY AND SOLVE ON YOUR OWN).(NEW 25-26 season)**
4. Representation on any website or social media or in text and chat messages, such as but not limited to any messaging apps (including the default text message app that comes with each phone), Instagram, Twitter, Facebook, Snapchat, TikTok, YouTube, WhatsApp, Periscope, etc., which has explicit content or appearance in unfavorable

manner can result in dismissal from the team **IMMEDIATELY WITHOUT REFUND**. This includes camera phones, video and photographs which are brought into the public view or brought about by public knowledge, this includes on or off campus. **Group chats created by team members are banned, and they are NOT allowed. We communicate through Schoology and coach choice (Remind/Band app) only.**

Summer Camp and Summer Practices

1. All members are required to attend the **mandatory (NEW 25-26 SEASON)** team summer camp. The camp and dates will be predetermined by the coaches.
2. Summer practices will be scheduled as needed and will be up to the discretion of the coaches. **The summer practices are MANDATORY**.

Participation

1. Spirit Team Members **MUST** participate in all activities deemed appropriate by the coaches. This includes summer practices, summer camp, community service projects, afterschool practices, games and other scheduled team events. Complaining **WILL NOT** be tolerated by any team member.
2. **Spirit Team Members WILL BE expected to pay attention to schedules and attend all scheduled events, performances and home football and basketball games.** If you are in athletics, you are allowed to play in that sport or attend practices but **MUST** immediately change and cheer/dance for the remainder of the games unless otherwise instructed by coaches. If your sport has an away game, the coach needs to be notified a week in advance by the Spirit Team Member or their parents, not by a friend or anyone else.
3. Spirit Team Members **MUST** attend all practices, games and performances scheduled by the coaches. If a member has a conflict with practices, games or performances, that member or their parent **MUST** contact the coaches themselves at least 24 hours prior to the practice, game or performance. Sending a friend or fellow Spirit Team Member **WILL NOT** be acceptable (unless you cannot communicate due to sickness).
4. Any Spirit Team Member with absences that prevent him/her from practice or games/events will be subject to the deductions listed for failure to notify the coach of being late or absent from practice or games.
5. Unexcused absences will result in disciplinary actions taken by the coaches.
6. While at practices or performances, Spirit Team Members should always be dressed in correctly assigned attire. While in uniform for performances, uniforms will always be clean, hair will always be fixed as determined by the coaches and no jewelry. If correct attire is not worn by the Spirit Team Member, they will receive disciplinary actions assigned by the coaches (deductions, etc.).

7. Spirit Team Members are not released from practices, games or performances until everything is clean and picked up (All signs, dance/cheer materials, water bottles, trash, etc.). After the coaches have approved the area, the team will be dismissed.
8. Spirit Team Members are expected to be dressed and ready to perform by the call time given by the coaches. They will participate at all games and are expected to stay until the game is over. If a Spirit Team Member needs to leave early for any reason, the coach needs to be notified **at least 24 hours** in advance by the parent or student.

Practices/Games/Performances

1. **MANDATORY- only illness, family emergency, or tutoring will be excused**
2. **ATHLETICS will be excused with 24-hour prior notice.**
3. **DO NOT BE LATE! If you are late, you will have a 10-point deduction.**
4. **Late pick-up will be a 10-point deduction after the 15-minute mark.**
5. **No chewing gum or food/snacks, ABSOLUTELY no jewelry, hair secured back in a ponytail and no long fingernails (including acrylics- nails cannot go past your fingertips). Approved colors are nudes and natural colors, French manicure, and Navy, Silver or Gray. Need to keep their nails VERY short; nails cannot go past your fingertips.**

Grades

- Spirit Team Members are expected to maintain high academic standards and be passing **ALL** classes at all times. Grade check meetings will be conducted by the coaches every three weeks at progress report or report card time. **(this means ALL grades at a 70 or better, no matter what, also if failing at progress reports and report card check dancer will be sat down for 2 weeks with warning letter). (NEW 25-26 season)**
- If a Spirit Team Member fails **ANY** class, **TWICE** on any six-week report card (consecutively or non-consecutively), he/she will be removed from the Spirit Team program **WITHOUT** refund, with dismissal letter.

Uniforms

1. Each Spirit Team Member will ensure their uniform is cleaned and fits properly before each performance. Spirit Team Members must have ALL parts to their uniform in order to dance or cheer.
2. While in uniform, members always need to look appropriate. Under garments **MUST NOT** show, all assigned items need to fit properly.
3. Team members are not allowed to inappropriately touch any gender while in uniform whether they are from our team or the opposing team. They may hug family members while in uniform, but inappropriate PDA will not be tolerated.
4. Spirit Team Members are responsible for purchasing and maintaining all necessary accessories as required. Lost items will be replaced at the member's expense.

5. In order to maintain high standards of the dance and cheer programs, Lee **Spirit Team Member clothing is NOT to be worn by other students** (includes shirts, workout bottoms, workout jacket, bow, shoes). Even if you are no longer on the team, this rule still stands!

Finance/Fundraising

1. Spirit Team Members are highly encouraged to participate fully with all scheduled fundraisers that benefit the entire program.
2. Members are expected to pay for all cheer or dance obligations in a timely manner by the due dates set by the coaches. If a member is unable to pay by the due date, they need to meet with the coaches immediately.
3. The funds must be in the Spirit Team Member account before anything can be purchased.
4. **All payments must be made to S.C. Lee** and given to the coaches prior to or on the due date.

Discipline and Consequences

Coaches of extra-curricular activities will develop and enforce standards of behavior that are HIGHER than the district developed Student Code of Conduct and may condition membership or participation in the activity on adherence of standards. The following disciplinary rules are guidelines only; **the coaches have sole discretion to assign disciplinary sanctions for any given conduct, taking into consideration the severity of the conduct, disruption to the program, and the likelihood that the conduct will undermine the success of the program.** All spirit team members will follow the **50-point system** and deductions will be given according to student behavior throughout the season. Please see the deductions page that is inserted into the packet. Please sign the form to acknowledge that both the student and their parent/guardian agree to the 50-point system.

Dismissal/Resignation

1. Dismissal constitutes being **automatically removed** from the team, making the member ineligible to participate in cheer or dance activities for the remainder of the school year as well as the next school year.
2. Reasons for dismissal include but are not limited to:
    - **Smoking, drinking or possessing any drug, alcohol, or tobacco products**
    - **OSS, expulsion or placement in DEAP**
    - **Harassment, assault(fighting), bullying/threatening of the coaches, officers, other squad members or any person within the CCISD community**
    - **Theft of a squad or individual's property**
    - **Failure to comply with school policies**
    - **Engaging in conduct that tends to undermine the legitimate objectives of the spirit program**

- **Engaging in socially unacceptable behavior which is unbecoming of a Lee Spirit Team Member (social media violations)**
- **Loss of all points for the 50-point system**

3. If a member decides that he/she no longer desires to participate in an organization, that member must resign by conferencing with the coaches and sign a letter of resignation from the team to include the student's and parent's signature. Team members will not be pressured to change their decision.
4. Any member that is dismissed or resigns from the program must complete all financial obligations (if any) within one week of dismissal or resignation.
5. A member dismissed or resigned from the program (and has signed a letter of resignation or dismissal) is restricted from participating or trying out for the remainder of the current school year as well as the next school year.

Parent Responsibility

Parent support is important for the success of the spirit program. Parents are encouraged to become involved and support the spirit program by attending games and other performances. Practices and tryouts are closed to parents/guardians.

1. Parent/guardians must give their permission for their child to tryout, attend mandatory meetings, and agree to rules as well as support the goals of the spirit program.
2. Parents are expected to follow the proper chain of command should a grievance arise. This should be contacting the coach first for a conference, then if needed, a supervising principal.

Physicals and Insurance

1. All Spirit Team Members must have the completed physical form that is required of all other students involved in sports in the district. Parents must supply the necessary information before the student will be allowed to participate in the cheer or dance program.
2. Any Spirit Team Member needing a doctor's care for injury or illness may not participate in performances, practices, etc. until the coach has received a release from the doctor or clearance from the Spirit Team Member's parents.
3. All Spirit Team Members must get a physical by the first game of the season.

Miscellaneous Information

The handbook is subject to change at any time due to CCISD school board regulations, school administration rules, and/or changes made with the approval of the coaches and administration. **The coach may enforce other rules, as they become necessary, for the benefit of the S.C. Lee Spirit Team organization. If an incident should arise that is not specifically addressed in the handbook, the coaches and administration will address the incidence on an individual basis.**

Keep this document for your own personal records. Sign and return the last page to the coach.

S. C. Lee Spirit Team Members Handbook

Signature Page

Please sign and return this portion.

I acknowledge that I have received and read the S.C. Lee Spirit Team Members Handbook with my child. I understand the rules and expectations laid out in the S.C. Lee Spirit Team Members Handbook. I accept all responsibilities stated within this document.

Child's Name (print): _____

Child's Signature: _____

Guardian's Name (print): _____

Guardian's Signature: _____

Date: _____

Official Use Only

Date received: _____/_____/2025

Chapter Bylaws
of the
S. C. Lee Chapter
of the
National Junior Honor Society

ARTICLE I: NAME

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

ARTICLE II: PURPOSE

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

ARTICLE III: POWERS

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

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

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

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

ARTICLE IV: MEMBERSHIP

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

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

Section 3. Eligibility:

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

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

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

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

ARTICLE V: SELECTION OF MEMBERS

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

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

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

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

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

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

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

ARTICLE VI: OBLIGATIONS OF MEMBERS

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

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

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

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

ARTICLE VII: OFFICERS

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

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

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

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

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

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

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

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

Section 9. Vacancies:

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

ARTICLE VIII: MEETINGS

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

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

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

ARTICLE IX: ACTIVITIES

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

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

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

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

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

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

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

ARTICLE X: DISCIPLINE and DISMISSAL of MEMBERS

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

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

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

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

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

Section 6. In all cases of pending dismissal:

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

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

ARTICLE XI: RATIFICATION, APPROVAL, and REVIEW.

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

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

ARTICLE XII: AMENDMENTS

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

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_____

_____,
Names of the Chapter President

_____

_____,
Secretary

_____
Stacie Tomblin-Weaver,
Adviser

_____
Marshall Chauvin,
Principal.

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Copperas Cove FFA Chapter Constitution

Adopted on April 9, 2019
Amended on April 19, 2022

ARTICLE I - Name, Mission and Strategies

Section A. The name of this organization shall be the Copperas Cove FFA Chapter of the National FFA Organization and the Texas FFA Association.

Section B. The mission and strategies for this chapter are as follows:

FFA makes a **positive difference** in the lives of students by developing their potential for **premier leadership, personal growth** and **career success** through **agricultural education**.

1. Develops competent and assertive agricultural leadership.
2. Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthens the confidence of agriculture students in themselves and their work.
4. Promotes the intelligent choice and establishment of an agricultural career.
5. Encourages achievement in supervised agricultural experience programs.
6. Encourages wise management of economic, environmental and human resources of the community.
7. Develops interpersonal skills in teamwork, communications, human relations and social interaction.
8. Builds character and promotes citizenship, volunteerism and patriotism.
9. Promotes cooperation and cooperative attitudes among all people.
10. Promotes healthy lifestyles.
11. Encourages excellence in scholarship.

ARTICLE II - Organization

Section A. The Copperas Cove Chapter of FFA is a chartered local unit of the Texas Association of FFA, which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions in the constitution, bylaws and policies of the Texas Association of FFA and the National FFA Organization and the policies and regulations of the Copperas Cove Independent School District.

ARTICLE III - Membership

Section A. Membership in this chapter shall be of four kinds: (1) Active; (2) Alumni; (3) Honorary and (4) Junior, as defined by the National and Texas FFA Constitutions and by Texas FFA Association membership policies.

Section B. The regular activities of this chapter shall be carried on by the active membership.

Section C. To be eligible for active membership in this chapter, a student must meet the membership eligibility requirements of the National FFA Organization and the Texas FFA Association. Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when he or she:

1. While in school, be enrolled in at least one agriculture, food and natural resources course, as defined in Texas FFA Association membership policies, during the school year and/or follow a planned course of study. Either course must include a supervised agricultural experience program, the objective of which is preparation for an agriculture, food and natural resources career.
2. Shows an interest in the affairs of the organization by attending meetings, striving for degrees of membership, and participating in other organized activities of the chapter.
3. Pays all current local, district, area, state and national dues by the date determined by the chapter.
4. Displays conduct consistent with the ideals and purposes of the National FFA Organization, Texas FFA Association and with the school district's code of student conduct.
5. Meets all other local standards and requirements described in this chapter's bylaws and policies.

Section D. This chapter may elect to have a junior FFA organization. Junior members must meet all junior FFA membership requirements described in the Texas FFA Association Constitution and policies. A junior member shall be considered in good standing when he or she:

1. Shows an interest in the affairs of the organization by attending junior member meetings.
2. Pays local and state dues by the date determined by the chapter.
3. Displays conduct consistent with the ideals and purposes of the National FFA Organization and with the school district's code of student conduct.
4. Meets all other local standards and requirements described in this chapter's bylaws and policies.

Section E. Names of applicants for membership shall be filed with the secretary and/or the chairman of the membership committee.

Section F. All competing chapter members and officers are subject to random drug tests, to include nicotine tests. Failure to pass these tests will result in the removal from competing and officer teams.

Section G. The membership year for this chapter shall begin on September 1 and end on August 31 of each year.

Section H. Honorary Membership – Farmers, school superintendents, principals, school board trustees, advisory committee members, chapter advisors, teachers, staff members in agriculture, food and natural resource education, business peoples, support group members and others who are helping to advance agricultural education and FFA and who have rendered outstanding service may be elected to honorary membership by a majority vote of the members present at any regular or special meeting. Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree. Honorary Chapter FFA Degree recipients shall be entitled to wear the official silver or gold emblem pin. Procedures for nominating and electing honorary members shall be described in this chapter's bylaws or rules.

ARTICLE IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

ARTICLE V - Degrees and Privileges of Active Membership

Section A. There shall be five degrees of active membership based on individual achievement. These degrees are: (1) Discovery FFA Degree, (2) Greenhand FFA Degree, (3) Chapter FFA Degree, (4) State FFA Degree and (5) American FFA Degree. All Discovery FFA members are entitled to wear the regulation bronze and blue emblem pin. All Greenhands are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the regulation silver

emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Discovery FFA Degree. Minimum qualifications for election:
(Refer to Texas FFA Constitution)

1. Be enrolled in a local credit agriculture, food and natural resources class for at least a portion of the school year while in grades 7-8.
2. Have become a dues paying member of the FFA at local, state and national levels.
3. Participate in at least one local FFA chapter activity outside of scheduled class time.
4. Have knowledge of agriculturally related career, ownership and entrepreneurial opportunities.
5. Be familiar with the local FFA chapter program of activities.
6. Submit written applications for the degree.

Section C. Greenhand FFA Degree. Minimum qualifications for election:
(Refer to Texas FFA Constitution.)

1. Be enrolled in agriculture, food and natural resources course as defined by Texas FFA membership policies for high school credit and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the meaning of the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit a written application for the Greenhand FFA Degree.

Section D. Chapter FFA Degree. Minimum qualifications for election:
(Refer to Texas FFA Constitution.)

1. Must have received the Greenhand FFA Degree.

2. Must have satisfactorily completed the equivalent of at least two semesters of systematic school instruction in agriculture, food and natural resources education at or above the ninth grade level, have in operation an approved supervised agricultural experience program and be enrolled in an agriculture, food and natural resources course.
3. Must have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Must have earned and productively invested at least $50 by the member's own efforts and worked at least fifty hours in excess of scheduled class time and have developed plans for continued growth and improvement in a supervised agricultural experience program. The combination of hours and dollars must equal or exceed the number 200.
5. Must have effectively led a group discussion for 15 minutes.
6. Must have demonstrated five procedures of parliamentary law.
7. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
8. Must show progress toward individual achievement in the FFA award programs.
9. Must have a satisfactory scholastic record.
10. Must submit a written application for the Chapter FFA Degree.

Section E. State FFA Degree. Minimum qualifications for selection:
(Refer to Texas FFA Constitution)

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. Have satisfactorily completed the equivalent of at least four semesters of systematic school instruction in Agriculture Food and Natural Resources at or above the ninth grade level, which includes a supervised agricultural experience program.
4. Have earned and productively invested at least $200 and worked at least 200 hours in excess of scheduled class time, in a supervised agricultural experience program. The combination of hours and dollars must exceed or equal the number 800.
5. Have demonstrated leadership ability by:
    a. Performing ten procedures of parliamentary law.
    b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
    c. Serving as an officer, committee chairperson, or participating member of a major committee.

6. Have a satisfactory scholastic record as certified by the local agriculture, food and natural resources instructor and the principal or superintendent.
7. Have participated in the planning and completion of the chapter program of activities.
8. As of April 1, have completed ten activities above the chapter level in at least three of six different categories: leadership development events, career development events, conventions and meetings, project shows, student awards and leadership and service as described in policies adopted by the Board of Directors.
9. As of April 1 of the year the member is to receive the degree, have participated in at least 25 hours of community service within at least two different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

Written records of achievement of all requirements, verified by the chapter FFA advisor, shall be submitted to the State Association at least one month prior to the state FFA convention at which the State FFA Degree is to be received. The State FFA Executive Director shall provide for a review of the records and submit a recommendation to the State FFA Board of Directors, which shall nominate at the State FFA convention the candidates who have been found worth to receive the honor.

Section F. American FFA Degree. Minimum qualifications for selection: (Refer to Texas FFA Constitution)

1. Have received the State FFA Degree, have been an active member for the past three years (36 months), and have a record or satisfactory participation in the activities on the chapter and state levels.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an Agriculture, Food and Natural Resources program or have completed the program of Agriculture, Food and Natural Resources at the school last attended.
3. Have graduated from high school at least twelve months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or earned and invested at least $1,500 and worked at least 2250 hours in

excess of scheduled class time. Any combination of hours x $3.33 plus dollars must be equal to or greater than the number 9000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements of the degree.

6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.
7. Have participated in at least 50 hours of community service, within at least 3 different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
8. Submit an application and supporting documentation pursuant to the deadlines and requirements described in Texas FFA policies and procedures.

ARTICLE VI – Officers and Executive Committee

Section A. The offices of an FFA chapter shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the chapter. The teacher(s) of agriculture, food and natural resources shall be the FFA advisor(s). Chapter officers shall be elected annually by the members present at a regular meeting or called special meeting of the chapter. Procedures for electing officers and specific duties of each office are described in the bylaws of this chapter.

Section B. Pursuant to the provisions of the national and state constitutions, all chapter officers shall have attained the chapter FFA degree.

Section C. Officers shall serve from the end of the chapter meeting at which they are installed to the end of the next succeeding chapter meeting at which officers are installed.

Section D. The elected officers of the chapter shall constitute the executive committee which shall convene to plan the activities of the chapter. Standing committee chairpersons may also be named as members of the executive committee. All policy decisions of the executive committee must be approved by the chapter. Telephone conferences of the executive committee may be called and considered meetings provided that all participating members may participate and be heard simultaneously.

Section E. Pursuant to the applicable constitutional, bylaw and policy provisions of the district, area and state associations and of the National FFA Organization, this chapter may nominate candidates for offices above the chapter level in a manner consistent with the provisions of its bylaws and

policies. Candidates for district and area office shall have attained the chapter degree at the time of the district or area election. Candidates for state office shall hold the state degree at the time of the state election. Candidates for national office shall hold the American Degree at the time of their election to office.

ARTICLE VII - Committees

Section A. The standing committees of the chapter shall be described in the bylaws. The chapter may, at any meeting, create additional standing committees.

Section B. The chapter president shall appoint all committees and committee chairs. Unless specified by the chapter or the chapter executive committee, the terms of all committees shall expire at the end of the chapter officer terms. The president shall have the authority to remove any committee chairperson, with the consent of the advisor.

Section C. No committee shall have the authority to expend chapter funds (unless expressly authorized to do so), amend the chapter's constitution, bylaws or policies, appoint or remove a committee member, or take any action outside the scope of authority delegated to it by the chapter.

ARTICLE VII - Dues

Section A. Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B. Full local, district, area, state and national dues shall be paid by all active members.

Section C. No member shall be considered as active and in good standing unless he/she pays full local, district, area, state and national FFA dues.

ARTICLE VIII - Meetings

Section A. Regular meetings shall be held monthly, unless extenuating circumstances prevent convening a regular meeting on this date. Special meetings may be called by the president, by a majority vote of the executive committee or by the chapter advisor(s).

Section B. A quorum shall exist when fifty-one percent of the active members of the chapter are present.

Section C. Proxy and cumulative voting are prohibited.

ARTICLE IX - Amendments

Section A. This constitution may be amended or changed at any regular or special chapter meeting by a two-thirds vote of the votes cast by a quorum of active members present providing it is not in conflict with the National FFA Organization or Texas FFA Association constitution, bylaws or policies Amendments must not conflict with the policies and/or regulations of the Copperas Cove Independent School District. Members shall be notified by mail, electronic mail or classroom announcement at least 30 days prior to a meeting at which any constitutional amendment is to be considered.

Section B. Bylaws may be adopted to fit the needs of the chapter at any regular or special chapter meeting by a majority vote of a quorum of active members present providing such bylaws do not conflict in any way with the constitution, bylaws or policies of the Texas FFA Association, National FFA Organization or the Copperas Cove Independent School District. Members shall be notified by mail, electronic mail or classroom announcement at least 30 days prior to a meeting at which any amendment to the bylaws is to be considered.

ARTICLE X – Parliamentary Procedure

Section A. The *Parliamentary Guide for FFA* by Jarrell D. Gray shall be used as a guide for all chapter meetings. The latest edition of *Roberts Rules of Order* shall be the final authority in governing the actions of all chapter meetings.

Copperas Cove FFA Chapter
Bylaws

Adopted on April 9, 2019
Amended on April 19, 2022

ARTICLE I. – Relationship to Constitution

The Bylaws shall be a part of the Constitution of the Copperas Cove Chapter of FFA.

ARTICLE II. – Location of Offices

The headquarters and principal office of the Copperas Cove Chapter of FFA shall be at 400 S. 25th St. Copperas Cove, Texas 76522.

ARTICLE III – Procedures for Electing Officers

Section A. The chapter shall adopt rules related to the election of officers which shall include, but not be limited to, designation of elections committee, filing deadlines, application forms, testing procedures and election date.

Section B. Qualified members shall declare intent to be considered for chapter office by filing the required forms by the prescribed filing deadline pursuant to the rules adopted by the chapter.

Section C. Officers shall be selected be a combination of written exam score, number percent, application questionnaire, number percent, core teacher evaluations, number percent, advisor evaluation, number percent and a score derived from a secret ballot vote of the members present at a regular or called special chapter meeting at the conclusion of an officer speech and thought question, number percent. Candidates are also subject to drug screenings, to include nicotine These screenings may be administered at any time, without prior notice..

Section D. All written materials related to a chapter election shall be deposited and retained in a secure location for no less than 30 days following the announcement of election results.

Section E. Appeals or protests related to a chapter election shall be filed pursuant to the grievances procedures of the Copperas Cove Independent School District.

ARTICLE IV – Duties of Officers

Section A. It shall be the duty of all officers to fulfill the responsibilities described in the officer contracted adopted by the chapter and agreed to by each officer at the time of declaring candidacy for chapter office.

Section B. The president shall preside at all of the chapter's meetings, shall sign all official documents or authorize execution of said documents, appoint student committees and serve as an ex-officio member of all student committees, coordinate all chapter operations, represent the chapter in official functions and perform other such duties as usually pertain to the office of president.

Section C. The vice president shall perform the duties of the president in the event of the disability, death, resignation, removal or other inability of the president to perform such duties, develop the chapter's program of activities, coordinate the operations of all student committees, serve as an ex-officio member of all student committees and perform such other duties and further duties as may be imposed upon him or her by the chapter.

Section D. The secretary shall make and keep correct records or minutes of proceedings of the chapter and executive committee, prepare and post meeting agendas, file reports, maintain member activity records, issue membership cards, update policy documents as directed and perform such other duties and further duties as may be imposed upon him or her by the chapter.

Section E. The treasurer shall have responsibility for accounting of all funds and property of the chapter. The treasurer shall provide direction and oversight to any and all who handle the monies of the chapter, assuring that the financial policies of the chapter and Copperas Cove Independent School District are followed completely, shall present a proposed budget at a regularly scheduled or called special chapter meeting, present monthly financial reports at chapter meetings, chair the budget and finance committee and perform such other duties and further duties as may be imposed upon him or her by the chapter.

Section F. The reporter shall chair the chapter public relations committee and develop public relations strategies to accurately define the public image of the agricultural education program and FFA chapter, develop or cause to be developed press releases concerning chapter activities, maintain or cause to be maintained a chapter website, develop working relationships with all local and school district media, ensure a complete photographic record of all chapter activities and perform such other duties and further duties as may be imposed upon him or her by the chapter.

Section G. The sentinel shall have responsibility for all meeting related equipment and shall maintain an inventory of all such equipment, ensure that all meeting and social venues are ready to receive members and guests prior to each function, take charge of candidates for degree and award ceremonies, assist the president in maintaining order, ensure a welcoming environment for guests and perform such other duties and further duties as may be imposed upon him or her by the chapter.

ARTICLE V – Resignation, Removal of Officers, Officer Vacancies

Section A. The advisor or the executive committee with the advice and consent of the advisor, may, with good cause, remove any officer elected by the chapter. Good cause shall include, but not be limited to, violation of the provisions of the chapter's officer contract, violation of chapter or departmental rules of conduct, violation of the school code of student conduct or violation of state or federal laws.

Section B. Any officer may resign at any time by giving written notice to the advisor, president or secretary. Such resignation shall take effect at the time specified in the notice, and, unless otherwise specified in the notice, the acceptance of such resignation shall not be necessary to make it effective.

Section C. Should the office of president become vacant; the vice president shall assume the title and duties of president. The executive committee may appoint an interim officer to fill any other vacancy until the chapter elects a qualified replacement.

ARTICLE VI – Committees

Section A. The standing committees of the chapter shall be in harmony with the National FFA Organization's Quality Standards for Local Chapters. Each active member of this chapter shall be assigned to a committee which is deemed commensurate to the member's interests, talents and skills. The chapter shall not be obligated to staff all committees, but any of the standing committees may be activated by the chapter president without the action of the chapter.

Section B. Each standing committee shall develop and submit to the executive committee a plan within the committee's scope of responsibility and a corresponding budget within the timelines prescribed by the president. Each committee shall make regular and timely reports to the chapter concerning progress towards its respective goals.

Section C. The standing committees of the chapter and their respective duties are:

(1) Student Development – Leadership shall plan and execute strategies which help the individual develop technical, human relations and decision-making leadership skills to enhance personal growth.

(2) Student Development – Healthy Lifestyles shall plan and execute strategies which promote the well-being of the student, mentally or physically, in achieving the positive evolution of the whole person.

(3) Student Development – Career Success shall plan and execute strategies which promote student involvement and growth through agriculture-related experience and-or entrepreneurship.

(4) Student Development – Scholarship shall plan and execute strategies which develop a positive attitude toward lifelong learning experiences.

(5) Student Development – Personal Growth shall plan and execute strategies which improve the identity and self-awareness of FFA members by reinforcing their human and employability skills.

(6) Chapter Development – Recruitment shall plan and execute strategies to increase agricultural education enrollment and/or FFA membership and encourage greater participation.

(7) Chapter Development – Financial shall plan and execute strategies which encourage thrift and good financial management among members through earnings, savings and investments.

(8) Chapter Development – Public Relations shall plan and execute strategies to promote a positive image and inform students, parents, school officials and the community about chapter and member accomplishments.

(9) Chapter Development – Cooperation shall plan and execute strategies to develop teamwork and cooperative skills among chapter officers, committees, and members.

(10) Chapter Development – Support Group shall plan and execute strategies to develop and maintain positive relations among FFA, parents, community leaders and industry.

(11) Community Development – Economic Development shall plan and execute strategies designed to improve the economic welfare of the community.

(12) Community Development – Environmental Awareness shall plan and execute strategies to preserve natural resources to develop more environmentally responsible individuals.

(13) Community Development – Human Resources shall plan and execute strategies to improve the welfare and well-being of members and citizens of the community.

(14) Community Development – Citizenship shall plan and execute strategies to encourage members to become active, involved citizens in their school, community, and country.

(15) Community Development – Agricultural Promotion shall plan and execute strategies to promote agriculture and/or agriculture

education to help the public become better informed and understand the importance of agriculture in their daily life.

ARTICLE VII – Transactions of the Chapter

Section A. The fiscal year of the chapter shall begin on September 1 and end on August 1.

Section B. The chapter shall adopt policies and procedures consistent with the fiduciary policies, procedures and audit standards of the Copperas Cove Independent School District.

ARTICLE VIII – Grievances and Appeals

Grievances and appeals shall be addressed under the auspices of the student grievance policies and procedures of the Copperas Cove Independent School District.

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

School Board Report
Mae Stevens Early Learning Academy
September 2025

Enrollment	Students on Campus	Attendance Rate
PK 4	235	96.34%
ECSC	30	93.52%
Total	265	96.13%

Mae Stevens is the place to be for the month of August!

Great things:

- 17 of 18 of our staff members are now SPED certified, and our general education classrooms are wholly inclusive of SPED students this year. Learning alongside their general education classmates that serve as role models helps all levels of students grow and develop academically and socially.
- We have started our weekly Tireless Teacher and "PAWS"itive pathfinder awards that recognize staff for being hard working, positive, and growth-minded! Our first recipients were teacher Mary Papson and paraprofessional Meileen Reyes!
- Our positive office referrals are in full swing as teachers submit a minimum weekly to celebrate those students who are doing the right thing!

Attendance matters:

- Mae Stevens has a goal to increase our attendance rate this year!
- We have implemented:
    - Fun 15-for the first 15 minutes of class, students have time to socialize and work in their choice of centers or to play games to incentivize arriving at school on time.
    - Parent letters-administration is sending out letters for excessive absences and tardies with attendance facts and tips.
    - Attendance Matters Week-our counselor, Juana Botello, organized spirit days the week of August 25-29, and families were given attendance tips and facts to bring awareness to the importance of attendance.
    - Community partners are donating items to win for students/families that have perfect attendance, no tardies and no early check outs! Students will get their picture on the Attendance STAR board at awards ceremonies as well.

What are we learning:

- Mae Stevens spends the first few weeks of school helping students learn how to be students. Through literature, play, and modeling, students are learning how to follow directions, get the teacher's attention appropriately, interact with other students appropriately, and to listen. We work on social skills all year, using restorative circles, the Dan St. Romain Social Skill curriculum, and the tenants of Conscious Discipline.
- Teachers have also been given training through a grant on how to work with SPED inclusion students as part of our new inclusion model.
- Students are starting to learn to recite the pledges and be a good citizen, recognize letters, numbers, shapes and colors and concepts such as same/different, rhyming, and how to count syllables.
- Teachers utilize cognitive transitions so you will hear learning going on even in the hallways as students sing, count, and recite as they walk from place to place.

What is coming up in September:

- September 5 and 9, we are hosting a grandparent's tea in honor of Grandparents Day where families come and celebrate.
- For Patriot Day on September 11, students create thank you cards for our soldiers and first responders.
- We will start our color of the week celebration, and if you come visit on a Thursday, most of the campus will be wearing that color.
- September is Hispanic Heritage Month, and students will be reading books in Literacy, learning dances in PE, and creating art from the Hispanic Culture. On September 30 at 9:30 AM, we will have a parade of flags of all the Spanish-speaking countries in the world.
- On September 15, parents will be given a chance to have a meet and greet with our counselor at two different time options, and on September 18, we will also offer parents to come and be a part of our Parent Advisory Council.
- On September 23, we will have our first Bulldawg Assembly at 9:30 AM to celebrate the winning teams for Attendance, Academics and Behavior for the first six weeks.
- September 23-26 is Start with Hello week, and students will have spirit days, and students from the high school will be on hand to greet our students every morning.
- September 25 is our first six weeks PBIS event; a dance party with the principal for those with no office referrals!
- September 26 and 29 are our first six weeks awards ceremonies where students receive awards for attendance, academics and citizenship.

The Mae Stevens Family is thankful for the commitment from the school board and district for investing in our students' well-being and educational growth. Please always feel welcome to stop in and join us for any of our events! We appreciate the time you take investing in our students and staff! Go Dawgs!

Heather Peacock, Principal
Mae Stevens Early Learning Academy

Martin Walker Elementary School

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

Kelly Thompson, Principal
Emily Swank, Assistant Principal Hillary Newton, Counselor

Copperas Cove ISD School Board Report

Martin Walker Elementary, September 2025

Grade Level	Enrollment	YTD Attendance
Kindergarten	57	97.17%
1st Grade	53	94.98%
2nd Grade	54	98.31%
3rd Grade	64	96.26%
4th Grade	61	96.76%
5th Grade	58	96.58%
Total	**361**	**96.66%**

Campus Happenings and Activities

This year looks a little different at Martin Walker Elementary as we have welcomed our Williams Ledger friends into our home! We have students and staff in every nook and cranny available in the building, and things are going GREAT! Some of our MWE staff have even said they don't want our WLE family to go back to their campus when it's ready! The kids and staff are constantly helping each other, and we've affectionately started calling ourselves "Williams Walker Elementary."

In addition to our expanded family, we've made a bold instructional shift—this year, every single grade level from Kindergarten through 5th grade is departmentalized! That's right—every student gets to experience multiple teachers throughout their day, and it's going absolutely wonderfully. Teachers are thrilled, students are engaged, and what some thought was a "crazy" idea has turned into one of our proudest successes. We're already planning to continue this model moving forward.

Our Facebook page has also become a vibrant hub of celebration and connection. Parents and staff are loving the regular updates, and students are thrilled to be the stars of the show! Our staff has gone all in on submitting content, and Mrs. Thompson is having a blast managing the page and showcasing the magic happening every day.

To encourage strong attendance and punctuality, we launched a continuing tradition called "Beat the Bell." Students who are in their seats and ready to learn by 7:40 a.m. have a

chance to win fun privilege cards like "Stinky Feet" (shoes off in class), "Bring a Stuffed Animal," or "Lunch Table Switch." Our amazing counselor calls a random seat number each morning, and the lucky student gets to head down for their prize. It's simple, free, and incredibly effective!

We also kicked off the year with a high-energy PBIS celebration—Party with the Principal! Students used their Honey Money to join in on the fun with games, puzzles, hula hoops, and Just Dance. Let's just say the kids danced their hearts out… and our Principals definitely slept well that night!

Our staff hasn't been left out of the celebrations either. On the Friday of the first full week, we rolled out the Woot Woot Cart—complete with music, dancing in the halls, and delicious Texas Roadhouse rolls and butter, courtesy of our PTA. It was our way of saying thank you to our incredible team for "ROLLin' with the punches!"

We've also continued to spotlight our amazing staff through Staff of the Week recognitions, where colleagues and families share heartfelt notes and Facebook comments. And every Tuesday, we celebrate someone who's gone above and beyond with Toot Your Horn Tuesday—complete with a literal horn to toot and keep!

As we look ahead, our focus remains on growing both our students and our campus culture. We are committed to nurturing a learning environment where every child feels seen, supported, and challenged to reach their full potential. With our incredible staff, enthusiastic students, and strong community partnerships, Martin Walker Elementary is not just off to a great start—it's building something truly special. We can't wait to see how our "Williams Walker" family continues to thrive, innovate, and celebrate together throughout the year!

Upcoming Events

- 9/2 First PTA Meeting
- 9/4 PBIS Honey Money Hat Day
- 9/9-9/19 Scholastic Book Fair
- 9/11 Honor Walk: Remembering 9/11
- 9/11 Grade Level Honey Money Event
- 9/15 Color Run Fundraiser Begins
- 9/22-9/26 Start with Hello Week
- 9/23 Atten-DANCE
- 9/23 1st Pep Rally
- 9/25 Campus Honey Money Event

Thank you,

Kelly Thompson

Principal

J.L. Williams/Lovett Ledger Elementary

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

Principal: Jenny Cresswell
Assistant Principal: Lauryn Canto
Assistant Principal: Dianna Armstrong
Principal's Secretary: Stacey Stark
Counselor: Sarah McNeel
SEL Facilitator: Kayla McCloud

Copperas Cove ISD School Board Report

Williams Ledger Elementary, September 2025

Grade Level	Enrollment	YTD Attendance
Kindergarten	91	95.70%
1st Grade	90	94.67%
2nd Grade	93	96.84%
3rd Grade	93	96.18%
4th Grade	105	96.33%
5th Grade	111	96.06%
Total	**616**	**95.98%**

Campus Happenings and Activities

The start of the 2025–2026 school year has been full of transition, teamwork, and excitement for Williams Ledger students and staff. Despite the challenges of being displaced from our campus, our staff, students, and families have shown resilience and positivity as we began the new year.

This August, our students and staff successfully transitioned into two host campuses: Fairview Jewell Elementary welcomed our Kindergarten through 3rd grade students, while Martin Walker Elementary welcomed our 4th–5th grade students and self-contained special education classes. Both campuses greeted us warmly, and their staff have gone above and beyond to make our students feel at home. The collaboration and hospitality have been tremendous, ensuring our students have a safe and supportive place to learn.

Before students arrived, our teachers participated in preservice professional development sessions. These trainings focused on curriculum planning, instructional strategies, and social-emotional learning. Our staff also took time to plan together and adapt to the logistics of working across two campuses. Their dedication and teamwork during this time set the foundation for a strong start.

We held Parent-Teacher Meet and Greet conferences before the school year began, allowing families to meet their child's teacher in a smaller, more personal setting. This provided valuable opportunities for parents to share about their child and for teachers to establish relationships early. We followed with our traditional Meet the Teacher Night,

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

where families toured classrooms and connected with staff. Both events were well-attended and helped build a sense of community.

On the first day of school, students entered their temporary campuses with excitement and energy. Teachers immediately began establishing classroom expectations, introducing rules, routines, and procedures to ensure smooth learning environments. Students adapted quickly, demonstrating flexibility and eagerness to learn.

In addition to building classroom culture, we launched beginning-of-the-year testing to assess student levels in reading and math. This important data will guide instruction, interventions, and goal setting as we move forward.

We are proud to share that Williams Ledger Elementary's state accountability rating improved from a 78 in 2024 to an 82 in 2025. This achievement reflects the hard work of our students, teachers, and staff, as well as the support of our families and community. We celebrated this accomplishment together during our August staff meeting, reinforcing our commitment to continued growth and excellence.

August has been a month of adjustments, new beginnings, and community support. I am incredibly proud of our staff, students, and families for embracing this transition with resilience. We are committed to ensuring high-quality instruction and maintaining the Williams Ledger standard of excellence, even as we navigate our temporary home.

Upcoming Events

- 9/1 Staff and Student Holiday
- 9/9 Picture Day
- 9/12 Volunteer Orientation
- 9/12 PAC Meeting
- 9/11 Honor Walk at MWE
- 9/22 Gold Professional Development Day
- 9/23 Start with Hello

Jenny Cresswell, Proud Principal
Williams Ledger Elementary



909 Courtney Lane ▪ Phone: 254-542-3070

CCISD Board Report

House Creek Elementary

August 28, 2025

Enrollment	Bulldawgs on Campus	Attendance Rate (YTD)
Kindergarten	80	95.63%
1st Grade	107	96.31%
2nd Grade	98	96.74%
3rd Grade	96	96.51%
4th Grade	125	97.01%
5th Grade	116	96.79%
Total	**622**	**96.50%**

Campus Happenings & Activities:

I am pleased to share the exciting events and activities that have taken place at House Creek Elementary School in the first few weeks of school.

Our staff was trained in the implementation of Capturing Kids Hearts during our pre-service time together and is steadily implementing the use of Social Contracts, Accountability Checks, and Affirmations with all of our classes. This has already begun to make an impact and has resulted in over 100 positive office referrals so far and hundreds of dollars of "Creek Cash" being rewarded! We are excited to see the growth in our students.

Our House Creek Bulldawg community has done a wonderful job helping us maintain student safety during arrival and pick-up by following our procedures. We want to thank them for helping us in this manner as the safety of our students and staff is always our number one priority. We could not do this without our wonderful House Creek families.

Every Friday we recognize and celebrate our House Creek Heroes by calling student names over the intercom that have been selected by their teachers for consistently displaying our character trait of the week. These students report to the foyer and are rewarded for their extraordinary efforts to model excellent character for their peers.

We are working hard on our goal of improving student attendance and are beginning our grade level Attendance Champions challenge and Punctuality Playoffs. These challenge our students to be at school and on time daily.

Our students have been working on their beginning of the year benchmark assessments and practicing our routines and procedures.

We look forward to seeing what our team can achieve this year with our students and positive partnerships with parents.

Upcoming Events:
September 5th: Fall Individual Pictures
September 19th: PTA Meeting and Movie Night Café
September 23rd – 26th: Start with Hello Week
September 23rd: Mix It Up Day! Wear mismatched socks.
September 24th: Say Hello to Everyone/So Fresh So Green: Wear as much green as you can!
September 25th: Reach out and connect day: wear your favorite sports team, band, activity…
September 25th: Top Dawg Pep Rallies; Kinder -2nd grade 8:40 – 9:30, 3rd – 5th Grade 1:25 – 2:15
September 26th: Friendly High Five Day! High five and support one another!

We look forward to fostering our students' love of learning and having a fantastic school year. House Creek Elementary is continuously grateful for all the support you provide for our campus and the district.

Carolyn Jackson
Principal
House Creek Elementary
It's a great day to be a Bulldawg!
#One Pack, One Purpose

August Board Notes for Hettie Halstead Elementary-August 29, 2025

We are excited to begin a new school year with our students. The start of the year has been positive and full of energy, and we are hopeful for a year filled with student success. Teachers and students have been focused on building strong relationships, engaging in meaningful learning, and establishing classroom and schoolwide procedures grounded in what we call **Bulldawg Pride**.

Enrollment & Student Updates
As of August 28, 2025, Halstead's enrollment stands at **402 students**. This year's theme is *"Every Moment Counts – Time Spent Learning is Worth Every Second."* Our focus remains on building a strong, positive culture that increases student connectedness and promotes higher attendance. When students are present, **student growth occurs**, and our recognition systems are designed to celebrate both individual and class successes.

