SCIENCE OLYMPIAD™

Exploring the World of Science

Macomb Elementary Science Olympiad

Event Supervisor Handbook

How to use this handbook

This document is intended to be a complete resource for Macomb Elementary Science Olympiad Event Supervisors, and to help people who are considering becoming one**.** It is a bit long, but hopefully overcomes that by being organized in way that will allow someone to find what they need, when they need it. An Event Supervisor, especially a new one, will get the most benefit if they review this document periodically throughout the season and focus on the parts that are most relevant.

Some of the information is very specific about the details about how the Elementary Macomb Science Olympiad program is organized, and the events that we run. When possible, the information has been presented in a way that might make it useful to other similar programs.

Acknowledgements

There are many people who know more about this topic than me; I took the time to organize it and write it down. I'd like to specifically thank Dennis Damaske, who has been our longstanding "supervisors of supervisors" and taught most of us what we know. I'd like to thank Mike Cummins and Jody Saccoia for their thoughtful critique and assistance, and Marilynn Bacynski and Vicki Fraternali for their thorough review.
Some material presented in the document was adapted from resources in the *Washington State Science Olympiad Event Supervisors Guide*. My thanks to Rick Grote, and the others who made that resource available.

If you have a suggestion on how to improve this resource, contact me through the Macomb Science Olympiad website, www.macombso.org.

John Ogden

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Read this before saying "yes"

Introduction to Science Olympiad

Welcome to Science Olympiad! Or maybe, thank you for being faithful to Science Olympiad. As an Event Supervisor, you are performing an invaluable role for the Science Olympiad program, and are joining many others who devote their time and energy to make a difference for some great kids.

Science Olympiad is a team competition that is designed to increase student interest and test scores in science, while strengthening problem solving and teamwork skills. It can give students the opportunity to learn topics that are above their grade level or just not available in school, and can help them better understand possible career options. You can learn more about our program at www.macombso.org and www.soinc.org.

Let us say "thank you" again, because there probably won't be enough opportunities for us to say it. This program wouldn't happen without you.

Who we are looking for

A good Science Olympiad Event Supervisor is someone who has a passion for kids and science, patience for parents and coaches, an ability to calmly deal with problems under pressure, and enough discipline to organize and deliver a quality event.

Your role

As an Event Supervisor, your job is to be in charge of one particular competitive event. The season culminates in a tournament, but there are many tasks which precede that day. You will learn the rules of your event better than anyone else, and help others understand them. This might include running a workshop. Depending on the nature of your event, you could be required to write a test, design experiments, or organize resources to test student devices. Overall, you ensure a fair competitive environment for all teams. Your event should challenge the students, but not discourage them.

Time commitment

The amount of time that likely is required to be an effective Event Supervisor is a function of a number of factors, for instance:

Your familiarity with the event and past experience

If the subject area of the event is a close match to your own area of expertise, that can be a big help in reducing the time required. And if you supervise the same event for more than one year, the assets and experience from previous years can also be a big time saver. It does get easier.

The passion you bring to it

How much time you devote will be a personal choice in many respects. Are you just filling a need, or is this opportunity one of personal passion? Are you volunteering for optional opportunities like the district tournaments?

Time estimates from experienced supervisors suggest a low of 25 hours per year is possible, but can be as high as 100 hours per year for someone who volunteers for every district tournament, or who are very particular about their work.

The season calendar (a.k.a. what we need when)

Our new season starts pretty much the moment the tournament and the last season end. You should expect to be asked for this help, or doing this work, on approximately this schedule:

August	**Review of the rules for your event**, and make recommendations for edits. We might ask you to run a different event if yours has rotated off the schedule.
November	If you've been asked, **consider whether to conduct an in-depth workshop** in February for students and event coaches. We typically run three sponsored workshops each year, based on input from what Head Coaches would prefer.
December	**Prepare for the Extravaganza** (event coach training). Maybe write a **short presentation** to be reviewed. You also might create a **1-page handout** of tips and suggested resources. Send us the electronic copies of these, to be posted on your event page on the website.
January	**Present at the Extravaganza**. Review the rules and give your advice to event coaches and answer their questions. Provide tips that will make them more effective. Each session is 35 minutes long. While we have you at the Extravaganza, we want to **discuss your needs for the season**: e.g., scoring updates, equipment, volunteers, supplies, etc.
January – April	Help us **answer questions** about event rules, when teams post them on the website. This is accomplished by email.
February-March	Possibly **run a workshop** for your event. A typical workshop will run for about 90 minutes, including time allocated for questions. The objective is to make the event coaches more effective, and the students more confident and successful.If your event involves a written test, **possibly write one test for the "District" practice tournaments**. This test will need to be reasonably different from the test you will prepare for the regional tournament in May. After the 1st year, this is optional. We greatly appreciate that most of our supervisors do provide this support every year!
March - April	Tell us what **equipment or volunteers** you need that you don't already have. If the equipment is in storage, it should to be checked to make sure it is in good condition and all there. Possibly **run your event** at one or more of the **district tournaments**.
April	**Write a test, organize resources**, or do other required preparation for the regional tournament.
April -May	**Run your event** at the **regional tournament**. Manage the volunteers, produce the scores, including breaking ties. Debrief with Score Counseling by a certain time. Identify any **changes or improvements** need to be made to your event for next year.

How we want this relationship to work

We want to train you and support you

It is likely that you have been recruited because you've either been an effective coach, or you have a "particular set of skills". If you are new to this role, we will offer more support, and work to make you comfortable with each step. As you gain experience, we will "help" less.

Be responsive to communication

We occasionally will ask for your input, require your confirmation, or ask for your review of potential rule changes, and such. You will do us a great service if you reply promptly. We're all volunteers, and having to chase someone for an answer is inefficient. We will do our best to answer you promptly as well.

Don't assume we know

If you have a question we haven't answered, or something seems out of place, tell us! How things look from your end of the relationship may look very different that from ours.

Enjoy your role

A common question you'll hear is "are you enjoying yourself?" If not, we need to fix something, or maybe it is time for you to step down as a supervisor. If it's not fun, you won't do your best, and then neither of us will be happy. When the time comes, we prefer to train your replacement before you're gone.

Conflicts of interest

Depending upon your current or past roles in Science Olympiad, you may find that information that you have access to as an Event Supervisor could influence the results of the tournament if inappropriately shared. There are many possible situations. Typically, this would be a topic to discuss before making the commitment to supervise an event.

To minimize the potential for conflict, or the implications thereof, this is what we expect:

- **Tell us about your potential conflicts**. It is always better for us to hear from you first, rather than from an angry parent at a tournament who has presumed the worst.
- Consider the possible conflicts, and **decide how you intend to avoid them**.
- On rare occasion, we may have recruited you knowing that you are an event coach on a team for the same event. In that situation, it is **impossible to eliminate all conflicts**. We know that it is difficult for an Event Supervisor when they are also coaching their home team. It is expected that no favoritism will be exhibited and that students will not have access to a tournament exam.

Major Mid-Season Events

Extravaganza (a.k.a. event coach training)

The primary objective of the Extravaganza is to make event coaches successful. You should be clarifying the scope of the event, not providing the content itself. From the event coach perspective, the Extravaganza is their opportunity to meet you, and get their questions answered.

You will run two half-hour information sessions about your event, back-to-back. In those sessions you should review:

- Key aspects of the rules
- Issues that may be ambiguous, or critical to safety
- Examples of questions that are similar to those the students will answer
- Information boundaries that will help make event coaches' job practical. For example, suggested websites from which you will get your information. Without that, the internet may make the task seem impossible.
- Maybe a few tips on how to be successful
- Answers to questions posed by your audience

You might choose to organize some of your information in a 1-page handout, separate from the rules. You might create a short presentation and share that. If your event requires the students to build something, you might have a simple example of the device already built and on display, to aid understanding of your points, and to motivate questions.

If some part of the discussion in those sessions becomes a meaningful clarification of the rules, that clarification should be posted on the MSO website so that all teams are aware. It is something you should bring to our attention. You should write down the clarification at that moment, rather than depend on your memory.

While we have you in person at the Extravaganza, we are likely to discuss other topics that could include: details about scoring your event, equipment and supplies that you need, which district tournaments you intend to support, and maybe the number and qualifications of volunteers we should recruit for tournament day.

Workshops

Each season we run MSO-sponsored workshops for several events. The selection of events is a function of both what the teams want and whether the corresponding Event Supervisors are willing and able. If your event is new, or has changed in scope substantially, that increases the probability that your event will be a priority. A typical workshop length is 90 minutes.

Your workshop has two distinct audiences: the students, and their coach. Part of the time you'll be speaking to the coaches, and giving them advice, and part of the time you'll be speaking to the students, and modeling good coaching technique.

What you can and should include is in part a function of the type of event you run (memorization vs. skill demonstration vs. device build & demonstration). Regardless, successful workshops typically

engage students with more than one approach, and are interactive in some way. Some possible components of your workshop could be (in no particular order):

- Review of the rules
- A practice mini-test, and review
- In-depth review of a particular topic
- Suggestions on how to study specific topics
- Demonstrating use of online resources
- A practice building session with feedback, and opportunity to test
- Displays with example questions

It would be appropriate to allocate 10%-20% of the workshop time for questions and answers.

We also cooperate with organizations in our community, like nature centers, that offer workshops which are related to specific events. They tend to focus on topics in the zoological and earth sciences. We provide the event rules to these organizations and encourage them to align their programs with ours.

District Tournaments

Several school districts within our region run practice tournaments for the teams from their district. There is also typically one cross-district tournament for teams from smaller school districts that don't have the scale to run their own exclusive program. These events occur 1-2 months before the regional tournament and use a common set of test materials across the tournaments.

These events are opportunities for the students to get feedback on their preparation. For students new to the program, it is a chance to experience the pressure of competition in a lower-risk setting than the regional tournament.

It is also a low-risk setting for new Event Supervisors to practice the skills that will make them successful at the regional tournament. In general, it will be your choice whether to support district tournaments. However, we require new Event Supervisors to run their event at a minimum of one district tournament before supervising the regional tournament. We want you to get experience in:

- organizing the resources for your event
- writing an age-appropriate test, and ensuring its quality
- interacting with students, coaches and parents, under pressure
- managing conflict and surprises
- delivering event scores accurately, and on a timely schedule

Although your participation in most district tournaments is optional, your assistance can be a great benefit to these events, and is very much appreciated. It is common for our Event Supervisors to support many of these events. Writing a test, even if you can't proctor it, is a big help.

The dates for these tournaments are typically known by November, and they are added to the calendar on the Macomb website. You may also ask the Tournament Director for a current and complete list.

The advice that we have for success at a district tournament is the same advice that we give later in this Handbook on preparing for the regional tournament.

Intellectual property

If you are a supervisor of an event that requires a written test, part of your role will be to author that test. After the district tournaments, you will have a choice on whether to release a copy of the test to teams. Some supervisors release their tests, but others don't and have devised other ways to give students feedback. You are donating your valuable time and expertise and we want to respect that.

Factors to consider:

- The point of this program is for kids to learn. Releasing test materials can aid that process, and encourage event teams that your event is accessible.
- The more information you release, the more challenging it may become for you to present fresh materials on a test in future years.
- If you don't release your materials to teams, you may want to consider if there are other ways to give teams feedback on their performance. That approach can add more work, but maybe not in total, over multiple years.
- Your approach needs to be fair for all teams. All teams should have access to the same information, at essentially the same time.