To support this, several initiatives are in place:

- **Perfect Attendance Challenge** – Classes are working together to spell out "Perfect Attendance" for special recognition.
- **Top Dawg Classes** – At each grade level, the class with the highest points in attendance, behavior, and academic achievement is recognized.
- **Bulldawg of the Month** – Teachers will select individual students for this honor each month.
- **PBIS Incentives** – Students will continue to earn and redeem **Bulldawg Bucks** for positive behavior and engagement.
- **Bulldawg Assemblies** – The entire school will come together regularly to recognize students and classes for their accomplishments.

Staff & Professional Development
We are fortunate to return this year with the same leadership team, providing stability and consistency for our campus. While we welcomed **three new teachers to our campus**, they are not new to the district, which strengthens continuity for both staff and students.

Teachers will continue to engage in a variety of professional learning opportunities, including **campus-based professional development, PLCs, collaborative planning, and RTI meetings**, as well as additional training and sessions developed at the district level. These efforts ensure that our instructional practices remain strong, aligned, and responsive to student needs.

Community Engagement & Events
September will be a busy month with opportunities to connect with our families and community partners:

- **First Responders Breakfast** – On **September 11** from 8:30–9:30 a.m., we will honor and thank our local first responders with a special breakfast.
- **Community Night** – On **September 18**, we will host a community night where families can enjoy fun activities and access information from local vendors and resources. This event will strengthen school-family partnerships while connecting our community to valuable support systems.
- **Campus Facebook Page** – We are excited to have a campus Facebook page to share the good things happening at school and keep families informed and engaged.
- **New Outside Marquee** – Our new marquee, installed on **August 28**, provides another opportunity to share important information and celebrate student and campus successes.

Looking Ahead / Closing
We are looking forward to the best year yet, filled with student success, strong community connections, and continued growth. **It's a great year to be a Bulldawg!**

Fairview/Miss Jewell Elementary

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

Rebekah Shuck	Vanessa Vazquez	Amanda Brown
Principal	Assistant Principal	Counselor

CCISD Board Report
Fairview/Miss Jewell Elementary School
March 2025

Attendance Year To Date By Grade Level 96.39%

Kindergarten	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	

Campus Happenings & Activities

After School Clubs:

Applications for after school clubs will be going out in the next couple of weeks. We are excited to get these started so that students can showcase their talents and interests in a positive way. We have various clubs for students to participate in such as Archery, Honor Choir, Drumline, Running Club, and other clubs for students to participate.



Student Leadership

As we continue our Leader In Me journey as a campus, we are happy to announce that our student Lighthouse team applications have been submitted and interviews will begin next week. Once students have been selected for the Lighthouse Team, they will begin planning for the first academic pep rally. Student leaders will lead key pieces of the pep rally.

Campus wide leadership roles have also been applied for and applications accepted. Next week, students will be selected for each role and will begin their onboarding training for their positions. Announcements for the positions will be posted on student lockers.

Leadership notebooks are in the works for students in all grade levels. Students will highlight their leadership and learning and will be prepared for presentations to the board in January.

Upcoming Events:

Sept 2nd & 3rd- Student Lighthouse Team Interviews

Sept 23rd- Data Meetings

Oct 1st- Leader In Me coaching day

Oct 2nd- Academic Pep Rally

C.R. Clements/Hollie Parsons Elementary
Copperas Cove Independent School District
Robin Grabitz, Principal
Indira Smith, Assistant Principal
Kristen Butterworth, Assistant Principal
1115 Northern Dance Dr. Copperas Cove, TX 76522
Phone (254)547-2235, Fax (254)547-0845

Topic: Submission for CCISD Board Report (Clements/Parsons Elementary School)
Date: August 27, 2025

Grade	Student Count	Attendance
Kindergarten	116	94.83%
1st	124	94.35%
2nd	133	91.73%
3rd	130	93.85%
4th	136	96.32%
5th	149	95.30%
	788-Total	94.42%

CPE August Happenings

CPE Pride Time
We are SO proud to report our campus rating for the 2024-25 School Year is a B according to state accountability ratings. We earned 4 distinctions, as well: Academic Achievement in Mathematics, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps.

What's Making CPE The Place to Be!!!!!
Our 25-26 School Year has had an amazing start from arrival to dismissal. We welcomed our families and students back on Meet the Teacher and day one started school with 730+ students in our classrooms. By day 10, our enrollment now sits at 788 students AND we are fully staffed.

CPE has embraced the idea of One Pack, One Purpose this year by some friendly team competitions. Our teams compete for the chance to steal the golden bulldog from each other. We hold spirit competitions, leadership competitions, dance offs, highest attendance rates, and greatest campus participations. Our first competition involved the most spirited group. At our first staff meeting, Dr. Hawkins got to pick the team that was had the most spirit.

We are rolling out some good things on our new Facebook page and are so excited about being able to keep our families informed with day-to-day CPE news.

The Nitty Gritty
Beginning of year screeners have started and so our campus has had some modifications in their daily schedules. Getting our campus tested with multiple screeners is quite a task, but our campus testing coordinator and our coaches roll out a flawless testing plan. It does take a village though. Administrators, Coaches, and Counselors have started the year strong by committing to the Lead4Impact Initiatives with Observations and Feedback Cycles. We cannot wait to see the improvement in instruction. We have scheduled our PLC Block Days, DDI days, Lesson Internalization meetings, and our RTI dates. Our safety drills have been scheduled for

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the year. We have created our school safety team and our behavior threat assessment team. We will conduct our first Safety Team meeting in the next few weeks. Safety drills have been scheduled for the year.

Bonding Time

On August 22nd, our Adopt-A-School Unit came out to welcome students at arrival. They worked with our S2S students on some flag folding exercises. We are grateful for our partnership with them. We also have asked them to assist us in some campus improvement projects in the coming months.

September CPE Upcoming Events

September 3rd- Adventure Days' Pep Rallies
September 4th- Volunteer Training
September 8th-12th- Dash Week
September 12th- Dash Day
September 15th-19th- Book Fair Week
September 16th-Popsicles on the Playground
September 19th- Campus PBIS Event
September 25th- Family Fitness Night and Title One Presentation
September 30th- Lil' Pups Camp

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Enrollment and Attendance Data

Grade Level	Students on Campus	Attendance Rate
6th Grade	287	97.52%
7th Grade	295	97.33%
8th Grade	281	96.90%

Campus Activities Report – SC Lee Middle School

August 2025

August was a month filled with professional growth, preparation, and community-building activities across the campus. Teachers and staff began the month with a strong focus on instructional readiness.

Early in the month, students began gearing up for extracurricular activities. The 7th and 8th Grade Band Camp, held August 4–5, helped young musicians get back into routine, culminating in a celebratory Pizza Party on August 7th. That same week, staff members engaged in several professional learning sessions, including Lightspeed Training, Lesson Internalization, and a virtual training, Science by Savvas. Teachers also took part in targeted training such as *Maneuvering the Middle* for math, and professional development sessions on branding.

Parent and community involvement was also highlighted this month. On August 7th, families attended the Girls UIL Parent Meeting to learn more about upcoming athletic opportunities. Staff collaboration remained a focus throughout the month, with PLC group meetings on August 8th to establish norms and set instructional goals. Additionally, all staff participated in EOP Training to ensure safety and preparedness.

Staff came together on August 11th for multiple trainings, including 504/ESL updates, SC Lee Handbook training, and a business update led by Mrs. Fellows. That same day, families joined the Boys UIL Parent Meeting, which included athletic information and equipment checkout. Students and families had the opportunity to connect during the August 12th Open House, where they met teachers and received supply lists. The first official staff meeting of the school year followed on August 13th. From August 14–16, student-athletes participated in volleyball tryouts, marking the start of the 2025–2026 Lady Cougar Volleyball season. On August 18th, the Band Parent Meeting welcomed families with important program updates. Sports events

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continued with the 7th Grade A&B Volleyball scrimmage against Cove on August 22nd. The month also highlighted fine arts and clubs: band sectionals were held after school on August 26th and 28th, while the Choir Parent Meeting and the first Jr. Historians Meeting both took place on August 28th, emphasizing student engagement across multiple programs.

Overall, August was a productive month that balanced professional development for staff, family engagement, and student activities, setting the tone for a successful school year.

Upcoming Events at SC Lee

As we move forward into September, we are excited about several upcoming events that will continue to engage our students and highlight their achievements:

September 3rd – NJHS Meeting
Our National Junior Honor Society (NJHS) members will gather for a welcome-back meeting. This event is an excellent opportunity for students to reconnect and get ready for a productive year of leadership and service.

September 4th – Lake Belton Volleyball Game (7th & 8th Grade)
Our 7th and 8th-grade volleyball teams will face off against Lake Belton in this highly anticipated match. We are excited to cheer on our student-athletes as they demonstrate teamwork and skill on the court.

September 6th – Spirit Spectacular (BDS)
Join us for the Spirit Spectacular, where SC Lee's band will perform alongside the high school band. This event promises to be a high-energy celebration of school spirit and musical talent.

September 8th – Lake Belton Football Game (Home - 7th Grade)
Our 7th-grade football team will play against Lake Belton at home. We encourage all families to come out and support the team.

September 9th – Lake Belton Football Game (Away - 8th Grade)
The 8th-grade football team will travel to Lake Belton for an away game. We wish our athletes the best of luck!

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September 10th–13th – Georgetown Tournament (Girls Volleyball)
Our volleyball teams will compete in the Georgetown Tournament from September 10th to 13th. This tournament is a great opportunity for players to test their skills and grow as a team.

September 11th – Bonham Volleyball Game (Home)
Come out and support our volleyball teams as they play at home against Bonham. This match promises to be filled with competitive spirit and energy.

September 17th – NJHS Officer Elections
The NJHS will hold their officer elections. This event is a pivotal moment for student leadership and a great opportunity for students to take on responsibilities within the community.

September 18th – Midway Volleyball Game (Away)
Our volleyball teams will travel to Midway for an away game. We look forward to seeing our athletes play with pride and skill.

September 22nd – Midway Football Game (Away - 7th Grade)
The 7th-grade football team will face Midway in an away game. We're excited to cheer on our players as they continue to grow as a team.

September 23rd – Midway Football Game (Home - 8th Grade)
The 8th-grade football team will host Midway at home. We're excited to cheer on our athletes as they continue to build their season.

September 25th – Belton Volleyball Game (Away)
The volleyball teams will travel to Belton for another exciting match. We hope to see strong **performances from all our players.**

September 29th – Lamar Football Game (Home - 7th Grade)
Our 7th-grade football team will play Lamar at home. We encourage the community to come out and support the team.

September 30th – Lamar Football Game (Away - 8th Grade)
The 8th-grade football team will travel to Lamar for an away game. We wish our athletes the best of luck!

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Copperas Cove Jr. High School

Roger McNeel	Candace Martin	Michael Supinski	Julie Armstrong	Yoshenobia Harris
Principal	Assistant Principal	Assistant Principal	Counselor	Counselor

Enrollment and Attendance Data

Grade Level	Students on Campus	Attendance Rate
6th Grade	281	97.83%
7th Grade	279	97.25%
8th Grade	266	96.96%

Campus Update

Beginning of School Year
Our Meet and Greet had a great turnout, and both parents and students spoke highly of our staff. The first day of school went very smoothly—by 8:30 a.m. all registered students, including those who picked up schedules that morning were in class.

Students have responded well to the new cell phone policy, and the overall learning environment has benefited from the change. During walkthroughs, we have been impressed with the high levels of student engagement. Students are also interacting with one another in positive and respectful ways, which has created a strong start to the school year.

Capturing Kids' Hearts
Teachers are fully engaged in the Capturing Kids' Hearts initiative. They are greeting students at the door each day, and social contracts have been developed in classrooms to build a positive school culture and shared expectations.

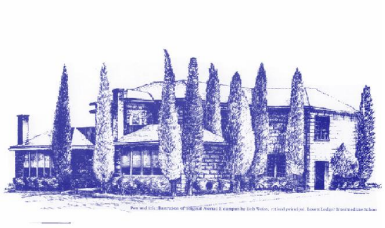
STEM Opportunities
The *Learning Undefeated Texas Mobile STEM Lab* will be on campus September 16–19. The lab will serve 6th and 7th grade advanced science classes, as well as all 8th grade students. We are also planning a **Community STEM Night** on September 18 from 5:00–6:30 p.m. This event will give families the chance to experience the lab alongside students. This is also Homecoming week.

Athletics
Our fall athletic events are underway. Highlights include:

- **Volleyball** – Junior High Volleyball games scheduled for September 4, 18, October 16, and October 20 at 5:30/6:30 in Cove.
- **Football** – Junior High Football games scheduled throughout September and October at B Stadium:
  - Sept. 15, 22, 30
  - Oct. 7, 15, 20, 28

Our students are excited to represent the school, and we look forward to continued success this season.

702 Joe Lombardi Way ▪ Copperas Cove, TX 76522 ▪ Phone: 254-547-6959 ▪ Fax: 254-518-2620



Crossroads Highs School

From the Principal's Desk

A Great Start to the School Year!

Dear Crossroads, High School Community,

I am incredibly proud and excited to welcome everyone back for what is already shaping up to be an outstanding school year. The energy on campus has been absolutely wonderful, and it has been a true joy for our staff to welcome back our students and see them reconnecting with their friends.

The start of the year has been exceptionally smooth, in large part due to the fantastic cooperation of our students and families. I want to extend a special thank you for your excellent compliance with the new **Texas HB 1481** policy regarding personal communication devices. This collective effort has created a more focused and engaging learning environment for everyone.

This year, we are thrilled to continue our focus on the **Capturing Kids' Hearts** program. Last year's efforts with this initiative were a resounding success, culminating in Crossroads High School being named a **National Showcase School**! We saw firsthand how prioritizing positive relationships and student well-being can make a profound difference. We are committed to building on that success this year, fostering a supportive and welcoming culture where every student feels valued and connected.

Thank you again for a great start. I am looking forward to a successful and productive year together.

Sincerely,

Patrick Crawley
Principal
Crossroads High School
254-547-6419

Copperas Cove High School

"A Foundation of Excellence – A Future of Success"

September Principal's Report

Attendance Report

	9th	10th	11th	12th	Total
Enrollment	578	579	534	518	2209
Attendance %	96.02	95.21	96.41	95.91	95.87

It has been a great start to the 2025-2026 School Year. Our students are already doing great things in the classroom and in extracurricular activities. We are excited and looking forward to a fantastic year!

As you know, one of the big issues of concern going into the school year was enforcement of the new state ban on electronic communications devices. I am happy to report that most of our students have met our expectations. Of course, there have been a few instances where we have had to confiscate devices, but even in those cases, the students understand the expectation and willingly surrender those to our staff members. In the very few cases where students have been resistant, parents have been supportive of the school.

Students have reported to teachers and to me personally and that they feel more involved in school and teachers are saying that students are much more engaged in the learning activities. I am anxious to see what the student learning data reveals.

Principals and Instructional Coaches (ICs) are in classrooms and working with our teachers to improve instruction. We have received excellent training regarding teacher observations and feedback and are working hard to implement what we have learned. Our ICs are working with teachers in PLCs to create engaging lessons that will help our students continue to improve their academic performance.

Students in our extracurricular programs continue to demonstrate an amazing work ethic and we are seeing the positive results in their competitions and performances. We expect great results from all of those programs as well.

Our CTE and Dual Credit programs are thriving. It is my expectation that we will continue to see a high rate of College, Career, and Military Readiness among our graduates.

400 S. 25th St. ▪ Copperas Cove, TX 76522 ▪ Phone: 254-547-2534 ▪ Fax: 254-547-9870

One of our big goals is to improve attendance at CCHS. The district has provided us with additional tools to assist in the process. We are also expanding our recognition and positive reinforcements to encourage students to be at school more often.

Another focus is school culture. We are working to improve our implementation of Capturing Kids Hearts (CKH). We are working to create a culture at CCHS where students know they are loved and cared for.

I am extremely proud of our students and staff at CCHS. I am honored to be able to serve in this position.

Sincerely,

Carlin Grammer, Principal
Copperas Cove High School

Street Address ▪ Address 2 ▪ Phone: 555.555.0125 ▪ E-mail address

2025 SEPTEMBER

CALENDAR YEAR | CALENDAR MONTH | FIRST DAY OF WEEK: SUNDAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	01	02	03	04	05	06
07	08	09	10	11	12	13
14 Class of 2029 Parent Night CCHS Cafeteria 5:30 - 6:30 pm	15 Class of 2026 Senior Overall Decorating CCHS Cafeteria 4:15 - 6:00 pm	16	17	18 Senior Sunrise CCHS Back Soccer Field 6:45 - 7:45 am Homecoming Pep Ralley CCHS Gym 1 9:35 am	19 Homecoming Dance Time & Place TBD	20
21 Bond 2025 Community Meeting CCHS Gym 2 6:00 - 7:00 pm	22 HOSA Carter Blood Drive CCHS Gym 2 8:00 am- 2:00 pm	23 See You at the Pole CCHS Flag Pole 7:00-7:45 am HOSA Carter Blood Drive CCHS Gym 2 8:00 am- 2:00 pm	24	25	26	27
28	29	30	01	02	03	04
05	06	07	08	09	10	11

BULLDAWG ATHLETICS AUGUST 2025

VOLLEYBALL-The lady dawgs were recognized by AVCA for the All Academic Team. This means that members of the varsity team maintained a cumulative GPA of 3.5 or higher. Our 2024 lady dawg team also received the Honor Roll Distinction for being in the top 20% of GPA for the Nation.

Our JV team competed in a Varsity tournament this weekend and competed well. They lost some close games but came out of it with some wins as well.

Season Records:

Varsity 6-5

JV 4-5

9th 2-0

TENNIS-Tennis season is underway and they are currently 5-2.

Coming up:

- Football scrimmage August 21 at Bulldawg Stadium
- Volleyball
  - game at Burnet 8/19
  - Varsity tournament at Marble Falls 8/22 & 8/23
  - 9th grade tournament in Gatesville 8/22 & 8/23
- Cross country
  - At Belton 8/22
- Tennis
  - At Temple 8/23



CCISD
Career & Technical Education

College, Career, and Military Readiness (CCMR) is a measure of how well schools prepare students for life after high school. Whether students plan to attend college, join the workforce, or serve in the military, CCMR ensures they have the skills and credentials needed for success.

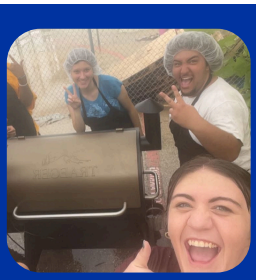
Final 24-25 CCMR x Cohort

2025 Cohort	2026 Cohort	2027 Cohort	2028 Cohort
98%	42%	13%	6%

*** Texas Average CCMR is 76% According to Most Recent TAPR Report

UPCOMING EVENTS

- September 4th - TAFE Social
- September 6th - Area 8 Greenhand Camp
- September 13th - FFA Welcome @ the Ag Barn
- October 8th - National Night Out (Criminal Justice)
- October 10th - BBQ Club @ NHSBBQ Regional Qualifier



Students in Culinary Arts and Ag Food Science have reformed the BBQ Club, serving meals to athletes, coaches, and trainers after scrimmages and games.



Floral Design students, led by FFA Advisor Meghan Shirley, are creating and selling Homecoming mums while gaining hands-on design experience.

31 # of Dual Credit CTE Courses being offered this school year



PROGRAM SPOTLIGHT

Cosmetology is being offered for the first time this year at CCISD, with 9 inaugural students enrolled in the two-year program.

Instructor Somer Barton, who brings over 20 years of experience, is credentialed through LSCO to teach Dual Credit Cosmetology. Students completing the program can graduate with both a Cosmetology Operator License and a college-level Cosmetology Certificate from LSCO.

CTE ACTIVITIES REPORT

The Class of 2025 closed the year with an impressive 98% CCMR rate!

This year, 18 teachers are credentialed to teach face-to-face dual credit courses, expanding opportunities for students to earn CCMR and CTE Completer status.

Students now have access to 37 programs of study, and practicums are already in full swing with many students beginning internships.

FFA advisors are actively recruiting for Leadership Development Events and preparing for competition, while the Ag Barn is filling up as members begin livestock projects with lambs, goats, sheep, and swine.

FINE ARTS BY THE NUMBERS

SECONDARY FINE ARTS IS CAPTURING THE HEARTS OF ALL OF THESE STUDENTS!

- Band 647
- Art 991
- Choir 348
- Dance 106
- Theatre 466

CCISD Fine ARTS

TEACHER SPOTLIGHT

Mrs. Lapierre has shown exceptional leadership in fostering collaboration across all levels of art instruction. She brought art teachers together for lunch prior to the Fine Arts PLC, creating a welcoming space for connection and professional growth. Always eager to share her expertise, she has generously provided resources to support colleagues at multiple grade levels. Her dedication to collaboration and commitment to Fine Arts education uplift both peers and students alike.



1046

UPCOMING EVENTS

- **SEPT. 4&5-** CCHS FALL PLAY AUDITIONS
- **SEPT. 6-** SPIRIT SPECTACULAR
- **SEPT. 11-**SALUTE TO LITERACY
- **SEPT. 20-** CCHS CHOIR ALL STATE REGIONAL AUDITIONS
- **SEPT. 27-** CCHS BAND MARCHING CONTEST

creating MAGIC



Ms. Raoelina infused music class with excitement by inviting a special guest from Medieval Times! Students engaged in learning and performing solfège with the hand signals at CPE.

Mr. Morales and his fellow directors are working diligently at The Pride of Cove. They have recruited several clinicians to help inspire our kids to enhance their skills!





Mr. Gates and the Voices of Cove enjoyed a creative session with recycled art. Let's give a warm welcome to the most transparent member of the choir!

August CLASSROOMS VISITED:

45









PLC

Fine arts had our first PLC with all of fine arts staff! We started as a group and split into content to be able to begin our improved vertical alignment and build our collaborative relationships!





CKH Corner



Capturing Kids' Hearts: Recharge Live was a Success!

Our talented fine arts students exuberantly welcomed our teachers to the session! A big shout-out to The Pride of Cove Drumline, The Copperettes, Golden Belles, Cougarettes, and Starlettes for bringing their sparkle and enthusiasm!

Board of Trustees

Date of Meeting: September 8, 2025

Item Type: Information

Item Name	Monthly Delinquent Tax Collections Report Report (Written Only)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	CCISD utilizes Perdue Brandon Fielder Collins & Mott, LLP, to collect delinquent property taxes. The attached report summarizes their activity on the district's behalf for the proceeding month to include a monthly delinquent collections overview, collection highlights, a 5-year collections summary, and any upcoming court settings.
Fiscal Impact	None
Administrative Recommendation	No action required
Attachments	PBFCM Monthly Collections Report-August 2025

Contact Person: Cliff Heath, Chief Financial Officer 1048

E-Mail Address: heathc@ccisd.com

Board of Trustees

Date of Meeting: September 8, 2025

Item Type: Action

Item Name	Montly/Quarterly Financial Report (Written Only)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	Financial reports of revenues and expenditures are provided monthly for Board information. Investment report for the 4th quarter (June 1, 2025 to August 31, 2025) is presented in September 2025.
Fiscal Impact	None
Administrative Recommendation	Administration recommends the approval of the August 2025 monthly financial report and approval of the 4th quarter financial report.
Attachments	August 2025 Monthly Financial Report 4th Quarter Investment Report (June 1, 2025 to August 31, 2025)

Contact Person: Cliff Heath, Chief Financial Officer 1049

E-Mail Address: heathc@ccisd.com

Special Education Department

Total Sped Population	2,067 (27.2%)
Total Student Population	7,595

	Referrals (Reflects both the current school year and rollover from the previous year.)	**Number of 3-Year Re-Evals Remaining**	**Totals**
CCHS/Crossroads	40	104	144
S.C. Lee	23	67	90
CCJHS	22	71	93
CPE	51	39	90
FVJ	23	22	45
HHE	26	19	45
HCE	36	32	68
WLE	23	39	62
MSELA	46	0	46
MWE	22	13	35
TOTALS	312	406	718

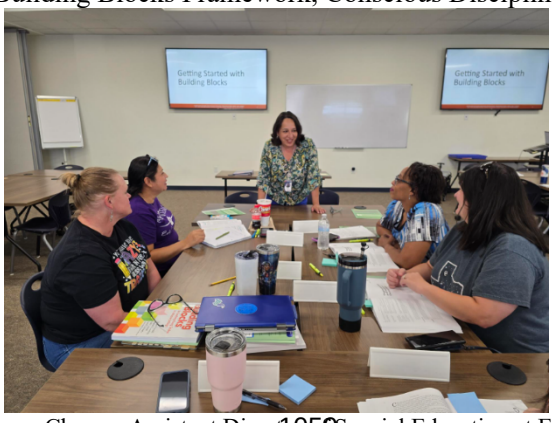
Campus/Classroom Support

- BOY Training Sessions
  - Handle With Care
  - Star Autism Support and TeachTown
  - Friends on the Block
  - Program setup (BSC, Life Skills, Functional Academics, Resource, Resource Alt, Co-Teach)
  - Annual campus sped training
  - eSped 101
  - TELL ME: AAC for the Preschool Classroom

Team Highlight

- The department was awarded an Empowering ECSE Educators to Improve Student Outcomes Grant
  - Amount Awarded for Professional Development: $39,312.00
  - Amount Awarded for Certifications: $6,102.97

Training Provided: Building Blocks Framework, Conscious Discipline, and Star Autism Support



Teresa Chavez, Assistant Director of Special Education at ESC Region 12, visited CCISD to deliver Building Blocks Framework training to MSELA staff.

DIGITAL LEARNING DEPARTMENT

We aim to drive incredible impact across the district by expanding access to technology, empowering educators, and supporting STEM, GT, and fun student-centered events.

August 2025

PROFESSIONAL DEVELOPMENT

- Hosted Amy Mayer of FriED Tech to discuss Artificial Intelligence with over 940 staff
- Hosted Progress Learning PD for over 270 teachers
- Trained 21 teachers at Zearn Launch
- 31 teachers completed GT 30-hour initial

NEW TEACHERS

- Met with most new instructional staff at in-processing to assist with accessing resources
- Trained 74 at New Teacher Orientation in essential applications



TEACHER SUPPORT

- Trained 340 teachers in LightSpeed Classroom
- Welcomed 57 teachers and 10 admins at the Blended Learning Kick-off
- Supported 62 CTE Teachers with eDynamics
- Supported more than 45 teachers with wireless projection (Newline & Epson)

Incident IQ Tickets

120 closed

Schoology

14,696 courses synced



Student Password change

100% of students successfully used new passwords and MFA

CELEBRATIONS

- Annababette Diemecke was selected as a TXCSP Advisory Board member to provide guidance about computer science education across Texas.
- Launched 32 UIL Sponsors at info meetings
- Met with new Digital Learning Leader Committee, August 28
- Successfully supported teachers and students through the domain change.

UPCOMING EVENTS

- Salute to Literacy, September 11th, 5:30 - 7:00 pm, Board Room
- STEM Family Community Night, September 18, 5:00 - 7:00, CCJHS Cafeteria

UTeach Self-Paced Courses

Completed 73

Enrolled 68



✨Family Community STEM Night✨

Come explore the exciting world of STEM with your family!

WHERE: Copperas Cove Junior High School – Cafeteria
WHEN: Thursday, September 18, 2025
🕔 **5:00–5:15 PM – Optional Mobile STEM Bus Tour**
🕕 **5:30–6:30 PM – Family Engineering Design Challenge**

✨ **Activities include**✨
🚌 **Tour of the Texas Mobile STEM Lab**
🛠️ **A hands-on engineering challenge**
🤖 **Fun STEM activity for all ages**

📌 **Sign up here:: Link to Sign Up**
📩 **Questions? Email digitallearning@ccisd.com**

SCAN ME

LEARNING UNDEFEATED

TEA Texas Education Agency



Join us for:

CCISD'S SALUTE TO LITERACY

Please join us for an evening to honor our community partners whose generous support promotes literacy for our students.

This reception will feature a special student performance in celebration of literacy.



Thursday, September 11
5:30–7:00 PM
CCISD Board Room

Open to CCISD students, staff, parents and community members

Cookies & punch will be served.

1053

COPPERAS COVE ISD
EST. 1883

SCHOOL NURSING

Copperas Cove ISD
School Nursing

What does a school nurse do?

PROVIDE FIRST AID AND EMERGENCY CARE

CHRONIC CONDITION MANAGEMENT

HEALTH SCREENINGS

MEDICATION ADMINSTRATION

HEALTH EDUCATION & ADVOCACY

MONITOR ILLNESS & PREVENT THE SPREAD OF INFECTION

SUPPORT MENTAL HEALTH AND WELL-BEING

Nursing staff at CCISD

Secondary Campuses:

CCHS- Ella Doubleday, RN and Cynthia Kidner, LVN

XRHS-Jeanette Meadors, NA

CCJH-Emily Noteboom, RN and Victoria Vazquez, CMA

LJH- Denise Ingram, RN

Primary Campuses:

FVJ-Marcie Caal, LVN and (WLE) Marcie Moreno, RN

HHE-Renee Williams, RN

CPE- Carrie Phillips, RN and Elyzabeth Almaraz, NA

MWE- Kimberely Gatlin, LVN;

HCE- Nichole Arnett, RN

MSELA- Malinda Clark, LVN

Office visits

8/14/25 until 8/25/25

Number of visits

2099 visits

not counting all med and diabetic visits

Sent home

64

sent home by nursing

Emergency

0

student sent out by EMS

3% were sent home by nursing staff

HEARING, VISION AND SPINAL SCREENINGS

MAE STEVENS EARLY LEARNING ACADEMY

HEARING AND VISION ON ALL STUDENTS- CURRENTLY 262 STUDENTS

ELEMENTARY STUDENTS

HEARING AND VISION ON ALL KINDER, 1 ST, 3 RD AND 5 TH GRADE STUDENTS- CURRENTLY 2,055 PLUS STUDENTS NEEDING SPED EVALUATIONS/REEVALUATIONS

SCOLIOSIS SCREENINGS ON ALL 5 TH GRADE GIRLS- CURRENTLY 302 GIRLS

JUNIOR HIGH STUDENTS

HEARING AND VISION ON 7 TH GRADE STUDENTS- CURRENTLY 590 STUDENTS PLUS STUDENT PLUS STUDENTS NEEDING SPED EVALUATIONS/REEVALUATIONS

SCOLIOSIS SCREENING ON 7TH GRADE GIRLS AND 8 TH GRADE BOYS- CURRENTLY 561

HIGH SCHOOL STUDENTS

HEARING AND VISION IS COMPLETED ON ALL STUDENTS NEEDING EVALUATION/REEVALUATIONS FOR SPED IN ALL GRADE LEVELS

Future

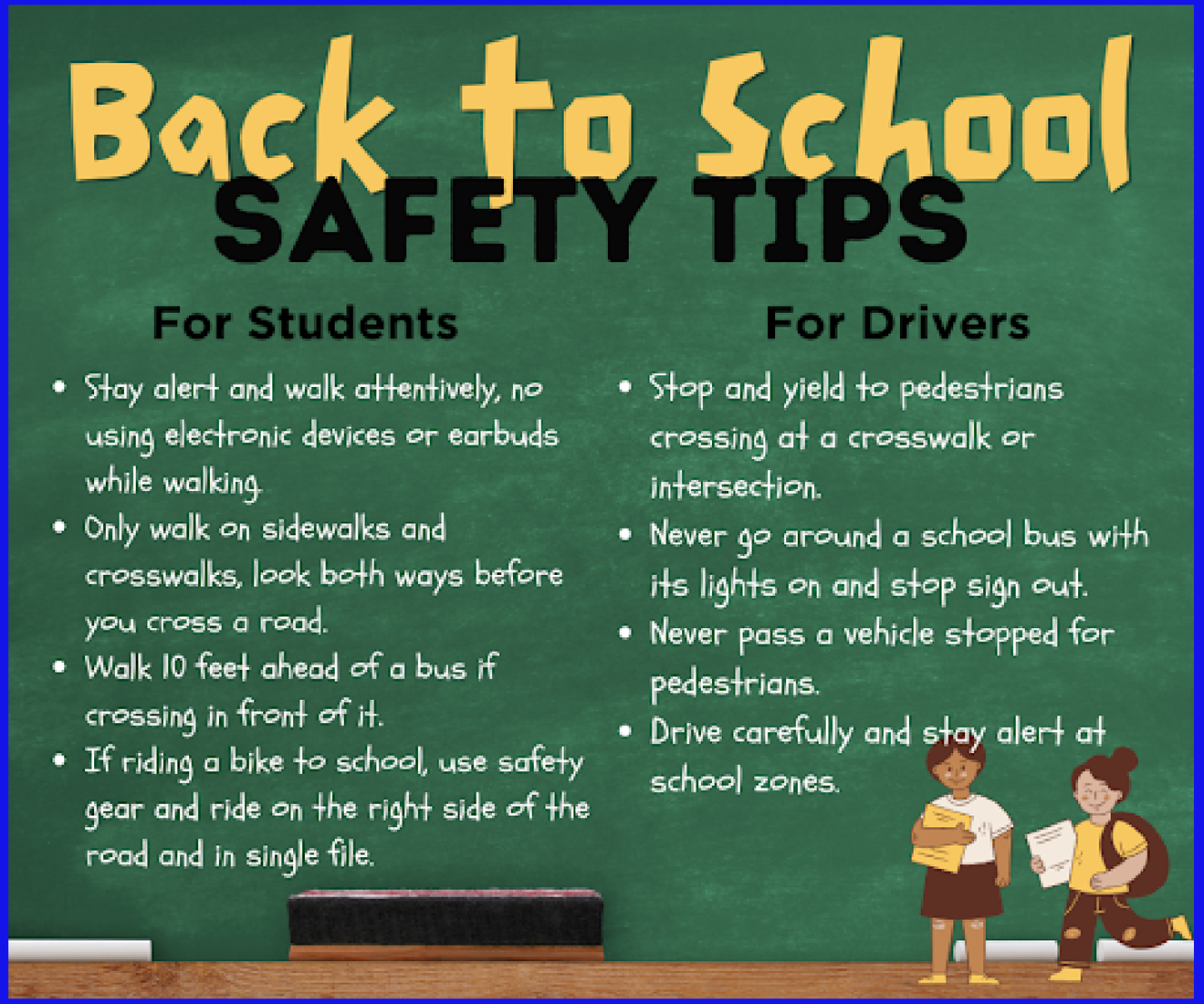
All schools are getting ready to start their vision, hearing and spinal screenings.
This will continue until Christmas break.

Vaccination report to the state will be submitted by the end of October.
Respiratory report submitted to state every Monday for

- Positive flu
- Flu like illness
- Positive COVID

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.” - Leo Buscaglia

THANK YOU!


Back to School
SAFETY TIPS
For Students
• Stay alert and walk attentively, no using electronic devices or earbuds while walking.
• Only walk on sidewalks and crosswalks, look both ways before you cross a road.
• Walk 10 feet ahead of a bus if crossing in front of it.
• If riding a bike to school, use safety gear and ride on the right side of the road and in single file.
For Drivers
• Stop and yield to pedestrians crossing at a crosswalk or intersection.
• Never go around a school bus with its lights on and stop sign out.
• Never pass a vehicle stopped for pedestrians.
• Drive carefully and stay alert at school zones.

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

The school year kicked off with a great meal for the students! August always has kids returning and looking forward to some amazing healthy food! It's a great day when we see the kids excited to return to school and enjoying the food! Here are a few of our amazing Child Nutrition Staff and some of the great choices they prepare for our students! Our Awesome CN Managers and POS' lovingly prepared the breakfast for Convocation 2025! One Pack, One Purpose!







Nicole Durcan and son Kasen Durcan at C/P Elementary

At Meet the Teacher Night we Joined in the fun with Milk and Cookies for Parents and students!



PreK Student Lillian Freitas

PreK Student Kenzlee Mathias at Mae Stevens



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Copperas Cove ISD
Child Nutrition Department and Warehouse Department



Alicia Gully at F/J with some Texas Steamed Broccoli and smiling over the potato smiles the kids love!





For the 2025-2026 School Year we have revamped our menus with more fresh fruit and fresh vegetable options for kids to choose from at every meal!

At Elementary students will have a choice of 3 entrees each day and 4-6 choices for fresh produce.

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department





Serving up some Fresh Strawberry and Orange Flowers this month!



Zee Zees Cocoa Cherry Bar- one of the kid's favorite breakfast bars are back!



April Galat at Ave E/Crossroads

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

The CCISD Warehouse Department September 2025

August is always a super busy month for the warehouse as we try and make sure all schools have textbooks, inventory items, custodial and Child Nutrition items.



CCISD Warehouse Staff:

Yolanda Pitts; Warehouse Manager
Mary Sanchez; Records/Textbooks Specialist
James Welling; District Courier/Surplus Clerk
Matt Boyce; Warehouse Staff
Ryan Miner; Warehouse Staff

Warehouse Deliveries:

August 2025-Monthly Custodial Deliveries to schools:
24 Custodial deliveries.

August 2025- Monthly numbers of Office Supplies delivered to schools:
19 Office Supplies deliveries.

August 2025- Textbooks/consumables delivered to schools:
36,831 consumables delivered.

August 2025- 86 Child Nutrition deliveries to schools.

August 2025 - numbers of transcripts ordered/picked up by former CCISD Students: 88 ordered/20 for pick up/68 mailed out.

District Courier averages around 35 pieces of mail each day and 560 monthly here at CCISD.

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

***In My Words…How my job impacts Students*: Ryan Miner; Warehouse**

In my mind, how my job impacts students is making sure they have food in their stomachs. Also, if there's a crisis, we'll be there to make sure they are hydrated and fed. I also feel like we give good amount of paper and other school supplies so they can learn. We also make sure that they can keep their hands clean by keeping hand soap stocked and we also have an array of custodial supplies that help keep the school clean All in all, I feel like my job helps students in the behind the scenes, but has a BIG impact.

Even when it is 100 degrees in the Texas Heat…warehouse staff Ryan Miner still bundles up to go inside the freezer to complete monthly inventory!







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SAFETY AND SECURITY

MARSHALS

- 17 Total Positions
- 16 Certified
- 5 are now Level 3 certified

MARSHAL TRAINING

- Completed ALERRT Training in August
- Conducted firearms training with CCPD
- Use of Force training with District Attorney

UPCOMING PROJECTS

- Door numbering has begun

CCISD TRANSPORTATION

WELCOME TO 2025-2026 SCHOOL YEAR



BUS DRIVERS & BUS AIDES

IN SERVICE AUG 4, 2025







1



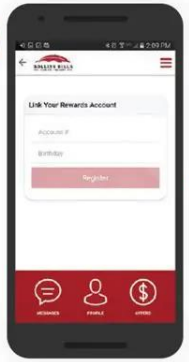
Visit your App Store and search for "Rolling Hills Casino Resort". Download and launch the app.

2



Click "Create An Account".

3



In the "Link Your Rewards Account" area, add your Shasta Club number and birthday, then press register.

4

You will receive an email confirmation shortly. You MUST confirm in order to log-in. Be sure to check your spam or junk folder if you do not receive the email.

5

Congratulations, after you confirm the email, your Shasta Club account is linked. Log in with your newly created password, then press the home button to view your offers.

stopfinder

Invitation Sent : 3467
Active Subscribers: 1400
Subscriptions Logged in: 4905
(to include shared invitation by primary subscribers)

New Cards

1. For tagging on/off the bus.
2. Identification with QR code to Stopfinder App.



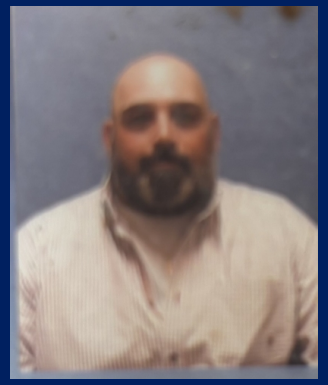
MAINTENANCE

Department Updates:

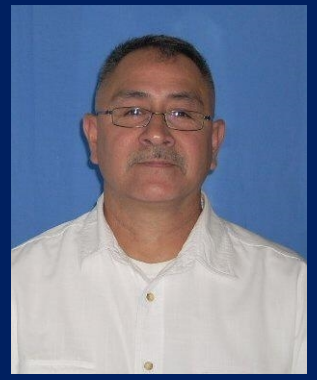
LEADERSHIP:



Thomas Haire
Director



Christopher Richards
Assistant Director

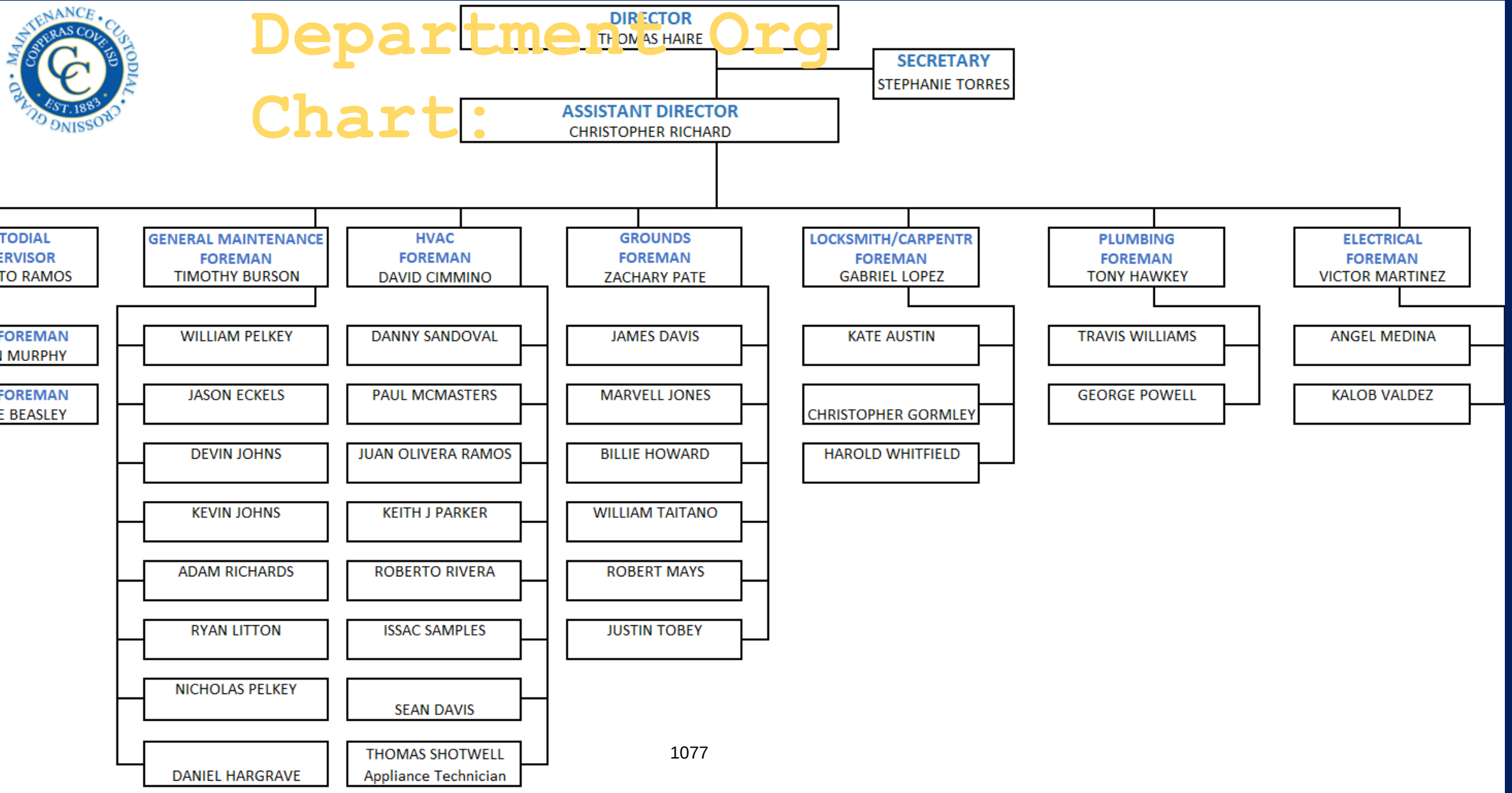


Robert Ramos
Custodial & Crossing guard supervisor



Stephanie Torres
Secretary

Maintenance Department Org Chart:



CUSTODIAL OVERVIEW:

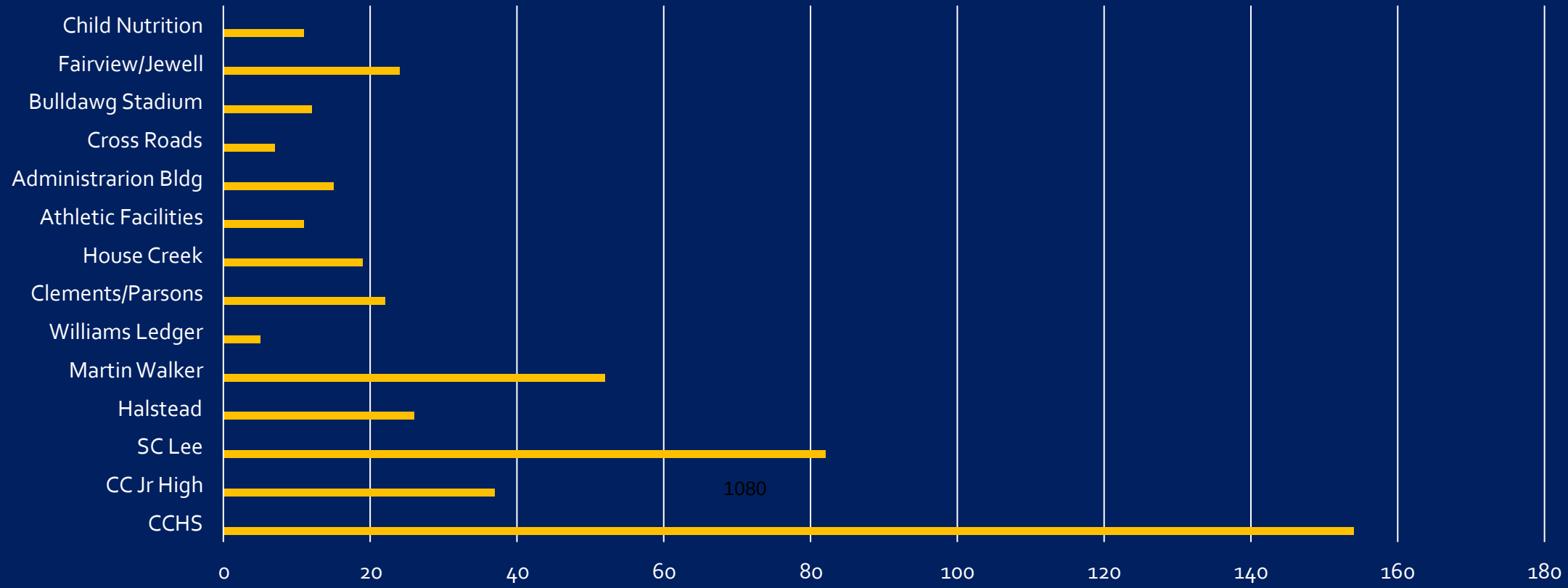
- 13 VACANCIES BUT WE HAVE MADE RECOMMENDATIONS TO HR FOR HIRING, TWO WERE REJECTED.

CROSSING GUARDS:

- FULLY STAFFED

WORK ORDERS:

Work Order Submission Monthly Average by Location:



CARPENTRY/ LOCK SMITH:

- FULLY STAFFED.
- LOCK PM'S.
- COMPLETING WORK ORDERS.
- REKEY PORTABLE BUILDINGS. (COMPLETED)

ELECTRICAL:

- Fully staffed at 3.
- Updated the lights and power for the new cosmetology.
- Installed power for the portables at Martin Walker Elementary.

GENERAL MAINTENANCE:

- BUILT NEW FENCE FOR THE PORTABLES.
- REPLACED SIDEWALK AT PORTABLES.
- BUILT TWO CONCRETE RAMPS FOR PORTABLES.
- PAINTED FRONT DOORS AT PARSONS AND HOUSECREEK.
- FINALIZED STRIPPING AT HOUSE CREEK.
- WORKING ON WORK ORDERS.

GROUNDS:

- REMOVED BUSHES INFESTED WITH WASPS.
- COMPLETED HEDGES FOR HALSTEAD.
- FULLY STAFFED.

HVAC :

- FULLY STAFFED.
- ROUTINE FILTER CHANGES.
- TWO 12 AND A HALF TON UNITS REPLACED AT WILLIAMS LEDGER.
- CHECKING COILS AND HEAT EXCHANGERS.

PLUMBING:

- FULLY STAFFED.
- WORK ORDERS BEING COMPLETED

MAJOR PROJECTS:

- WORKING ON FINALIZING PORTABLES.
- CO INSPECTION SEPTEMBER 2ND

OUR TEAM IS PROUD TO SERVE CCISD!!



Report Date: September 2025
Prepared by: Technology Department

Overview

Blast off! We've launched into the 2025–26 school year at full speed. Our team has been hard at work getting nearly 10,000 devices into the hands of students and staff, rolling out a new content filter, upgrading Wi-Fi, and giving teachers more flexibility than ever to set up their classrooms. Teachers are now fully wireless to projectors and interactive boards, which is already changing the way instruction looks and feels across campuses. Teachers can now move around the room, interact with small groups, and cast from anywhere without being tethered — a major shift from teacher-centered to student-centered classrooms.

Major Accomplishments – August Update

1. Changing the Classroom Experience

Teachers not only gained flexibility in their classroom setup, but they also received access to Google Classroom, tightly integrated with our new Lightspeed content filter. This gives them powerful tools to monitor and manage student devices—whether they're actively monitoring or not. The flexibility in both room design and classroom management is a game-changer for instructional delivery.

2. $750K WLE Tech Refresh

With board approval, every WLE device arrived, was imaged, and deployed before the first day of school. Teachers also received training on their new ClearTouch boards. It took late nights and a full-team push, but everything was in place by the start of school. This deployment included 1,000 new Chromebooks, 30 computer carts, 30 interactive boards, and new phones — ensuring WLE is not just restored but modernized for the future.

3. Door Access & Camera Installations

Progress continues on schedule. We've already added the Cosmetology building to the new platform, and full completion is still on track for the end of September. This strengthens security districtwide and ensures all entries are monitored and controlled.

New Challenges for September

Flat Network Discovery

Over the summer, we uncovered that all campus traffic (phones, cameras, printers, and data) was running on a flat network. For board context, this means no separation between systems—like having every department in one giant room instead of individual offices. It works, but it's messy, inefficient, and insecure. Today, a camera going down could affect phones or classroom devices. Fixing this will require hundreds of hours of redesign and new equipment. Because much of this can be purchased through E-Rate funding (a federal program that provides schools significant discounts for network infrastructure), the full redesign will be phased in and targeted for completion by summer 2026. By aligning this project with E-Rate, we're turning a million-dollar problem into a fraction of the cost.

Phone System Transition

We are also moving from PRI phone lines (traditional, dedicated voice circuits) to SIP lines (modern, internet-based calling). In plain terms: think "landline vs. internet calling." This change is projected to save the district $100,000+ annually, the equivalent of nearly 200 new Chromebooks each year, without touching the general fund.

Final Touches

This summer, our team touched over 13,000 devices, imaging, inventorying, deploying, and training. That's the kind of scale you'd expect from a corporate IT rollout, and we did it in under 60 days. On top of that, we're not stopping and getting ready to roll out the first new teacher devices since 2020 along with 1,300 additional touchscreen Chromebooks, bringing 4,100 new student devices into classrooms this year…….**long overdue and a major upgrade.**

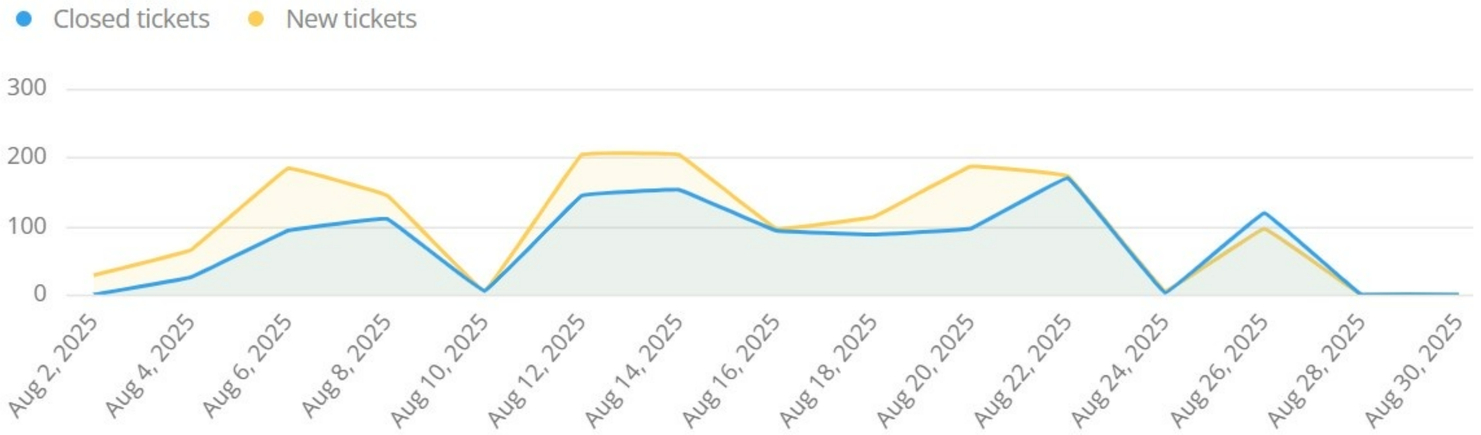
Copperas Cove ISD is not just set up for a successful school year, but for long-term sustainability and growth. These aren't just technology projects; they're investments in security, instruction, and efficiency that will keep paying dividends. And if anyone asks how we managed it all, the answer is simple: "Anyone can plug it in. We're the team that makes it work."

All Activity

Explore ticket analytics filtered only by your permission level

08/01/2025 › 08/31/2025 | FILTERS (1) | TICKETS

Ticket Resolution Over Time (closed tickets vs. newly submitted)



6.7 hours
Response time (avg)
for all ticket statuses

1,102
Tickets now closed
out of 1,510 submitted

1.9 days
Resolution time (avg)

405
Tickets still open
28 waiting on requestor

Ticket Pipeline Analysis (shows time spent in each status, along with ticket routing for all workflows)

Submitted | In Progress | Closed

7.9 hrs
Avg. response time
- 1,507 tickets
- 123 still submitted

1.6 days
Avg. in progress time
- 1,505 tickets
- 282 still in progress

All Tickets
(please note tickets may be represented in multiple statuses below)

1.6 days
- 1,351 tickets

In Progress Only
1091

2.5 days
Avg. resolution time
- 1,082 resolved
- 20 cancelled
- 405 still open

■ Copperas Cove ISD Technology Department

Board Report | September 2025

Highlights

• 2800 new Chromebooks deployed to the students this year with more coming!
• Wireless classrooms with teacher mobility
• Google Classroom + Lightspeed integration
• $750K WLE Refresh (1,000 Chromebooks, 30 carts, 30 ClearTouch boards, phones)
• Security upgrades on track

Challenges & Wins

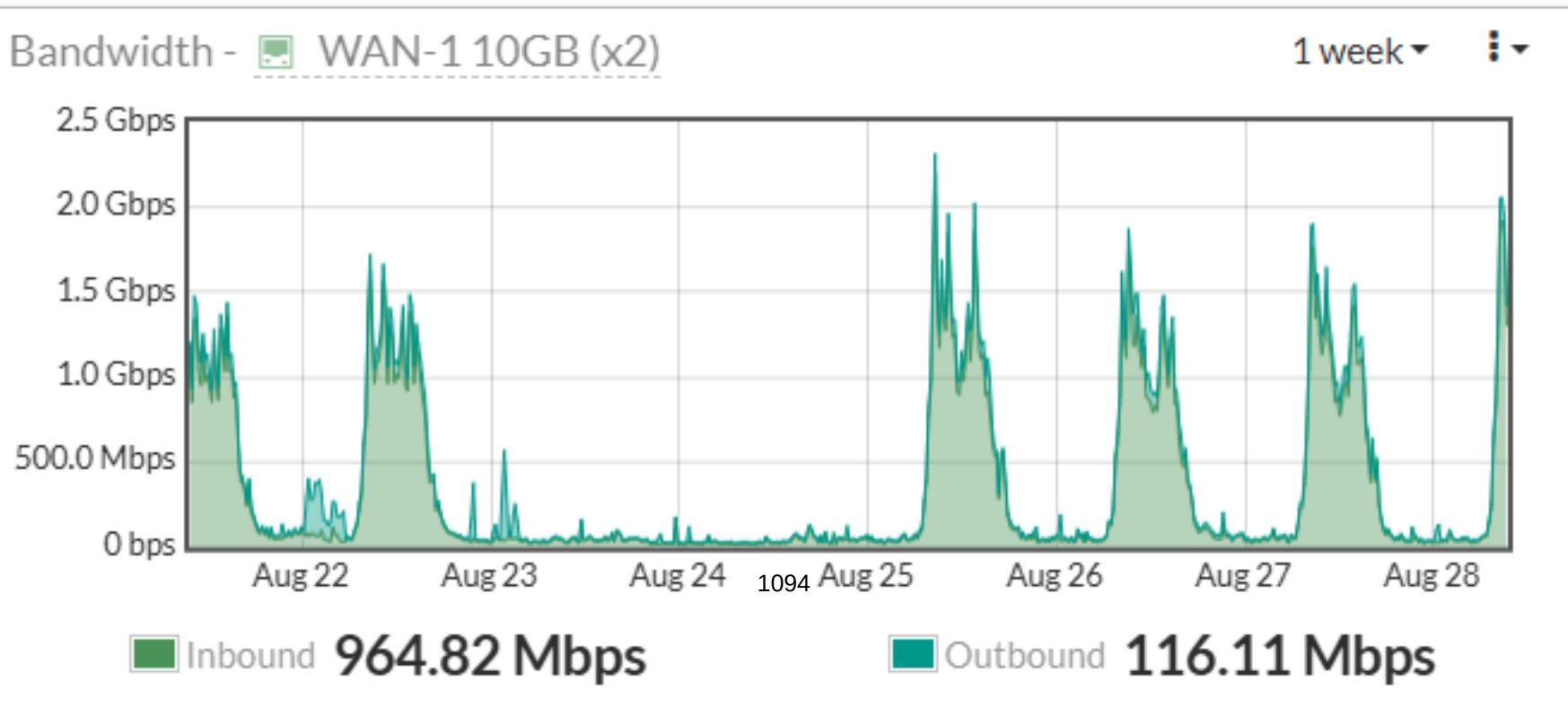
• Flat Network Fix – Redesign underway with E-Rate support
• Phone System Upgrade – Savings of $100K per year (~200 Chromebooks)
• 13,000+ devices touched in 60 days

■ In Action

	Tech Team in Action – Hands-on rollout support
	Laptop Pickup 2025 – Record deployment success

	New ClearTouch Boards – Teachers ready to go
	Day 1 Shelves – Nearly empty = full student access

“Anyone can plug it in. We’re the team that makes it work.”


Bandwidth - WAN-1 10GB (x2)
1 week
2.5 Gbps
2.0 Gbps
1.5 Gbps
1.0 Gbps
500.0 Mbps
0 bps
Aug 22
Aug 23
Aug 24
Aug 25
Aug 26
Aug 27
Aug 28
Inbound 964.82 Mbps
Outbound 116.11 Mbps

September 2025

September 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Aug 31	Sep 1 7:00am 7:30am Labor Day (United States)	2 11:30am 12:30pm Southern Talk (Boardroom) 6:00pm 6:30pm Lady Dawgs vs. Johnson	3	4	5 6:00pm 6:30pm Lady Dawgs vs. Ellison (Away) 7:00pm 8:00pm Football vs. Leander Glenn	6 6:30pm 8:00pm Spirit Spectacular (Bulldawg Stadium)
7	8 6:00pm 9:30pm SB Workshop (Board Room)	9 11:30am 12:30pm Southern Talk 5:00pm 6:00pm SCLJHS Cougar Band 6:00pm 6:30pm Lady	10	11 5:00pm 6:30pm Salute to Literacy (CCISD Boardroom)	12 6:00pm 6:30pm Lady Dawgs vs. Temple (Away) 7:00pm 8:00pm Football vs. Georgetown (@	13 2025 NAFIS Fall Conference (
14	15 2025 NAFIS Fall Conference (Washington, DC)	16 11:30am 12:30pm Southern Talk (Boardroom)	17	18 5:00pm 6:00pm Family Community STEM Night (CC Junior High School)	19 9:30am 12:00pm Student Council - 6:00pm 6:30pm Lady Dawgs vs. Midway 7:00pm 8:00pm	20
21	22 6:00pm 7:00pm Board of Trustee Regular Meeting (Boardroom)	23 9:30am 10:30am Mae Stevens Bulldawg 11:30am 12:30pm Southern Talk 6:00pm 6:30pm Lady	24 3:00pm 4:30pm Quarterly Summit Meeting (Hosted by the Chamber) (PD Community Room,	25 8:40am 9:30am House Creek Top Dawg Pep Rally (House Creek 1:25pm 2:15pm House Creek Top Dawg Pep	26 6:00pm 7:00pm Crossroads Summer 6:00pm 6:30pm Lady Dawgs vs. Killeen 7:00pm 8:00pm Football	27 3:15pm 4:15pm Capital City Marching Festival (Austin, TX)
28	29	30 11:30am 12:30pm Southern Talk (boardroom) 6:00pm 6:30pm Lady Dawgs vs. Shoemaker	Oct 1	2	3	4

October 2025

October 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sep 28	29	30	Oct 1	2 7:00pm 9:00pm Military Affairs Dinner (Copperas Cove Civic Center)	3 9:30am 12:00pm Student Council - 6:00pm 6:30pm Lady Dawgs vs. Bryan 7:00pm 8:00pm Football	4 Midway Marching Preview (Hewitt, Waco)
5	6	7 6:00pm 6:30pm Lady Dawgs vs. Temple (Home Game)	8	9 5:30pm 6:30pm SCLJHS Cougar Band - Fall Concert (SC Lee Cafetorium)	10 Football bye week	11
12	13	14 11:30am 12:30pm Southern Talk (Boardroom) 6:00pm 6:30pm Lady Dawgs vs. Midway	15	16	17 6:00pm 6:30pm Lady Dawgs vs. Harker Heights (Away) 7:00pm 8:00pm Football vs. Harker Heights	18 UIL Region 8 Marching Contest (Midway ISD Stadium)
19	20	21 11:30am 12:30pm Southern Talk (Boardroom) 6:00pm 6:30pm Lady Dawgs vs. Killeen	22	23 5:00pm 8:00pm SB Meeting: Board Training Meeting(Capturing Kids Hearts)	24 10:00am 12:00pm Student Council - 6:00pm 6:30pm Lady Dawgs vs. Shoemaker 7:00pm 8:00pm Football	25 UIL Area D Marching Contest (Round Rock ISD)
26	27	28 11:30am 12:30pm Southern Talk (Boardroom) 5:30pm 6:30pm SCLJHS Cougar Band	29	30	31 7:00pm 8:00pm Football vs. Temple (Temple High School (415 N 31st St, Temple, TX 76504, United States))	Nov 1

Board of Trustees

Date of Meeting: September 9, 2025

Item Type: Action

Item Name	New Hires
District Goal	Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.
Summary (Purpose/ Objective)	New hire recommendations for the 2025-2026 school year are submitted for the September 2025 board meeting.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approval of the recommendations attached.
Attachments	New Hire Recommendations

Contact Person: Tracie Phillips, Executive Director of Human Resources

E-Mail Address: phillipst@ccisd.com

revised 12.12.2018

2025-2026 NEW HIRE PROFESSIONAL CONTRACTS

NAME	EMP/TRANS DATE	POSITION	CAMPUS	YEARS EXP IN PROPOSED POSITION	YEARS EXP IN EDUCATION OR FIELD	COLLEGE TO ISSUE DEGREE	CERTIFICATION	LAST DISTRICT TAUGHT
Reynolds, Kelly	8/4/2025	Teacher Special Education	Clements Parsons Elementary	7	7	University of Texas of the Permian Basin	Generalist (EC-6), Special Education (EC-12)	Big Spring ISD
Gonzales, Michael	8/7/2025	Teacher, CTE	Copperas Cove High School	0	0	n/a	Certification not required	n/a
Machuca, Jamie	8/18/2025	Occupational Therapist Assistant	Special Education Department	10	0	Pima Medical Institute	Occupational Therapy Assistant License	n/a
Gutierrez, Flor	8/25/2025	Virtual Educational Diagnostician	Special Education Department	4	11	Lamar University	Educational Diagnostician (EC-12), Bilingual Generalist-Spanish (EC-6), Bilingual Generalist-Spanish (EC-4), Generalist (EC-6)	Harlandale ISD

Board of Trustees

Date of Meeting: September 9, 2025

Item Type: Report

Item Name	Resignations (Written Only)
District Goal	Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.
Summary (Purpose/ Objective)	Resignations are provided, as needed, for Board information.
Fiscal Impact	None
Administrative Recommendation	None
Attachments	Resignations

Contact Person: Tracie Phillips, Executive Director of Human Resources

E-Mail Address: phillipst@ccisd.com

revised 12.12.2018

2026-2025 Resignations Instructional Support

NAME	TERM DATE	POSITION	CAMPUS	REASON
Lopez, April	8/22/2025	Rise Intern CTE	Copperas Cove High School	Personal

2025-2026 Vacancies Instructional Support

Position	# of Vacancies	Campus/Department	as of Date	Notes
Aide, SPED	1	Clements Parsons Elementary	8/26/2025	
Aide, Instructional Title 1	1	Clements Parsons Elementary	8/26/2025	
Aide, ESL	1	Copperas Cove High School	8/26/2025	
Teacher, Career and Technical Education	1	Copperas Cove High School	8/26/2025	
Aide, Instructional	1	Copperas Cove Junior High School	8/26/2025	
Aide, SPED	1	Copperas Cove Junior High School	8/26/2025	
Aide, SPED	1	Fairview Jewell Elementary	8/26/2025	
Aide, Instructional	1	Hettie Halstead Elementary	8/26/2025	
Aide, SPED	1	House Creek Elementary	8/26/2025	
Aide, Instructional Title 1	1	House Creek Elementary	8/26/2025	
Aide, Instructional	1	Martin Walker Elementary	8/26/2025	
Aide, ESL	1	S.C. Lee Junior High	8/26/2025	
Aide, Speech	1	Special Education Department	8/26/2025	
Speech Language Pathologist	2	Special Education Department	8/26/2025	
Aide Total Vacancies -	12			
Teacher Total Vacancies -	1			
Professional Support Vacancies -	2			
Admin Total Vacancies -	0			

SUPPORT PERSONNEL VACANCIES - SEPTEMBER 2025

POSITION	CAMPUS/DEPT	# of Vacancies	as of date	Notes
Athletics Groundskeeper	Athletics	1	8/27/2025	
Cafeteria Worker/Cook	Child Nutrition	13	8/27/2025	
Cafeteria Monitor	HCE	1	8/27/2025	
Crossing Guard	Maintenance	1	8/27/2025	
Custodian	Maintenance	10	8/27/2025	
PEIMS Secretary	MWE	1	8/27/2025	
School Safety Monitor	Security	2	8/27/2025	
Uniformed School Marshal	Security	1	8/27/2025	
Special Assignment - Special Education Assistant/Bus Aide	Transportation	2	8/27/2025	
Bus Drivers	Transportation	2	8/27/2025	
Cafeteria Monitor	WLE	1	8/27/2025	

Board of Trustees

Date of Meeting: September 9, 2025

Item Type: Report

Item Name	2024-2025 Emergent Bilingual (EB) Program Annual Report (Written Only)
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	Attached is a summary highlighting the 2024-2025 CCISD English as a Second Language (ESL) & Bilingual Programs.
Fiscal Impact	N/A
Administrative Recommendation	Written Report - No Board Action Required
Attachments	2024-2025 EB Program Accountability Report

Contact Person: Amanda Crawley, Deputy Superintendent of Instructional Svcs. E-Mail Address: crawleya@ccisd.com

revised 12.12.2018

2024-2025 EB Program Accountability Report

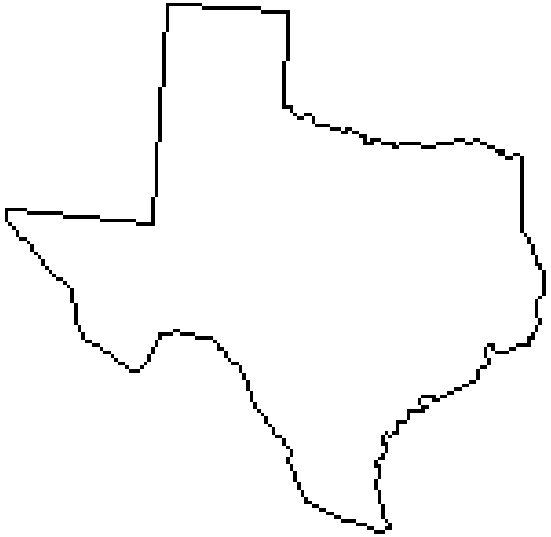
September 9, 2025

New Terminology Reminder

ELL/EL



EB



Acronyms and Definitions

29.052 - Definitions

Emergent Bilingual Student

(1) "Emergent bilingual student" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

(2) "Parent" includes a legal guardian of a student.

https://www.txel.org/lpac/lawandpolicy/

Pull-Out ESL

- An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.
- The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.
- Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Content-Based ESL

- An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.
- This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

Summit K12

K-12 English Language Development Includes

- Content leveled to serve all TELPAS grade bands: K, 1, 2, 3-5, 6-8, 9-10, and 11-12.
- Increase language proficiency by at least one proficiency level in domains of reading and writing.
- Scaffolded and linguistically accommodated instruction
- TELPAS Readiness in all 4 language domains
- Personalized Adaptive Learning Plans (PLPs)
- Embedded TELPAS writing rubric
- Formative and Progress Monitoring Assessments provide needed data to monitor students' proficiency.

Click here for explanation of modules, data charts and reports
Click here for TelPas Review and Readiness Monitoring

Dual Language Immersion/One-Way

Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC 29.061.

The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English.

Dual Language Immersion/Two-Way

Dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area.

The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English.

Emergent Bilingual Students Enrolled in CCISD

PreK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
*26 + 2 EE/ *34/2 EE	*36 *41	*45 *40	*49 *52	*55 *50	*49 *44	*46 *40	53 35	44 44	47 38	44 38	45 38	30 42	28 30	599 568

BLUE-2023-2024 **YELLOW-2024-2025**

*Includes English Proficient in Dual Language Program

1112

Emergent Bilingual Students By Campus

MSE	CP	FJ	HH	HC	MW	WL	CCJH	Lee	CCHS	XRHS	Total
*28	*155	31	11	30	18	35	72	72	143	4	599
*36	*150	13	15	33	19	37	48	69	142	6	568

Blue – 2023-2024 Yellow – 2024-2025

***Includes ESL and Bilingual (LEP & English Proficient)**

Year 1 Monitor Students by Campus

(Grades 2-12) 2023-2024/2024-2025

CP	FJ	HH	HC	MW	WL	CCJH	Lee	CCHS	XRHS	Total
1 8	0 3	0 2	1 0	0 1	0 2	1 14	1 7	1 15	0 0	4 52

Students who attain English proficiency are exited from the ESL program and are closely monitored for two years after reclassification.

1114

Year 2 Monitor Students by Campus

(Grades 2-12) 2023-2024/2024-2025

CP	FJ	HH	HC	MW	WL	CCJH	Lee	CCHS	XRHS	Total
0 0	0 0	0 0	0 1	1 0	0 0	2 1	1 1	1 1	0 0	5 4

Students who attain English proficiency are exited from the ESL program and are closely monitored for two years after reclassification.

1115

Emergent Bilingual Students Who Exited the Program in 2023-2024/2024-2025 (by campus)

CPE	FJE	HHE	HCE	MWE	WLE	CCJH	LEE	CCHS	Crossroads
14 7	9 2	2 5	1 3	0 1	2 2	13 6	10 11	7 19	0 0

District TELPAS Results (Composite Rating)

Grade & Number of Students Rated	Percent % Beginner	Percent % Intermediate	Percent % Advanced	Percent % Advanced High
Kindergarten – 37	17%/27%	52%/32%	24%/38%	7%/3%
First – 32	5%/0	33%/44%	44%/28%	18%/28%
Second- 45	11%/20%	47%/58%	29%/18%	13%/4%
Third- 42	4%/10%	40%/38%	40%/40%	16%/12%
Fourth- 39	5%/3%	33%/33%	30%/41%	33%/23%
Fifth- 27*	3%/0	23%/15%	37%/59%	37%/26%
Sixth- 33	4%/15%	33%/33%	39%/39%	24%/12%
Seventh- 43*	3%/0	28%/26%	53%/53%	18%/21%
Eighth- 38	5%/3%	23%/29%	44%/53%	28%/16%
Ninth-34	2%/9%	33%/38%	45%/38%	19%/15%
Tenth- 37	2%/0	30%/51%	53%/24%	14%/24%
Eleventh- 40	0%/2%	33%/30%	50%/45%	17%/23%
Twelfth- 31	0%/6%	30%/32%	52%/39%	19%/19%

Based on all four tests (composite rating) Listening, Speaking, Reading and Writing. 1117

2023-2024 Data 2024-2025 Data ** 70% or more are Advanced or Advanced High

2024-2025 District Spring Reading STAAR Results

Grade & Number of Students Rated	Did Not Meet #/%	Approaches #/%	Meets #/%	Masters #/%
Third- 41*	**12/26%**	**10/24%**	**15/37%**	**4/10%**
Fourth- 43*	**15/35%**	**11/26%**	**13/30%**	**4/9%**
Fifth- 40*	**6/15%**	**15/38%**	**9/23%**	**10/25%**
Sixth- 33	**18/55%**	**9/27%**	**5/15%**	**1/3%**
Seventh-43	**26/60%**	**9/21%**	**7/16%**	**1/ 2%**
Eighth- 38	**18/47%**	**10/26%**	**7/18%**	**3/8%**
English I-43	**18/42%**	**12/28%**	**12/28%**	**1/ 2%**
English II-49	**23/47%**	**6/12%**	**19/39%**	**1/ 2%**
*Includes English Proficient in Dual Language Program				

Number of Teachers under Waivers and Bilingual Exceptions (2024-2025)

MSELA	CP	FJ	HH	HC	MW	WL	CCJH	Lee	CCHS	DAEP	Total
1	2	1	0	1	0	0	3	0	5	0	11/2

BLUE-ESL Waivers

Gold-Bilingual Exceptions

Numbers for 2023-2024

2023-2024 ESL Waivers 26

2023-2024 Bilingual Exceptions 3

Numbers for 2024-2025

2024-2025 ESL Waivers 11

2024-2025 Bilingual Exceptions 2

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
ELPS/Accommodation Training	7/18/2024	Instruction/ compliance	5 attended	Participants will have an overview of the ELPS and explore how the ELPS connect to classroom accommodations through the lens of current TELPAS data.
Content Based Language Instruction (CBLI) Overview & Equitable Assessment	7/25/2024	Instruction	5 attended	Participants will explore the components of Content Based Language Instruction and will learn how to apply equitable assessments to diverse groups of Emergent Bilingual Students.
Summit K12	8/1/2024	Instruction	16 attended	Summit K12 provided course management, enrollment, orientation, reports, and training of overall Summit K12 Program
EB Program Meeting	8/5/2024 & 8/7/2024	Instruction/ compliance/ program meeting	15 attended	LPAC Framework Training, EB Handbook, LPAC documentation & procedures, Title III Family Engagement, Immigrant Identification, Accommodations, and all allowable resources

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
#154 ESL Supplemental Test Prep Course 2-day training Amberly Walker	9/23/24-9/24/2024	Compliance	11 attended	Prepare teachers to take their ESL Supplemental to get ESL certified
Bilingual Training (Book study: 7 Steps to a Language Rich Interactive Classroom) Chapter 1	9/26/2024	Instruction	9 attended	Provided teachers with research-based strategies for engaging all students; collaborative classroom visits with debrief and review of Leader Pathways
ESL Café #1: EB Program parent Meeting: Skyward& Title III Watch Party from TEA—Sharon Watkins & Jessica Heintzman, Rita Alnaiz	10/7/2024	Parent Engagement	1 family	Educate parents on the tools needed to keep track of attendance/grades/etc. And sharing Title III Watch Party information from TEA.
EB Program Meeting	10/8/2024	Compliance	1121 13 attended	Training on Calculating Years in US schools and completing History sheets & Review TEA PEIMS Codes and LPAC process

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
Bilingual Training (Book study: 7 Steps to a Language Rich Interactive Classroom) Chapter 2	10/10/24	Instruction	12 attended	Provide teachers with research-based strategies for engaging all students
Scaffold Instruction & Tech Tools to Help Meet the Needs of EB Students	10/15/2024	Instruction	ICs-Mrs. Ortiz & Mrs. Smart	Provide training to campus-based leadership on practical tools for monitoring, coaching, and supporting teachers on linguistically accommodated content instruction that is differentiated by English proficiency levels.
Preparation Meeting for Title III Symposium—share information	10/17/2024	Instruction & Compliance	6 attended via ZOOM	Plan/prepare to share information we learned at our Title III Symposium with peers
Summit K12 Looking at Data and how to move forward with Amy Burrell	10/24/2024	Instructional Data/Close the Gap	7 attended via ZOOM	Amy Burrell met with us to provide us with guidance on using data for instruction in small group. Q&As

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
EB Program Meeting: Share Title III Symposium information & Training on Scaffolding Instruction & Tech Tools to Help Meet the Needs of EB Students	11/4/2024	Instruction/ Compliance	20 attended	Provide training to teachers on practical tools for monitoring, coaching, and supporting teachers on linguistically accommodated content instruction that is differentiated by English proficiency levels.
EB Program Meeting: PEIMS Codes; TEA Updates; Standardized Letters; Linguistic Accommodations; TEA Resources; TELPAS ALT Requirement Form	11/14/2024	Compliance/TEA Updates	2 attended	Share TEA Updates from EB division webinar
ESL Café #2: EB Program Parent Meeting: Title III Watch Party from TEA	12/3/2024	Family Engagement	1 family	Provided information for HS students—beyond HS, provided resources for helping students at home
Bilingual PLC + Book Study: 7 Steps to a Language Rich Interactive Classroom Chapter 3 Rita Alaniz w/Faith Foster/ classroom walks	12/5/2024	Instruction	9 attended 1123	Provided teachers with research-based strategies for engaging all students; collaborative classroom visits with debrief and review of Leader Pathways

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
LLI Retrain	12/19/2024	Instruction	2 attended	Provided teacher with retrain of LLI and provided AP with training on LLI—to help with appraisals and instruction
EB Program Meeting: TELPAS/TELPAS ALT Decision Guides/Manuals/ Accommodations/ Accessibility Features/ Multicultural Night	1/6/2025	Compliance/Parent Engagement	14 attended	Prepare for TELPAS Designated Support LPAC documentation & review accommodations/Multicultural Night Preparation
EB Program Multicultural Night	1/16/2025	Family Engagement	86 EB families + more community families	We provided a platform to celebrate the diversity of the study body, educate students about different cultures, promote inclusivity, build community among students and families from various backgrounds and foster understanding and appreciation for different traditions.
EB Program Meeting: STAAR Designated Support/ Accommodations/EOY LPAC close out process	2/13/2025	Compliance	12 attended	Prepare Teachers to complete STAAR Designated Support documentation and review LPAC EOY close out processes

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
TELPAS Review with CCHS Students (Rita Alaniz)	2/18/2025	Instruction & Data	30 attended	Provided students with Details and Tips for Increasing their TELPAS rating—met with students to share their 2024 scores so they knew what to improve in
Bilingual PLC + Book Study: 7 Steps to a Language Rich Interactive Classroom Chapter 5--Rita Alaniz & class walks	2/21/2025	Instruction	9 attended	Provide teachers with research-based strategies for engaging all students; collaborative classroom visits with debrief and review of Leader Pathways
EB Program ZOOM meeting	3/7/2025	Compliance	12 attended	Provided teachers updates on TEA Standardized Letters, TELPAS/STAAR DS forms, Reviewed required documentation, PreLAS moving online, Miscellaneous
Bilingual PLC + Book Study: 7 Steps to a Language Rich Interactive Classroom Chapter 6--Rita Alaniz & class walks	3/28/2025	Instruction	7 attended	Provide teachers with research-based strategies for engaging all students; collaborative classroom visits with debrief and review of Leader Pathways

District Bilingual/ESL Professional Development 2024-2025

Training	Date	Scope	Attendance	Relevance
Orange Day: EOY LPAC Process & Procedures	4/7/2025	Compliance	17 attended	Provide teachers with instructions for closing out LPAC documentation for the year; reclassification criteria documentation, accommodations, filing, etc.
Bilingual PLC + Book Study: 7 Steps to a Language Rich Interactive Classroom Chapter 7--Rita Alaniz & class walks	4/25/2025	Instruction	8 attended	Provide teachers with research-based strategies for engaging all students; collaborative classroom visits with debrief and review of Leader Pathways
Bilingual PLC Closeout with Teachers/Administrative Team Meeting	5/5/2025	Instruction, Data, and Compliance	13 attended	Provide teachers with research-based strategies for engaging all students; collaborative classroom visits with debrief and review of Leader Pathways; admin team discussed: utilizing para (roles), Reading Academy for paras, Data Growth, Tier Systems for Dual Language Students

ESL/BIL Program Highlights

Staff Professional Development:

- CCISD contracted with Region 12, Amberly Walker, to provide a two-day, ESL Certification Test Prep, training to teachers who need their ESL Supplemental certification (fall and spring)
- ELPS Training provided to all staff on all campuses
- CCISD contracted with Region 12, Faith Foster, to coach our PK-5 Bilingual teachers.
  - Coach
  - Model
  - Observe & Conference
  - Plan
  - Write Bridging Lessons
  - Staying true to Language of Instruction
  - Book Study: 7 Steps to a Language-Rich Interactive Classroom

ESL/BIL Program Highlights

- **<u>Staff Professional Development (continuation):</u>**
  - Scaffold Instruction for Emergent Bilingual Students
  - Tech Tools to Help Meet the Needs of EB Students
  - Newcomer Toolkit Training
  - TELPAS/STAAR Designated Supports
  - LPAC Framework
  - CBLI Overview & Equitable Assessments Training (Faith Foster)
  - ELPS/Accommodations Training (Amberly Walker)

- **<u>Immigrant Identification Training</u>** offered & provided to Registrars, PEIMS clerks, Academic Advisors, Counselors, and ESL Interventionists and Bilingual Teachers (this will continue throughout 25-26 school year.

- **Summer Reading** (books and workbooks)—Take home book bundles (fiction/nonfiction) were purchased for our Immigrant students to reinforce key learning skills while encouraging the job of reading.

ESL/BIL Program Highlights

Recruiting/Certification Endeavors-

- CCISD provides examination fee reimbursement through Title II, Part, A funds to those teachers who obtain their supplemental ESL certificate (154), Bilingual Education Supplemental (164), and Bilingual Target Language Proficiency Test (BTLPT 190).
- CCISD reaches out to our veterans, through the Texas work force. We also partner up with Central Texas Community College, Texas A&M University, Texas State University, University of Texas, and University of Mary Hardin-Baylor.
- CCISD hosts and attends job fairs to recruit highly qualified teachers.
- CCISD also looks at current employees to see if we can grow them in Bilingual or ESL.
- We offer stipends to our applicants who are interested in Bilingual and/or ESL.
- CCISD also uses initiatives to grow our paras through: Para-Professional Certification Academy and R.I.S.E.

ESL/BIL Program Highlights

- **ESL Services** were provided at all 11 CCISD campuses for the 2024-2025 school year.

- **Bilingual services** were offered this year for Pre-K4 (MSELA) through Fifth Grade (CPE).
  - At the time of our waiver/exception's submissions to the State, we had native Spanish speakers, (pursuing their degree through the RISE Program), in our 2nd and 3rd grade Bilingual classes; the district's Dual Language instructional framework/language allocation plan was followed. (Our Emergent Bilingual students also received additional primary language support from other educators including paraprofessionals).
  - PreK4, Kinder, 1st, 4th and 5th grade classes had bilingual certified teachers.
  - We offered our teachers, who are not Bilingual certified, test preparation training opportunities prior to taking their exams.
  - We contracted with Region 12, Faith Foster, to model lessons, provide coaching/planning, and lead PLCs throughout the school year.

ESL/BIL Program Highlights

- **2024-2025 Region 12 BESA Awards and Recognitions:**

  - CCISD's Dual Language Program was recognized in the Texas Performance Reporting System for receiving higher than regional average on STAAR (in all subjects for all grade levels).