Preparing for a Tournament

In the month before a tournament, you should be making your final preparations. Depending upon the nature of your event, it could include these tasks:

- Make sure that all equipment is in working condition and that you have the **equipment and supplies** to accommodate the team capacity of the tournament. Plan for a few extra. Consider how things could go wrong, or break. Make an inventory checklist so that you don't leave anything behind. If you plan to use equipment owned by MSO, confirm with the tournament director that is available and in good shape, or make arrangements to review what is available. If you need additional equipment, it needs to be identified as soon as possible. In general, tournament equipment and supplies should be paid for by MSO. See the policy on Expense Reimbursement near the end of this handbook.
- Write a **test** at least two weeks beforehand, and have it reviewed by someone who has enough expertise to identify errors. Obviously, that review process must not violate the integrity of the tournament. Your objective is to spread the field and minimize ties, without demoralizing the students. The MSO archive of past District tests might be a helpful resource to review what has been used before.
- Here are some additional guidelines:
    - Develop your test based on official rules and at the appropriate grade level. Examples from previous years may be available for your review.
    - A good test includes a mix of problems ranging from simple to difficult. One rule of thumb is to use 1/3 easy, 1/3 moderate, and 1/3 difficult questions.
    - Tests should be challenging. A good test may have a median score closer to around 50% than 80% or 90%.
    - The test should be newly developed. To the extent that it has material in common with past tests (assuming past tests have been released), the questions should be modified so that students are not able to rotely provide an answer.

  - Do not utilize the exact test questions obtained from any web site, and do not assume that answers provided on the internet are always correct.
  - Do not cover material completely unrelated to the stated topics. A few questions not explicitly specified by the rules could be included to test the student's breadth of knowledge in the field.
  - You have a choice on the degree to use multiple choice, true/false, fill in the blank or short answer, short essay, or problem questions. What you choose will determine the method and time required for scoring. The time of the day that your event runs may limit your choices. Be careful to avoid overly subjective questions or long essays.
  - Decide in advance what you will use for tie-breakers, if the approach is not already specified in the event rules. Have at least several consecutive levels. You might reserve some of the most difficult questions as tie breakers.
  - Consider using a cover page with a place for team identification and special instructions. Tests may be placed on desks before students arrive and prevent the pressure of the test from making students forget to record their team identification.
  - Have a place on all pages where the school name and team number can be written by the students. These should be used if students separate the test pages.
  - Page numbers on the test will make it easier to put pages back in order.
  - Make the answer key format identical to the answer sheet to avoid grading errors.
  - A Scantron format for part or the entire test may help reduce errors and grading time.
  - If tests are manually graded, consider a box for subtotal scores from each page.
  - You may indicate varying point values for different questions.

- Consider the **size and layout of the room**. Do you know what furniture to expect, and how it will be laid out? Will you have to move any of it? Will the layout help students follow your instructions? Do you need to get a photo, or schedule a visit to see the room? If there is an impound requirement, will students' devices remain untouched by others? If the event allows spectators, how are you balancing accessibility vs. the likelihood of parental interference? If you release event parameters on tournament day, is your approach fair to all teams?

- Procedurally, think through the various **roles** that are needed to run your event. Consider writing down the specific sequence of work that volunteers must follow. A script of instructions and points that you want to consistently say to each group is also good idea.

- Develop **scoring aids**. Will your process for recording team performance be reliable and consistent under the time pressure of a tournament? How will you avoid math or transcription errors? Have you double checked the formulas of your spreadsheet if you're using one? Do you need to explicitly identify teams that do not show up?

- Consider how you will evaluate the test or other event parameters to **improve for next year**. What results are you expecting? Does your plan include the data needed to evaluate event performance?

Ideally, these are steps that you considered and prepared for before the district tournaments, and you had the opportunity to test and refine your approach at least once in that setting.

Tournament Day

By the time that tournament day arrives, most of the work is already done. In setting your schedule for the day, you should plan for contingencies. Plan to be a little bit early.

Remember, our philosophy is that we want the kids to have a fun, successful day. We want to balance following the rules with giving students the benefit of the doubt when there is one.

Know your event rules

- This is good advice for everyone. Over time you forget exactly what the rules say, so occasionally read through them. Have a copy with you at the tournament.
- Do not assume that rules from previous years are the same.