  - **24-25 Certification Course Award:** CCISD received this award for providing intensive training for non-ESL certified Reading and English teachers in a 2-day curse. This course prepares our educators for the #154 ESL Supplemental Certification exam, equipping them with essential strategies and skills to better serve Emergent Bilingual students. This recognition highlights our commitment to professional development, ensuring our teachers are well-equipped to meet the diverse needs of their classrooms.

  - **24-25 Bilingual Team of the Year:** We are proud to recognize our exceptional Bilingual team as the 24-25 Bilingual Team of the Year. Their unwavering commitment to enhancing classroom instruction through collaborative classroom walkthroughs and reflective debriefing sessions exemplifies their dedication to continuous improvement. By focusing on research-based strategies from our book study, *7 Steps to a Language-Rich Interactive Classroom* by John Seidlitz, they ensure that every student thrives in both Spanish and English. This team not only analyzes data to drive their instruction but also fosters a cohesive environment that prioritizes student engagement and growth. Their innovative approaches and dedication make them truly deserving of this esteemed recognition.





Parental Engagement Activities for Parents of Emergent Bilingual Students

Engagement Activity	Date	Attendance	Topic/Information
EB Café #1	10/7/2024	1 family in attendance	T3 TEA Watch Party Parent Engagement and Skyward (Jessica Heintzman & Sharon Watkins) & Talking Points (Rita Alaniz)
ESL Café #2	12/3/2024	1 family in attendance	T3 TEA Watch Party Family Engagement
Emergent Bilingual Multicultural Festival	1/16/2025	86 EB Families in attendance + more community families	Multicultural Night/Entertain/Mingle/Parent Network-Celebrate our various CCISD cultures

ESL/BIL Program Highlights

2024-2025 CCISD Multicultural Family Night

- Parent Resources including Community Resources
- Community support with food
- Hands-on activities/games
- Korean Calligraphy
- Entertainment:
  - Lily's Hosanna Dance Group
  - Songhai Bamboo Roots Djembe & Dun Dun Drummers
  - 1st Grade Bilingual Class (Folklorico Dance)
  - Killeen Korean Culture Center
  - Juan Carlos Rodriguez (Opera singer)

Summer Enrichment Program

- Summer School offered for students entering Kinder and 1st Grade in 2025-2026. A total of 13 English learners attended the 120- hours, summer school program.

CCISD Recognizes and Honors:

Our 5th grade Dual Language students from Clements Parsons Elementary who earned a high school LOTE Spanish I credit:

- Julyenid Bonilla Perez
- Osvaldo Gierbolini Luna
- Jerameel Rivera Marquez
- Roseliz Roman Burgos
- Ximena Yanez



Upcoming Trainings 2025-2026

Training Options

- Scaffolding Language and Learning
- Providing Explicit Instruction for Emergent Bilingual Students
- Tech Tools and Other Strategies to Meet the Needs of English Learners
- #154 ESL Supplemental Test Prep Course (Region 12)
- Immigrant Identification
- ELPS
- LPAC Framework

Questions?

If you have any questions, please feel free to contact:

Rita Alaniz
Director of Emergent Bilingual Education
Copperas Cove, Texas 76522
alanizr@ccisd.com

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Consider and Take Action to Approve Board of Trustees Meeting Minutes
District Goal	Community Partnerships: Create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.
Summary (Purpose/ Objective)	The minutes for the Board of Trustees meetings held on: August 7, 2025 August 11, 2025 August 12, 2025 August 19, 2025 August 28, 2025 August 31, 2025 Will be brought before the Board for approval
Fiscal Impact	None
Administrative Recommendation	The administration recommends the minutes to be approved, or the minutes to be corrected and then approved, and then be filed
Attachments	Budget Workshop Meeting - August 7, 2025 Workshop Meeting - August 11, 2025 Regular Meeting - August 12, 2025 Special Meeting | Includes Public Hearing on Budget & Tax Rate - August 28, 2025 Special Meeting - August 31, 2025

Contact Person: Monica Hall, Secretary to the Superintender

E-Mail Address: hallm@ccisd.com

revised 10.03.2016

Minutes of Budget Workshop

The Board of Trustees
Copperas Cove Independent School District

A Budget Workshop of the Board of Trustees of Copperas Cove Independent School District was held Thursday, August 7, 2025, beginning at 12:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger
Members Absent:
Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, Kip Robins, and Kurtis Quillin

Others Present: Cove Leader-Press – Lynette Sowell

1. Call to Order
   Board President Joan Manning called the Workshop Meeting of the Board of Trustees to order at 12:00 p.m. on August 7, 2025 at the CCISD boardroom
2. Citizen Comments on Agenda Items
   No one signed up to speak during public comments
3. Budget Workshop
   CFO, Clifton Heath presented the proposed budget to the Board of Trustees
4. Consideration and Possible Action to Approve Proposed Tax Rate 2025-2026
   A motion was made by Mike Wilburn and seconded by Heather Copeland to approve the maximum proposed tax rate 2025-2026.
   Motion carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	✓		
John Gallen	✓		
Mike Wilburn	✓		
Joan Manning	✓		
Timothy Traeger	✓		
Heather Copeland	✓		
Jeff Gorres	✓		

5. Consideration and Possible Action to Approve Bid for Bank Depository

A motion was made by Timothy Traeger and seconded by John Gallen to approve the bid for bank depository with Cadence Bank.
Motion carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	✓		
John Gallen	✓		
Mike Wilburn	✓		
Joan Manning	✓		
Timothy Traeger	✓		
Heather Copeland	✓		
Jeff Gorres	✓		

6. Adjournment
The Board President, Joan Manning, declared the meeting adjourned at 1:12 p.m.

_____ _____

Joan Manning, Board President Mike Wilburn, Board Secretary

Minutes of Workshop Meeting

The Board of Trustees
Copperas Cove Independent School District

A Workshop Meeting of the Board of Trustees of Copperas Cove Independent School District was held Monday, August 11, 2025, beginning at 12:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger

Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, Kip Robins, and Kurtis Quillin

Others Present: Cove Leader-Press – Lynette Sowell

1. Call to Order
   Board President Joan Manning called the Workshop Meeting of the Board of Trustees to order at 12:00 p.m. on August 11, 2025.
2. Citizen Comments on Agenda Items
   No one signed up to speak during public comments
3. Good Things

A) Students - Home Health Aide, HOSA, Student Groups Participating in the Annual Stuff the Bus
B) Staff - Peanut Butter Bowl Update - Coach Donald Buckram
C) Staff - Lemonade Day Fort Hood Area Teacher of the Year for 2025, Community Groups Supporting Annual Stuff the Bus

4. Information Items

A) Tax Report | Analysis of Delinquent Taxes and Services
B) Monthly Financial Report - July 2025
C) Nursing Report
D) Child Nutrition Summer 2025 Report
E) Quarterly Surplus Report
F)Safety Report
G) Technology Report
H) Transportation Report
I) Board Activity Calendar for August and September 2025
J) Personnel Update
   1. New Hires 2025-2026 School Year
   2. Resignations
   3. Personnel Vacancies

K) Review CCISD's 2025 - 2026 Employee Handbook
L) Review CCISD's 2025 - 2026 Student Handbook

5. Administrative Reports

A) Summer School and Reports for 2025

B) Board Goal 1 Update - Dual Credit/PTech
C) Superintendent Facility Update

6. Consent Agenda
   A) Discuss Previous Board of Trustees Meeting Minutes
      1. Workshop Meeting - July 14, 2025
      2. Regular Meeting - July 15, 2025
   B) Discuss the Financial Statements and Payment of Bills
   C) Discuss the Budget Amendment Request for the 2024-2025 Fiscal Year Fund 199 Operating Budget
   D) Discuss to Approve Purchases over $50,000
      1. Purchase of Band Uniforms and Band Instruments
      2. Renewal of Skyward Software Licenses for Financial Management, Payroll, Employee Access, Crystal Reports Maintenance, and Student Management (Sole Source – $159,417.46 - Budgeted Funds)
      3. ISCORP (Integrated Systems Corporation) - Skyward Hosting for Student and Finance($62,880.00- Budgeted Funds)
      4. TASB Risk Management Fund - 2025 - 2026 Unemployment Compensation, Workers' Compensation, Property, Auto, Cyber, Property, and School Liability Insurance Coverage ($ 1,268,362.00 - Budgeted Funds)
   E) Discuss and Possible Action to Approve Resolution Amending Policies Regarding Board Meetings and Public Comments
   F) Discuss and Possible Action to Approve Resolution Adopting a Policy to Implement Local Library Advisory Council EFB(L) - SLAC
   G) Discuss and Possible Action to Approve Resolution Adopting Policy Prohibiting Assistance with Social Transitioning
   H) Discuss and Possible Action To Approve Resolution Adopting Policy for Parent Grievances Regarding Statutory Rights
   I) Discuss and Possible Action to Approve Resolution Adopting Policy to Prohibit Certain Employee Action on Controversial Topics
   J) Discuss and Possible Action To Approve Resolution Adopting Policy to Prohibit Diversity, Equity, and Inclusion Duties
   K) Discuss an Agreement with Tarleton State University for the 2025–2026 School Year
   L) Discuss the Before and After School Agreement with the Armed Services YMCA (ASYMCA)
   M) Discuss an Interlocal Government Agreement to Share Facilities with the City of Copperas Cove for the 2025-2026 School Year
   N) Discuss an Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers for CCISD ($182,991.96 - Budgeted Funds)
      Per Board Member Jeff Gorres – 6N was pulled from consent agenda – stand alone action item
   O) Discuss Contract with Education Elements ($436,500.00 - LASO Grant Funds)
   P) Discuss the 2025-2026 Student Code of Conduct
   Q) Discuss the List of Approved T-TESS Appraisers for the 2025–2026 School Year
   R) Discuss 2025 - 2026 Superintendent Constraints
   S) Discuss a State of Emergency Resolution for CCISD Williams/Ledger Elementary School
   T) Discuss the Appointment of a Delegate and Alternate Delegate for the 2025 TASB Delegate

Assembly
Jeff Delagate / Heahter Copeland as the alternate

U) Out of State Trip - NAFIS Fall Conference - Washington, DC - September 14-16, 2025

7. Action Items

Took a 15 minute break returned at 2:34p.m.

A) Deliberate and Possible Action to Approve Adopting Personal Communication Device Resolution
B) Deliberate and Possible Action to Approve Adopting Personal Communication Device Policy
C) Consider to Approve Design Build Construction Method for Potential Athletic Projects
D) Consider to Approve Bid for Baseball & Softball Field Conversions

8. Closed Meeting:

The Board convened into closed session at 2:51 p.m. in accordance with the Texas Open Meetings Act.

9. Reconvene Meeting

The Board reconvened in open session at 4:00 p.m. to take action, if any, on items discussed in closed session.

10. Adjournment

The Board President, Joan Manning, declared the meeting adjourned at 4:00 p.m.

_____ _____

Joan Manning, Board President Mike Wilburn, Board Secretary

Minutes of Regular Meeting

The Board of Trustees
Copperas Cove Independent School District

A Regular Meeting of the Board of Trustees of Copperas Cove Independent School District was held Tuesday, August 12, 2025, beginning at 6:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger
Members Absent:
Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, Kip Robins, and Kurtis Quillin

Others Present: Killeen Daily Herald – Erik Walsh
Cove Leader-Press – Lynette Sowell
Fort Hood Liaison – Melanie Mahoney

1. Call to Order
   Board President Joan Manning called the Regular Meeting of the Board of Trustees to order at 6:00 p.m. on August 12, 2025.
2. Pledge of Allegiance
   The Pledges of Allegiance were led by Trustee Mr.Tim Traeger
3. Invocation
   The Invocation was delivered by Trustee Mike Wilburn
4. Mission Statement:
   The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
   The Copperas Cove ISD Mission Statement was ready by Trustee Heather Copeland
5. Citizen Comments on Agenda Items
   No one signed up to speak during citizen comments
6. Good Things

A) Students - Home Health Aide, HOSA, Student Groups Participating in the Annual Stuff the Bus
B) Staff - Peanut Butter Bowl Update - Coach Donald Buckram
C) Staff - Lemonade Day Fort Hood Area Teacher of the Year for 2025, Community Groups Supporting Annual Stuff the Bus

7. Information Items

A) Tax Report | Analysis of Delinquent Taxes and Services
B) Monthly Financial Report - July 2025
C) Nursing Report
D) Child Nutrition Summer 2025 Report
E) Quarterly Surplus Report
F) Safety Report
G) Technology Report

H) Transportation Report
I) Board Activity Calendar for August and September 2025
J) Personnel Update
1. New Hires 2025-2026 School Year
2. Resignations
3. Personnel Vacancies
K) CCISD's 2025 - 2026 Employee Handbook
L) CCISD's 2025 - 2026 Student Handbook
8. Administrative Reports
A) Presentation and Recommendations from the CCISD Facilities Advisory Committee
B) Summer School and Reports for 2025
C) Board Goal 1 Update - Dual Credit/PTech
9. Consent Agenda
A) Board of Trustees Meeting Minutes
1. Workshop Meeting - July 14, 2025
2. Regular Meeting - July 15, 2025
B) Financial Statements and Payment of Bills
C) Budget Amendment Request for the 2024-2025 Fiscal Year Fund 199 Operating Budget
D) Purchases over $50,000
1. Purchase of Band Uniforms and Band Instruments
2. Renewal of Skyward Software Licenses for Financial Management, Payroll, Employee Access, Crystal Reports Maintenance, and Student Management (Sole Source - $159,417.46 - Budgeted Funds)
3. ISCORP (Integrated Systems Corporation) - Skyward Hosting for Student and Finance($62,880.00- Budgeted Funds)
4. TASB Risk Management Fund - 2025 - 2026 Unemployment Compensation, Workers' Compensation, Property, Auto, Cyber, Property, and School Liability Insurance Coverage ($ 1,268,362.00 - Budgeted Funds)
E) Consider and Take Action to Approve Resolution Amending Policies Regarding Board Meetings
and Public Comments
F) Consider and Take Action to Approve Resolution Adopting a Policy to Implement Local Library
Advisory Council EFB(L) - SLAC
G) Consider and Take Action to Approve Resolution Adopting Policy Prohibiting Assistance with Social Transitioning
H) Consider and Take Action to Approve Resolution Adopting Policy for Parent Grievances Regarding Statutory Rights
I) Consider and Take Action to Approve Resolution Adopting Policy to Prohibit Certain Employee
Action on Controversial Topics
J) Consider and Take Action to Approve Resolution Adopting Policy to Prohibit Diversity, Equity, and Inclusion Duties
K) Agreement with Tarleton State University for the 2025–2026 School Year
L) Before and After School Agreement with the Armed Services YMCA (ASYMCA)
M) Interlocal Government Agreement to Share Facilities with the City of Copperas Cove for the

2025-2026 School Year

N) Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers for CCISD ($182,991.96 - Budgeted Funds) **** Item removed per Jeff Gorres request. Action taken speratlely***

O) Contract with Education Elements ($436,500.00 - LASO Grant Funds)

P) 2025-2026 Student Code of Conduct

Q) List of Approved T-TESS Appraisers for the 2025–2026 School Year

R) 2025 - 2026 Superintendent Constraints

S) State of Emergency Resolution for CCISD Williams/Ledger Elementary School

T) Appointment of a Delegate and Alternate Delegate for the 2025 TASB Delegate Assembly Jeff Gorres (Delegate) Heather Copeland (Alternate)

U) Out of State Trip - NAFIS Fall Conference - Washington, DC - September 14-16, 2025

Jeff Gorres requested that item 4N(Interlocal Government Agreement with the City of Copperas Cove to Provide School Resources Officers for CCISD ($182,991.96 – Budgeted Funds) be removed from the the consent agenda for separate consideration.

A motion was made by Mike Wilburn and seconded by John Gallen to approve the consent agenda as presented.
Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	x		
John Gallen	x		
Mike Wilburn	x		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

4N – Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers for CCISD ($182,991.96 – Budgeted Funds)

This item was considered seperately:

A motion was made by Mike Wilburn and seconded by Heather Copeland to approve the Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers for CCISD ($182,991.96 – Budgeted Funds)
Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

10. Action Items

A) Consider and Take Action to Approve Adopting Personal Communication Device Resolution

A motion was made by John Gallen and seconded by Heather Copeland to approve adopting the personal communications device resolution

Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	x		
John Gallen	x		
Mike Wilburn	x		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

B) Consider and Take Action to Approve Adopting Personal Communication Device Policy

A motion was made by Heather Copeland and seconded by Mike Wilburn to approve the adoption of the Personal Communication Device policy

The motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

C) Consider and Take Action to Approve Design Build Construction Method for Potential Athletic Projects

A motion was made by Mike Wilburn seconded by Sherry Hoffpauir to approve design build construction method for potential athletic projects

Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

D) Consider and Take Action to Approve Bid for Baseball & Softball Field Conversions

A motion was made by Sherry Hoffpauir seconded by Timothy Traeger to approve the bid for baseball & softball field conversions

Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

E) Consider and Possible Action to Approve and Adopt an Order Authorizing the Board of Trustees

of the Copperas Cove Independent School District to Call a Bond Election to be held within said District; Making Provisions for the Conduct and the Giving of Notice of the Election; and Providing for any other Provisions Related thereto

A motion was made by John Gallen seconded by Timothy Traeger to approve and adopt an order authorizing the Board of Trustees of the Copperas Cove Independent School District to Call a Bond Election to be held with said district; Making provisions for the conduct and the giving to notice of the election; and providing for any other provisions related thereto

Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

F) Consider and Possible Action to Approve a Resolution Retaining the Law Firms of Powell Law Group, LLP ("PLG") and Frost Brown Todd, LLP ("FBT"), (Collectively "Co-Bond Counsel") to Provide Specialized Legal Services in Connection with the Issuance of Public Securities by the District

A motion was made by Mike Wilburn seconded by Heather Copeland to approve a resolution retaining the law firms of Powell Law Group, LLP and Frost Brown Todd, LLP, (collectively "Co-Bond Counsel") to provide specialized legas services in connection with the issuance of public Secrities by the district

Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		

Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

G) Consider the Approval and Adoption of a Resolution Declaring the Official Intent of the District to Reimburse Costs, in Accordance with § 1.150-2 of the Treasury Regulations, Incurred in Connection with the District's Planned Capital Expenditures from the Proceeds of the Tax-Exempt Bonds which will Finance the 2025 Bond Project.

A motion was made by Timothy Traeger and seconded by John Gallen to adopt a Resolution Delcaring the Official Intent of the District to Reimburse Costs, in accordance with 1.50-2 of the Treasury Regulations, Incurred in connection with the district's planned capital expenditures from the proceeds of the tax-exempt bonds which will finance the 2025 bond project.

Motion Carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger	X		
Heather Copeland	X		
Jeff Gorres	X		

11. Closed Meeting:
    The Board of Trustees entered Closed Session at 7:52 p.m.
12. Reconvene Meeting
    The Board of Trustees reconvened into Open Session at 8:31 p.m.
    The Board took action on items 10E, 10F, & 10G
13. Adjournment
    The Board President, Joan Manning, declared meeting adjourned at 8:34 p.m.

_____ _____

Joan Manning, Board President Mike Wilburn, Board Secretary

Minutes of Special Called Meeting

The Board of Trustees
Copperas Cove Independent School District

A Special Called Meeting of the Board of Trustees of Copperas Cove Independent School District was held Tuesday, August 19, 2025, beginning at 12:30 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger
Members Absent:
Staff Present: Dr. Brent Hawkins, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, and Kurtis Quillin

Others Present: Rick Lambert and Amanda Brimm

1. Call to Order
   Board President Joan Manning called the Special Called meeting of the Board of Trustees to order at 12:30 p.m.
2. Citizens Comments on Agenda Items
   No one signed up to speack during citizens comments
3. Board Training
   Rick Lambert, Partner Powell Law Group LLC, presented Bond Election Laws & Ethics training
4. Adjournment
   The Board President, Joan Manning, declared the meeting adjourned at 1:52 p.m.

_____ _____

Joan Manning, Board President Mike Wilburn, Board Secretary

Minutes of Special Meeting, Includes a Public Hearing on the Budget & Tax Rate

The Board of Trustees
Copperas Cove Independent School District

A Special Meeting, Includes a Public Hearing on the Budget & Tax Rate of the Board of Trustees of Copperas Cove Independent School District was held Thursday, August 28, 2025, beginning at 6:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger

Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, Kip Robins, and Kurtis Quillin

Others Present: Killeen Daily Herald – Erik Walsh
Cove Leader-Press – Lynette Sowell

A motion was made by to approve the .
seconded the motion.
All members present voted by saying 'Aye'.

1. Call to Order
   The Board President, Joan Manning, called the meeting to order at 6:00 p.m.
2. Pledges of Allegiance
   Presnter: Heather Copeland
3. Invocation
   Presenter: Mike Wilburn
4. Missions Statement:
   Presenter: Jeff Gorres
   The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship
5. Public Hearing on Proposed Budget and Tax Rate for the 2025-2026 School Year
   Presenter: Cliff Heath, CFO
6. Citizens Comments on the Agenda Items
   No one signed up to speak during citizens comments
7. Consider and Take Action to Approve the Final Budget Amendments for the 2024-2025 School Year

A) Reimbursement of Delinquent Meal Accounts

A motion was made by John Gallen to approve the final budget amendments for the 2024-2025 school year.
Timothy Traeger seconded the motion.
All members voted by saying 'Aye'.

Voting Detail:

Heather Copeland:	Aye
John Gallen:	Aye
Jeff Gorres:	Aye
Sherry Hoffpauir:	Aye
Joan Manning:	Aye
Timothy Traeger:	Aye
Mike Wilburn:	Aye

Voting Summary: Aye: 7, Nay: 0

Motion carries

8. Consider and take Action on a Resolution to set the Tax Rate for the Copperas Cove Independent School District Tax Year 2025-2026

A motion was made by John Gallen on a Resolution to set the Tax Rate for the Copperas Cove Independent School District Tax Year 2025-2026
Mike Wilburn seconded the motion.
All members voted by saying 'Aye'.

Voting Detail:

Heather Copeland:	Aye
John Gallen:	Aye
Jeff Gorres:	Aye
Sherry Hoffpauir:	Aye
Joan Manning:	Aye
Timothy Traeger:	Aye
Mike Wilburn:	Aye

Voting Summary: Aye: 7, Nay: 0

Motion carries

9. Consider and Approve an MOU with LIT (Lamar Institute of Technology) and Lamar Port Arthur

A motion was made by Heather Copeland to approve an MOU with LIT (Lamar Institute of Technology)
Timothy Traeger seconded the motion.
All members voted by saying 'Aye'.

Voting Detail:

Heather Copeland:	Aye
John Gallen:	Aye
Jeff Gorres:	Aye
Sherry Hoffpauir:	Aye
Joan Manning:	Aye
Timothy Traeger:	Aye
Mike Wilburn:	Aye

Voting Summary: Aye: 7, Nay: 0

Motion carries

10. Administrative Report

A) Special Education - Mrs. Amanda Crawley / Mrs. Cynthia Lavallee

11. Closed Session:
    1. 551.074 - Discuss Personnel - Complaints Involving District Personnel
    2. Level III Grievance

Although a closed session was listed on the agenda, the Board did not convene into closed session

12. Reconvene:

Open Meeting to Vote on Matters Considered in Closed Session

13. Adjournment

The Board President, Joan Manning, declared the meeting adjourned at 7:22 p.m.

_____ _____

Joan Manning, Board President Mike Wilburn, Board Secretary

Minutes of Special Meeting

The Board of Trustees
Copperas Cove Independent School District

A Special Meeting of the Board of Trustees of Copperas Cove Independent School District was held Sunday, August 31, 2025, beginning at 5:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Jeff Gorres, and Sherry Hoffpauir

Members Absent: Heather Copeland and Timothy Traeger

Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, and Clifton Heath

1. Call to Order
   Board President Joan Manning, called the Special Meeting of the Board of Trustees to order at 5:00 p.m. on August 31, 2025
2. Citizens Comments
   No one signed up to speak during public comments
3. Consider and Take Action on the Adoption of the Proposed Budget for the 2025 - 2026 Fiscal Year
   A motion was made by Mike Wilburn and seconded by John Gallen to approve the proposed budget for the 2025 – 2026 Fiscal Year
   The motion carried:

Board Member	Yay	Nay	Abstain
Sherry Hoffpauir	X		
John Gallen	X		
Mike Wilburn	X		
Joan Manning	X		
Timothy Traeger (absent)			
Heather Copeland (absent)			
Jeff Gorres	X		

4. Adjournment
   The Board President, Joan Manning, declared the meeting adjourned at 5:10 p.m.

_____

_____

Joan Manning, Board President Mike Wilburn, Board Secretary

Check Number	Payee	Check Amount	Check Date
163420	BOUTAN, MORRICE	$2,000.00	08/08/2025
163422	BSN SPORTS LLC	$0.00	08/08/2025
163423	BSN SPORTS LLC	$0.00	08/08/2025
163424	BSN SPORTS LLC	$0.00	08/08/2025
163439	RIDDELL ALL AMERICAN SPORTS	$0.00	08/08/2025
163440	RIDDELL ALL AMERICAN SPORTS	$0.00	08/08/2025
163441	RIDDELL ALL AMERICAN SPORTS	$0.00	08/08/2025
163449	UT HIGH SCHOOL	$0.00	08/08/2025
EFT	ACR III LSC HOLDINGS LLC, HERFF JONES LLC	$10,478.04	08/08/2025
EFT	AMAZON.COM LLC	$0.00	08/08/2025
EFT	AMAZON.COM LLC	$205.91	08/08/2025
EFT	CHRISTNER, PHILIP WAYNE	$61.39	08/08/2025
EFT	COONS, MARK ADAM	$98.49	08/08/2025
EFT	COONS, THERESA MARIE	$98.42	08/08/2025
EFT	DANA ACKLEY, LEGEFY ROOFING	$145,362.00	08/08/2025
EFT	EDUCATION SERVICE CTR REG 4	$940.00	08/08/2025
EFT	FRONTLINE EDUCATION	$66,796.21	08/08/2025
EFT	HOLLIS, KEVIN ANDREW	$55.16	08/08/2025
EFT	JACKS, HUNTER PAUL	$135.00	08/08/2025
EFT	JAMES, DERRICK	$2,335.34	08/08/2025
EFT	MITCHELL, ROBYN MICHELLE	$27.09	08/08/2025
EFT	PITTS, DANIELA GABRIELE	$23.38	08/08/2025
EFT	RUDD, JARED D	$88.69	08/08/2025
EFT	THOMAS, TOUSSAUNT LEON	$26.18	08/08/2025
EFT	TUCKER, JUSTIN MATTHEW	$91.77	08/08/2025
EFT	U.S. EMPLOYEE BENEFITS	$89.18	08/08/2025
163420	BOUTAN, MORRICE	-$2,000.00	08/13/2025
EFT	ACR III LSC HOLDINGS LLC, HERFF JONES LLC	-$10,478.04	08/13/2025
163464	ATMOS ENERGY	$0.00	08/15/2025
163465	ATMOS ENERGY	$0.00	08/15/2025
163468	BSN SPORTS LLC	$0.00	08/15/2025
163471	CEN-TEX FIRE & SECURITY, LLC	$0.00	08/15/2025
163472	CEN-TEX FIRE & SECURITY, LLC	$0.00	08/15/2025
163473	CEN-TEX FIRE & SECURITY, LLC	$0.00	08/15/2025
163474	CEN-TEX FIRE & SECURITY, LLC	$0.00	08/15/2025
163475	CEN-TEX FIRE & SECURITY, LLC	$0.00	08/15/2025
163476	CEN-TEX FIRE & SECURITY, LLC	$0.00	08/15/2025
163487	DEALERS ELECTRICAL SUPPLY COMPANY	$0.00	08/15/2025
163495	GULF COAST PAPER COMPANY INC, IMPERIAL BAG &	$0.00	08/15/2025
163496	GULF COAST PAPER COMPANY INC, IMPERIAL BAG &	$0.00	08/15/2025
163499	HEIGHTS LUMBER & SUPPLY	$0.00	08/15/2025
163500	HEIGHTS LUMBER & SUPPLY	$0.00	08/15/2025
163503	INTEGRITY URGENT CARE, BILLING DEPART	$0.00	08/15/2025
163505	KEITH ACE HARDWARE	$0.00	08/15/2025
163506	KEITH ACE HARDWARE	$0.00	08/15/2025
163507	KEITH ACE HARDWARE	$0.00	08/15/2025

163508	KEITH ACE HARDWARE	$0.00	08/15/2025
163509	KEITH ACE HARDWARE	$0.00	08/15/2025
163510	KEITH ACE HARDWARE	$0.00	08/15/2025
163511	KEITH ACE HARDWARE	$0.00	08/15/2025
163512	KEITH ACE HARDWARE	$0.00	08/15/2025
163513	KEITH ACE HARDWARE	$0.00	08/15/2025
163514	KEITH ACE HARDWARE	$0.00	08/15/2025
163515	KEITH ACE HARDWARE	$0.00	08/15/2025
163516	KEITH ACE HARDWARE	$0.00	08/15/2025
163517	KEITH ACE HARDWARE	$0.00	08/15/2025
163518	KEITH ACE HARDWARE	$0.00	08/15/2025
163519	KEITH ACE HARDWARE	$0.00	08/15/2025
163520	KEITH ACE HARDWARE	$0.00	08/15/2025
163521	KEITH ACE HARDWARE	$0.00	08/15/2025
163522	KEITH ACE HARDWARE	$0.00	08/15/2025
163523	KEITH ACE HARDWARE	$0.00	08/15/2025
163524	KEITH ACE HARDWARE	$0.00	08/15/2025
163525	KEITH ACE HARDWARE	$0.00	08/15/2025
163526	KEITH ACE HARDWARE	$0.00	08/15/2025
163527	KEITH ACE HARDWARE	$0.00	08/15/2025
163528	KEITH ACE HARDWARE	$0.00	08/15/2025
163529	KEITH ACE HARDWARE	$0.00	08/15/2025
163536	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	08/15/2025
163537	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	08/15/2025
163538	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	08/15/2025
163544	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	$0.00	08/15/2025
163547	SHERWIN-WILLIAMS	$0.00	08/15/2025
163548	SHERWIN-WILLIAMS	$0.00	08/15/2025
EFT	ACR III LSC HOLDINGS LLC, HERFF JONES LLC	$10,478.04	08/15/2025
EFT	AMAZON.COM LLC	$812.46	08/15/2025
EFT	CAMERA ARTISTRY	$415.90	08/15/2025
EFT	CENTRAL TEXAS SHREDDING, INC.	$811.80	08/15/2025
EFT	HEARTLAND PAYMENT SYSTEMS LLC	$20,610.00	08/15/2025
EFT	HEB GROCERY COMPANY	$1,214.83	08/15/2025
EFT	MADISON, JANET ANN	$19.95	08/15/2025
EFT	PARTS TOWN, LLC.	$6,843.54	08/15/2025
EFT	POWELL LAW GROUP, LLP	$27,357.30	08/15/2025
EFT	QUILLIN, KURTIS ALLAN	$13.72	08/15/2025
EFT	REDING, CALLY MCKENZIE	$185.00	08/15/2025
EFT	ROCHESTER ARMORED CAR CO, INC	$786.71	08/15/2025
EFT	STIRTMIRE, PATRICIA ANN	$77.00	08/15/2025
EFT	SUTHERLAND BUILDING MATERIAL CENTERS, LP, HOMEBASE	$1,744.03	08/15/2025
EFT	UNIFIRST HOLDINGS, INC.	$804.96	08/15/2025
EFT	VAZQUEZ, YAZMIN MARIE	$28.70	08/15/2025
EFT	VESTIS SERVICES, LLC, VESTIS GROUP	$1,067.16	08/15/2025
EFT	CITIBANK, N.A.	$43,242.13	08/19/2025
163318	MARC DANIEL ENTERPRISES INC, BUY RITE BEAUTY	-$296.00	08/20/2025

163561	ATMOS ENERGY	$0.00	08/22/2025
163565	BAKER DISTRIBUTING COMPANY LLC	$0.00	08/22/2025
163566	BAKER DISTRIBUTING COMPANY LLC	$0.00	08/22/2025
163570	BRIGHTSPEED (DBA), CONN PARENT CORP	$0.00	08/22/2025
163577	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	08/22/2025
163578	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	08/22/2025
163579	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	08/22/2025
163594	HANK'S TIRES	$280.00	08/22/2025
163596	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	08/22/2025
163597	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	08/22/2025
163598	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	08/22/2025
163599	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	08/22/2025
163619	RUSH BUS CENTER	$0.00	08/22/2025
EFT	AGUILERA-NWACHUKU, EDLEEN	$339.20	08/22/2025
EFT	AMAZON.COM LLC	$74.97	08/22/2025
EFT	CAMERA ARTISTRY	$45.00	08/22/2025
EFT	GREEN, BOBBIE JEAN	$339.20	08/22/2025
EFT	J. W. PEPPER & SON, INC	$368.00	08/22/2025
EFT	LEWIS, KATHERINE E	$3,532.90	08/22/2025
EFT	NATUS MEDICAL INCORPORATED	$1,373.00	08/22/2025
EFT	NEXTIVA, INC	$246.30	08/22/2025
EFT	PERRY OFFICE PLUS	$485.60	08/22/2025
EFT	UNIFIRST HOLDINGS, INC.	$5,181.08	08/22/2025
EFT	NWEA	-$39,322.50	08/26/2025
163594	HANK'S TIRES	-$280.00	08/29/2025
163637	BRIGHTSPEED (DBA), CONN PARENT CORP	$0.00	08/29/2025
163641	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	08/29/2025
163642	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	08/29/2025
163644	CONSCIOUS DISCIPLINE HOLDINGS LLC, LOVING GUIDANCE	$0.00	08/29/2025
163645	CONSCIOUS DISCIPLINE HOLDINGS LLC, LOVING GUIDANCE	$0.00	08/29/2025
163666	O'REILLY AUTO PARTS*	$0.00	08/29/2025
163667	O'REILLY AUTO PARTS*	$0.00	08/29/2025
163668	O'REILLY AUTO PARTS*	$0.00	08/29/2025
163669	O'REILLY AUTO PARTS*	$0.00	08/29/2025
163670	O'REILLY AUTO PARTS*	$0.00	08/29/2025
163671	O'REILLY AUTO PARTS*	$0.00	08/29/2025
163677	SHERWIN-WILLIAMS	$0.00	08/29/2025
163692	BSN SPORTS LLC	$0.00	08/29/2025
EFT	AMAZON.COM LLC	$4,613.41	08/29/2025
EFT	HENRY SCHEIN INC	$520.00	08/29/2025
EFT	J. W. PEPPER & SON, INC	$235.00	08/29/2025
EFT	JAMES, DERRICK	$2,500.00	08/29/2025
EFT	PARTS TOWN, LLC.	$1,763.42	08/29/2025
EFT	STIRTMIRE, PATRICIA ANN	$77.00	08/29/2025
EFT	TEX AIR FILTERS, AIR RELIEF TECH	$5,161.92	08/29/2025
EFT	VESTIS SERVICES, LLC, VESTIS GROUP	$1,318.94	08/29/2025
EFT	WEST, MADISON	$168.00	08/29/2025

EFT	WHITE, ELLIOT MARIA	$168.00	08/29/2025

Board of Trustees

Date of Meeting: September 9th, 2025

Item Type: Action

Item Name	Item over $50K - Technology - Staff Devices - $134,077.89 -Budgeted Funds
District Goal	Technology: Create an environment where technology is fully infused in all aspects of our district.
Summary (Purpose/ Objective)	Teacher Device Refresh Summary: Copperas Cove ISD Technology is requesting approval to begin our teacher device upgrade cycle with the purchase of new Dell 14 ” touchscreen convertible laptops. These devices function both as traditional laptops and as tablets, giving teachers greater flexibility and mobility in the classroom. With wireless connectivity to projectors and interactive boards, teachers will be able to move freely while maintaining full instructional control. This upgrade supports interactive teaching methods and enhances student engagement. The first phase of deployment will prioritize math teachers, ensuring they have the tools needed to effectively deliver instruction and model digital learning.
Fiscal Impact	$134,077.89 Budgeted Technology Funds
Administrative Recommendation	Administration recommends approving the purchase
Attachments	Quote_Dell_Pro 14 Plus Laptops & Dell Pro Plus Active Pens -300019353550.1

Contact Person: Kip Robins, Chief Technology Officer 1158

E-Mail Address: robinsk@ccisd.com

DELL Technologies

Your quote is ready for purchase.

Complete the purchase of your personalized quote through our secure online checkout before the quote expires on **Sep. 14, 2025**.

You can download a copy of this quote during checkout.

Place your order

Quote Name:	**Dell Pro 14 Plus PB14250**	Sales Rep	Mary Perez
Quote No.	**3000193353550.1**	Phone	1(800) 4563355, 6180887
Total	**$134,077.89**	Email	Mary.Perez@dell.com
Customer #	87269449	**Billing To**	DANIELA PITTS
Quoted On	Aug. 15, 2025		CCISD TECHNOLOGY DEPT
Expires by	Sep. 14, 2025		702 SUNNY AVE BLDG 100
Contract Name	State of Texas Department of Information Resources (TX DIR)		COPPERAS COVE, TX 76522
Contract Code	C000001269299		
Customer Agreement #	DIR-CPO-5792		
Deal ID	29817889		

Message from your Sales Rep

Please use the Order button to securely place the order with your preferred payment method online. You may contact your Dell sales team if you have any questions. Thank you for shopping with Dell.

Regards,
Mary Perez

Shipping Group

Shipping To

DANIELA PITTS
CCISD TECHNOLOGY DEPT
702 JOE LOMBARDI WAY
BLDG 100
COPPERAS COVE, TX 76522
(254) 547-4515

Shipping Method

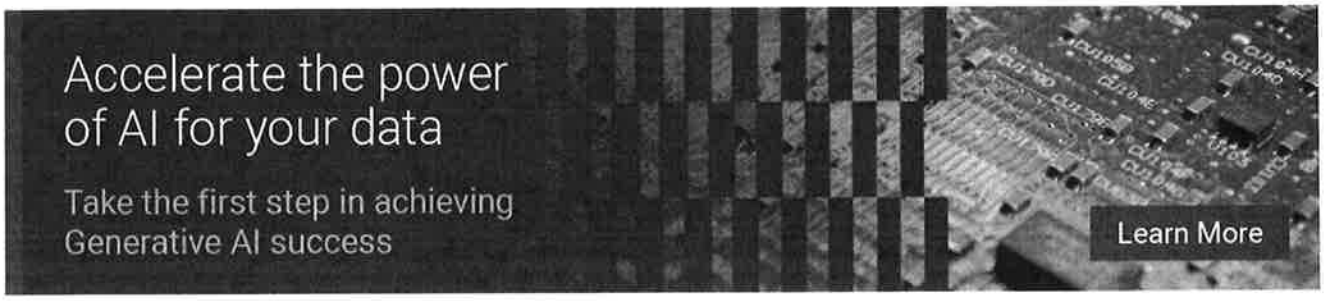
Standard Delivery

Product	Unit Price	Quantity	Subtotal
Dell Pro 14 Plus (PB14250) XCTO Base	**$1,161.29**	**113**	**$131,225.77**
Dell Pro Plus Active Pen - PN5122W	**$25.24**	**113**	**$2,852.12**

Dell Marketing LP. U.S. only. Dell Marketing LP. is located at One Dell Way, Mail Stop 8129, Round Rock, TX 78682

Subtotal:	**$134,077.89**
Shipping:	**$0.00**
Non-Taxable Amount:	**$134,077.89**
Taxable Amount:	**$0.00**
Estimated Tax:	**$0.00**
Total:	**$134,077.89**

Special pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.