Keep the schedule

- Check in at the SEC Building Headquarters, and receive your Supervisor information packet. This also important to let us know that you are on site, on time. This packet will include instructions for the day and other important items. **Please open it and read what is in it!**
- In general, all teams should be given the same amount of time to compete.
- The event should begin as close as possible to the times indicated on the event schedule, or the sign-up schedule. Do not delay the start of a test period because someone is missing.
- Do not let your event run over time. It can be an unfair advantage, and can cascade into schedule problems at other events if students are scheduled in back-to-back events.
- You may allow students to come in late to your event, provided they do not disturb others. However, they should not be given extra time or access to stations that they missed.
- Enforce time limits so that all teams get the same amount of time at each available station or experiment.
- We do not accommodate individual team requests to switch to a different time slot. There may be a heart-wrenching story behind it, but the answer will be “no”.
- Use your judgment on how to manage schedule disruptions. The top priorities are to serve teams at their scheduled times, and to not disadvantage a team for a schedule problem that we create or allow.

Room & Equipment Preparation

- Arrive with more than enough time to set up your room and make sure that any equipment you need is in place and operational.
- Ensure that the room layout will prevent coaches, other teams, or spectators from viewing information, setup or activities that could benefit teams who are yet to compete. Do you need to cover windows? A sign to mark the entrance and exit of your room may help flow.
- Specify in advance if you want any specific charts (like chemical periodic tables, geological tables) present or absent from the room.
- If equipment or stations are shared during the event, or across sessions, make certain all components are returned to the initial state. Know who is responsible to ensure this, and when.

Allowed or Required Materials and Equipment

- All participants must wear an appropriate colored wristband for their division. You could have students raise their arm as they enter to show they are registered.
- Check that only materials allowed by the rules are brought in by the students, and that they meet the required specifications. Have a plan for checking this, and identify who will do it.
- If your event requires personal safety equipment to be used, do not allow students to compete without it. If students must leave to retrieve it, previously stated rules on late arrivals apply. Observe students during the event to make sure the safety equipment is used.
- Students may not use cell phones in any capacity during the event. Announce to each group prior to the start of the event that students must turn them off and put them away. Violation of this rule can be cause for disqualification. If a ringing phone is disrupting your event, use your judgment on how to best deal with the situation.

Judging of Devices

- Have a list of things to check for each device.
- Only students should touch their own devices to avoid accidental damage by others.
- Have a place for students to sign in (student names, school name, team #) so that you have a record of who competed.
- For devices that are required to fit in a 3-dimensional space, having an actual box of the desired dimensions is a quick way of making this judgment.

Impound

Impound is the arrangement where teams must check in their devices and supporting materials at the beginning of the tournament, to be used by them during their later scheduled competition time. Often it will involve a review process with the Event Supervisor (or designee) to ensure compliance with event rules. Impounds are typically required in events where prebuilt devices and/or equipment have to be judged before the activity, and/or when altering the device after teams have begun competing could give a team an advantage. The impounding process can give teams a last chance to resolve construction violations.

- The impound start time and deadline should be explicitly listed on the tournament schedule.
- Make sure you have sufficient time to evaluate the devices and determine if there are any construction violations before the teams come in to compete.
- If at all possible, devices should be impounded in the room where the judging will occur, and not moved by anyone but the students themselves.
- Do not touch the devices.
- Each device should be clearly labeled with the school name and team number.
- Students should never handle or closely inspect devices from other schools.
- Once impounded, students should not be allowed to alter, add to, or subtract from their device before the actual competition. The one exception would be if a device is accidentally damaged by someone else. If accidental damage occurs, do not attempt to fix it. Only the students who built the device can fix the damage.

Viewable Events

During a tournament, events where the general public is allowed to view the proceedings are called "viewable events". Unless an event is specifically designated as a viewable event by the tournament director, it is a "closed" event where only participating students and designated event personnel may be present in the room.

Viewable events should satisfy the following conditions:

- Other teams viewing the event will not gain a distinct advantage by viewing teams being judged.
- There is sufficient space in the room that the general public does not interfere with the execution or judging of the event.

Even if the event is viewable, actively participating students must not interact with coaches, other students, and the general public in any way. To do so is cause for disqualification on that event. Interaction could include loud comments that could be interpreted as instructions to the students.

As a Supervisor, you may forbid flash photography if you believe it would distract participating students or the judging process. This prohibition must be displayed clearly.