Shipping Group Details

Shipping To

DANIELA PITTS
CCISD TECHNOLOGY DEPT
702 JOE LOMBARDI WAY
BLDG 100
COPPERAS COVE, TX 76522
(254) 547-4515

Shipping Method

Standard Delivery

	Unit Price	Quantity	Subtotal
Dell Pro 14 Plus (PB14250) XCTO Base	**$1,161.29**	**113**	**$131,225.77**

Estimated delivery if purchased today:
Sep. 02, 2025
Contract # C000001269299
Customer Agreement # DIR-CPO-5792

Description	SKU	Unit Price	Quantity	Subtotal
Dell Pro 14 Plus (PB14250) XCTO Base	210-BPDR	-	113	-
Intel(R) Core(TM) Ultra 5 235U vPro(R) (12 TOPS NPU, 12 cores, up to 4.9 GHz)	379-BFXD	-	113	-
Windows 11 Pro	619-BBQD	-	113	-
16 GB: 1 x 16 GB, DDR5, 5600 MT/s (5200 MT/s with Intel Core processors)	370-BCNG	-	113	-
Integrated Intel graphics for Intel Core Ultra 5 235U vPro processor	338-CRMP	-	113	-
512 GB SSD	400-BSLS	-	113	-
English, French, Spanish, Brazilian Portuguese	619-BBPD	-	113	-
2in1, 14", Touch, FHD+, 300nit, 100% sRGB, ComfortView+, Pen Support, 5MP+IR Cam, 4G capable	391-BJQM	-	113	-
No Fingerprint Reader, No Smart Card Reader, No RJ-45	346-BLCV	-	113	-
5MP HDR + IR Camera with Presence Detection, Facial Recognition, TNR, Camera Shutter, Microphone	319-BBJW	-	113	-
English US backlit Copilot key keyboard, 79-key	583-BMLQ	-	113	-
Intel(R) AX211 WLAN Driver	555-BLNY	-	113	-
Intel® Wi-Fi 6E AX211, 2x2, 802.11ax, Bluetooth® 5.3 card	555-BLLZ	-	113	-
3-cell, 55 Wh, ExpressCharge Capable, ExpressCharge Boost Capable	451-BDKX	-	113	-
65W AC adapter, USB Type-C	492-BDTG	-	113	-
E4 Power Cord 1M for US	470-BCXK	-	113	-
Quick Start Guide	340-DSKD	-	113	-
Documentation	340-DNBV	-	113	-
ENERGY STAR Qualified	387-BBLW	-	113	-
Custom Configuration	817-BBBB	-	113	-
ARL CPU+65W Adapter,2n1	340-DTPN	-	113	-
EPEAT 2018 Registered (Gold)	379-BDZB	-	113	-
Intel(R) vPro(R) Enterprise Technology Enabled	631-BBZZ	-	113	-
4G WWAN Tray, No RJ-45, 2-in-1	321-BLPB	-	113	-
Intel(R) Connectivity Performance Suite	640-BBTF	-	113	-

Dell Marketing LP. U.S. only. Dell Marketing LP. is located at One Dell Way, Mail Stop 8129, Round Rock, TX 78682

Intel Rapid Storage Technology Driver	409-BCYM	-	113	-
Intel Core Ultra 5 vPro Processor Label	389-FJMH	-	113	-
Dell Limited Hardware Warranty	714-0464	-	113	-
ProSupport: Next Business Day Onsite, 1 Year	714-6663	-	113	-
ProSupport: Next Business Day Onsite, 2 Year Extended	714-6670	-	113	-
ProSupport: 7x24 Technical Support, 3 Years	714-6686	-	113	-
Dell Limited Hardware Warranty Extended Year(s)	975-3461	-	113	-
Thank you choosing Dell ProSupport. For tech support, visit //support.dell.com/ProSupport	989-3449	-	113	-
Activate Your Microsoft 365 For A 30 Day Trial	630-ABBT	-	113	-
Dell Additional SW - Dell Pro Laptop	658-BFVB	-	113	-
Foxit PDF Editor with AI Assistant	634-CLHT	-	113	-
CyberLink PowerDirector 2025 Ultra & PhotoDirector 2025 Ultra	634-BYFS	-	113	-
		Unit Price	**Quantity**	**Subtotal**
Dell Pro Plus Active Pen - PN5122W		**$25.24**	**113**	**$2,852.12**

Estimated delivery if purchased today:
Aug. 25, 2025
Contract # C000001269299
Customer Agreement # DIR-CPO-5792

Description	**SKU**	**Unit Price**	**Quantity**	**Subtotal**
Dell Pro Plus Active Pen - PN5122W	750-ADQK	-	113	-

Subtotal:	**$134,077.89**
Shipping:	**$0.00**
Estimated Tax:	**$0.00**
Total:	**$134,077.89**

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All products, pricing, and other information is based on the latest information available and is subject to change for any reason, including but not limited to tariffs imposed by government authorities. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

Board of Trustees

Date of Meeting: September 9th, 2025

Item Type: Action

Item Name	Item over $50K - Technology - Student Chromebooks - $448,864.00 -Budgeted Funds
District Goal	Technology: Create an environment where technology is fully infused in all aspects of our district.
Summary (Purpose/ Objective)	We are seeking approval for the purchase of Dell 2-in1 touchscreen Chromebooks totaling $448,864. This invenstment represents the next phase of Copperas cove ISD's initiative to transition toward a fully integrated Chromebook environment across our classrooms. Purpose and Impact: This purchase continues our commitment to providing modern, reliable technology that enhances both teaching and learning experiences. The Dell 2-in-1 touchscreen devices are designed to support student engagement, promote interactive learning, and streamline daily classroom activities. These Chromebooks offer fast login times and seamless connectivity, reducing downtime and allowing teachers to maximize instructional time.
Fiscal Impact	$448,864.00 Budgeted Technology Funds
Administrative Recommendation	Administration recommends approving the purchase
Attachments	Quote_Dell_Chromebook_3120 -3000193374657.1

Contact Person: Kip Robins, Chief Technology Officer 1165

E-Mail Address: robinsk@ccisd.com

DELL Technologies

Your quote is ready for purchase.

Complete the purchase of your personalized quote through our secure online checkout before the quote expires on **Sep. 14, 2025**.

You can download a copy of this quote during checkout.

Place your order

Quote Name:	**Dell Chromebook 3120 + Expanded Whiteglove Service**	Sales Rep	Mary Perez
		Phone	1(800) 4563355, 6180887
		Email	Mary.Perez@dell.com
Quote No.	**3000193374657.1**	**Billing To**	DANIELA PITTS
Total	**$448,864.00**		CCISD TECHNOLOGY DEPT
Customer #	87269449		702 SUNNY AVE BLDG 100
Quoted On	Aug. 15, 2025		COPPERAS COVE, TX 76522
Expires by	Sep. 14, 2025		
Contract Name	State of Texas Department of Information Resources (TX DIR)		
Contract Code	C000001269299		
Customer Agreement #	DIR-CPO-5792		
Deal ID	29817866		

Message from your Sales Rep

Please use the Order button to securely place the order with your preferred payment method online. You may contact your Dell sales team if you have any questions. Thank you for shopping with Dell.

Regards,
Mary Perez

Shipping Group

Shipping To

DANIELA PITTS
CCISD TECHNOLOGY DEPT
702 JOE LOMBARDI WAY
BLDG 100
COPPERAS COVE, TX 76522
(254) 547-4515

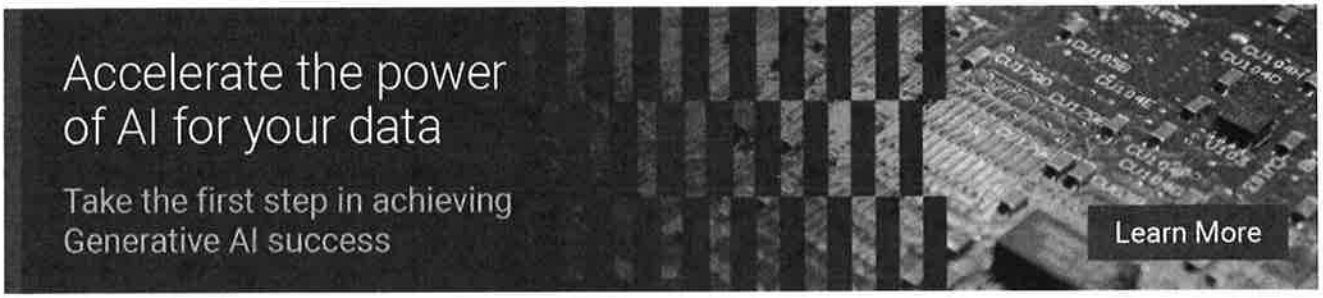
Shipping Method

Standard Delivery

Product	Unit Price	Quantity	Subtotal
Dell Chromebook 3120	**$345.28**	**1300**	**$448,864.00**

Dell Marketing LP. U.S. only. Dell Marketing LP is located at One Dell Way, Mail Stop 8129, Round Rock, TX 78682

Subtotal:	**$448,864.00**
Shipping:	**$0.00**
Non-Taxable Amount:	**$448,864.00**
Taxable Amount:	**$0.00**
Estimated Tax:	**$0.00**
Total:	**$448,864.00**



Shipping Group Details

Shipping To

DANIELA PITTS
CCISD TECHNOLOGY DEPT
702 JOE LOMBARDI WAY
BLDG 100
COPPERAS COVE, TX 76522
(254) 547-4515

Shipping Method

Standard Delivery

	Unit Price	Quantity	Subtotal
Dell Chromebook 3120	**$345.28**	**1300**	**$448,864.00**

Estimated delivery if purchased today:
Aug. 27, 2025
Contract # C000001269299
Customer Agreement # DIR-CPO-5792

Description	SKU	Unit Price	Quantity	Subtotal
Dell Chromebook 3120	210-BLHG	-	1300	-
Intel(R) Processor N100(6MB cache,4 cores, 4 threads,up to 3.40 GHz Turbo,4.80W),8GB Memory,64GB EMMC,2 USBC	338-CNJW	-	1300	-
8GB 4800MT/s LPDDR5 Non-ECC	370-BCDV	-	1300	-
64GB eMMC Hard Drive	400-BNIB	-	1300	-
11.6", HD 1366x768, 60Hz, Touch,Anti-Glare, Cam/Mic, WLAN, Gorilla Glass 2in1	391-BJNT	-	1300	-
Single Point Non Backlit, English US 2n1	580-AJZY	-	1300	-
Intel(R) Wi-Fi 6 AX203, 2x2, 802.11ax, MU-MIMO, Bluetooth(R) 5.1 wireless card	555-BLGB	-	1300	-
3 Cell, 42Whr	451-BDGL	-	1300	-
65W AC adapter, USB Type-C	492-BDTG	-	1300	-
E4 Power Cord 1M for US	537-BBDO	-	1300	-
Quickstart Guide, 2in1	340-DRPW	-	1300	-
LCD, 2-in-1, Touch	320-BFWG	-	1300	-
Google Zero Touch Enrollment	634-BYQH	-	1300	-
Chrome Education Upgrade	634-BYQI	-	1300	-
SERI Guide (ENG/FR/Multi)	340-AGIK	-	1300	-
Fixed Hardware Configuration	998-HHVC	-	1300	-
2in1, TNR Camera, 2 Mic, 2 USBC, Touch, WFC	389-FHQS	-	1300	-
System Shipment, Chromebook 3120	340-DRTX	-	1300	-
Intel Process N100/N200 CPU Label	389-EFSH	-	1300	-
BTS/BTP Smart Selection Shipment, Chromebook (VS)	800-BBQM	-	1300	-
Bottom Door 2-in-1	321-BKQC	-	1300	-
Palmrest, World Facing Camera, 2n1	346-BKGS	-	1300	-
Dell Limited Hardware Warranty Initial Year	709-8890	-	1300	-
Mail In Service after Remote Diagnosis, 1 Year	709-8891	-	1300	-
Expanded Config & Logistics Services-Chrome OS Bundle Enrollment,Report,Asset Tag,Etch, Liftgate, Multi-pack, Box label	366-8378	-	1300	-

Subtotal:	**$448,864.00**
Shipping:	**$0.00**
Estimated Tax:	**$0.00**
Total:	**$448,864.00**

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All products, pricing, and other information is based on the latest information available and is subject to change for any reason, including but not limited to tariffs imposed by government authorities. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

Board of Trustees

Date of Meeting: September 9, 2025

Item Type: Action

Item Name	Item over $50K - Technology - 4 Dell Servers and 1 Power Store, Support, Migration, and Install. (Waypoint Quote AAAQ23986 -$194.800.38 - Budgeted Local Funds)
District Goal	Technology: Create an environment where technology is fully infused in all aspects of our district.
Summary (Purpose/ Objective)	Action Summary: Copperas Cove ISD Technology is requesting approval to upgrade the district ' s Network Operations server farm. The district ' s current VMware environment has experienced a significant increase in licensing and maintenance costs, and by transitioning to Microsoft Hyper-V, which is already included in the district ' s Microsoft licensing, we will reduce expenses while modernizing both servers and storage. The new system will provide improved performance, scalability, and reliability to support district operations. The existing infrastructure will be repurposed as a disaster recovery system and installed at House Creek Elementary, providing geographic redundancy and enhanced resiliency for mission-critical systems.
Fiscal Impact	$194,800.38- Budgeted Funds
Administrative Recommendation	Administration recommends approving the purchase for Servers, Power Store, Migration, and Install
Attachments	Waypoint Quote - AAAQ23986 - Servers, Power Store, Support, Migration, and Install

Contact Person: Kip Robins, Chief Technology Officer 1172

E-Mail Address: robinsk@ccisd.com

QUOTE

Number AAAQ25016

Date Aug 19, 2025

118 Vintage Park Blvd, W414, Houston, TX 77070
Phone: 832-479-8540

Bill To

Copperas Cove ISD
Henry Blair
702 Sunny Ave
Bldg. 100
Copperas Cove, TX 76522
United States

Phone (254)-547-1227
Email apayable@nctcog.org

Ship To

Copperas Cove ISD
Henry Blair
702 Sunny Ave
Bldg. 100
Copperas Cove, TX 76522
United States

Phone (254)-547-1227
Email henry@CCISD.com

Account Manager



Becky Reinis
469-964-6283
breinis@waypointsolutions.com

Contract

DIR-Dell EMC

DIR-CPO-5792

Notes:

5- year ProSupport NBD

Line	Qty	Description	Unit Price	Ext. Price
1	4	Dell PowerEdge R660xs TM w/ single 2.8GHz 16c proc, 256GB RAM, 2x 480GB SSD, 4x 10Gb Base-T NICs, 5yr ProSupport Next Business Day.	$10,808.73	$43,234.92
2	1	Dell PowerStore 500T TM w/ 11x 3.84TB NVMe (26.6TB usable 1:1), 8x 25Gb SFP28 NICs, 8x 10Gb Base-T NICs, 5yr ProSupport Next Business Day, Operate Training.	$115,965.46	$115,965.46
3	1	Waypoint Installation Services	$15,600.00	$15,600.00
4	1	Waypoint Migration Services	$20,000.00	$20,000.00

SubTotal	$194,800.38
Tax	$0.00
Shipping	$0.00
Total	**$194,800.38**

Purchase Options

Select your preferred payment option / purchase terms*:

[ ] Net 30 Days Purchase (purchase amount $194,800.38)

* If this quote contains finance payment options, the options are provided as an estimate only. Final payment amount is subject to credit verification and applicable taxes as required by law.

RETURNS ARE NOT PERMITTED FROM COMMERCIAL CUSTOMERS. YOU CAN VIEW OUR FULL RETURN POLICY AT https://www.waypointsolutions.com/return-policy. PRICES ARE SUBJECT TO CHANGE AND ARE BASED UPON TOTAL PURCHASE. WE SPECIFICALLY DISCLAIM ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OR WITH REGARD TO ANY LICENSED PRODUCTS. WE SHALL NOT BE LIABLE FOR ANY LOSS OF PROFITS, BUSINESS, GOODWILL, DATA, OR INTERRUPTION OF BUSINESS, NOR FOR INCIDENTIAL OR CONSEQUENTIAL MERCHANTABILITY OR FITNESS OF PURPOSE, OR DAMAGES RELATED TO THIS AGREEMENT.

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Created on 08/19/25 12:52:38

Board of Trustees

Date of Meeting: September 9th, 2025

Item Type: Action

Item Name	Item over $50K - Technology - Classroom Technology - Lightspeed Software (Border Lan Quote 2025DS-36 SL $69,000.00 - Budgeted Funds)
District Goal	Technology: Create an environment where technology is fully infused in all aspects of our district.
Summary (Purpose/ Objective)	To implement the Lightspeed Systems platform district-wide, with a focus on empowering teachers in the classroom while also ensuring student safety, compliance, and effective technology use. - Lightspeed Filter: Provides AI-driven web filtering across the district. - Lightspeed Classroom: Real-time view of student devices (Chromebooks, laptops) with the ability to lock screens, close distracting tabs, and keep students focused on learning. - Lightspeed Hall Pass: Built-in digital hall pass system available for all campuses. - Lightspeed Insight: Delivers comprehensive reports on software usage across the district, showing who is using it, how often, and the associated costs.
Fiscal Impact	$69,000.00 - Budgeted Funds
Administrative Recommendation	Administration recommends approving the purchase for Lightspeed Software
Attachments	BorderLan Quote # 2025-DS-36SL

Contact Person: Kip Robins, Chief Technology Officer 1175

E-Mail Address: robinsk@ccisd.com

Price Quotation # : **2025DS-36SL**

THIS QUOTE IS VALID until June 30, 2025

Contact Name: Kip Robins	**Date:** May 30, 2025
Company: Copperas Cove ISD	**Terms:** September 1, 2025; September 1, 2026 and Septemb 1, 2027
Address: 702 Joe Lombardi Way	
City\State\Zip: Copperas Cove, TX 76522	**Installation:** LIGHTSPEED
Phone: 254-547-4515	**Tax & Shipping:** Added to Invoice
E-Mail: robinsk@ccisd.com	**BorderLAN Contact:** Deena Swidler deena@borderlan.com (858) 752.2339
Notes: **Subscription 9/1/2025-8/31/2028**	**Remit To:** BorderLAN Security Accounts Receivable 950 Boardwalk #300 San Marcos, CA 92078 FAX: (860) 736-8100

Item	Description	QTY	Cost
	Lightspeed Filter	**7800**	
	Lightspeed Alert with Human Review	**7800**	
	Lightspeed Classroom Management	**7800**	
	Lightspeed Digital Insight	**7800**	
	Taxes: District shall bear the cost(s) in addition to this amount provided below if sales or use taxes become applicable.		**TBD**
	Total Cost		**$207,000.00**
	Non-cancellable Annual Payments September 1, 2025; September 1, 2026 and September 1, 2027		**$69,000.00**

PRODUCT DESCRIPTION: Lightspeed Systems is a leader in the market providing Internet Content filtering to K12 Districts nationwide for 20 years. The bundle quoted above contains the equipment and services required per the engineering meetings with Lightspeed.

PAYMENT TERMS: 100% of the first payment is due net 15; Payment 2 September 1, 2026 and September 1, 2027

MULTI-YEAR AGREEMENT: This Agreement is for the purchase of the contract total, with payment of 100% per the payment schedule. Payments may be accelerated but due payments **may not cancelled for any reason.**

Price Quotation # : **2025DS-36SL**

THIS QUOTE IS VALID until June 30, 2025

ENTIRE AGREEMENT: The terms and conditions of this Agreement are intended by the parties as the final expression of their agreement with respect to the subject matter of this Agreement, and supersede all prior discussions, representations and agreements, both oral and written. This Agreement may only be modified by means of a document, signed by both parties.

Upon signing, you agree to have BorderLAN Inc. invoice you for the amount listed per the payment schedule above. This is a binding Agreement once signed by Both Parties.

To order, fax signed copy of this agreement, any board approvals and a PO:

Sales Department: Fax # (860) 736-8100

Agreed and accepted:

Customer (Authorized Signature)	**BorderLAN Inc.**
By: _____ SIGNATURE	**By:** _____ SIGNATURE
Name: Kip Robins	**Name:** Craig Smith
Title: CTO	**Title:** President
Date: June 3 2025	**Date:** 6/4/2025

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Item over $50K - Technology - Cisco Meraki Switches and Wireless Access Points - $97,696.68 - Budgeted Funds
District Goal	Technology: Create an environment where technology is fully infused in all aspects of our district.
Summary (Purpose/ Objective)	We are seeking approval for the replacement of wireless access points and network switches at the WLE campus totaling $97,696.68. This investment addresses critical infrastructure repairs required after the roof damage sustained in July. Purpose and Impact: This replacement ensures uninterrupted connectivity for teaching, learning, and campus operations. By restoring and upgrading damaged network equipment, Copperas Cove ISD maintains reliable and secure access to instructional resources, assessments, and daily classroom technology. Importantly, this cost is fully covered by our insurance provider, resulting in zero financial impact to CCISD. This outcome highlights both the district's strong planning and our commitment to safeguarding technology resources without burdening local funds
Fiscal Impact	$97,696.68 Budgeted Technology Funds
Administrative Recommendation	Administration recommends approving the purchase
Attachments	Quote_CDW_Cisco Meraki Switches and Wireless Access Points_PNHG654

Contact Person: Kip Robins, Chief Technology Officer 1178

E-Mail Address: robinsk@ccisd.com

Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

KIP ROBINS,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PNHG654	7/30/2025	WILLIAMS LEDGER ELEMENTARY	0609663	$97,696.68

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Cisco Meraki MR57 - wireless access point - Wi-Fi 6E - cloud-managed Mfg. Part#: MR57-HW Contract: TXDIR - Cisco DIR-CPO-5347 Education (DIR-CPO-5347)	44	6902379	$1,074.43	$47,274.92
Cisco Meraki Catalyst 9300-48UXM - switch - 48 ports - managed - rack-mount Mfg. Part#: C9300-48UXM-M Contract: TXDIR - Cisco DIR-CPO-5347 Education (DIR-CPO-5347)	4	7694629	$5,719.29	$22,877.16
Cisco Meraki Enterprise - subscription license (5 years) - 48 ports Mfg. Part#: LIC-C9300-48E-5Y Electronic distribution - NO MEDIA Contract: TXDIR - Cisco DIR-CPO-5347 Education (DIR-CPO-5347)	4	7691315	$2,359.16	$9,436.64
Cisco Meraki - expansion module - Gigabit Ethernet 10 Gigabit SFP+ x 8 Mfg. Part#: C9300-NM-8X-M Contract: TXDIR - Cisco DIR-CPO-5347 Education (DIR-CPO-5347)	4	7637532	$1,468.24	$5,872.96
NEW ITEM Mfg. Part#: NEW-ITEM Design and Implementation Contract: Standard Pricing	1	NEW-ITEM	$12,235.00	$12,235.00

SUBTOTAL $97,696.68

SHIPPING	$0.00
SALES TAX	$0.00
GRAND TOTAL	**$97,696.68**

PURCHASER BILLING INFO	DELIVER TO
Billing Address: COPPERAS COVE ISD ACCOUNTS PAYABL PO BOX 1239 COPPERAS COVE, TX 76522-5239 **Phone:** (254) 547-1227 **Payment Terms:** NET 30 Days-Govt/Ed	**Shipping Address:** COPPERAS COVE ISD TECHNOLOGY 702 JOE LOMBARDI WAY BLDG 100 COPPERAS COVE, TX 76522-2441 **Shipping Method:**
	Please remit payments to:
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515

Sales Contact Info

CDW Account Team - Mike and Matt | (866) 229-6142 |
mikeandmatt@cdwg.com

Need Help?

My Account | Support | Call 800.800.4239

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This order is subject to CDW's Terms and Conditions of Sales and Service Projects at
http://www.cdwg.com/content/terms-conditions/product-sales.aspx
For more information, contact a CDW account manager.

© 2025 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

Board of Trustees

Date of Meeting: September 9, 2025

Item Type: Action

Item Name	Consider and Take Action to Approve the Renewal of NWEA MAP Growth K-12 and MAP Growth Science (R19 24-7474 INSTRUCTIONAL - $97,242.00 - IMA Funds)
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	NWEA MAP Growth is an assessment used to measure the growth of students in Reading, Math, and Science in grades Kindergarden through 12th grade. It will also serve as one of our student growth measures for the Teacher Incentive Allotment. The purpose of this program is to identify student's strengths and areas of need. Teachers use the assessment data to plan for targeted learning for students in Reading, Math and Science. NWEA MAP assesses student growth at the beginning, middle and end of the school year. This progress is used not only for instruction, but also allows teachers and administrators to partner with families and communicate student needs to support continuous growth.
Fiscal Impact	$97,242.00 - IMA Funds
Administrative Recommendation	Administration recommends the approval to renew NWEA K-12 and MAP Growth Science.
Attachments	NWEA Quote

Contact Person: Amanda Crawley, Deputy Superintendent of Instructional Svcs. E-Mail Address: crawleya@ccisd.com

SALES ORDER

Order Date: 05/08/2025
Order #: 00113553
Start Date: 09/01/2025
End Date: 08/31/2026

Prepared For

Account Name: Copperas Cove ISD

Agency Code: 21045

Primary Contact: Bobbie Green

Email: greenbo@ccisd.com

Customer Information

Copperas Cove ISD
408 S Main St
Copperas Cove, TX 76522-2238
United States

Bill-To Information

Copperas Cove ISD
408 S Main St
Copperas Cove, TX 76522
United States

NWEA Sales Point of Contact

Jennifer Little

jennifer.little@nwea.org

Products & Services

Product	Catalog Price	Sales Price	Quantity	Total Price	Item Discount
MAP Growth K-12	$14.50	$12.75	3,465	$44,178.75	*-$6,063.75*
MAP Growth K-12 (Single Subject Math)	$10.00	$9.00	3,959	$35,631.00	*-$3,959.00*
MAP Growth Science (Add-On)	$2.75	$2.75	6,339	$17,432.25	*-$0.00*
Growth Report +1hr Virtual Consulting	$1,000.00	$0.00	1	$0.00	*-$1,000.00*

Discount	*-$11,022.75*
Subtotal	$97,242.00
Estimated Tax	$0.00
Grand Total	**$97,242.00**

Invoicing Information

Unless otherwise specified, payment terms are Net 30. Remittance instructions will be included with your invoice.

Until this Sales Order is signed, the pricing is valid for 30 days from the Order Date listed at the top of this document. Please confirm the billing address or specify changes to your Sales Point of Contact.

For a copy of the latest NWEA division W-9, it is available at https://support.hmhco.com/s/article/Billing-and-Invoices. Click on “Requesting a W-9” and select “NWEA”.

The Tax ID for NWEA, a division of Houghton Mifflin Harcourt Publishing Company, is 04-1456030.

1182

Terms and Conditions

This Sales Order is between Customer and NWEA, a division of Houghton Mifflin Harcourt Publishing Company, and is subject to the HMH Standard PreK-12 Terms of Purchase located at https://www.hmhco.com/terms-of-purchase (the “Agreement”) for the Products and Services listed above. By signing this Sales Order, you agree you have read, understand, and agree to the Agreement.

Signature

Customer Signature: _____

Customer Printed Name: _____

Date: _____

Customer Title _____

Board of Trustees

Date of Meeting: September 8, 2025

Item Type: Action

Item Name	Purchase of a 2026 Chevrolet Truck Plus Branding for CCHS CTE Programs (PREFERRED VENDOR 2024-25 and BB 670-22 May '25 - $61,391.75 - Budgeted Funds)
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	To ensure the continued growth, sustainability, and success of the Copperas Cove ISD Career and Technical Education (CTE) Ag programs, the acquisition of a 2026 Chevrolet 3/4 ton dually pickup truck is critical. This vehicle will play a vital role in supporting hands-on learning experiences by safely transporting students, supplies, and animals. With the recent addition of a stock show trailer to our resources, the CTE department requires a reliable, durable, and powerful truck capable of towing the trailer as well as other necessary equipment critical to daily program operations. Investing in this vehicle will significantly enhance logistical efficiency, broaden student learning opportunities, and reinforce the department's capacity to provide real-world, practical CTE experiences. This purchase is a strategic investment that directly supports the mission and growth of Copperas Cove ISD's CTE programs.
Fiscal Impact	Budgeted Funds - $61,391.75
Administrative Recommendation	Administration recommends approval of the purchase of a 2026 Chevrolet Truck to support CTE programs.
Attachments	Quote - Don Hewlett Chevrolet

Contact Person: Amanda Crawley, Deputy Superintendent of Instructional Svcs. E-Mail Address: crawleya@cciasd.com

revised 12.12.2018

Don Hewlett True Chevrolet

7601 S IH 35 Frontage Rd Georgetown TX 78626

Date 8/20/2025

Salesperson Jesse Hoover

Company	Copperas Cove ISD
Address	455 Summers Rd
City	Copperas Cove
State	TX
County	CORYELL
Zip	76522
Home	
Bus Phone	
Cell Phone	(254) 547-3362
Email	hairem@ccisd.com

*Added Equipment: Side Steps ($500.00), GOOSENECK ($1,399.00)

☑ New ☐ Demo ☐ Rental Unit ☐ Used

Year 2026 Make CHEVROLET Stock ORDER

Model SILVERADO 3500HD Body

Color WHITE Top Trim

VIN 1GB4KSEY3SF213700 Miles 0

TRADE IN (1)	
Year	Make
Model	
VIN	
Miles	
Stock	

TRADE IN (2)	
Year	Make
Model	
VIN	
Miles	
Stock	
Allowance	
Rebate	$3,400.00
Cash Due	$0.00
Deposit	$0.00
TOTAL CREDITS	$3,400.00

PURCHASE	
Price	$62,608.00
Added Equip*	$1,899.00
SUBTOTAL	$64,507.00
Sales Tax	$0.00
Documentary Fee	$225.00
Deputy Fee	$10.00
Title Fee	$33.00
Government Vehi...	$16.75
TOTAL CASH PRICE	$64,791.75
Total Credits	($3,400.00)
TRADE-IN PAYOFF	$0.00
BALANCE DUE	$61,391.75

This is not a contract

Prepared by Jesse Hoover

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Purchase of Two Passenger Buses (Longhorn Bus Sales - BuyBoard Contract #630-20 - $308,788.00 - Budgeted Funds)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The CCISD Transportation Services Department is requesting to purchase two passenger buses (77 passenger). These buses come equipped with air conditioning and seat belts. The purchase price includes BuyBoard fee of $800.00.
Fiscal Impact	$308,788.00 - Budgeted Funds
Administrative Recommendation	Approve the purchase of two passenger buses (77 passenger).
Attachments	Longhorn Bus Sales Quote

Contact Person: Dr. Jimmy Shuck 1186

E-Mail Address: jimmy@ccisd.com

Copperas Cove I.S.D.

Date: August 18, 2025

Body Manufacturer: IC Corp	Model: C3411 CE SCHOOL BUS
Chassis Manufacturer: IC Corp	Model: PB110 (2026)
Capacity: 77 Passengers	Number of units: 2
Price/Unit: $153,994.00	**TOTAL: $307,988.00**

Prices are good 30 days from date of this proposal.

Standard Body Specifications
78” headroom standard
13 rows of 3pt seats with gray upholstery
National air suspension driver seat w/ cloth insert, gray
Modesty panel under barrier behind driver
First aid kit, body fluid clean-up kit, safety triangles, 5lb fire extinguisher & belt cutter
16 ga. steel exterior body side panels
Skirt mounted battery box w/slide out tray
Full insulation (roof & sides)
Full length acoustical ceiling panels
Body undercoating, fire resistant
3-piece bonded windshield w/tint & L/R assist handles
Windshield wipers, w/automatic headlamp activation
Stepwell; preformed NaviFlex coated pebble tread
Black rubber flooring w/ aluminum aisle strips
School bus yellow paint w/ black rub rails & bumpers
White interior paint
Rear view mirror inside (6 x 30) w/ visor
Rosco mini Hawk-Eye cross over mirrors
Rosco rearview mirrors (black, motorized, heated)
Warning lights, 8-lamp, LED strobing; black back-ground flasher system, red lights active w/ door open
Pre-trip exterior light check
LED interior passenger dome lights
LED driver dome on separate switch
LED step well light
State spec LED exterior light package
Tail pipe, exits left side through bumper
Dash air conditioner w/ integral heater / defroster and automotive style driver controls

Chassis Specifications	
Engine:	Cummins ISB 6.7
Horsepower:	240
Torque:	560 lb-ft
Wheelbase:	276”
Transmission:	Allison 2500 6sp, 6th gen. controls
Shift control:	Stalk shifter, column mounted
Alternator:	325 amp
Battery system:	(3) 12 volt 2850 CCA
Brakes:	Full air; 5” front, 7” rear
Air dryer:	Bendix AD-9SI w/heater
Front axle:	10,000#, lubricated
Rear axle:	21,000#, lubricated
Tires:	11R22.5 LRH all-position
Wheels:	8.25x22.5 black steel 2-hand hole
Fuel tank:	100 gallon between frame rails
DEF tank:	16.5 gallon
Steering, power:	Tilt w/switch controls (4 PGM)
Power source:	USB A & C in driver storage bin
Communication module	OTA programming w/ 5yr data plan and International 360
Fuel/Water separator:	Racor 400 series
Gauge cluster:	Premium 5” LCD color display
Air cleaner rest. gauge	Mounted on air cleaner
Cruise control	
Idle mgmt. system	
Air-ride suspension	
Warning buzzers	
Auto. slack adjusters	

Body Options Included	Chassis Options Included
Collision mitigation; Bendix Wingman Advanced Digital clock in driver area Drivers' area defrost fan (left) Drivers' overhead storage compartment AM/FM/USB Input/Aus. Input/PA system Speakers (8) mounted in light bar Waste container; removable in driver area Handrails; dual height SS each side of entry Entry door (Air), outward opening; full length single panel laminated door panel glass and keyed lock Lock; rear door w/ignition starter interlock White roof Reflective material per state specs Air stop arms; front and rear Specialty roof hatches (2) Four emergency E/E windows, vertical hinge Windows, passenger; laminated tint split sash LED strobe light Monitor, post trip inspection "Child Reminder" Sub floor 5/8" 5-ply plywood sub floor 84,500 BTU rear heater	Bendix 4-channel ABS brakes with electronic stability and automatic traction control Bendix Intellipark electronic parking brake w/interlock Engine exhaust brake Headlamps, halogen w/daytime running lights & automatic twilight controlled. Multi-function rotary switch left of driver black grille with chrome surround Throttle (electronic hand control) Warranty towing: 24 months/Unlimited miles to nearest IC bus dealer **Additional Aftermarkets and Services** PDI DOT Inspection Lettering (**COPPERAS COVE I.S.D.**) Govern speed set at 65mph Weight Slip Air conditioning 136K BTU (*2 bulkheads, 1 mid-shift and drivers dash*) REI 5 camera system

Both body and chassis specifications meet or exceed Texas School Bus Specification # 070-SB-16 for 2018.

Authorized Signature_____

All stock buses are subject to prior sale.

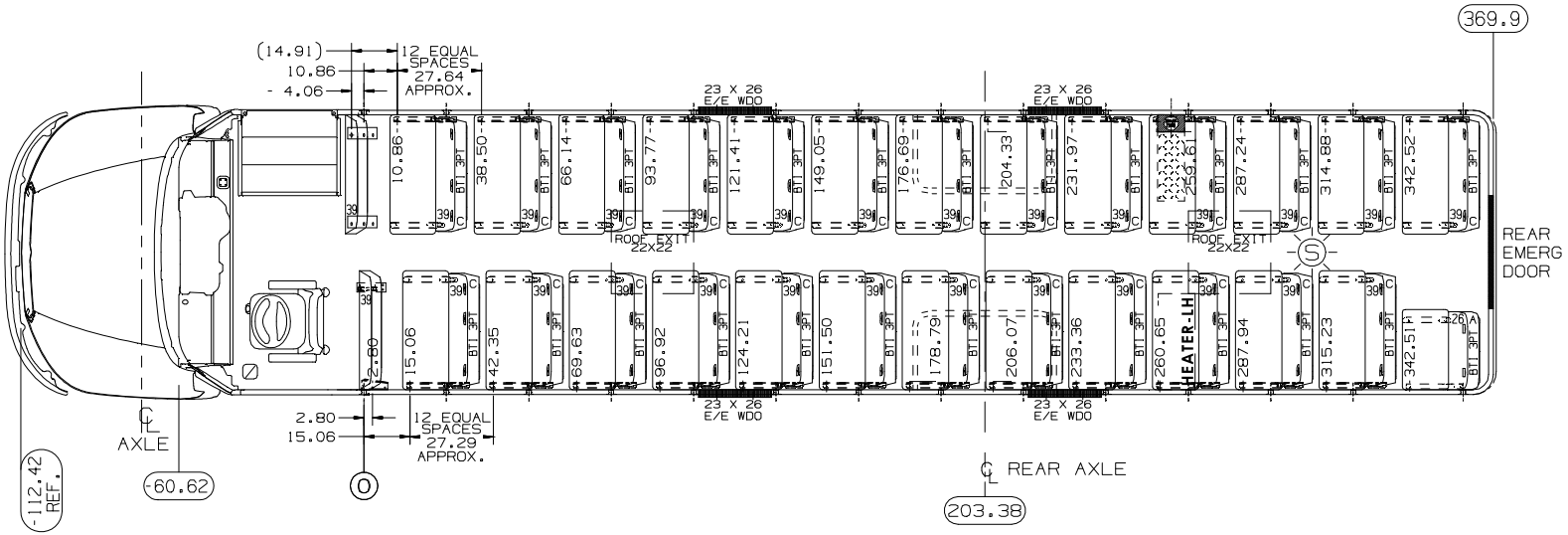
Buy Board fee not included. If purchasing through Buy Board, and additional $800.00 must be applied to purchase order (fee is per purchase order not per bus). Longhorn Buy Board number 722-23.

Estimated delivery is 60 -180 days from receipt of PO (dependent on whether bus is built or scheduled to build). Longhorn Bus Sales will not be held responsible for material shortages or delays due to the global COVID-19 pandemic or any other reasons outside our control of the represented OEMs (IC Corp) or third-party vendors used to complete a customers' bus equipment. A bus may be delivered without third-party products (i.e., A/C, GPS, two-way radios, camera surveillance, etc.) and will be installed when available. These shortages will not hold up invoicing of payments for delivered goods.

BODY PLAN

WHEELBASE 276"

PB11000, 34 FT. 11 IN., PLUS 9 RR, CAP 77



CHK	DATE	CHANGE	REV	REFERENCE

INTERNATIONAL TRUCK AND ENGINE CORPORATION

INTERNATIONAL® CONFIDENTIAL PROPRIETARY

50ZCZ/49001

REVISE ONLY ON LOGIC SYSTEM

REFERENCE	DX9386A001
LINEAR MEASURE: mm ☐ in ☒	APPROX. MASS (WEIGHT) ROUGH PART FINISH PART
UNLESS SPECIFIED DIM TOLERANCES ARE	mm / in
ONE PLACE (.X)	±1.5 / ±.06
TWO PLACE (.XX)	±0.8 / ±.03
THREE PLACE (.XXX)	±0.25 / ±.010
ANGLES	±1°
THIRD ANGLE PROJECTION	INTERNAL CONTROL
NAME: BODY PLAN PB11000	CONTROL: E 50
NAME (TRANSLATION)	VERSION: E
DRAWN: U02A559	MATERIAL
DATE: 07SEP22	APPD/REV DATE
CHECKED / DATE	
APPROVED / DATE	PIRS NOUN CODE / PART TYPE CODE / SCALE: NONE / SIZE: 4
RELEASE NO.	PART NO.: DM0080A001 / SHEET: 01 / FRAME

THIS UNIT CONFORMS TO APPLICABLE FMVSS

THIS DOCUMENT IS IN ACCORDANCE WITH ASME Y14.5M-1994 AS AMENDED BY THE INTERNATIONAL TRUCK DIVISION DIMENSIONING AND TOLERANCING ADDENDUM-2000.

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

Holt Truck Centers of Texas LLC

2 Business name/disregarded entity name, if different from above.

Longhorn Bus Sales

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☑ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . P

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

5 Address (number, street, and apt. or suite no.). See instructions.

5665 SE Loop 410

Requester's name and address (optional)

6 City, state, and ZIP code

San Antonio, TX 78222

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

8	7	–	3	8	9	5	7	8	1

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** Paul C. Holt | **Date** 10/11/2024

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

IC BUS®
CE SERIES



THE NEXT GENERATION IC BUS® CE SERIES SCHOOL BUS

THE NEXT GENERATION IC BUS® CE SERIES

AHEAD OF ITS CLASS

When it comes to transporting our most precious cargo, only the best will do. That means a bus that has some of the latest safety technology, is built with high-quality materials, offers forward-thinking propulsion options and provides drivers with everything they need to be successful.

It means a company willing to go above and beyond all expectations with engineers who are never satisfied with the status quo. Introducing the Next Generation CE Series. And welcome to a new era in school transportation.



1192



SAFETY. FIRST AND FOREMOST.

1193

A NO-COMPROMISE APPROACH TO SAFETY

Of all the requirements IC Bus engineers are tasked with when designing a new bus, one rises above the rest: it must be a safe means of transportation for the children who ride inside. It's an enormous responsibility and something that we never take for granted.

That's why the next generation CE Series includes the very latest in safety technology. These safety features are essential when it comes to providing the driver with extraordinary situational awareness; enabling them to keep the students riding behind them out of harms way.

STANDARD KEY SAFETY FEATURES:

- Bendix® Intellipark® electronic parking brake standard (on air brake units)
- Bendix® Wingman® Advanced™ Safety Package (air brake units) – including Active braking capabilities for collision avoidance, following distance alerts, adaptive cruise and more
- No Student Left Behind child monitoring system
- Single panel glass on entrance door for improved driver visibility
- Entrance doors integrated into dash cluster, providing 'Door Ajar' warning if bus reaches certain speed prior to door being fully closed
- Daytime running headlights with automatic twilight sensor
- Electronic stability control

A CLEAR VISION

Visibility is crucially important to any school bus driver. Children of all heights walk next to, in front of, behind and toward the bus – and being able to see them is the only way to ensure they are kept safe. The Next Generation CE Series includes several enhancements that help boost the situational awareness of the driver.



1194

1. Entrance door features single-panel bonded glass and is aligned with the driver seat for enhanced side visibility.
2. Rounded, three-piece windshield with no center post includes a shaded band standard to help reduce sun glare.
3. Completely integrated driver HVAC system with improved defrost performance by 50% over prior model allows for quicker and more complete clearing of the windshield.
4. Sloped hood design is angled and provides more than 11 inches of improved ground visibility in front of the bus over prior model.
5. Standard daytime running lights with automatic twilight sensors help increase the visibility of the bus to other drivers and pedestrians.
6. Available LED-enhanced, down lit cross-view mirrors illuminate the road when the park lights are on and the stop arm is extended to illuminate pedestrians and objects in the front danger zone.
7. Available LED headlights and marker lights offer a higher lumen output and are longer lasting compared to halogen bulbs.



IC BUS® FULL VIEW CAMERA TECHNOLOGY™ BY ROSCO

IC Bus is proud to offer the industry's first camera system designed specifically for school buses. Combined with the side mirrors, this advanced system will allow bus drivers to have a "full view" around the bus for total situational awareness so they can concentrate on driving and keeping kids safe.



FULL VIEW CAMERA FEATURES

- Provides driver views based on the situation at hand, such as backing up, opening the door or a view to the side or front of the bus
- This purpose-built camera technology is designed to not overload the driver with too much information, but instead provide them with the right information at the right time
- Gives the driver a greater feeling of security and peace of mind with the combination of the full view camera technology and driver mirrors
- Provides accurate visibility to the areas that matter most around the bus



INTUITIVE PROTECTION

The Bendix® Wingman® Advanced™ Safety Package uses radar and an optional video camera (Fusion package) to scan the forward path of the bus. If a slower moving or stopped vehicle is detected, the system is designed to reduce the severity and likelihood of a rear-end impact through automatic braking and audible alerts.

This integration of various technologies creates a highly detailed data picture that can significantly reduce the chance of a false alert or activation.

The Next Generation CE Series was designed from the beginning to utilize active safety. In fact, the alerts are now integrated into the gauge cluster as opposed to being mounted atop the instrument panel in previous models.

FOLLOWING DISTANCE ALERTS

The radar can also be used to maintain a safe following distance when the adaptive cruise control is engaged. Radar has many advantages, including the ability to read objects through all weather conditions, such as rain, snow, smoke and fog.



LANE DEPARTURE WARNING

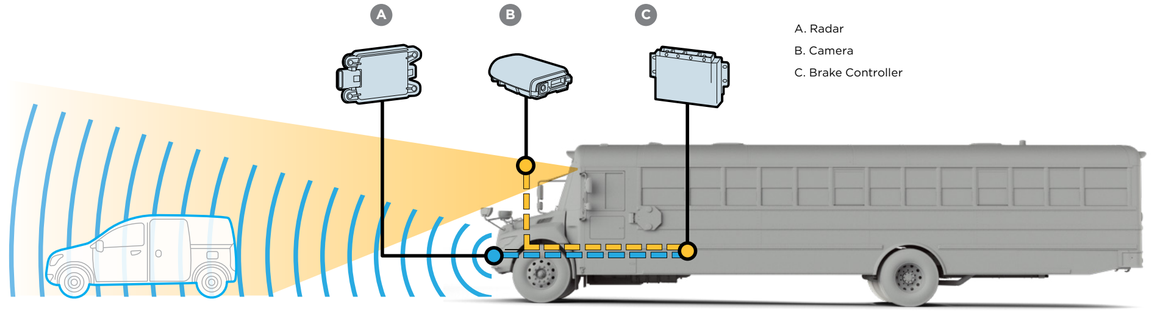
(available with camera)

The camera can detect if the bus unintentionally departs the lane without the turn signal activated, and will sound an alarm and provide a visual alert. This is particularly valuable during driver distraction or drowsiness situations.