When laying out a room for a viewable event, the Event Supervisor should clearly designate areas NOT open to the public which can include the actual judging area, a table for score keeping, and an area where impounded devices are kept. The layout should include the use of physical barriers, which may be requested from the host facility.

Note that in the situation of a non-ranked practice tournament, these rules may be relaxed for the purpose of student learning.

During the Test

- Teams should be periodically notified of the amount of time remaining in the event.
- Once judging begins, if a student leaves the testing room for any reason, he/she cannot return.
- You may allow individual teams can talk among themselves, but must do so quietly so as not to disturb other teams.
- Team members may ask questions concerning the scoring or mechanics of the process, but may not ask specific questions about content or how to compete in the event.
- If a team asks for clarification on a question, and you feel the test was poorly worded, you may announce the question and your clarification to the entire group. If the question stems from the lack of understanding of the material, or you are uncertain how to answer it without giving away the answer, politely decline to answer. Under no conditions should you give unique instructions to a single team. If the issue is raised in a late session of the event, you should not provide a clarification and deal with the problem in scoring. The question may need to be discarded.
- Do not release any test (blank or otherwise) to students or coaches, even after the test is completed.

Test Scoring

It is imperative that the graders use the utmost care in grading tests so that scores reflect the knowledge of the students. Below are suggested steps to help insure the tests are graded accurately. It is also important that those people selected to serve as a graders do not create a conflict of interest, or give any team an unfair advantage in future events.

- A scoring rubric developed ahead of time will facilitate faster and more accurate scoring.
- If you have multiple graders, make sure they are familiar with the scoring rubric.
- Score each question with positive points.
- If more than one person grades a test, any question requiring subjective grading should be scored by the same person. Another solution is to have multiple graders sitting together so that challenging situations can be discussed, and consistency enforced.
- Any deviation from the scoring rubric, such as extra points given for unexpected answers, should be documented on the answer key.
- Adopt procedures that reduce the chance of math errors. For instance:
    - Have questions scored by Scantron or equivalent technology when possible.
    - If scored manually, the scores could be added up twice, by two different people.
    - Have subtotals on each page.
    - Allow those doing the scoring work to review the overall test scores, to scan for inconsistencies.
- PLEASE do not release results of testing to anyone other than the scoring team.

When your event has been scored, bring your results to one of the scoring locations published in your Event Supervisor packet. If you are using a Scantron form, you can bring those, and the scoring team can help you run them through the scoring machines.

You will sit with a Score Counselor who will aid the accurate transfer of scores into the computer program. Once the initial scores are entered, the scoring program will highlight those teams in the top 10 of each division that are tied, and we will require you to break those using the tie-breakers specified in the rules. You should be prepared to provide those answers. The combination of the raw scores and the tie breakers together allow the program to determine the team rank for each event.

See the “Penalties” section for additional guidance on scoring categories.

When you are done entering your scores, pack up your event if you haven’t already and visit Score Counseling in the SEC for a scoring debrief before you leave the tournament.

Rank Order Scoring

All teams participating in the events receive a unique ranking with a ranking score of 1 for the best score, 2 for the second best score, and so on. If more than one team has an identical score, tiebreaker questions are used to break ties. Raw scores are modified by tiebreakers to determine relative ranking.

Team scores are determined by the sum of all event rankings for the team, with the lowest total score being the best.

Penalties

If you believe a team should be disqualified during an event, make certain you identify the correct school and team number. Politely tell the team why you are disqualifying them. Allow the team to finish the event unless it is a safety issue or the team's behavior is disrupting the other teams. If a coach from that team is readily identifiable near the event room, also notify them of the situation.

Document the exact nature of the disqualification. If a device is involved, taking a photo of the device may help. Keep the device impounded until the situation has been settled.

Notify the Tournament Director or Headquarters **promptly** if a team's participation is being challenged or disqualified so that the school Head Coach can be informed.