1195

SUPPORTING SAFE DRIVING

SITUATION	POSSIBLE CAUSE	ACTIVE SAFETY
Rear End Collisions	Distracted driver	Can reduce the likelihood or severity of rear-end accidents by providing following distance alerts and if needed, will apply the brakes to help the driver avoid the collision or help reduce its severity
Overly Aggressive Drivers	Bus is too close to the forward vehicle	Following distance alert will beep when following too closely
Limited Sight in Poor Weather Conditions	Snow, rain, smog, smoke, fog, sleet	Radar capabilities that can see potential dangers before the human eye can
Excessive Speed	Traveling above posted speed limit on highways	Optional camera can recognize posted speed limits and alert the driver at +5 mph over; at +10 mph over, alert and 1.0 second engine de-throttle will occur





DESIGNED WITH DRIVERS IN MIND

1196

KEEPING THE DRIVER INFORMED, COMFORTABLE AND CONNECTED

Every successful trip begins and ends with the driver. That's why we empower them with tools that elevate their comfort, efficiency, and situational awareness in a meaningful and nonintrusive manner.

It's a philosophy we call DriverFirst™ which is our commitment to do everything we can to provide a working environment that puts drivers in a position to succeed. After all, it's hard enough to find committed drivers, let alone retain them. So, if we're able to help by providing a bus that drivers want to drive, then everyone wins. Your district wins by retaining an experienced driver, the driver wins by building a stable and satisfying career and, most importantly, the kids win by boarding a bus each morning driven by someone who loves their job.

DRIVERFIRST™



1. **Ergonomic wing instrument panel** is angled toward the driver with switches that are easy to read and reach.
2. **Premium dash cluster** with a 5-inch digital color display with custom view options including real-time fuel economy, speedometer and tachometer, gear selection indicator, safety indicators and distance to empty.
3. **USB-A and USB-C charging ports** are conveniently located to left of driver (in storage bin) and on right side of instrument panel.
4. **Back-lit, color-coded steering wheel switches/controls** with cruise control plus four switches that are programmable with Diamond Logic® Builder software.
5. **Driver light pre-check switch** conveniently located on the dash to check all exterior light bulbs. All exterior lights will flash while driver performs pre-check.
6. **Full range of driver seat options** to accommodate drivers of all shapes and sizes.
7. **Tire pressure monitoring system** (TPMS) (optional) provides real-time tires status including low pressure, extreme low pressure, high pressure, high temperature and more.
8. **Bendix® Intellipark® electronic parking brake** with dash-mounted switch integrated in cluster (air brake units only) electronically engages parking brake when critical interlocks are met, indicating that the vehicle is not parked and the driver does not have control.
9. **Stalk shifter** for transmission control mounted on steering column allows the driver to easily reach and operate shifting and engine braking while keeping their eyes on the road.
10. **Integrated driver HVAC system** with multiple, intuitive control settings within an arm's reach with additional venting for faster and more complete defrosting as well as overall driver comfort.
11. Improved left-hand drivers area including storage bin with more usable space and an easy-to-reach 44 oz cup holder.
12. Trash bin with double capacity (optional) with designated area forward of the stepwell.



A BUS BUILT TO LAST

From sizable potholes to boisterous students, a school bus must face daily punishment. That's why the CE Series is built to the highest standards at our production facility in Tulsa, Oklahoma.

Materials have been carefully chosen for their durability and advanced steel coatings help provide a robust defense against corrosion. In addition, areas under the hood that require routine maintenance are conveniently located to help you stay ahead of potential issues.

DURABLE CONSTRUCTION:

16-gauge steel body and interior panels for longevity and structural integrity

14-gauge steel threaded body bows with continuous runners connecting all roof bows for ruggedness and superior strength

Stamped parts used wherever possible during construction; provides increased strength and tighter tolerances

Meets or exceeds FMVSS/CMVSS

ENHANCED CORROSION RESISTANCE:

New one-piece driver floormat reduces potential corrosion and maintenance costs, plus is easier to keep clean

Naviflex coated stepwell* provides superior corrosion resistance

Interior modesty panels treated with 90G/90G galvanized coating and then painted for enhanced corrosion resistance

TIME-SAVING SERVICEABILITY:

Improved accessibility to routine maintenance items – HVAC filter & air dryer (under the hood), fuel filter now outside frame rail, stepwell heater accessibility from inside stepwell, oil filter now more accessible

Electrical panel/fuse block arrangement:

- Instrument panel fuses located inside the bus with chassis fuse block with spill resistant cover
- Body fuse block outside of bus in electrical panel under driver's window

Diamond Logic* electrical system enables programming of body integration and driver efficiency features; common uses include exterior light check for pre-trip inspections, "No Student Left Behind" post-trip inspection monitor, lights on with windshield wipers, and customization of interlocks for dome light

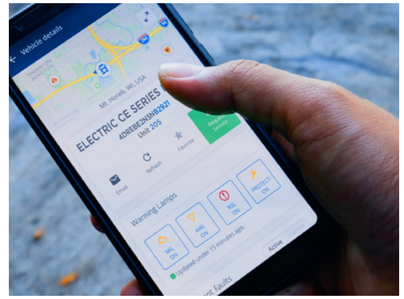


1198

* Also available on bumpers and fuel tanks

CONNECTED TECHNOLOGY TO BOOST ON-TIME PERFORMANCE

Knowledge is power. And when you're armed with the data you need to make informed decisions, the outcomes are always better. IC Bus offers powerful tools that can not only help you stay ahead of issues, but accelerate repair times when a bus is in for service. So whether you operate one bus or an entire fleet, you'll have access to a powerful set of tools and resources for maximizing uptime and operational efficiency.





Now standard on all new vehicles — factory-installed telematics including 5 Year subscription. We deliver proactive tools that help reduce unplanned downtime, increase safety and drive on-time performance

Connectivity includes:

ONCOMMAND® CONNECTION (OCC)

- 24/7 access and visibility to real-time vehicle diagnostics and predictive maintenance tools
- Visibility to current vehicle location and route history
- Monitor driver performance including harsh braking, hard acceleration and idle time reporting

IC BUS® 360 SERVICE COMMUNICATIONS:

- Seamless communication with dealers and up-to-date repair status
- Complete VIN-based information – asset specs, complete parts catalog, remote health data, and more
- Online service request initiation and estimate approvals
- Complete service history, up-to-date campaign information, and engine calibration status

PROVEN RESULTS:

- 83% of users have experienced a reduction in the number of emails and phone calls regarding service communications.
- 30% improvement in service repair time and unplanned service events when utilizing IC Bus 360 and OCC.





NEXT GEN POWERTRAINS

School bus fleets are rapidly transitioning to electric. In most cases, it makes perfect sense thanks to consistent routes, a central depot to charge and readily accessible funding assistance. But not all routes or districts are suited for electric – and that's why we offer both options. The tried-and-true Cummins® B6.7L provides the power you need with a low total cost of ownership and impressive uptime. Those who choose the Next Generation Electric CE Series can rest easy knowing that it has been designed from the get-go to run on electric propulsion with its incredible torque and quiet, calm-inducing ride. Whichever direction you go, the future has never looked brighter.

ZERO EMISSIONS







IC Bus helps customers plan, execute and optimize zero-emission vehicles and investments for the entire lifecycle. We design scalable, end-to-end solutions around your specific needs.

Our team of zero-emission subject matter experts is ready to help fleets and school districts everywhere develop a fully integrated and scalable zero-emission strategy. The consulting process includes the evaluation of requirements and efficiencies, route simulations, plus education on all available funding sources, grants, and tax incentives.

THE EV ROADMAP FOR A SEAMLESS TRANSITION:

Step 1 | CONSULTING

Find the best way forward

Our discovery workshops dive into your fleet's electrification needs and concerns, building a customized EV roadmap for success.

Step 2 | CHARGING

Lay the groundwork

We assess the placement of hardware and infrastructure, finding the best ways to support your vehicle charging and uptime.

Step 3 | DEPLOYMENT

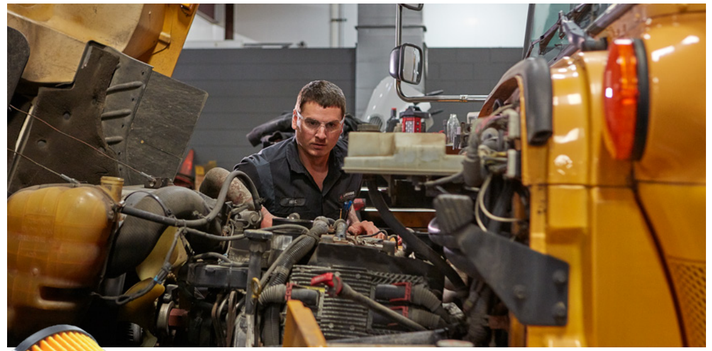
Bring it all together

We ensure your charging locations, staff, and remote diagnostics are prepared for your electric vehicle to hit the road.

1201

WE HAVE YOUR BACK, SO YOU CAN KEEP MOVING FORWARD

We understand that getting kids to and from school on time every time, isn't optional, it's required. That means your fleet must be up and running the entire school year. Dependable equipment spec'd for your needs and requirements is just the beginning. Our preventive maintenance programs combined with our vast network of service locations help make sure downtime is kept to a minimum with no surprises for your students or your budget.





PARTS YOU NEED WHERE AND WHEN YOU NEED THEM

1202

It is our goal to provide you, the customer, with an unparalleled ownership experience. To be your preferred partner, not just for the sale of the vehicle, but throughout its lifecycle. Below is a sampling of our value-add services focused on reducing your operating costs and driving on-time performance.

- State-of-the-art, Award-winning Parts Distribution Centers
- All-makes Fleetrite® and ReNEWed® Reman Parts Offering
- Fleet Charge® account standardization – pricing & billing
- Ability to customize extended service contracts – flexibility you need with peace of mind you deserve.
- Connected services built to make data visible, easy to understand & actionable
- Diagnostics & service tools
- Training opportunities
- Over 700+ dealer locations
- Parts Return Program
- One-stop-shop Warranty Processing
- eCommerce Online Parts Ordering
- Dealer Uptime Advocate and Uptime Command Center







WWW.ICBUS.COM

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IC Bus

Next Generation CE





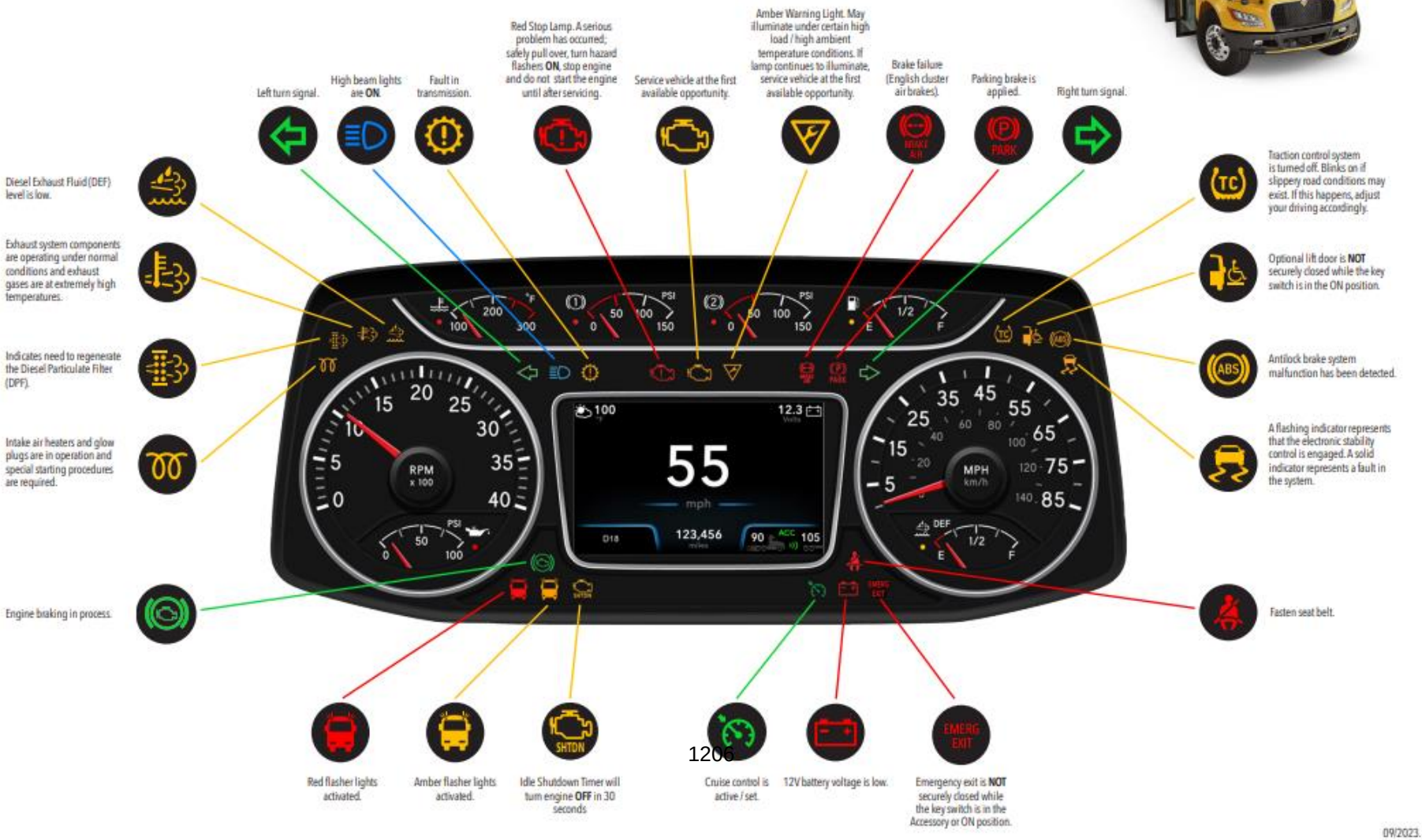
DriverFirst™ Themed Driver Compartment

INSTRUMENT CLUSTER WARNING INDICATOR GUIDE

IC BUS® CE SERIES – DIESEL

This premium instrument cluster comes standard on all new PB110 and PC110 models





09/2023.

Safety – Enhanced Lighting









Technology – Dash Cluster with Digital Gauges and InfO





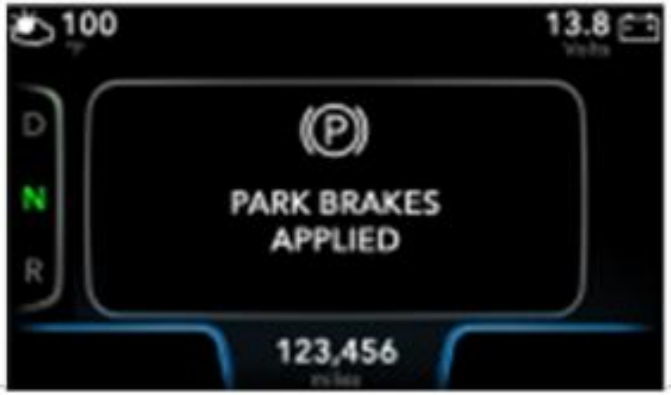


Technology – Dash Integrated Safety Systems











Air Brake System Test with Bendix Intellipark

Buses equipped with a Bendix Intellipark system require the driver to look for different visual cues when conducting a brake test. All system air pressure readings and requirements remain the same.

Conducting a Brake Test:

1. Ignition key **ON.**

2. Place your foot on the service brake.

> This is required to release the parking brake. It cannot be released without depressing the brake pedal. This may change the road test procedure.

3. Release the parking brake.

4. Begin pumping the brake pedal rapidly.

5. At 60 PSI:
   - The dash will begin to sound an alarm.
   - The **BRAKE AIR** indicator will illuminate on the dash.
   - The red lights on the parking brake will flash.







6. Continue pumping the brake pedal.

7. At 30 PSI:
   - The dash alarm will continue to sound.
   - The **BRAKE AIR** indicator will continue to illuminate.
   - The **PARK** indicator will illuminate on the dash.
   - The red lights on the parking brake will illuminate solid.









> This is now the equivalent of the parking brake knob popping out at 30 PSI or the spring brake applying itself automatically at 30 PSI.

Pumping the Brakes Down After Your Run:

1. The ignition key must be in the **ON** position to release the parking brake.
   - Do not pump the air system down with the parking brake set.

2. After key on, pump the brakes down until spring brake application as normal.

3. Remove the key from the ignition (if required).
   - The dome lights will time out on their own.

LIMITED WARRANTY FOR School BUS
***Effective with vehicles built March 01, 2017 or later**

Series (Model): CE (PB105 & PB110), RE (PB305)

Basic Vehicle

Navistar®, Inc., at its option, will repair or replace any part of this vehicle that proves defective in material or workmanship, in normal use and service, with new or RENEWED™ parts, based on the Component Coverages below.

Coverage	Months	Miles	Kilometers	Hours
Basic Vehicle Warranty	12	Unlimited	Unlimited	Unlimited
Basic Vehicle Warranty with Non-Navistar Engine	12	Unlimited	Unlimited	Unlimited
Belt Tensioner	12	Unlimited	Unlimited	Unlimited
Towing (Vehicles with Navistar built engine failures only)	24	Unlimited	Unlimited	Unlimited
Towing (Vehicles with Power Solutions International, Inc. 8.8L Propane engine failures only)	60	Unlimited	Unlimited	Unlimited
Towing (Vehicles with Power Solutions International, Inc. 8.8L Gasoline engine failures only)	60	Unlimited	Unlimited	Unlimited
Frame Rails and Crossmembers	60	Unlimited	Unlimited	Unlimited
Body/Cowl Structure (Roof, Metal Floor, Sides and Rear Sections)	60	Unlimited	Unlimited	Unlimited
Body/Cowl Perforation Corrosion	60	Unlimited	Unlimited	Unlimited
Bumper Corrosion and Paint Delamination	36	Unlimited	Unlimited	Unlimited
Body/Cowl/Hood Paint Delamination	60	Unlimited	Unlimited	Unlimited
Brightwork, Chassis Paint and Corrosion	6	Unlimited	Unlimited	Unlimited
IC Bus, LLC Factory Installed Air-Conditioning (IC Air)	30	Unlimited	Unlimited	Unlimited
IC Bus manufactured Seats Only - Foam	48	50,000	80,000	Unlimited
IC Bus manufactured Seats Only - Upholstery	24	24,000	40,000	Unlimited
IC Bus manufactured Seats Only - Frame and Barriers	60	Unlimited	Unlimited	Unlimited
Power Solutions International, Inc. 8.8L Propane Engine	60	Unlimited	Unlimited	Unlimited
Power Solutions International, Inc. 8.8L Gasoline Engine	60	Unlimited	Unlimited	Unlimited
Eaton Procision Transmission	12	Unlimited	Unlimited	Unlimited
Spicer 3-Part Drivetrain (Front & Rear Axles and Prop Shaft, when Used with Allison Transmission Only)	48	50,000	80,000	Unlimited
Meritor Axles	48	75,000	120,000	Unlimited
First 90 Days from Delivery to User (DTU) + Towing	3	Unlimited	Unlimited	Unlimited
Federal Emissions Coverage (Medium/Heavy, Heavy Duty Diesel Engine Non-Navistar)	60	100,000	160,000	Unlimited
Federal Emissions Coverage (Light Heavy Duty Propane Engine)	60	50,000	80,000	Unlimited
Federal Emissions Coverage (Light Heavy Duty Gasoline Engine)	60	50,000	80,000	Unlimited
IC Bus Aftermarket A/C Coverage	30	Unlimited	Unlimited	Unlimited

Navistar Diesel Engine Coverage Includes:

Engine block, cylinder heads, internally lubricated components, fuel pump, high pressure pump, turbocharger, water pump, air compressor, injectors/ nozzles; electronic engine modules, engine relays, engine sensors and regulators required for electronic engine operation, and certain aftertreatment components. Excluding: attaching accessories (e.g., fan clutch, alternator, starter, etc.), and externally mounted electrical and filtration systems.

What is Not Included Under Basic Coverage

Components/Items

- Components warranted by their respective manufacturers (such as non-International® brand engines, tires, Allison transmissions, lubricants, Cummins engines, Agility fuel systems, etc.)
- Bodies, equipment, and accessories installed by other than authorized International Truck employees at International Truck manufacturing plants
- Front and rear axle alignment
- Front and rear axle coverage excludes brakes, wheel ends, axle shafts, controls and attachments

Repairs & Maintenance

- Maintenance-related items/repairs, or those needed as a result of normal wear and tear, including tune-ups, brake/clutch linings, windshield wiper blades, tire balancing, lubrication, and other similar procedures/parts required to keep vehicle in good working condition
- Failures that are the result of poor fuel quality, water in fuel, rust, etc.
- Repairs needed as a result of vehicle misuse, negligent care, improper maintenance, improper operation, or the result of accident or collision
- Fade, runs, mismatch or damage to paint, trim items, upholstery, chrome, polished surfaces, etc., resulting from environmental causes such as improper polishes, cleaners or washing solutions, or chemical and industrial fallout
- Failure to observe published capacity or load specifications for engine, transmission, propeller shaft, axles (powertrain) and suspension

LIMITED WARRANTY FOR School BUS
***Effective with vehicles built March 01, 2017 or later**

Other

- Vehicles sold and/or operated outside the United States and Canada
- This exception does not apply to vehicles that meet current US EPA emission standards, which were sold by an International dealer located in Mexico, if the vehicle is authorized by the US DOT to operate in long-haul, cross border transportation and the vehicle is only operated in the United States, Canada, and Mexico
- Vehicles/components that have had unauthorized alterations or modifications
- Vehicles on which the odometer reading has been altered
- Loss of time or use of the vehicle, loss of profits, inconvenience, or other consequential or incidental damages or expenses
- Replacement of defective parts with parts other than those provided by Navistar, Inc.

Obtaining Service

Return this vehicle to any International Truck dealer authorized to service this model vehicle and engine.

This warranty is automatically transferred to subsequent owners at no charge. Visit your local Authorized International Truck dealer for name and address change information.

> **Note: The customer has 365 days and up to a maximum of 100,000 miles (160,000 km) from DTU to purchase an extended warranty on the unit. For extended warranty purchases between 181 and 365 days from DTU and <100,000 miles (160,000 km) an additional fee will be assessed. See your local International dealer for details.**

Disclaimer

NO WARRANTIES ARE GIVEN BEYOND THOSE DESCRIBED HEREIN. THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED. THE COMPANY SPECIFICALLY DISCLAIMS WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, ALL OTHER REPRESENTATIONS TO THE USER/PURCHASER, AND ALL OTHER OBLIGATIONS OR LIABILITIES. THE COMPANY FURTHER EXCLUDES LIABILITY FOR INCIDENTAL AND CONSEQUENTIAL DAMAGES, ON THE PART OF THE COMPANY OR SELLER.

No person is authorized to give any other warranties or to assume any liabilities on the Company's behalf unless made or assumed in writing by the Company, and no other person is authorized to give any warranties or to assume any liabilities on the seller's behalf unless made or assumed in writing by the seller.

Remedies Under State or Provincial Law: Some States and Provinces do not allow the exclusion or limitation of incidental or consequential damages, so the above limitations or exclusions may not apply to the owner. This warranty gives the owner specific legal rights, and he may also have other legal rights which may vary by state or province.

Telematics Data Disclosure

Your Navistar vehicle may include an activated telematics subscription service. By accepting this Limited Warranty, you consent to our collection and use of data from your vehicle as set forth at www.oncommandconnection.com on behalf of yourself and any vehicle operators and passengers. Navistar, Inc., or its affiliates will collect and send diagnostic and system data from your vehicle and use it for various purposes as further set forth in our Privacy Policy, posted at www.oncommandconnection.com, such as improving the uptime for your vehicle, improving our vehicles in the future, and reducing warranty events. If you choose not to allow Navistar to access your data, you may suspend your subscription at www.InternationalTrucks.com/Opt-Out.

LIMITED WARRANTY FOR School BUS
***Effective with vehicles built March 01, 2017 or later**

Record of Ownership

Upon receipt of new vehicle by original owner, complete the following:

I have read this Warranty Brochure and fully understand the warranty coverage. I acknowledge that I have received a copy of the Owner's Limited Warranty and I accept the terms described herein.

_____	_____
Customer Signature	**Date**
_____	_____ _____ _____
Owner's Address	**City** **State/Prov** **Postal Code**
_____	_____
Truck Model	**Vehicle Identification Number**
_____	_____
Engine Model Number	**Engine Serial Number**
_____	_____
Date Delivered to User (DTU)	**Odometer Reading at Delivery**

IMPORTANT: The information contained in this Warranty Policy explains the coverage provided on your new International vehicle. This policy should be kept in the vehicle for presentation to the Dealer when you request warranty services.

TOW COVERAGE $1,100 PER INCIDENT

This service contract for **Towing option(s)** provides coverage for 24 months or unlimited miles/kilometers traveled from new vehicle delivery date, whichever expiration occurs first.

During this period, Navistar, Inc. ("Navistar") will pay for a service call and/or towing to the nearest IC Bus, International® or Cummins dealer WITH A NAVISTAR OR CUMMINS WARRANTABLE AND MISSION-DISABLING UNSAFE OPERATING CONDITION FAILURE. Coverage of Cummins failure begins AFTER the expiration of the Cummins second year of standard tow coverage for school bus if an additional Cummins service contract is active in Navistar Service Portal. Maximum liability for Navistar, per incident, is $1,100. Exceptions are listed herein under section *What is Not Covered*.

WHAT IS NOT COVERED

Repairs:

- Towing in connection with a failure that is NOT warranted with Cummins or Navistar.
- Any expense over the $1,100.00 maximum liability, per incident.

Other:

- Buses sold and/or operated outside the United States and Canada.
- Buses /components which have had unauthorized alterations or modifications.
- Buses on which the odometer reading has been altered.
- Loss of time or use of the bus, loss of profits, inconvenience, or other consequential or incidental damages or expenses.
- Incidental or consequential costs or expenses which the owner may incur as a result of a malfunction or failure covered by this warranty, such as vehicle damage, communication expenses, meals, lodging, overtime, loss of use of engine or vehicle ("downtime"), loss of time, inconvenience, cargo loss or damage, and other similar costs and expenses.

OBTAINING SERVICE

To obtain service under this Service Contract, return this vehicle to any IC Bus or International® truck dealer authorized to service this model bus and engine. To locate an authorized dealer near you, please call the Navistar Customer Service Center at 800-44-TRUCK (800-448-7825).

DISCLAIMER

FOLLOWING THE EXPIRATION OF THE STANDARD NAVISTAR LIMITED WARRANTY AND DURING THE PERIOD OF THIS SERVICE CONTRACT, NO WARRANTIES OR ADDITIONAL COVERAGE ARE GIVEN BEYOND THOSE DESCRIBED HEREIN. THIS EXTENDED WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, EXCEPT FOR THE APPLICABLE STANDARD NAVISTAR LIMITED WARRANTY FOR YOUR VEHICLE. NAVISTAR SPECIFICALLY DISCLAIMS WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, ALL OTHER REPRESENTATIONS TO THE USER/PURCHASER, AND ALL OTHER OBLIGATIONS OR LIABILITIES. NAVISTAR FURTHER EXCLUDES LIABILITY FOR INCIDENTAL, SPECIAL, INDIRECT AND CONSEQUENTIAL DAMAGES, ON THE PART OF NAVISTAR OR SELLER. No person is authorized to give any other warranties or to assume any liabilities on Navistar's behalf unless specifically made or assumed in writing by Navistar; and no other person is authorized to give any warranties or to assume any liabilities on the seller's behalf unless specifically made or assumed in writing by the seller.

Remedies Under State or Provincial Law: Some States and Provinces do not allow the exclusion or limitation of incidental or consequential damages, so the above limitation or exclusion may not apply to the owner. This warranty gives the owner specific legal rights, and he may also have other legal rights which may vary by state or province.

Navistar, Inc., except in Canada where it is Navistar Canada, Inc.

RE/CE BUS EXTENDED VEHICLE COVERAGE INCLUDING BUS BODY

This **Extended Vehicle Coverage Including Bus Body option(s)** provides coverage for 24 months or 50,000 miles/ 80,000 kilometers traveled from new vehicle delivery date, whichever expiration occurs first.

During the period selected, Navistar, Inc. will repair or replace any of the covered components as defined below which proven defective in material and/or workmanship in normal use, with new or ReNEWed parts. Exceptions are listed herein under What is Not Covered.

GROUP 01 - FRAME AND BUMPER
067 - Carrier, Tire
071 - Bumper
211 - Bracket or Mounting
306 - Outrigger, Bus Platform Mounting
307 - Crossmember
309 - Crossmember, Engine
581 - Bumper Frame
660 - Rail, Frame Side
739 - Reinforcement or Gussets

GROUP 02 - FRONT AXLE
016 - Arm, Steering
032 - I-Beam, Front Axle
353 - Fitting/Zerk
535 - Knuckle, Steering
667 - King Pin & Bushing
799 - Seal, King Pin

GROUP 03 - SUSPENSION
62 - Equalizer / Rocker Arm and Bushing
066 - Torque Arm & Bushing Assembly
074 - Walking Beam & Bushing Assembly
203 - Air Bag Assembly
264 - Control (Air Suspension Only)
341 - Bracket, Shock Absorber Mounting
406 - Bolt, Center
437 - Suspension Air Control Manifold Assembly
438 - Suspension, ECM
468 - Spring Leaf Assembly
584 - Bracket Assembly, Spring
646 - Shackles, Pins & Bushing
711 - Crossmember, Rear Suspension
769 - Sway Bar Assembly
804 - Stop, Axle

GROUP 04 - BRAKES
003 - Tank, Air, Vacuum
005 - Knob
007 - Pumps
09 - Accumulators
10 - Hydraulic Power Brake (HPB) Unit
012 - Solenoid Valve
013 - Adjuster, Slack
020 - Cylinder, Self Actuate Hydraulic Release
036 - Adjuster Assembly, Automatic
105 - Bracket, Brake Chamber
231 - Chamber
232 - Diaphram, Chamber
255 - Cylinder, Master
390 - Reservoir
392 - Switch, Fluid Level
397 - Governor and Mounting, Air
428 - Lever/Pedal, Parking Brake
429 - Cable/Linkage, Parking Brake
461 – Linkage / Cam / Camshaft, Wheel Brake Actuating
462 - Linkage/Pedal/Spring Brake Actuating
511 - Power Assist Unit 617 - Backing Plate/Anchor/Dust Shield
634 - Pump, Back-Up (Less Motor)
636 - Motor, Back-Up
643 - End Cover, Unloader Valve Air Dryer
662 - Spring, Brake Shoe Return
747 - Spring Applied Air Release (Saar) Canister
751 - Sensor, Steering Angle
753 - Sender, Stability Control
801 - Control Unit, Electronic ECU
811 - Relay/Magnetic Switch
812 - Valve, Modulator
816 - Sender, Wheel
826 - Caliper
840 - Caliper Bracket
842 - Switch, Flow
846 - Switch, Back-Up Motor
847 - Switch, Pressure Differential
848 - Module, Monitor 851 - Valve, Spring Brake Control
852 - Brake Assembly, Drive Line
909 - Harness, Cab
913 - Valve, Foot Control or Pedal
920 - Valve, Hand Control
923 - Harness, Front End (Wires/Connectors/Term)
932 - Valve, Front Wheel Limiting & Mounting
940 - Harness, PDM Distribution
944 - Valve, Quick Release
955 – Pully
990 – Wiring

GROUP 05 - STEERING
018 - Arm, Pitman
069 - Link, Drag
164 - Column Assy. & Mounting, Steering
167 - Wheel Mechanism, Tilt Steering
206 - Couplings/U-Joint, Steering Shaft
252 - Wheel, Steering
311 - Gear Assembly, Steering
314 – Gasket, Power Steering Pump Mounting
316 - Wheel Mechanism, Telescoping Steering
370 - Bracket/Mounting, Steering Gear
555 - Cylinder Assembly & Valves
653 - Cooler Assembly, Oil 701 - Pump Assembly
757 - Reservoir Assembly 818 - Valve, Control
955 – Pulley

GROUP 06 - PROP SHAFT
101 - Bearing
165 - Mounting, Bearing
391 - Joint, Universal
475 - Boot / Clamp, Slip Joint
478 - Shaft
703 - Yoke/Spline

GROUP 07 - EXHAUST
107 - Assembly, Basic
143 - Bracket/Support, Mounting
426 - Guard / Heat Shield
533 - Tail Pipe, Exhaust Gas Cooler
551 - Pipe, Crossover
576 - Pipe & Flange, Exhaust
615 - Pipe/Stack, Tail
775 - Cap, Stack
824 - Pipe, Flex

GROUP 08 - ELECTRICAL
005 - Knob
018 - Alternator Assembly 038 - Multiplex Signal Module (MSM)
041 - Telematics Control Module (TCM)
049 - Switch, SOS
059 - Regulator, Voltage
63 - Solenoid Base, Pneumatic Accessory
065 - Solenoid Unit, Pneumatic Accessory
073 - Amplifier, Pyrometer
074 - Gauge, Voltmeter
076 - Gauge, Fuel Level
088 - Gauge, Oil Pressure (Electrical)
097 - Gauge, Coolant Temperature (Electrical)
099 - Gauge, Ammeter
109 - Gauge, Engine Oil Temperature
110 - Gauge, Pyrometer
111 - Gauge, Rear Axle Oil Temperature
116 - Gauge, Speedometer (Electrical)
117 - Gauge, Tachometer (Electrical)
118 - Gauge, Transmission Oil Temperature
124 - Sender, Fuel Level
127 - Tachometer/Trip Recorder (Elec Driven)
155 - Sender, Pyrometer
156 - Sender, Rear Axle Oil Temperature
159 - Sender, Transmission Oil Temperature
202 - Motor, Starter
217 - Solenoid, Starter Motor
221 - Bezel/Cover Plate
223 - Circuit Board
224 - Switch, Speedometer / Tachometer Dip (Reprogramming Only)
225 - Panel, Circuit Breaker/Relay/Fuse
226 - Mounting, Circuit Breaker/Relay/Fuse Panel
251 - Harness, Coiled Ribbon (Clock Spring)
266 - Switch, Clutch
269 - Module, Coolant Probe
270 - Probe, Coolant Level
284 - Antenna and Lead-In
347 - Mounting
372 - Module, Pyrometer
373 - Module, Ammeter
374 - Circuit Housing, Speedometer / Tachometer
375 - Sender, Air Pressure
388 - Lamp Assembly
401 - Clean Power Cable (Battery To Cab)
404 - Flasher
405 - Beeper, Hydraulic Brake Warning
407 - Alarm, High Water Temp/Low Oil Press.
408 - Beeper, Low Air Pressure
418 - Regulator & Motor Assembly
424 - Hourmeter
430 - Odometer
487 - Horn Assembly
499 - Contact Ring/Button, Horn
508 - Monitor, Driver Display Unit
510 - Sensor, Radar Side/Front
511 - Camera, Forward Looking
512 - Display, Side Sensor
514 - Sensor, Turn Assembly
516 - Magnet, Turn Sensor Assembly
518 - Harness, Side Sensor
585 - Automatic Headlight Sensor
586 - Antenna, Tire Pressure Monitor
587 - Brake Stroke Chamber W/Sensor
588 - Display, Vehicle Information
589 - Fuel Filter Restriction Globe W/Sensor
595 - Module/Controller, Tire Pressure Monitor
596 - Module, Vehicle Sensor
598 - Batteries, Jumper Cable
599 - Sensor, Brake Pad Wear
601 - Wheel Module, Tire Pressure Monitor
607 - Switch, Air Horn
608 - Clock
609 - Switch, Cruise On/Off
618 - Switch, Cruise Set/Reset

620 - Switch, Engine Brake On/Off
621 - Switch, Headlight Interrupt
623 - Switch, Marker Interrupt
624 - Switch, Radio
628 - Switch, Transmission Mode
629 - Switch, Transmission Shift
637 - Alarm, Back-Up
705 - Solenoid, Air 718 - Solenoid
743 - Clean Power Cable (Batt to Engine Connect
745 - Daytime Running Light Switch
758 - Central Processing Unit (CPU)
783 - Compass, Electronic
784 - Thermometer, Electronic
797 - Clean Power Cable (Batt to Transmission)
811 - Relay/Magnetic Switch
815 - Switch, Key/Ignition
821 - Switch, Push Button Starter
828 - Switch, Dimmer
835 - Switch, Back-Up Light
840 - Switch, Neutral Start
848 - Module Monitor
850 - Switch, Low Oil Pressure
854 - Controller, Esc
863 - Switch, Stoplight (Air)
864 - Switch, Stoplight (Hydraulic)
865 - Switch, High Water Temperature
870 - Switch, Low Air Pressure
871 - Switch, Low Coolant Level
872 - Switch, Parking Brake
884 - Switch, Headlight
885 - Switch, Marker/Interrupt
886 - Switch, Turn Signal
887 - Programming
907 - Actuator, Switch Pack
908 - Switch Pack (Base)
909 - Harness, Cab Wires Conn's & Terminals
923 - Harness, Front End (Wires, Connectors And Terminals)
940 - Harness, PDM Distribution
955 - Pulley
996 - Monitor, Battery Run Down Protection

GROUP 09 - COOLING
12 - Solenoid Valves
022 - Core
026 - Shutter Assembly
047 - Hose/Pipe, Radiator
64 - Tank & Neck, Radiator
083 - Shroud Clamp
85 - Shroud Mounting Bracket
091 - Shroud, Engine Mounted
108 - Cylinder Assembly, Actuating
123 - Mounting, Radiator
136 - Motor
142 - Rod Assembly, Control
176 - Shroud
197 - Shutterstat
210 - Glass, Sight
211 - Tank & Mounting, Surge
222 - Solenoid
240 - Motor / Pump
427 - Bottle and Hose, Coolant Recovery
504 - Fan Module
616 - Cooler, In Tank Oil
701 - Pump Assembly
740 - Blade Assembly, Fan
755 - Electronic Fan Controller
756 - Hydraulic Fluid Reservoir
767 - Oil Cooler (Oil-To-Air)
811 - Relay/Magnetic Switch
852 - Pipe, Charge Air Cooler
865 - Switch, Temperature
909 - Harness, Cab (Wires/Connectors/Term)
925 - Charge Air Cooler, Chassis Mounted
940 - Harness, PDM Distribution

GROUP 10 - INSTRUMENTS
053 - Head Assembly

GROUP 11 - CLUTCH
059 – Bearing and Sleeve Assembly, Release
101 - Cylinder, Master
133 - Cylinder, Slave
292 – Fork and Cross Shaft, Clutch Release
349 - Lever Assembly, Relay
403 - External Linkage
440 - Self Adjusting Mechanism
462 - Pedal
639 - Intermediate Plat
862 - Plate Assembly, Pressure

GROUP 12 - ENGINE
222 - Solenoid
740 - Blade Assembly, Fan
744 - Fan Drive, Viscous
746 - Fan Drive, On/Off
748 - Control, Fan Clutch
750 - Pulley, Fan
802 - Sart Module
811 - Relay/Magnetic Switch
814 - Pedal Assembly, Accelerator
828 - Front Mount/Bolt
836 - Rear Mount/Bolt
865 - Switch, Temperature
905 - Bracket, Air Compressor Mtg.
909 - Harness, Cab (Wires/Connectors/Term)
911 - Bracket, Alternator Mtg.
914 - Bracket, Refrigerant Compressor Mounting
919 - Bracket, Power Steering Pump Mounting
930 - Coupling, Accessory Drive
938 - Gear, Power Steering Pump Driver
946 - Tensioner, Belt

955 - Pulley/Idler/Bearing

GROUP 13 – TRANSMISSION
005- Knob
107 - Breather
114 – Case, Housing-main
115- Housing, rear
125 - Flange, Companion
138 - Block, Resistor
139 - Housing, Bell
146 - Plug (fill & drain)
153 - Plug, expansion
155- Sensor, oil level/temperature (tol/tot)
173 - Sensor, vehicle speed (vss)
178- Sensor, shaft counter speed
179- Sensor, position
191 - Retainer, Bearing
205 - Bearing
210- Brake, counter shaft
228- Brake, main shaft
230- Shaft, input
231- Brake, input shaft
260 - Ring, lock
274 - Washer, thrust
313 - Detent Poppet Ball & Spring
333- Planetary assembly
334- Value, asm. planetary
352 - Hose/pipe
353 - Fitting
379 - Shift rail & fork
380 - Circuit breaker
400 - Gears, mainshaft
402 - Gears, countershaft
492 - Synchronizer
521 - Countershaft
573 - Mainshaft
616 - Cooler, Oil (Oil-To-Air)
617- Cooler, oil (oil-to-coolant) transmission mounted
676 - Fittings, oil cooler line
677 - Line, Oil Cooler
695 - DIP STICK ASSEMBLY
736 - Cylinder, air shift
769 - LEVER, SHIFT
785 - Linkage/Cable, Remote Shift Control
795- Planetay valve body (air) & connector
796 - Valve, slave (air shift)
798- Pneumatic shift actuator (mac) asm.
801 - Module, electronic control (ecm)
807 - Module, vehicle personality (vpm)
811 - Switch, relay/magnetic
825 - Switch, On/Off
839 - Switch, Brake
866 – Mounting
875 - Gasket
909 - Harness, Cab (Wires, Connectors & Term)
921 - Harness, other (wires, connectors and terminals)
940 - Harness, pdm distribution
960 - Electronic control unit
961 - Mechanical shift controls
962 - Electronic shift controls
964 - Module, control transfer case
971 - Retarder & controls

GROUP 14 - REAR AXLE
13 - Adjuster, Slack
016 - Arm, Steering
068 - Spring, Lift
135 - Flange/Yoke, Comp
147 - Carrier
170 - Housing, Axle
203 - Air Bag Assembly
216 - Stud
231 - Chamber
265 – Control (Air Suspension Control)
323 - Hanger and Crossmember Assembly
357 - Bearings, Internal (Axle Carrier)
376 - Gears, Bushings & Cross, Differential
395 – Differential, Limited Slip
424 - Bolt, Ring Gear
441 – Wheel End Gearboxes
448 - Gears, Helical
472 - Gears, Planetary
496 - Gears, Ring & Pinion
590 – Shaft, Helical Drive Gear
606 - Clutch, Sliding
619 - Control, Air Shift
630 - Cylinder, Air Shift
654 - Fork, Shift
679 - Motor, Air Shift
707 - Bearing/Ret, P.D.
713 - Pump, Oil
719 - Case, P.D. Diff.
730 - Gears/Bushing & Cross Power Divider
747 - Tank, Air or Vacuum
969 - Knuckle, Steerable
970 - King Pin, Knuckle

GROUP 15 - FUEL SYSTEM
11 - Cap/Scoop, Air Inlet
14 - Box/Water Separator, Air Inlet
026 - Pipe, Air Inlet
029 - Control System, Air Inlet Temperature
142 - Pre-Heater Element
143 - Valve, Drain
144 - Valve, Check
145 - Cap, Vent
146 - Pump, Primer
147 - Collar
148 - Body
177 - Filler Neck/Cap & Gasket

196 - Sensor, Water in Fuel
216 - Bracket, Stack Mounting
263 - Air Intake Grill
479 - Finish (Metal)
500 - Bracket & Bolts, Mounting
637 - Tank Body
787 - Tube, Fuel Outlet
857 - Indicator, Air Restriction
890 - Transfer Pump, Electric (Tank to Tank)
892 - Valve/Control, Fuel Tank
909 - Harness, Cab Wires Conn's & Terminals
976 - Vent, Air
988 - Guard, Crash

GROUP 16- CAB
006 - Stop, Hood
018 - Bezel, Head or Tail Lamp
027 - Step, Cab
053 - Cable, Hood
071 - Channel, Glass Run 078 - Remote Control/Cable, Door
86 - Crossmember, Cab Mounting
102 - Cab Tilt Lock Mechanism
103 - Cab Tilt Hinge Mechanism
104 - Cowl/Firewall/SC or FC Platform
121 - Suspension, Sleeper Bunk
122 - Cylinder, Lift
123 - Latch Assembly
129 - Cabinets
130 - Door
131 - Window, Sleeper
135 - Cylinder, Lift
139 - Door Assembly, Radiator Access
146 - Shade, Sun
248 - Grille Assembly
264 - Handle, Grab
265 - Handle, Hood
282 - Hinge
291 - Hinge, Hood/Engine Access Door Hatch
295 - Hood Guides
300 - Bunk Occupant Restraint Strap/Tent
301 - Cowl Tray
309 - Hood
329 - Insulation
330 - Shield, Sound
336 - Insulation, Engine Compartment
345 - Latch & Exterior Handle
362 - Latch, Hood
368 - Latch, Doghouse Panel/Engine
398 - Map Pocket, Passenger Door
409 - Air Intake Baffle/Water Sep. Baffle
421 - Mirror, Spot
423 - Mirror, Exterior (Basic)
433 - Mirror, Interior
459 - Mounting, Front Cab
463 - Mounting, Intermediate Body
468 - Mounting
546 - Panel, Back
555 - Doghouse Panel/Engine Cover
567 - Panel, Floor
568 - Panel, Halo
569 - Panel, Engine Surround
584 - Panel, Instrument
611 - Panel, Splash
619 - Panel / Skin
625 - Rivet/Fastener
627 - Weld
637 - Structure
666 - Regulator & Handle, Window
675 - Arm Rest
684 - Roof
721 - Spring/Shock Absorber & Mounting, Cab
739 - Stop Assembly, Door
748 - Sub-Frame
799 - Console
802 - Manifest Box/Door Pouch
804 - Trim, Interior
805 - Trim, Bunk
806 - Mirror, Interior
807 - Under Bunk Lift Assist Shock
811 - Relay/Magnetic Switch (Electric Mirror)
825 - Switch, Electric Mirror
833 - Valve, Control
844 - Ventilator
855 - Visor, Sun
877 - Vent Window & Seal
896 - Trim, Hood
909 - Harness, Cab (Wires/Connectors/Term)
926 - Shor Power Connection
928 - Door, Hood / Engine Access
929 - Hinge / Bracket, Front Hood Mounting
934 - Reinforcement, Hood
935 - Torsion Bar, Hood Assist
936 - Latch, Engine Access Door
958 - Bracket, Sun Shade Mounting
972 - Panel, Rear Trim
973 - Panel, Door Trim - Driver Side
974 - Panel, Door Trim - Passenger Side
975 - Holder, Cup
991 - Motor, Mirror
992 - Heater, Mirror
994 - Bracket, Mirror

GROUP 17 - WHEELS
031 - Disc Wheel
87 - Hub (Disc Wheel)
108 - Rim (Demountable)
386 - Spoke Wheel

GROUP 18 – SCR AFTERTREATMENT
45 - Hose, Pump to Tank Supply / Suction
46 - Hose, Pump to Tank Return

47 - Hose, Pump to Doser / Injector
124 - Sensor Assembly, Def Tank
177 - Cap, Filler Tank
180 - Cover, Supply Module
181 - Heater, Tank
350 - Hose, Tee to Doser
351 - Hose, Doser To Tee
500 - Bracket/Strap, Def Tank
501 - Bracket, Supply Module Pump
502 - Bracket, ACM
565 - Wiring, (Sensor)
637 - Tank, Diesel Exhaust Fluid
787 - Pickup, Tank
793 - Tank Def, Coolant Flow Valve
801 - Module, PDM
906 - Wiring, ACM
907 - Wiring, Supply Module
908 - Wiring, Heated Line
909 - Wiring, Head Unit

GROUP 19 - ACCESSORIES
001 - Fan, Defroster
15 - Clutch, Compressor
028 - Compressor/Reciprocating
029 - Compressor/Rotary
043 - Condenser
045 - Linkage, Wiper
070 - Switch, Radiator Fan/Shutter Override
076 - Core (Heater)
094 - Evaporator
100 - Meter Assembly, Engine
105 - Wheel, Blower
138 - Block, Resistor
149 - Accumulator/Dryer
182 - Valve, Expansion
183 - Valve, Rear Expansion
187 - Ducting, Air Cond/Heater/Defroster
197 - Horn Assembly
214 - Valve, Control
251 - Harness, Coiled Ribbon (Clock Spring)
310 - A/C O Ring
317 - Schrader Valve, Low Side
318 - Schrader Valve, High Side
325 - Solenoid, Pneumatic
327 - Switch, Air Horns
331 - Electric Air Compressor, Seat
343 - Shock, Seat
344 - Adjuster Assembly, Seat
351 - Frame, Seat
353 - Fitting
354 - Control, Air Seat
355 - Mounting/Housing (Main Case)
363 - Bag, Air
381 - Retractor, Seat Belt
386 - Belt, Seat
411 - Plate, Fifth Wheel
417 - Control, Fifth Wheel
435 - Heater Assembly, Engine
436 - Socket, Engine Heater
443 - Back-Up Camera
472 - Reservoir
506 - Lock Cylinder, Fifth Wheel
632 - HVAC Hose, Under Cab to Rear
675 - Rest, Arm
708 - Module, Blower Speed LPM
709 - Module, HVAC Control
733 - Actuator, Motor/Door - Blend Air
734 - Actuator, Motor / Door – Fresh Air
735 - Actuator, Motor/Door - Air Distribution
763 - Sensor, Refrigerant Pressure
764 - Thermistor, Inlet
765 - Thermistor, Outlet
807 - Module, Vehicle Personality (VPM)
825 - Switch
826 - Switch, Bunk-On/Off
827 – Switch Bunk-Temperature Control
830 - Switch, Intermittent
837 - Switch, Clutch
838 - Switch, Set-Resume
849 - Module, Diagnostic - APADS
880 - Switch, Pressure-Low
881 - Switch, Pressure-High
882 - Switch, Thermostatic
885 - Freeze Sensor
909 - Harness, Cab (Wires, Connectors and Terminals
923 - Harness, Front End (Wires/Connectors/Term)

GROUP 22 - GENESIS BODY - COMP
001 - Fan, Defroster
040 - Bows
042 - Cowl, Front
044 - Frame, Rear
046 - Rails, Drip
048 - Rails, Seat
050 - Spacers, Bow
052 - Steps
055 - Bumper, Front
056 - Bumper, Rear
060 - Header, Entrance Door
061 - Frame, Entrance Door
062 - Drivers Seat Sub-Frame (K Frame)
63 - Frame, Side Emergency Door
64 - Frame, Rear Emergency Door
65 - Frame, Lift Door
66 - Frame, Body to Cab Floor
067 - Frame, Body to Cab Roof
068 - Frame, Davenport
080 - Bars, Light
082 - Bumpers, Header
084 - Caps, Inside

086 - Insulation
088 - Lining, Lower
090 - Lining, Overhead
092 - Racks, Luggage
094 - Rails Grab
096 - Rails, Shoulder
098 - Rails, Standee
100 - Reduction, Noise
120 – Bracket, License Plate
122 - Caps, Outside
124 - Caps, Post
126 - Door, Fuel
128 - Handles, Access
129 - Front Fiberglass Panel
130 - Panels, Rear Inside Window
131 - Front Sheet Metal
134 - Rails, Rub
136 - Rails, Snow
138 - Sheets, Side
140 - Skins, Rear Outside
141 - Hatch, Roof
142 - Skirts
146 - Roof Panels(Topping)
148 - Door, Engine
151 - Door, W/S Wiper
152 - Grille
200 - Electrical Access Compartment
204 - Battery, Compartment
208 - Spare Tire Compartment
212 - Luggage Compartment
214 - Safety Compartment
216 - Destination Sign Compartment
218 - Tool Compartment
239 - Controls Air
240 - Boxes, Buzzer
241 - Controls Electric
243 - Controls, Manual
244 - Devices, Hold Bac
246 - Doors, Entrance
248 – Doors, Lift – Single / Double
250 - Doors, Emer. Rear
252 - Doors, Emer. Side
254 - Handles, Door
256 - Hinges
258 - Locks, Door
262 - Vandalocks
275 - Light, Step
281 - Electric Panel
283 - Fuse Panel
284 - Horns
294 - Speakers
296 - Switches
297 - Radio
298 - Antenna
322 - Panels, Floor
326 - Sills, Floor
330 - Tiedown Bolts, Plates, J- Bolts, U-Bolts
332 – Wheel pocket Assy.
339 - Transition Panel / Cowl Filler Panel
340 - Doors, Engine Service
350 - Cross View Mirror
360 - Cover, Wheel-Pocket
364 - Moulding, Cove
366 - Treads, Step
369 - Wig-Wag
389 - Child Check Mate
402 - Window, Driver's
410 - Window, Emergency Exit
416 - Window, Split Sash
423 - Thermistor, Inlet
425 - Switch, Radiator Fan / Shutter Override
426 - Window, Split Storm
427 - Switch, Pressure - Low
429 - Clutch, Compressor
430 - A/C Compressor, Rotary
431 - Ducting, Air Conditioner
432 - Wheel, Blower
433 - Hose, A/C
434 - O-Ring, A/C
435 - Schrader Valve, Low Side
436 - Sensor, Refrigerant Pressure
437 - Switch
438 - Accumulator / Dryer
439 - Switch, Pressure - High
440 - Heater, Under Seat
441 - Harness, (Wires, Connectors, & Terminals) 442 - Heater, Rear
444 - Covers/Trim, Hose
445 - Control Cable
446 - Driver's Heater
447 - Core, Heater
449 - Motors, Heater
450 - Stepwell Heater
451 - Pump, Booster Heater
453 - Condenser
454 - Fan, Condenser
455 - Evaporator
456 - Defroster Duct
457 - Valve, Expansion
459 - Fitting / Pipe (A/C)
460 - Harness, Front End
462 - Relay / Magnetic Switch
463 - Schrader Valve, High Side
464 - Harness, Flasher Plate
465 - Harness, LH Switch Panel
466 - Harness, Rh Switch Panel
467 - Harness, Over Head Switch Panel
468 - Valve, Water (Dash Mounted A/C Heater Unit
469 - Harness, Front Cap
470 - Harness, Rear Cap
471 - Harness, Power Distribution (On Flasher Plate)
472 - Switch, Thermostatic

474 - Thermistor, Outlet
475 - Tube, Drain
476 - Tube, Orifice
478 - Motor
479 - A/C Electric Control Panel
480 - Panels, Modesty 484 - Restraints, Lap 488 - Stanchions
493 - Harness, Left Hand Body
494 - Harness, Right Hand Body
495 - Harness, Flasher to Cowl 498 - Harness, Body Options External (Engine)
499 - Microphone 501 - Harness, Dash 520 - Back-Up Light
524 - Instrument Cluster Light 526 - Directional Light
528 – Directional, Side Light Assembly
534 - Fog Light 536 - Headlights
540 - License Plate Light, Assembly
542 - Marker Light
544 - Red Light 546 - Stop Light
548 - Stop/Tail Light 550 - Strobe Light 554 - Warning Light
556 - Lift Door Light, Interior 558 - Lift Door Light, Exterior 560 - Cowl Mount Mirror
562 - Fender Mount Mirror / Rear View
564 - Heated Mirror
566 - Inside Rear View Mirror 568 - Spy Mirror
640 - Alarms, Backing 662 - Sign, Designation 682 - Crash Barrier Frame 684 - Belts, Seat
692 - Passenger Seat Frame 694 - Shields, Courtesy
697 – Flip Seat Frame
720 - Stop Arm
726 - Gates, Crossing 740 - Motor, Stop Arm
742 - Motor, Stop Arm Module 762 - Static Vent
810 - Motor, Drive 812 - Washer

WHAT IS NOT COVERED

Components / Items:

• Correction of loose fasteners, squeaks, rattles and unusual noises.
• Adjustments (e.g., headlights, brake/clutch adjustments, steering system adjustments, coolant levels).
• Items warranted by their respective manufacturers (e.g., non–Navistar brand engines, tires & tubes, Allison Transmissions, clutch, batteries, radios, lubricants, etc).
• Any part that is not a Navistar part number.
• Unauthorized parts other than Navistar service parts or ReNEWed® parts.
• Bodies, equipment and accessories installed by other than authorized Navistar employees at Navistar manufacturing plants.
• Front and rear axle alignment.
• Engine, Engine Electronics, Injectors, Turbocharger.
• Hybrid Electric Components (except Hybrid/Electric Drive Cooling).

Repairs:

• Maintenance-related items/ repairs or those as a result of normal wear and tear, including tune-ups, brake/clutch lining, clutch brake, windshield wiper blades, windshield wiper nozzles, gaskets, belts, seals, tire balancing, lubrication, batteries and other similar procedures/parts required to keep vehicle in good working condition. Such maintenance items or repairs include, but are not limited to oil changes, oil filters, air filters, desiccant cartridge, fuel filters, tire rotation, cleaning/polishing, engine tune-up, adding oils, tightening of air intake and coolant clamps, ash tray, cigarette lighter element, fire extinguishers, fluorescent ballast and tubes, fuses, gladhand and gladhand rubbers, trailer hoses, hose tenders, trailer electrical cables, light bulbs, mattress, mud flaps, mud flap mounting bracket.
• Repairs to any part of the vehicle subjected to misuse, negligence, improper maintenance, improper operation, or which is the result of an accident.
• Fades, runs, mismatch or damage to paint, trim items, upholstery, chrome, polished surfaces, etc., resulting from environmental causes, improper polishes, cleaners or washing solutions, or chemical and industrial fallout.
• No coverage will be granted if Power Train, Propshaft and Suspension sales guidelines (specifications) are not strictly adhered to by all owners and operators of this vehicle.
• Accidents, acts of nature or other events beyond control of Navistar.
• Any single repair requiring less than $40.00 parts and labor to complete.

Other:

• Vehicles sold and/or operated outside the United States or Canada.
• Vehicles/components which have had unauthorized alterations or modifications.
• Vehicles on which the odometer reading has been altered.

• Incidental or consequential costs or expenses which the owner may incur as a result of a malfunction or failure covered by this warranty, such as vehicle damage, communication expenses, meals, lodging, overtime, loss of use of engine or vehicle ("downtime"), loss of time, inconvenience, cargo loss or damage, and other similar costs and expenses.
• Replacement of defective parts, which were, not authorized Navistar equipment when first installed.
• Towing, unless additionally purchased.

OBTAINING SERVICE

To obtain service under this Service Contract, return this vehicle to any Navistar truck dealer authorized to service this model vehicle and engine. To locate an authorized dealer near you, please call the Navistar Customer Service Center at 800-44-TRUCK (800-448-7825).

DISCLAIMER

NO WARRANTIES ARE GIVEN BEYOND THOSE DESCRIBED HEREIN. THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED. THE COMPANY SPECIFICALLY DISCLAIMS WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, ALL OTHER REPRESENTATIONS TO THE USER/PURCHASER, AND ALL OTHER OBLIGATIONS OR LIABILITIES. THE COMPANY FURTHER EXCLUDES LIABILITY FOR INCIDENTAL AND CONSEQUENTIAL DAMAGES, ON THE PART OF THE COMPANY OR SELLER. No person is authorized to give any other warranties or to assume any liabilities on the company's behalf unless made or assumed in writing by the Company; and no other person is authorized to give any warranties or to assume any liabilities on the seller's behalf unless made or assumed in writing by the seller.
Remedies Under State or Provincial Law: Some States and Provinces do not allow the exclusion or limitation of incidental or consequential damages, so the above limitation or exclusion may not apply to the owner. This warranty gives the owner specific legal rights, and he may also have other legal rights which may vary by state or province.

Navistar, Inc., except in Canada where it is Navistar Canada, Inc.

Cummins Warranty

All Engines United States And Canada School Bus

Coverage

Products Warranted
This Warranty applies to new diesel, LPG, compressed or liquid natural gas fueled Engines sold by Cummins Inc. or Cummins Westport and delivered to the first user on or after September 15, 1996, that are used in school bus* applications in the United States** or Canada.

Base Engine Warranty
The Base Engine Warranty covers any failures of the Engine which result, under normal use and service, from a defect in material or factory workmanship (Warrantable Failure). This Coverage begins with the sale of the Engine by Cummins and continues for five years or 100,000 miles (160,934 kilometers), whichever occurs first, from the date of delivery of the Engine to the first user.

Engine aftertreatment components included in the Cummins Critical Parts List (CPL) and marked with a Cummins part number are covered under Base Engine Warranty.

Extended Major Components Warranty
The Extended Major Components Warranty applies to all except ISV, ISB6.7 G, B and ISB Series Engines and covers Warrantable Failures of the Engine cylinder block, camshaft, crankshaft and connecting rods (Covered Parts).

Bushing and bearing failures are not covered.

This Coverage begins with the expiration of the Base Engine Warranty and ends three years or 300,000 miles (482,804 kilometers), whichever occurs first, from the date of delivery of the Engine to the first user.

Emission Warranty
Additional Coverage is outlined under the Emission Warranty.

THESE WARRANTIES ARE MADE TO ALL OWNERS IN THE CHAIN OF DISTRIBUTION AND COVERAGE CONTINUES TO ALL SUBSEQUENT OWNERS UNTIL THE END OF THE PERIODS OF COVERAGE.

Cummins Responsibilities

During The Base Engine Warranty
Cummins will pay for all parts and labor needed to repair the damage to the Engine resulting from a Warrantable Failure.

Cummins will pay for the lubricating oil, antifreeze, filter elements, belts, hoses and other maintenance items that are not reusable due to the Warrantable Failure.

Cummins will pay for reasonable labor costs for Engine removal and reinstallation when necessary to repair a Warrantable Failure.

Cummins will pay reasonable costs for towing a vehicle disabled by a Warrantable Failure to the nearest authorized repair location when necessary to make the repair for the first 2 years from the date of delivery of the Engine to the first user. In lieu of towing expenses, Cummins will pay reasonable costs for mechanics to travel to and from the location of the vehicle, including meals, mileage and lodging, when the repair is performed at the site of the failure.

During The Extended Major Components Warranty
Cummins will pay for the repair or, at its option, replacement of the defective Covered Part and any Covered Part damaged by a Warrantable Failure of the defective Covered Part.

Owner Responsibilities

During The Base Engine Warranty
Owner is responsible for the cost of lubricating oil, antifreeze, filter elements and other maintenance items provided during Warranty repairs unless such items are not reusable due to the Warrantable Failure.

During The Extended Major Components Warranty
Owner is responsible for the cost of all labor needed to repair the Engine, including the labor to remove and reinstall the Engine. When Cummins elects to repair a part instead of replacing it, Owner is not responsible for the labor needed to repair the part.

Owner is responsible for the cost of all parts required for the repair except for the defective Covered Part and any Covered Part damaged by a Warrantable Failure of the defective Covered Part.

Owner is responsible for the cost of lubricating oil, antifreeze, filter elements and other maintenance items replaced during the repair.

During The Base Engine And Extended Major Components Warranties
Owner is responsible for the operation and maintenance of the Engine as specified in the applicable Cummins Operation and Maintenance Manual. Owner is also responsible for providing proof that all recommended maintenance has been performed.

Before the expiration of the applicable Warranty, Owner must notify a Cummins distributor, authorized dealer or other repair location approved by Cummins of any Warrantable Failure and make the Engine available for repair by such facility. Except for Engines disabled by a Warrantable Failure during the first two years from the date of delivery of the Engine to the first user, Owner must also deliver the Engine to the repair facility.

Service locations are listed on the Cummins Worldwide Service Locator at cummins.com.

Owner is responsible for communication expenses, meals, lodging and similar costs incurred as a result of a Warrantable Failure.

Owner is responsible for non-Engine repairs and for "downtime" expenses, passenger delays, fines, all applicable taxes, all business costs and other losses resulting from a Warrantable Failure.

Limitations

Engines with an emissions certification listed below must be operated using only diesel fuel having no more than the corresponding maximum sulfur content. Failure to use the specified fuel as listed in the Cummins Fuel Bulletin #3379001 Table 1 (Cummins Inc. Required Diesel Fuel Specifications) can damage the Engine and aftertreatment system within a short period of time. This damage could cause the Engine to become inoperable and failures attributable to the use of incorrect fuels will be denied Warranty Coverage. Fuel specifications also need to comply with local fuel regulations (EN590 for Europe and ASTM D975 for North America) for Warranty eligibility.

Maximum sulfur levels by emissions certification level as listed on the Engine's dataplate are:

EPA 2007/2010/2013/2017/2021	max. 15 parts per million
EPA Tier 4 Interim / Final / Stage V in North America	max. 15 parts per million
EU Stage IIIB 2011	max. 15 parts per million
EU Stage IV 2011	max. 15 parts per million
EU Stage V	max. 10 parts per million
Euro 4/5	max. 50 parts per million
Euro 6	max. 10 parts per million

Cummins is not responsible for failures or damage resulting from what Cummins determines to be abuse or neglect, including, but not limited to: operation without adequate coolants or lubricants; overfueling; overspeeding; lack of maintenance of lubricating, cooling or intake systems; improper storage, starting, warm-up, run-in or shutdown practices; unauthorized modifications of the Engine.

Any unauthorized modifications to the aftertreatment system could negatively affect emissions certification and void the Warranty.

Cummins is also not responsible for failures caused by incorrect oil, fuel or diesel exhaust fluid or by water, dirt or other contaminants in the fuel, oil or diesel exhaust fluid.

Alternators and starters are covered for the first two years from the date of delivery of the Engine to the first user, or the expiration of the Base Engine Warranty, whichever occurs first.

Excessive oil consumption for ISV and B Series Engines is covered for the duration of the Coverage. Before a claim for excessive oil consumption will be considered, Owner must submit adequate documentation to show that consumption exceeds Cummins published standards.

Failures of belts and hoses supplied by Cummins are not covered beyond the first year from the date of delivery of the Engine to the first user or the expiration of the applicable Base Engine Warranty, whichever occurs first.

Parts used to repair a Warrantable Failure may be new Cummins parts, Cummins approved rebuilt parts or repaired parts. Cummins is not responsible for failures resulting from the use of parts not approved by Cummins.

A new Cummins or Cummins approved rebuilt part used to repair a Warrantable Failure assumes the identity of the part it replaced and is entitled to the remaining Coverage hereunder.

Cummins, Inc. reserves the right to interrogate Electronic Control Module (ECM) data for purposes of failure analysis.

CUMMINS DOES NOT COVER WEAR OR WEAROUT OF COVERED PARTS.

CUMMINS IS NOT RESPONSIBLE FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES.

THESE WARRANTIES AND THE EMISSION WARRANTY SET FORTH HEREINAFTER ARE THE SOLE WARRANTIES MADE BY CUMMINS IN REGARD TO THESE ENGINES. CUMMINS MAKES NO OTHER WARRANTIES, EXPRESS OR IMPLIED, OR OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

This Warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

Emission Warranty

Products Warranted

This Emission Warranty applies to new Engines marketed by Cummins that are used in the United States** or Canada in vehicles designed for transporting persons or property on a street or highway. This Warranty applies to Engines delivered to the ultimate purchaser on or after January 1, 1996.

Coverage

Cummins warrants to the ultimate purchaser and each subsequent purchaser that the Engine is designed, built and equipped so as to conform at the time of sale by Cummins with all U.S. federal emission regulations applicable at the time of manufacture and that it is free from defects in material or factory workmanship which would cause it not to meet these regulations within the longer of the following periods: (A) Five years or 100,000 miles (160,934 kilometers) of operation, whichever occurs first, as measured from the date of delivery of the Engine to the ultimate purchaser, or (B) The Base Engine Warranty.

If the vehicle in which the Engine is installed is registered in the state of California, a separate California Emission Warranty also applies.

Limitations

Engines with an emissions certification listed below must be operated using only diesel fuel having no more than the corresponding maximum sulfur content. Failure to use the specified fuel as listed in the Cummins Fuel Bulletin #3379001 Table 1 (Cummins Inc. Required Diesel Fuel Specifications) can damage the engine and aftertreatment system within a short period of time. This damage could cause the engine to become inoperable and failures attributable to the use of incorrect fuels will be denied Warranty Coverage. Fuel specifications also need to comply with local fuel regulations (EN590 for Europe and ASTM D975 for North America) for Warranty eligibility.

Maximum sulfur levels by emissions certification level as listed on the Engine's dataplate are:

EPA 2007/2010/2013/2017/2021	max. 15 parts per million
EPA Tier 4 Interim / Final / Stage V in North America	max. 15 parts per million
EU Stage IIIB 2011	max. 15 parts per million
EU Stage IV 2011	max. 15 parts per million
EU Stage V	max. 10 parts per million
Euro 4/5	max. 50 parts per million
Euro 6	max. 10 parts per million

Failures, other than those resulting from defects in material or factory workmanship, are not covered by this Warranty.

Cummins is not responsible for failures or damage resulting from what Cummins determines to be abuse or neglect, including, but not limited to: operation without adequate coolants or lubricants; overfueling; overspeeding; lack of maintenance of lubricating, cooling or intake systems; improper storage, starting, warm-up, run-in or shutdown practices; unauthorized modifications of the Engine.

Any unauthorized modifications to the aftertreatment system could negatively affect emissions certification and void the Warranty.

Cummins is also not responsible for failures caused by incorrect oil, fuel or diesel exhaust fluid or by water, dirt or other contaminants in the fuel, oil or diesel exhaust fluid.

Cummins is not responsible for non-Engine repairs, "downtime" expenses, cargo damage, fines, all applicable taxes, all business costs or other losses resulting from a Warrantable Failure.

CUMMINS IS NOT RESPONSIBLE FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES.

* A vehicle used to transport students to and from school. Vehicle must be painted yellow, should have warning lights and the words 'SCHOOL BUS' written on the front and rear roof caps. The requirements pertaining to paint color, warning lights and 'SCHOOL BUS' inscription would not apply if the vehicle is exclusively used to transport students for school related activities and it is owned by a school district.

** United States includes American Samoa, the Commonwealth of Northern Mariana Islands, Guam, Puerto Rico and the U.S. Virgin Islands.

Cummins Inc.
Box 3005
Columbus, IN 47202-3005
U.S.A.

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IC Bus Servicing Dealers

International Dealer	Address	Phone
Border International Trucks El Paso	12283 Rojas Dr, El Paso, TX 79936	(915) 858-4644
Graham International Inc Sherman	5800 Texoma Pkwy, Sherman, TX 75090	(903) 892-2122
Graham International, Inc. Paris	2945 NE Loop 286, Paris, TX 75460	(903) 784-6683
Holt Truck Center - Houston	14201 Hempstead Rd, Houston, TX 77040	(713) 690-1700
Holt Truck Center - Houston	8900 N Loop E Fwy, Houston, TX 77029	(713) 674-3444
Holt Truck Center - Edinburg	1320 S. 25th Avenue, Edinburg, TX, 78542	(956) 289-7600
Holt Truck Center - Victoria	2605 Port Lavaca Dr, Victoria, TX 77901	(361) 575-1481
Holt Truck Centers - Austin North	16336 N. Interstate 35, Austin, TX 78728	(512) 813-6868
Holt Truck Centers - Austin South	5010 Burleson Rd, Austin, TX 78744	(512) 389-1111
M & R Fleet Services	2465 W Cardinal Dr, Beaumont, TX 77705, USA	(409) 617-0975
Holt Truck Centers - Bryan	4050 Hwy 21 East, Bryan, TX 77808	(979) 778-7481
Holt Truck Centers - Temple	6043 N General Bruce Dr., Temple, TX 76501	(254) 778-3648
Holt Trucks Centers - San Antonio	1380 Ackerman Rd, San Antonio, TX 78219	(210) 661-8371
Longhorn Bus Sales	9100 N Loop E Fwy, Houston, TX 77029	(713) 631-9306
Holt Truck Centers - Longview	3016 S Eastman Rd, Longview, TX 75602	(903) 758-3351
Roberts Truck Center - Amarillo	4378 Canyon Dr, Amarillo, TX 79109	(806) 355-9771
Roberts Truck Center - Lubbock	4510 Avenue A, Lubbock, TX 79404	(806) 763-8213
Roberts Truck Center - Midland	10101 I-20 Frontage, Midland, TX 79706	(432) 697-2241
Roberts Truck Center - San Angelo	617 N Bell St, San Angelo, TX 76903	(325) 655-7187
Roberts Truck Center - Tye	550 S Access Rd, Tye, TX 79563	(325) 677-3393
Rotex Truck Center - Lerado	11802 Sara Rd, Laredo, TX 78045	(956) 722-1250
Southwest International Trucks Arlington	2401 E Pioneer Pkwy, Arlington, TX 76010	(817) 664-2900
Southwest International Trucks Fort Worth	617 North Fwy, Fort Worth, TX 76102	(817) 336-4651
Southwest International Trucks McKinney	2105 N Central Expy, McKinney, TX 75070	(972) 629-3600
Southwest International Trucks Waco	3920 N Interstate 35 Frontage Rd South, Waco, TX 76706	(254) 340-6700
Southwest International Trucks, Inc.	3722 Irving Blvd, Dallas, TX 75247	(214) 689-1400

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Purchase of 6 Fleet Vehicles (Don Hewlett Chevrolet - Government Pricing $126196.50 - Budgeted Funds)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The CCISD Transportation Department is requesting to purchase 6 Chevrolet Trax to address the increased request for district fleet use and the aging fleet vehicles.
Fiscal Impact	$126,196.50 - Budgeted Funds
Administrative Recommendation	Approve the purchase of 6 Chevrolet Trax
Attachments	Don Hewlett Chevrolet Quote

Contact Person: Dr. Jimmy Shuck 1229

E-Mail Address: jimmy@ccisd.com

DON HEWLETT CHEVROLET

7601 S IH 35 Frontage Rd Georgetown TX 78626

Date 8/19/2025

Salesperson Jesse Hoover

Company	Copperas Cove ISD		
Address	455 Summers Rd		
City	Copperas Cove	State	TX
County	CORYELL	Zip	76522
Home		Bus Phone	
Cell Phone	(254) 547-3362		
Email	hairem@ccisd.com		

*Added Equipment:

☑ New ☐ Demo ☐ Rental Unit ☐ Used

Year 2025 Make CHEVROLET Stock ORDERx4

Model TRAX Body 4D WAGON LS FWD (1LS) (1T...

Color WHITE Top Trim

VIN KL77LFEP4SC299781 Miles 0

TRADE IN (1)	
Year Make	
Model	
VIN	
Miles	
Stock	

TRADE IN (2)	
Year Make	
Model	
VIN	
Miles	
Stock	
Allowance	
Rebate	$250.00
Cash Due	$0.00
Deposit	$0.00
TOTAL CREDITS	$250.00

PURCHASE	
Price	$20,998.00
Added Equip*	$0.00
SUBTOTAL	$20,998.00
Sales Tax	$0.00
Documentary Fee	$225.00
Deputy Fee	$10.00
[illegible]	$33.00
Government Vehi...	$16.75
TOTAL CASH PRICE	$21,282.75
Total Credits	($250.00)
TRADE-IN PAYOFF	$0.00
BALANCE DUE	$21,032.75

This is not a contract

Prepared by Jesse Hoover

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Purchase of Three Maintenance Trucks and One Cargo Van(Don Hewlett Chevrolet - Government Pricing $151,185.54 - Budgeted Funds)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The CCISD Maintenance Department is requesting to purchase three Chevrolet 1500 trucks and one 2500 Cargo Van to address the aging Maintenance Department fleet.
Fiscal Impact	$151,185.54 - Budgeted Funds
Administrative Recommendation	Approve the purchase of three Chevrolet 1500 trucks and one 2500 Cargo Van
Attachments	Don Hewlett Chevrolet Quote

Contact Person: Dr. Jimmy Shuck 1231

E-Mail Address: jimmy@ccisd.com

DON HEWLETT TEXAS TRUE

7601 S IH 35 Frontage Rd Georgetown TX 78626

Date 8/28/2025

Salesperson Jesse Hoover

Company	Copperas Cove ISD		
Address	455 Summers Rd		
City	Copperas Cove	State	TX
County	CORYELL	Zip	76522
Home		Bus Phone	
Cell Phone	(254) 547-3362		
Email	hairem@ccisd.com		

*Added Equipment: ADRIAN STEEL BIN PACKAGE ($5,867.29)

☑ New ☐ Demo ☐ Rental Unit ☐ Used

Year 2025 Make CHEVROLET Stock 251023

Model EXPRESS CARGO VAN Body 2500 CARGO VAN SWB (1WT...

Color Summit White Top Trim

VIN 1GCWGAFP2S1108021 Miles 246

TRADE IN (1)	
Year Make	
Model	
VIN	
Miles	
Stock	
TRADE IN (2)	
Year Make	
Model	
VIN	
Miles	
Stock	
Allowance	
Rebate	$750.00
Cash Due	$0.00
Deposit	$0.00
TOTAL CREDITS	$750.00

PURCHASE	
Price	$42,431.00
Added Equip*	$5,867.29
SUBTOTAL	$48,298.29
Sales Tax	$0.00
Documentary Fee	$225.00
TOTAL CASH PRICE	$48,523.29
Total Credits	($750.00)
TRADE-IN PAYOFF	$0.00
BALANCE DUE	$47,773.29

This is not a contract

Prepared by Jesse Hoover

DON HEWLETT TRUE

7601 S IH 35 Frontage Rd Georgetown TX 78626

Date 8/19/2025

Salesperson Jesse Hoover

Company	Copperas Cove ISD		
Address	455 Summers Rd		
City	Copperas Cove	State	TX
County	CORYELL	Zip	76522
Home		Bus Phone	
Cell Phone	(254) 547-3362		
Email	hairem@ccisd.com		

*Added Equipment:

☑ New ☐ Demo ☐ Rental Unit ☐ Used

Year 2025 Make CHEVROLET Stock ORDERx2

Model SILVERADO 1500 Body

Color WHITE Top Trim

VIN 3GCNAAEK2SG353194 Miles 0

TRADE IN (1)	
Year Make	
Model	
VIN	
Miles	
Stock	
TRADE IN (2)	
Year Make	
Model	
VIN	
Miles	
Stock	
Allowance	
Rebate	$2,400.00
Cash Due	$0.00
Deposit	$0.00
TOTAL CREDITS	$2,400.00

PURCHASE	
Price	$36,596.00
Added Equip*	$0.00
SUBTOTAL	$36,596.00
Sales Tax	$0.00
Documentary Fee	$225.00
	$33.00
Government Vehi...	$16.75
TOTAL CASH PRICE	$36,870.75
Total Credits	($2,400.00)
TRADE-IN PAYOFF	$0.00
BALANCE DUE	$34,470.75

This is not a contract

Prepared by Jesse Hoover

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Consider and Possible Action to Adopt Nonbusiness Days to Meet HB 3033 Requirements for the 2025-26 School Year
District Goal	Communications/Community Partnerships: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence and responsible citizenship in our students while recognizing community partners.
Summary (Purpose/ Objective)	House Bill 3033 from 2023 requires the Board of Trustees to adopt no more than 10 nonbusiness days in addition to state-recognized national and state holidays for the purpose of fulfilling Public Information Act requests.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approving the proposed nonbusiness days
Attachments	2025-26 CCISD Designated Nonbusiness Days Calendar

Contact Person: Kurtis Quillin, Director of Communications

E-Mail Address: quillink@ccisd.com

revised 12.12.2018

2025-2026 Designated Nonbusiness Days

Gov. Code Section 552.0031(f)

- Monday, December 29, 2025
- Tuesday, December 30, 2025
- Wednesday, December 31, 2025
- Friday, January 2, 2026
- Monday, March 16, 2026
- Tuesday, March 17, 2026
- Wednesday, March 18, 2026
- Thursday, March 19, 2026
- Friday, March 20, 2026
- Friday, July 3, 2026

Additional nonbusiness days on State and National Holidays under Sections 662.003(a) and 662.003(b)

- Monday, September 1, 2025
- Tuesday, November 11, 2025
- Thursday, November 27, 2025
- Friday, November 28, 2025
- Wednesday, December 24, 2025
- Thursday, December 25, 2025
- Friday, December 26, 2025
- Thursday, January 1, 2026
- Monday, January 19, 2026
- Monday, February 16, 2026
- Friday, June 19, 2026

Optional holiday nonbusiness day under Section 662.003(c)

- Friday, April 3, 2026

408 S. Main Street, Copperas Cove TX, 76522
Tel 254-547-1227 | District Website - www.ccisd.com | Fax 254-547-1535

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	2025 OASIS Annual Conference - November - Tulsa, Oklahoma
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The Oklahoma Association Serving Impacted Schools (OASIS) provides legislative updates regarding Impact Aid by the Department of Education and the State Department. Dr. Brent Hawkins, Superintendent of Schools and Mrs. Joan Manning, Board President will attend.
Fiscal Impact	$2,709.00 - Budgeted Funds
Administrative Recommendation	The administration recommends approval to attend the OASIS Annual Conference in Tulsa, Oklahoma.
Attachments	Out of State Trip Request

Contact Person: Monica Hall, Supt. Secretary 1236

E-Mail Address: hallm@ccisd.com

Out of State Trip Request Form

Submitted by: Dr. Brent Hawkins

Date Submitted: Septempter 9, 2025

Campus: Administration

Who will go on the trip?	Dr. Brent Hawkins & Mrs. Joan Manning	
What is the purpose of the trip?	OASIS 2025 Conference	
When will the trip take place?	November 13-14, 2025	
Where will the person/people go?	Tulsa, Oklahoma	
What is the account number for funding the trip? ***Must come from 6411 or 6412***	199 E 41 6411 02 701 0 99 701 199 E 41 6419 02 702 0 99 000	
What is the cost of the trip?	Registration fee: $700.00 (350.00 x 2)	
	Meals: $300.00	
	Mileage: $60.00	Airfare: $900.00
	Substitute: N/A	
	Hotel: $500.00	
	Other expenses (e.g. Airport Shuttle/Parking): $300.00	
	Total: $2760.00	
How is this trip addressed in your campus or the district plan?	**District Plan Goal** Budget Management: All Stakeholders will optimize resources to enhance student sucess	

- ★ **Car Rental – Contact the Business Office for Vendors**
- ★ Attach supporting documentation of School Board approval.
- ★ Submit form and documentation to the Superintendent's Secretary. Information must be received two weeks prior to the regularly scheduled Board meeting. If Board approval is necessary for purchasing airline tickets or for paying pre-registration fees, information must be submitted three months prior to the out of state trip.

Monica Hall

From: Oklahoma Association Serving Impacted Schools <bjordan.oasis-gmail.com@shared1.ccsend.com>
Sent: Friday, August 22, 2025 7:33 AM
To: Monica Hall
Subject: OASIS Conference 2024 Registration is Open!

Follow Up Flag: Follow up
Flag Status: Flagged

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

OASIS Regional Conference

November 13-14, 2025

Meet and Greet- November 12, 2025 @ 6:30pm
Casino Night - November 13, 2025 @ 6:30pm

River Spirit Hotel and Casino
8330 Riverside Pkwy
Tulsa, OK 74137

OASIS invites Impact Aid districts nationwide to join our member districts at our Regional Conference in Tulsa!

- Learn and understand the guidelines and application process
- Attend sessions with NAFIS, NIISA, FLISA, MISA and, LO~ISA sub-group leaders
- Get updates from NAFIS the USDE, Department of Impact Aid
- Attend other informative sessions

- Ask questions, learn from others, and be prepared to submit your FY27 application!

AGENDA COMING SOON

All meals, drinks and activities are included in the registration price, and River Spirt Hotel conference rates are only $129!

The hotel will arrange free airport shuttle if reserved in advance.

Registration

OASIS Membership required for Oklahoma districts attending.
Email Billie Jordan for membership information.

$350 for OASIS Members
$450 for non-members

Conference At-a-Glance **Conference Registration**

River Spirit Room Reservations $129!