Criteria and Scoring for Penalties

Type of Penalty	Description	Scoring (N=# of teams)
Construction or Run Time Violation	The device, or how it operates, does not meet the specified criteria. There may be more than two tiers.	Assignment to lower-ranked scoring tier, but scored as normal within that tier.
Participation Points	Teams make an honest attempt to compete, but cannot. This could be because: • they did not perform adequately to be scored • the device could not operate safely and was not allowed. **Example:** A device constructed for the event was broken either in transport or during event set up and could not be repaired.	Rank Score = N
Missed Impound	Teams that bring their device at their competition time, instead of checking it in earlier.	See event rules; supervisor discretion
No-Show	A registered team does not show up for an event.	Rank Score = N + 1
Disqualification (DQ)	Teams should be disqualified only for misbehavior or cheating. **Examples**: 1) Being verbally abusive towards tournament personnel, or other participants. 2) Use of a cell phone. 3) Tampering with another team's device. 4) A team that is persistently coached by a spectator.	Rank Score = N + 2

Appeals

There is a formal process whereby teams may contest something which has occurred during your event which they believe unfairly impacts their team. Even in the best-run tournaments, there are unintended moments that justify an appeal.

The following guidelines and procedure apply:

- Team members may politely ask questions during an event, concerning the fairness of how the event is being run. However, that discussion should not interrupt other teams, or delay the schedule for the event.
- If a team is concerned that about how an event was run, an appeal may be filed only by the team's Head Coach. There is an official form to be completed. It must be submitted no later than 1 hour after all sessions of that event have completed (not necessarily the session that the team competed in) at the main information desk in the SEC building.
- Teams should not contact the Event Supervisor directly to resolve an appeal.
- Tournament arbitrators will handle the appeal. They will discuss it with the Head Coach and possibly some of the team members involved. Depending on the nature of the appeal, they may contact the Event Supervisor to discuss the situation.
- The tournament arbitrator will notify the Event Supervisor and the Head Coach of the resolution.

Scoring Debrief

Please keep the tests or score sheets in your possession or within your control at all times. Do not leave the tournament prior to turning in the scores and other materials.

When your scores have been officially recorded, deliver your tests, the answer key and the official score sheet to the Score Counseling room in the SEC building. Plan to spend 15-30 minutes at this location. Also, **plan to be available for at least one hour** after turning in your scores in case of possible appeals or other questions we may have regarding your event. You may leave your cell phone number with Headquarters if you must leave the tournament.

Score Counselors will also review the nature of the test and how ties were broken. In addition, appeals, awards, receipts for expenditures and what could make the event run more smoothly in the future will be reviewed.

Ending the Season

Expense reimbursement

You may incur expenses associate with your role as an Event Supervisor. Within limits, we are prepared to pay those expenses. We don't presume that you will pay, and we recruit financial sponsors for our program so that you don't have to.

There are a few simple rules that we need you to follow to make it easy for us to reimburse you.

- If you need to spend more than about $50 for your event, contact the tournament director in advance to confirm that the expenses will be supported.
- Keep receipts for your expenses and submit them with your request for payment.

We will ask you occasionally about whether you have expenses to submit. If you do choose to cover costs for your event, we thank you for your generosity!

Equipment Storage

There is a climate-controlled storage facility that is rented to manage and protect the equipment needed to run the tournament when it is not in use. You may store your event equipment at this location if that is your preference. If Macomb Science Olympiad provided you with equipment, please return it at the end of the tournament day, or contact the Tournament Director to make other arrangements. If you are providing storage, please take care that it will be in good shape for next season.

Preparing for your successor

There may come a day when you no longer wish to serve as an Event Supervisor, or when the list of events changes and your event is not included.

We all have an idea of how we would like to receive materials if we were inheriting an event from someone else. Records would be organized, sources of materials or equipment would be recorded, and an inventory of current assets would be up to date. Past tests and question banks would be organized and easy to use.

Please take the time to stay organized, so that when we have to train your replacement, we don't have to reconstruct the details of how your event was managed. Some of the same assets that will help keep you organized, like checklists, will be invaluable to the person who replaces you.

Again, "thank you" for the valuable time and skills that you have brought to Science Olympiad. We hope that you found the experience rewarding.