Email Billie Jordan to become an OASIS member today

Visit our Website

Sincerely,

Billie Jordan
Executive Director
Cell: (918) 931-2494

Oklahoma Association Serving Impacted Schools

Board of Trustees

Date of Meeting: September 22, 2025

Item Type: Action

Item Name	Consider and Take Action on a Resolution to Nominate One to Two Persons for the Board of Directors for Coryell Central Appraisal District
District Goal	Communications/Community Partnerships: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence and responsible citizenship in our students while recognizing community partners.
Summary (Purpose/ Objective)	Every two years we elect representatives to the Coryell Central Appraisal District Board. Our current Board Members are Justin Carothers, Bradi Diaz, Inez Faison, Andy James,Jay Manning, and, Kevin George. By resolution, we provide nominations before October 15 to the Chief Appraiser, Mitch Fast. Before October 30, we will receive a prepared ballot listing the candidates alphabetically. We must then cast our votes by resolution and submit the resolution to the chief appraiser by December 15.
Fiscal Impact	None
Administrative Recommendation	The administration recommends the Board submit one to two names, by resolution, to be included in the ballot.
Attachments	1. Information from Mitch Fast, Coryell County Chief Appraiser 2. Resolution

Contact Person: Dr. Brent Hawkins, Superintendent 1240

E-Mail Address: hawkinsb@ccisd.com

CORYELL CENTRAL APPRAISAL DISTRICT
705 EAST MAIN STREET
GATESVILLE, TX 76528

August 20, 2025

Copperas Cove ISD
Finance,
408 S. Main Street
Copperas Cove, TX 76522

Dear ,

As you may be aware, the process for the election of members for the Board of Directors of the Coryell Central Appraisal District was changed in the 2023 legislative session. The process now requires the appointed members to have staggered four (4) year terms. The 2026 election process is for two (2) members that were randomly selected from five (5) total members to serve one (1) year terms starting 1/1/2025 and ending 12/31/2025. The two (2) members appointed from this election will serve a four (4) year term from 1/1/2026 to 12/31/2029. The following is a recap of the procedure:

- Members of the Board of Directors are appointed by vote of the taxing unit governing bodies.
- Each taxing unit entitled to vote may nominate, by resolution adopted by its governing body, one candidate for each position to be filled. There are two (2) positions to be filled which means you may nominate up to two persons. The names of these nominees must be submitted to the chief appraiser on or before October 15, or as soon thereafter as possible.
- Before October 30, you will receive a prepared ballot listing the candidates alphabetically.
- The governing body must cast its votes by resolution and submit the resolution to the chief appraiser by December 15.
- 424 is the number of votes your governing body may cast in the election for new board of director members for the Coryell Central Appraisal District.
- The chief appraiser shall count the votes, declare the two (2) candidates who receive the largest cumulative vote totals and submit the results before December 31 to the governing body of each taxing unit in the district and to the candidates.

- The governing body may cast all its votes for one candidate or may distribute their votes among any number of the candidates.

To be eligible to serve as a director, an individual must be a resident of the district and must have resided in the district for two years. An employee of a taxing unit that participates in the district is not eligible to serve unless that person is also a member of the governing body or is an elected official of a taxing unit that participates in the district.

Please submit your nominee(s) by resolution on or before October 15, or as soon thereafter as possible. A sample resolution is included for your review.

The present appointed members of the Board of Directors are:

Justin Carothers	Tax Assessor/Collector
Bradi Diaz	1/1/25 to 12/31/27
Inez Faison	1/1/25 to 12/31/25
Andy James	1/1/25 to 12/31/27
Jay Manning	1/1/25 to 12/31/27
Kevin George	1/1/25 to 12/31/25

The current members elected by the general elections are:

Cynthia Bell	1/1/25 to 12/31/26
Jack Wall	1/1/25 to 12/31/26
Stan Elliott	1/1/25 to 12/31/26

If you have any questions, please contact me at (254) 865-6593 ext. 2004. Your cooperation is greatly appreciated.

Sincerely,

Mitch Fast
Chief Appraiser
Coryell Central Appraisal District

CORYELL CENTRAL APPRAISAL DISTRICT
705 EAST MAIN STREET
GATESVILLE, TX 76528

2026 Board of Director Election Voting Calculation

Jurisdiction	2024	% of Total Levy	% x 1000	Total Votes
Coryell County	$19,927,613	29.19%	292	**584**
Copperas Cove ISD	$14,455,731	21.18%	212	**424**
City of Copperas Cove	$14,342,786	21.01%	210	**420**
Gatesville ISD	$9,941,837	14.57%	146	**291**
City of Gatesville	$3,557,245	5.21%	52	**104**
Central Texas College	$2,184,323	3.20%	32	**64**
Oglesby ISD	$1,098,524	1.61%	16	**32**
Jonesboro ISD	$822,311	1.20%	12	**24**
Evant ISD	$730,743	1.07%	11	**21**
Moody ISD	$461,088	0.68%	7	**14**
Middle Trinity GCD	$288,790	0.42%	4	**8**
Crawford ISD	$141,930	0.21%	2	**4**
City of Evant	$94,742	0.14%	1	**3**
Clifton ISD	$79,088	0.12%	1	**2**
City of Oglesby	$51,262	0.08%	1	**2**
City of McGregor	$46,104	0.07%	1	**1**
Lampasas ISD	$21,319	0.03%	0	**1**
Valley Mills ISD	$12,797	0.02%	0	**1**
TOTALS	$68,258,233	100.00%	1000	**2000**

Votes Needed to Guarantee Election	2000/3	**667**

CORYELL CENTRAL APPRAISAL DISTRICT
705 EAST MAIN STREET
GATESVILLE, TX 76528

RESOLUTION BY THE COPPERAS COVE ISD TO NOMINATE CANDIDATE(S) FOR APPOINTMENT TO THE BOARD OF DIRECTORS OF THE CORYELL CENTRAL APPRAISAL DISTRICT

WHEREAS, pursuant to Chapter 6 of the *Texas Property Tax Code*, Copperas Cove ISD is authorized to nominate and vote on the appointment of a member or members to the Board of Directors of the Coryell Central Appraisal District ("Coryell CAD"); and

WHEREAS, pursuant to Section 6.03(g) of the *Texas Property Tax Code*, Copperas Cove ISD may nominate one candidate for each position to be filled on the board of; and

WHEREAS, the Chief Appraiser of Coryell CAD has delivered written notification to Copperas Cove ISD of its right to nominate a candidate or candidates for appointment to the board of directors and its voting entitlement; and

WHEREAS, Copperas Cove ISD has determined that it would be in the public interest to nominate the following person(s) as candidate(s) for appointment to the board of directors of the Coryell CAD,

NOW, THEREFORE, BE IT RESOLVED BY THE COPPERAS COVE ISD:

1. That the above recitals are true and correct.

2. That the Copperas Cove ISD hereby nominates the following person(s) as candidate(s) for appointment to the board of directors of the Coryell CAD:

Candidate

3. That it is officially found and determined that this meeting was open to the public as required by law, and that notice of the time, place and subject matter of this meeting has been posted in the manner required by law.

COPPERAS COVE ISD

By: _____

ATTEST:

By: _____

Board of Trustees

Date of Meeting: September 8, 2025

Item Type: Action

Item Name	Consider and Take Action on Election Services Contracts with Coryell and Bell Counties
District Goal	Communications/Community Partnerships: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence and responsible citizenship in our students while recognizing community partners.
Summary (Purpose/ Objective)	On August 12, 2025, the Board of Trustees ordered an election to be conducted on November 4, 2025, in accordance with the Texas Election Code and the Texas Education Code, for the purpose of electing trustees for places three (3), four (4) and five (5). A joint election is required by Section 11.0581 of the Education Code. As Copperas Cove ISD has voters in Coryell and Bell Counties and our elections are held on the same date as state and county officials, the contracting officers for election services are as follows: Justin K. Carothers - Coryell County Tax Assessor/Collector Jeannette Araiza- Bell County Elections Chief Deputy The election services contract with Coryell County will be shared with Coryell County, the City of Copperas Cove, and Copperas Cove ISD. The election services contract with Bell County will be shared with Bell County and Copperas Cove ISD. The estimated cost for election services is between $6,011.500 and $10,800.00.
Fiscal Impact	Estimate: $16,811.50 - Budgeted funds
Administrative Recommendation	The administration recommends approval of the election services contracts with Coryell and Bell Counties.
Attachments	1. Contract for Election Services - Coryell County 2. Contract for Election Services - Bell County

Contact Person: Monica Hall, Secretary to the Superintendent
E-Mail Address: hallm@ccisd.com

revised 12.12.2018

Bell County

The Office of Elections Administration

Dr. Desi Roberts, Elections Administrator

550 E. 2nd Ave
P.O. Box 1629
Belton, Texas 76513
254.933.5774
Fax 254.933.6754
Elections@BellCounty.Texas.gov
Voter.Registration@BellCounty.Texas.gov

ELECTION AGREEMENT AND CONTRACT FOR ELECTION SERVICES

THIS Uniform Election Agreement and Contract for Election Services (Contract) is made by and between the Bell County Elections Administrator (Elections Administrator) and political subdivisions (Participating Authority or Participating Authorities, namely_____ located entirely inside the boundaries of Bell County.

This contract is made pursuant to the Texas Election Code Sections 31.092 and Texas Education Code Section 11.0581 for an election to be held on the uniform election date of **November 4th, 2025**, and administered by Dr. Desi Roberts, Bell County Elections Administrator. This contract supersedes all prior contracts and agreements regarding the conduct of elections between a Participating Authority and the Bell County Elections Department. **Participating Authorities who desire to utilize Bell County Elections Services shall return the signed contract for participation during the Uniform Election of November 4th, 2025, on or before August 8, 2025. Send all documents to jeannette.compean@bellcounty.texas.gov and desi.roberts@bellcounty.texas.gov.** Throughout this period, open accessibility and communication shall be maintained.

RECITALS

WHEREAS, each Participating Authority plans on holding an election on November 4th, 2025;

WHEREAS, Bell County owns an electronic voting system, the Election System and Software (ES&S) voting system, which includes the DS200 precinct scanner, the DS850 central scanner, and the ExpressVote ballot marking device and has been duly approved by the Secretary of State pursuant to Texas Election Code Chapter 122 as amended, and is compliant with the accessibility requirements for persons with disabilities set forth by Texas Election Code Section 61.012. The Participating Authorities express their desire to share the use of Bell County's electronic voting system, to compensate Bell County for such use, and to share in certain other expenses connected with this uniform election, in accordance with the applicable provisions of Chapters 31 of the Texas Election Code, and 281 of the Texas Health and Safety Code as amended, and

NOW, THEREFORE, in consideration of the mutual covenants, agreements, and benefits to the parties, IT IS AGREED as follows:

I. ADMINISTRATION

The Participating Authorities agree to participate in a Uniform Election with Bell County in accordance with the Texas Election Code, all other applicable Texas Codes or laws, and this Contract. The Elections Administrator shall coordinate, supervise, and administer all aspects of the Election as this contract provides. Each Participating Authority agrees to compensate the Elections Administrator for equipment, programming, election workers, supplies, services, and administrative costs as provided in this contract. The Elections Administrator shall serve as the Election Officer for this Uniform Election; however, each Participating Authority shall be held accountable for its information sharing and required documents necessary for the lawful conduct of this Uniform Election. The Elections Administrator shall obtain all required approval or authorization from the Bell County Commissioners' Court, the Elections Board, and Advisories from the Elections Department, Office of the Texas Secretary of State.

It is understood that other political subdivisions and districts may wish to participate in the use of Bell County's electronic voting system and polling places, and it is agreed that the Elections Administrator may enter into other contracts for election services for those purposes, on terms and conditions generally similar to those outlined in this contract. In such cases, costs shall be prorated among the participants according to Section XII of this Contract.

II. LEGAL DOCUMENTS

Each Participating Authority shall be responsible for the preparation, adoption, and publication of all required election orders, resolutions, notices, and any other pertinent documents required by the Texas Election Code and/or the Participating Authority's

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governing body, charter, or ordinances, except that the Elections Administrator shall be responsible for the preparation and publication of all voting equipment testing notices that the Texas Election Code requires. Election orders should include language that would not necessitate amending the order if any of the Early Voting and/or Election Day polling places change.

Preparation of the necessary materials for notices and the official ballot language shall be the responsibility of each Participating Authority, including providing the text in English and Spanish. Each Participating Authority shall provide a copy of its respective election orders and notices to the Elections Administrator. Participating Authorities shall adhere to detailed timelines established to maintain the progress of election preparation. A Participating Authority risks exclusion from ballot programming activities if deadlines are missed.

III. NONPERFORMANCE

The Elections Administrator will inform each Participating Authority of any problems or deficiencies in their respective performance of obligations under this contract, including but not limited to non-adherence to deadlines for requests for information of each Participating Authority by the Elections Administrator, and may set a reasonable period to cure or obtain adequate assurance that any such problems or deficiencies will be timely addressed and corrected. **The Participating Authority's failure to remedy issues or deficiencies related to its obligations, duties, and responsibilities in accordance with all terms and conditions of this Agreement will be considered in any future contracts with the Elections Administrator. Any Participating Authority failing to perform will reimburse the Elections Administrator for additional costs and expenses to Bell County, including all costs associated with interference in conducting the Election.**

IV. VOTING LOCATIONS

The Elections Administrator shall select and arrange for the use of and payment for all Election Day voting locations. Voting locations shall comply with the accessibility requirements established by Election Code Section 43.034 and the Americans with Disabilities Act (ADA). The proposed Election Day voting locations may be amended. In the event a voting location is not available or appropriate, the Elections Administrator will arrange for the use of an alternate site. The Elections Administrator shall notify the Participating Authorities.

If polling places for the November 4, 2025, Election are different from the polling place(s) used by a Participating Authority in its most recent Election the Elections Administrator agrees to post a notice no later than November 2, 2025, at the entrance to any previous polling places in the jurisdiction stating that the polling location has changed and listing the Participating Authority's polling place names and addresses in effect for the November 4, 2025, election. This notice shall be written in both English and Spanish.

V. ELECTION JUDGES, CLERKS, AND OTHER ELECTION PERSONNEL

The Elections Administrator will compensate, train, and support all election workers.

The Elections Administrator will take the necessary steps to ensure that all election judges appointed for the Election are eligible to serve and meet the eligibility requirements in Subchapter C of Chapter 32 of the Texas Election Code and meet any requirements to serve as an Election Worker set forth by the Bell County Commissioners Court.

The Elections Administrator shall arrange for the training and compensation of all election judges, clerks, and election personnel. The Elections Administrator shall arrange the date, time, and place for the presiding election judges to pick up their election supplies. As outlined in Sec. 32.009 of the Texas Election Code, each presiding election judge and an alternate presiding judge shall be given written notice of their appointment. The notice from the Elections Administrator will include the polling location and the number of election clerks the presiding judge may appoint. The number of poll workers will be based on the specific site; however, 4 to 6 poll workers are estimated.

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Each election Judge and Clerk will receive compensation at the hourly rate established by Bell County pursuant to Texas Election Code Section 32.091. The election judge will be compensated for mandated training events, picking up the election supplies before Election Day, and returning the supplies and equipment to the central counting station after the polls close.

On the date of the drafting of this contract, the compensation rates established by Bell County are:

Early Voting – Deputy Early Voting Clerks ($17 an hour), Assistant Clerks ($15 an hour)
Election Day – Presiding Judge ($17.00 an hour), Alternate Judge ($17.00 an hour), Clerk ($15.00 an hour)

Election judges and clerks who attend ADA, voting equipment, and training procedures shall be compensated at the hourly rates listed above.

The Elections Administrator may employ other personnel as necessary for the proper administration of the Election, including such part-time help as is necessary to prepare for the Election, to ensure the timely delivery of supplies during Early Voting and on Election Day, for the efficient tabulation of ballots at the central counting station, and the post-election processes conducted by warehouse personnel. Part-time personnel supporting the Early Voting Ballot Board and/or central counting station on Election Night will be compensated at the hourly rate set by Bell County in accordance with Election Code Sections 88.005, 128.004, and 128.006.

Per Sec. 31.098 of the Texas Election Code, the Elections Administrator is authorized to contract with third persons for election services and supplies. The Elections Administrator will pay the actual cost of such third-person services and supplies and will be reimbursed by the Participating Authorities.

VI. PREPARATION OF SUPPLIES AND VOTING EQUIPMENT

The Elections Administrator shall arrange for all election supplies and voting equipment, including, but not limited to, Bell County's electronic voting system, ADA remediation equipment and equipment, official ballots, sample ballots, voter registration lists, and all forms, signs, maps, and other materials used by the election judges at the voting locations. The Elections Administrator shall ensure the availability of tables and chairs at each polling place. The Elections Administrator shall be responsible for conducting all required testing of the electronic equipment, as required by Chapters 128 and 129 of the Texas Election Code.

Participants shall share voting equipment and supplies to the extent possible. A single ballot containing all the offices or propositions stating measures to be voted on at a particular polling place may be used in a Uniform election. A voter may not be permitted to select a ballot containing an office or proposition stating a measure on which the voter is ineligible to vote. The Elections Administrator shall provide the necessary voter registration information, maps, instructions, and other information needed. The Elections Administrator shall ensure that all voting equipment is programmed with the appropriate ballot styles to conduct a fair election. The Elections Administrator will arrange for the transportation of all voting equipment and signage to the voting sites.

Within a designated timeframe Each Participating Authority shall furnish the Elections Administrator with a list of candidates and/or propositions showing the order and the exact manner in which the candidate names and/or proposition(s) are to appear on the official ballot (including titles of offices and text in both English and Spanish languages). The Participating Authorities are required to submit information in a format or template requested by the Elections Administrator. Each Participating Authority shall be responsible for proofreading and approving the ballot pertaining to that authority's candidates and/or propositions. Each Participating Authority shall also be responsible for proofing and approving the audio recording of the ballot insofar as it pertains to that authority's candidates and/or propositions. The Elections Administrator shall not delay the entire process for any delayed submission or approval.

If a Participating Authority identifies an error after approval of their respective ballot proof(s), and any programming and/or audio files require changes, the Participating Authority approving the original ballot and audio proof will be responsible for the total cost of reprogramming, if required. This will include the cost of reprogramming ballot language and/or audio files for other Participating Authorities as necessary due to software limitations.

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Early Voting by Personal Appearance and/or the use of Vote Centers, Texas Election Code Section 43.008, on Election Day shall be conducted exclusively on Bell County's electronic voting system.

The Elections Administrator shall be responsible for the programming, preparation, testing, and delivery of the voting system equipment for the Election as required by the Election Code.

The Elections Administrator may conduct criminal background checks for relevant election officials, staff, and temporary workers upon hiring as required by Election Code 129.051(g).

VII. EARLY VOTING

The Election Administrator shall serve as the Early Voting Clerk per Sections 31.098 and 281.006, Texas Election Code. The Elections Administrator shall appoint Deputy Early Voting clerks to assist in the conduct of Early Voting as necessary, and these additional Deputy Early Voting clerks shall be compensated at an hourly rate set by Bell County pursuant to Section 83.052 of the Texas Election Code. Deputy Early Voting clerks who are permanent Bell County Elections Administration employees may be paid from the election services contract fund for contractual duties performed outside of regular business hours (Sec. 31.100(e), Texas Election Code.

Early Voting by personal appearance will be held at the designated locations, dates, and times. In the event a voting location is not available or appropriate, the Elections Administrator will arrange for the use of an alternate site. The Elections Administrator shall notify the Participating Authorities of any changes to the locations. Any Bell County qualified voter of the General Election may vote early by personal appearance at any one of the Early Voting locations.

As Early Voting Clerk, the Elections Administrator shall receive applications for Early Voting ballots to be voted by mail in accordance with Chapters 31 and 86 of the Texas Election Code. Any requests for Early Voting ballots to be voted by mail received by the Participating Authorities shall be forwarded immediately by fax or courier to the Elections Administrator for processing. The address of the Early Voting Clerk is as follows:

Mailing Address	Physical Location
Early Voting Clerk	Early Voting Clerk
Bell County Elections Department	550 East 2nd Avenue
P.O. Box 1629	Belton, Texas 76513
Belton, Texas 76513	

After the first day of Early Voting, the Elections Administrator shall post on the Bell County Elections Office webpage the Early Voting turnout by Early Voting polling location by day and a cumulative final Early Voting turnout report following the close of Early Voting.

VIII. EARLY VOTING BALLOT BOARD

The Bell County Early Voting Ballot Board (EVBB) shall process Early Voting results from the Uniform Election. The Presiding Judges, with the assistance of the Elections Administrator, shall appoint two or more additional members (clerks) to constitute the EVBB. The Elections Administrator shall determine the number of EVBB members required to efficiently process the Early Voting ballots. The date and time for convening the EVBB are recommended by the Presiding Judge and approved by the Elections Administrator.

Bell County
The Office of Elections Administration
Dr. Desi Roberts, Elections Administrator

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IX. CENTRAL COUNTING STATION AND ELECTION RETURNS

The Elections Administrator will take the necessary steps to establish and operate the central counting station to receive and tabulate the voted ballots per the provisions of the Texas Election Code and this contract.

The Counting Station Manager (Elections Administrator) or an approved representative shall deliver timely cumulative reports of the election results as precincts report to the central counting station and are tabulated. The Counting Station Manager shall be responsible for releasing unofficial cumulative totals and center returns from the Election to the participants, candidates, press, and public by the distribution of electronic copies at the central counting station and by posting to the Bell County Elections Office webpage. To ensure the accuracy of reported election returns, results printed on the tapes produced by Bell County's voting equipment will not be released to the Participating Authorities at any individual polling locations.

The Elections Administrator will prepare the unofficial canvass reports that are necessary for compliance with Election Code Section 68.004 after all precincts have been counted and will deliver a copy of the unofficial canvass to each Participating Authority as soon as possible after all returns have been tabulated. Each Participating Authority shall be responsible for the official canvass of its respective election. Each Participating Authority should ensure its canvass dates are scheduled after the Elections Administrator publishes the final tabulation.

The Elections Administrator will prepare the electronic results reports for uploading to the Secretary of State as required by Section 68.018 of the Election Code.

The Elections Administrator shall be responsible for conducting the post-election manual recount required by Section 128.201 of the Texas Election Code unless the Secretary of State grants a waiver. The notification will be posted on the official webpage.

X. PARTICIPATING AUTHORITIES WITH TERRITORY OUTSIDE BELL COUNTY

Bell County Elections will not consider conducting elections in territories outside of Bell County.

XI. RUNOFF ELECTIONS

Each Participating Authority shall have the option of extending the terms of this contract through its runoff election, if applicable. In the event of such a runoff election, the terms of this contract shall automatically extend unless the Participating Authority notifies the Elections Administrator in writing within three business days of the original Election.

The Elections Administrator shall reserve the right to reduce the number of Early Voting locations and/or Election Day voting locations in a runoff election. If necessary, any voting changes made by a Participating Authority between the original Election and the runoff election shall be submitted by the authority making the change to the United States Department of Justice for the preclearance required by the Federal Voting Rights Act of 1965, as amended.

Each Participating Authority agrees to order any runoff election(s) at its meeting for canvassing the votes from the November 4, 2025, election and to conduct its drawing for ballot positions at or immediately following such meeting to expedite preparations for its runoff election.

Each Participating Authority eligible to hold runoff elections after the November 4, 2025, Election Date agrees that the date of a necessary runoff election shall be held in accordance with the Election Code.

Bell County
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Dr. Desi Roberts, Elections Administrator

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254.933.5774
Fax 254.933.6754
Elections@BellCounty.Texas.gov
Voter.Registration@BellCounty.Texas.gov

XII. ELECTION EXPENSES AND ALLOCATION OF COSTS

Charges. In consideration of the Uniform election services provided hereunder by the Elections Administrator, the Participating Authorities will be charged a share of election costs, a staffing agency fee for election workers, an administrative fee, and the lease of voting equipment.

1. Share of Election Costs. Each Participating Authority's share of election costs will be (i) a base fee of 10%, (ii) plus an equal share of the total of all costs incurred by the Elections Administrator in connection with the administration of elections of other entities held at the same time as the Election. The sum of the base charges from all Participating Authorities will be subtracted from the total of all costs before allocating the remaining costs to each Participating Authority. Each Participating Authority's share of the remaining (allocated) costs will be determined by dividing the total cost by the number of Participating Authorities. An itemized cost list is the basis for the final Total Cost report/invoice, which will be submitted to each Participating Authority after the Election. The result will be a charge to the Participating Authority of $1,000.00 plus the Participating Authority's allocated share of county-wide election costs not covered by the sum of all base fees received.

2. Each Participating Authority's share of the staffing fee for election workers will be an even share among entities.

3. Lease of Voting Equipment. Per Texas Election Code Section 123.032(d), the following prices for leasing county-owned voting equipment:
   - ExpressVote Ballot Marking Device
   - DS200 Precinct Scanner;
   - DS850 Central Count scanner to cover the duration of the Election;
   - Electronic poll book.

   The Participating Authority's share of voting equipment costs will be evenly divided. If applicable, the leasing cost will be calculated once for the Early Voting period and once for Election Day. If the County acquires additional equipment, different voting equipment, or upgrades existing equipment during the term of this contract, the charge for the use of the equipment may be reset or adjusted.

   a) **Administrative Fee**. Each Participating Authority agrees to pay the Bell County Elections Administrator an administrative fee equal to ten percent (10%) of its total billable costs, less than the staffing agency fee, in accordance with Section 31.100(d) of the Texas Election Code.
   b) **Technical Support**. The Elections Administrator will contract with the elections equipment vendor to provide on-site support and consultation for Election Day at an estimated amount of $5000.

4. Other charges may include, but are not limited to, printing fees and postage for ballot-by-mail.

The Elections Administrator shall deposit all funds payable under this contract into the appropriate fund(s) within the Bell County treasury in accordance with Election Code Section 31.100.

XIII. WITHDRAWAL FROM CONTRACT DUE TO CANCELLATION OF ELECTION

Any Participating Authority may withdraw from this contract, and the Election should it determine a cancellation of its Election is in accordance with Sections 2.051 - 2.053 of the Texas Election Code. Official written notification (ordinance canceling the election) should be forwarded to the Election Administrator within 48 hours.

Bell County
The Office of Elections Administration
Dr. Desi Roberts, Elections Administrator

550 E. 2nd Ave
P.O. Box 1629
Belton, Texas 76513
254.933.5774
Fax 254.933.6754
Elections@BellCounty.Texas.gov
Voter.Registration@BellCounty.Texas.gov

XIV. RECORDS OF THE ELECTION

The Elections Administrator is appointed general custodian of the voted ballots and all Election records as authorized by Acts 2009, 81st Leg., R.S., Ch. 465 (S.B. 281), Sec. 2, eff. September 1, 2009, or Sec. 66.001. GENERAL CUSTODIAN OF ELECTION RECORDS.

Access to the election records shall be available to each Participating Authority as well as to the public in accordance with applicable provisions of the Texas Election Code and the Texas Public Information Act. The election records shall be stored at the Office of the Elections Administrator or at an alternate facility to store County records. The Elections Administrator shall ensure that the records are maintained in order so that they are identifiable and retrievable.

Records of the Election shall be retained and disposed of in accordance with the provisions of Section 66.058 of the Texas Election Code. If records of the Election are involved in any pending election contest, investigation, litigation, or open records request, the Elections Administrator shall maintain the records until final resolution or until final judgment, whichever is applicable. It is the responsibility of each Participating Authority to bring to the attention of the Elections Administrator any notice of pending election contest, investigation, litigation, or open records request that may be filed with the Participating Authority.

XV. RECOUNTS OR CONTESTED ELECTION

A recount may be obtained as provided by Title 13 of the Texas Election Code. By signing this document, the presiding officer of the contracting Participating Authority agrees that any recount shall take place at the offices of the Elections Administrator or a location approved by the Elections Administrator. The Elections Administrator shall serve as Recount Supervisor, and the Participating Authority's official or employee who performs the duties of a secretary under the Texas Election Code shall serve as Recount Coordinator.

In the event of a contested election, the expenses of a new election ordered by a court of competent jurisdiction or Participating Authority will be paid for and by the Participating Authority in accordance with Texas Election Code 221.014

The Elections Administrator agrees to provide advisory services to each Participating Authority as necessary to conduct a proper recount.

XVI. MISCELLANEOUS PROVISIONS

The Elections Administrator shall file copies of this document with the Bell County Treasurer and the Bell County Auditor in accordance with Section 31.099 of the Texas Election Code.

Nothing in this Contract prevents any party from taking appropriate legal action against any other party and/or other election personnel for a breach of this contract or a violation of the Texas Election Code.

This contract shall be construed under and in accordance with the laws of the State of Texas, and all obligations of the parties created hereunder are performable in Bell County, Texas.

If one or more of the provisions contained in this contract shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof, and this contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

Bell County
The Office of Elections Administration
Dr. Desi Roberts, Elections Administrator

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All parties shall comply with all applicable laws, ordinances, and codes of the State of Texas, all local governments, and any other entities with local jurisdiction.

The waiver by any party of a breach of any provision of this contract shall not operate as or be construed as a waiver of any subsequent breach.

Any amendments to this contract shall be of no effect unless in writing and signed by all parties hereto.

Participating Authority agrees to act in good faith in the performance of this agreement and shall immediately contact and notify the Elections Administrator of any potential problems or issues relevant to the subject matter of this contract.

XVII. COST ESTIMATES AND PAYMENT OF FUNDS

The total *estimated* cost for the November 4, 2025, Uniform Election is subject to change. Each Participating Authority's portion will be a cost-sharing approach, and all reasonable cost reduction methods will be adopted. As soon as reasonably possible after the Election, the Elections Administrator will submit an itemized invoice to each Participating Authority based on the actual expenses. The exact amount of each Participating Authority's obligation under the terms of this contract shall be calculated after the Election (or runoff election, if applicable). A final invoice from the Elections Administrator will be provided with the payable amount. Each Participating Authority shall make its payment within 45 days of receiving the invoice from the Elections Administrator. To expedite election preparation, **each Participating Authority should make every effort to return its signed copy of this contract within ten days of receipt.**

XVIII. SIGNATURE PAGE

WITNESS BY MY HAND THIS THE _____DAY OF _____, 2025.

_____
Dr. Desi Roberts,
Elections Administrator
Bell County, Texas
desi.roberts@bellcounty.texas.gov

WITNESS BY MY HAND THIS THE _____ DAY OF _____, 2025.

PARTICIPATING AUTHORITY:

Name of Participating Authority: _____

By: _____

Printed Name: _____

Official Title: _____

Bell County

The Office of Elections Administration

Dr. Desi Roberts, Elections Administrator

550 E. 2nd Ave
P.O. Box 1629
Belton, Texas 76513
254.933.5774
Fax 254.933.6754
Elections@BellCounty.Texas.gov
Voter.Registration@BellCounty.Texas.gov

TO: Participating Entities
FROM: **Bell County Elections Department**
RE: Estimated cost for administering General Elections
Rev. Date: 06.01.2025

ITEMIZED EXPENSES

This is an estimate

Description	Unit Price	Amount
Administrative Fee	$ 1000.00	$ **1000.00**
Poll Presiding and Alternate Judges *(EV: 14 x 2 wk. 60 hrs? =* ***$14,280****)*	86 x $17.00 avg. x wk. 13 hrs.	$ **19,006.00**
Poll Workers (Clerks) *(EV: 66 x 2 wk. 60 hrs? =* ***$59,400****)*	190 x $15.00 avg. x 2 wk. 13 hrs.	$ **37,050.00**
Technicians	5 x ($15 avg((OT)). x 20 hrs.	$ **1500.00**
Polling Site Rental	3 x Sites	**$ 1000.00**
Public L&A Test legal notice publication	$1600	**$ 1600..00**
Equipment Delivery	4 x $30 avg. X 8 hours	**$ 960.00**
ELECTION EQUIPMENT		
DS850 tabulating equipment as per TEC Sec.'s 214.044, 215.002	$ 5000.00	$ **5000.00**
AT&T/Verizon Hot Spot Cards **(86 x ePollbooks)**	$ 4600.00	$ **4600.00**
ELECTION PROGRAMMING (for 625 election equipment)		
Candidate/Responses @ $8.40	20	
ExpressVote ENG Candidates / Yes-No @ $10.75	20	
ExpressVote ENG Contest/Issues @ $17.85	20	
ExpressVote SPA Candidates / Yes-No @ $10.75	20	
ExpressVote SPA Contest/Issues @ $17.85	20	
Media Burn: Flashcard @ 5.00 each (250)	20	**$ 1250.00**
ExpressVote ENG/SPA Props/Amends @ $42.10	20	**$ 842.00**
Use of DS200	$ 10.00 each (11 days)	**$ 110.00**
Use of Electronic Poll Books	$ 10.00 each (11 days)	**$ 110.00**
Use of ExpressVote	$ 10.00 each (11 days)	**$ 110.00**
Technical Support (2 days) (ES&S) for Central Count Station	$ 5,000.00	**$ 5000.00**
BALLOTS		
Official Election Day Ballots - Absentee	$ 0.26	**$ 26.00**
Official Election Day Ballots - Election Day	$ 0.26	**$ 26.00**
Official Election Day Ballots - Coding	$ 0.26	**$ 26.00**
Official Election Day Ballots - Sample	$ 0.26	**$ 26.00**
Official Election Day Ballots - Test	$ 0.26	**$ 26.00**
Printing Supplies	$ 500.00	**$ 500.00**
Ballot Card Stock (0.1050 per)	EV: ED:	**$ 300.00**
Flat Fee for Supply Kits (EV: 7, ED: 42) $25	$ 1225.00	**$ 00**
Elections Sites Supply Kits *(EV: $70 x # of sites & ED: $70 x # of sites)*	0	
Postage for Ballot By Mail	10000	**$ 24,000.00**
Shipping & Handling	$ 1000.00	$ **300.00**
	Amount Due	**$ 175,748.00**

November 4, 2025
Joint General Election

Contract for Election Services

Copperas Cove ISD

November 4, 2025
Joint General and Special Elections

Table of Contents

I.……Duties and Services of Contracting Officer
II.……..…… Duties and Services of School District
III.……General Provisions

THE STATE OF TEXAS **CONTRACT FOR**

COUNTY OF CORYELL **§**
COPPERAS COVE ISD **ELECTION SERVICES**

BY THE TERMS OF THIS CONTRACT made and entered into by and between the COPPERAS COVE ISD, hereinafter referred to as the "SCHOOL," and Justin Carothers, Tax Assessor Collector of Coryell County, Texas, hereinafter referred to as "CONTRACTING OFFICER," pursuant to the authority in Subchapter D, Section 31.092, of Chapter 31, of the Texas Election Code, agree to the following particulars in regard to coordination, supervision and running of the School's November 4, 2025 Joint General and Special Elections.

THIS AGREEMENT is entered into in consideration of the mutual covenants and promises hereinafter set out. IT IS AGREED AS FOLLOWS:

I. **DUTIES AND SERVICES OF CONTRACTING OFFICER**. The Contracting Officer shall be responsible for performing the following duties and shall furnish the following services and equipment:

A. The Contracting Officer shall arrange for appointment, notification (including writ of election), training and compensation of all presiding judges, alternate judges, the judge of the Central Counting Station and judge of the Early Voting Balloting Board.

a. The Contracting Officer shall be responsible for notification of each Election Day and Early Voting presiding judge and alternate judge of his or her appointment. The Contracting Officer will determine the number of clerks to work in the Central Counting Station and the number of clerks to work on the balloting board.

b. Election judges will be trained by the contracting officer.

c. The Contracting Officer shall compensate each election judge and worker. Each judge shall receive $10.00 per hour for services rendered. Each alternate judge and clerk shall receive $10.00 per hour for services rendered.

B. The Contracting Officer shall procure, prepare, and distribute voting machines, election kits and election supplies.

a. The Contracting Officer shall secure election kits which include the legal documentation required to hold an election and all supplies including locks, pens, magic markers, etc.

b. The Contracting Officer shall secure all tables, chairs, and legal documentation required to run the central counting station.

c. The Contracting Officer shall provide all lists of registered voters required for use on Election Day and for the early voting period required by law. The Election Day list of registered voters shall be arranged in alphabetical order by polling place, in lieu of alphabetic by each precinct in each polling place.

d. The Contracting Officer shall procure and arrange for the distribution of all election equipment and supplies required to hold an election.

1. Equipment includes voting machines, ADA compliance headphones, transfer cases, voting signs and tote boxes.

2. Supplies include smart cards, sample ballots, early voting mail ballots, pens, tape, markers, etc.

C. The Contracting Officer, Justin Carothers, shall be appointed the Early Voting Clerk by the School.

a. The Contracting Officer shall supervise and conduct Early Voting by mail and in person and shall secure personnel to serve as Early Voting Deputies.

b. Early Voting by personal appearance for the School's November 4, 2025, Joint General and Special Elections shall be conducted during the time period and at the locations listed in Exhibit A. All voting by personal appearance on Election Day shall be held in the designated County precincts as shown in Exhibit B.

c. All applications for an Early Voting mail ballot shall be received and processed by the Coryell County Tax Office, P.O. Box 6, Gatesville, TX 76528.

1. Application for mail ballots erroneously mailed to the School shall immediately be faxed to the Contracting Officer for timely processing. The original application shall then be forwarded to the Contracting Officer for proper retention.

2. All Federal Post Card Applicants (FPCA) will be sent a mail ballot. No postage is required.

d. The Contracting Officer shall arrange for the use of all Election Day polling places.

E. The Contracting Officer shall be responsible for establishing and operating the Central Counting Station to receive and tabulate the voted ballots in accordance with Section 127.001 of the election Code and of this agreement. Counting Station Manager and Central Count Judge shall be Justin Carothers. The Tabulation Supervisor shall be Bill Wheeless.

a. The tabulation supervisor shall prepare, test and run the county's tabulation system in accordance with statutory requirements and county policies, under the auspices of the Contracting Officer.

b. The Public Logic and Accuracy Test of the electronic voting system shall be conducted.

c. Election night reports will be available to the School District at the Central Counting Station on election night. Provisional ballots will be tabulated after election night in accordance with law.

d. The Contracting Office shall prepare the unofficial canvass report after all precincts have been counted, and will provide a copy of the unofficial canvass to the School as soon as possible after all returns have been tallied.

e. The Contracting Officer shall be appointed the custodian of the voted ballots and shall retain all election material for a period of 22 months.

1. Pending no litigation and as prescribed by law, the voted ballots shall be shredded 22 months after the election.

2. The School can obtain the list of registered voters from the Elections Administration Office after this retention period. Pending

any litigation and if the School does not request the lists, the Contracting Officer shall destroy them.

f. The Contracting Officer shall conduct a manual count as prescribed by Section 127.201 of the Texas Election Code and submit a written report to the School District in a timely manner. The Secretary of State may waive this requirement. If applicable, a written report shall be submitted to the Secretary of State as required by Section 127.201(E) of the aforementioned code.

II. DUTIES AND SERVICES OF THE SCHOOL. The School shall assume the following responsibilities:

A. The School shall prepare the election orders, resolutions, notices, justice department submissions, official canvass and other pertinent documents for adoption by the appropriate office or body. The School assumes the responsibility of posting all notices and likewise promoting the schedules for Early Voting and Election Day.

B. The School shall procure and provide the Contracting Officer with the ballot layout and Spanish interpretation in an electronic format.

a. The School District shall deliver to the Contracting Officer as soon as possible, but no later than **August 19, 2025**, the official wording of the School's November 4, 2025, Joint General and Special Elections.

b. The School shall approve the ballot format and audio cards prior to the final printing.

C. The School shall post the publication of election notice by the proper methods with the proper media.

D. The School shall prepare and submit to the U.S. Department of Justice under the Federal Voting Rights Act of 1965, any required submissions on voting changes.

E. The School shall compensate the Contracting Officer for any additional verified cost incurred in the process of running this election or for a manual count this election may require.

F. The School shall pay the Contracting Officer the cost of conducting the election, including the 10% administrative fee, pursuant to the Texas Election Code, Sec. 31.100 within 30 days of the final billing. The Contracting Officer shall place the funds in a "contract fund" as prescribed by Section 31.100 of the Texas Election Code. The Deposit should be delivered within the mandatory time frame to:

Coryell County Tax Assessor Collector
P.O. Box 6
Gatesville, TX 76528

III. GENERAL PROVISIONS.

A. Nothing contained in this contract shall authorize or permit a change in the officer with whom or the place at which any document or record relating to the School's November 4, 2025, General and Special Elections is to be filed or the place at which any function is to be carried out, or any nontransferable functions specified under Section 31.096 of the Texas Election Code.

B. Upon request, the Contracting Officer will provide copies of all invoices and other charges received in the process of running said elections for the School.

C. The Contracting Officer shall file copies of this contract with the County Judge and the County Auditor of Coryell County, Texas.

a. The cost estimate for the runoff will be separate from the General election and should be paid in full after the final invoice is sent following the runoff.

WITNESS BY MY HAND THIS THE ____DAY OF _____2025.

_____
Justin Carothers
Tax Assessor Collector
Coryell County, Texas

WITNESS BY MY HAND THIS THE___DAY OF _____ 2025.

Copperas Cove ISD

_____
Contracting Officer

Contract for Election Services
Copperas Cove ISD

Exhibit A

Early voting by personal appearance will be conducted each weekday at:

800 E. Main St. Suite B Gatesville TX 76528
809 S. Main St., Copperas Cove TX 76522

Between the hours of:

October 20-24	**8 am – 5 pm**
October 27-29	**8 am – 5 pm**
October 30-31	**7 am – 7 pm**

Contract for Election Services
Copperas Cove ISD

Exhibit B

This election will be held under the newly adopted County wide polling place program. A voter may vote at any of the following vote centers. You do not have to vote in the precinct where you live.
(Esta elección se celebrará en el recientemente aprobado todo el Condado programa electoral. Cada elector podrá votar en cualquiera de los siguientes centros votación. Usted no tiene que votar en el recinto electoral en el cual usted vive.)

November 4, 2025 – 7 am – 7 pm

Copperas Cove Civic Center	1206 W Ave B, Copperas Cove
Holy Family Catholic Church	1001 Georgetown Rd, Copperas Cove
Eastside Baptist Church	1202 ML King Jr BLVD, Copperas Cove
Gatesville Civic Center	303 Veterans Memorial Loop, Gatesville
Evant City Hall	598 E Hwy 84, Evant
Flat Community Center	159 CR 334, Flat
Oglesby Community Center	118 Main St, Oglesby
Turnersville Community Center	8115 FM 182, Gatesville

Justin K. Carothers

Tax Assessor/Collector
Voter Registrar

P.O. Box 6 Gatesville, TX 76528 254-248-3144 254-865-2519 fax

tac@coryelltax.com

07-17-2025

Copperas Cove ISD
Attn: Monica Hall
408 S Main Street
Copperas Cove TX 76522

Estimate

November 4, 2025 General Election

HART ballot production & programming	1,560.00
Labor - Election Day	780.00
Labor- Early Voting	1,625.00
Ballot costs	300.00
Technical support/setup/programming	1,200.00
10% Administrative fee	546.50
Total due	**$6,011.50**

Thank you,

Justin K. Carothers
Coryell County Tax Assessor Collector