



FCCLA STAR Events
VOLUNTEER HANDBOOK:
Parliamentary Procedure

2011-2012



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PLEASE BE SURE TO BRING THIS HANDBOOK AND YOUR CONFIRMATION MAILING TO THE ROOM CONSULTANT AND EVALUATOR ORIENTATION.



Dear STAR/Skill Events Volunteer:

Ohio Family, Career and Community Leaders of America (FCCLA) sincerely appreciate your willingness to serve as a volunteer for STAR/Skill Events during the 2010 State Leadership Conference. The success of the State STAR/Skill Events is dependent upon the support, cooperation, and assistance of many people. Your event assignment and orientation schedule are below and specific information about your assignment is enclosed.

Orientation for STAR/Skill Events will be held prior to events at State Leadership Conference. Orientation session will include the following: clarifying rules, answering questions, explaining the evaluation process and reviewing the philosophy associated with the events. Please read the enclosed information about the specific event and rubric plus STAR/Skill Events general rules and philosophy.

Required Events

Orientation: April 19, 2012, 8:00 A.M.

Evaluation: April 19, 2012, 8:30 A.M – 4:30 P.M. (Must be present for total time). Lunch will be provided.

Volunteer Assignment Ohio Exposition Center, 17th Avenue, Columbus Ohio

Event: _____

Category: _____

Location Event: _____

Time: _____

You are also invited to attend the STAR Events Recognition Sessions on Friday, April 20 in the Celeste Center. Please join us to take a bow for all of your hard work and help recognizing all of the outstanding students.

The Volunteer Handbook will provide you with more information and further directions on your specific duties. Please read this information carefully, familiarize yourself with the rules and procedures BEFORE your arrival at the State Leadership Conference.

The FCCLA competitive events team looks forward to meeting you and working together in Columbus! This is an exciting and rewarding time for all of us. STAR/Skill Events participants are fortunate to have your commitment and support.

Sincerely,

Paulette Farago
Ohio FCCLA State Adviser
25 S. Front Street
Columbus, Ohio 43215-4183
pofarago@aol.com



INFORMATION

Family, Career and Community Leaders of America, Inc. (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences Education or as defined by your state Department of Education in public and private schools through grade 12.

MISSION

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through –

- Character development
- Creative and critical thinking
- Interpersonal communication
- Practical knowledge
- Career preparation.

PURPOSES

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

PROGRAM EMPHASIS

FCCLA –

- Is the only in-school student organization with the family as its central focus.
- Is a career and technical student organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system.
- Provides opportunities for active student participation at local, state and national levels.

MEMBERSHIP

FCCLA has a national membership of approximately 220,000 young men and women in 7,500 local chapters. There are 53 state associations including the District of Columbia, Puerto Rico and the Virgin Islands.

Since its founding in 1945, FCCLA has involved more than ten million youth. Former members are eligible to participate through Alumni & Associates.

GOVERNANCE

Ten national officers (students) are elected by the voting delegates at the annual National Leadership Conference and together make up the National Executive Council.

The National Board of Directors is composed of adult representatives from education and business and four youth representatives.

State associations and local chapters elect their own youth officers. State programs come under the direction of Family and Consumer Sciences education staff. Chapter advisers are Family and Consumer Sciences teachers.

FINANCIAL AND COOPERATIVE SUPPORT

FCCLA is supported primarily by student membership dues. Additional funds are raised from individuals, corporations and foundations. FCCLA is endorsed by the U.S. Department of Education (Office of Vocational and Adult Education) and the American Association of Family and Consumer Sciences (AAFCS).



STAR EVENTS

STUDENTS TAKING ACTION WITH RECOGNITION

STAR EVENTS FACT SHEET

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and career preparation.

STRUCTURE

Family, Career and Community Leaders of America's STAR Events competition offers individual skill development and application of learning through the following activities:

- **cooperative**--teams work to accomplish specific goals
- **individualized**--members work alone to accomplish specific goals
- **competitive**--individual or team performance measured by an established set of criteria.

STAR Events promote the FCCLA Mission to prepare members for the multiple roles of family member, wage earner and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation.

PHILOSOPHY

The goals of STAR Events are--

- Active student participation and recognition of youth accomplishments.
- Cooperation and competition are stressed in positive and constructive ways and teamwork is encouraged.
- In addition to participating in STAR Events, members are involved in planning, conducting, and evaluating the events.
- STAR Events are designed to emphasize the positive accomplishments of youth.
- Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.
- Members are evaluated against a set of standard criteria rather than against another individual.
- The belief that all people are winners is the foundation of these events and procedures.

EVALUATION/RECOGNITION

STAR Events evaluation and recognition procedures were developed around the belief that all participants are winners.

- Participants must advance from local, district/region, and state levels to be selected for national-level participation. Thus, this is an earned honor.
- All participants receive recognition for their achievements in the form of medals and certificates.
- The evaluation teams determine whether recognition should be gold, silver, or bronze.
- Members receive gold, silver, or bronze medals to commemorate their achievements at a STAR Events Recognition Session.

NATIONAL STAR EVENTS

STAR Events currently includes the following competitions:

Advocacy

Applied Technology

Career Investigation

Chapter Service Project (Display and Manual)

Chapter Showcase (Display and Manual)

Culinary Arts

Early Childhood

Entrepreneurship

Fashion Construction

Focus on Children

Hospitality, Tourism and Recreation

Illustrated Talk

Interior Design

Interpersonal Communications

Job Interview

Leadership

Life Event Planning

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Promote and Publicize FCCLA!

Recycle and Redesign

Teach and Train

Environmental Ambassador

Fashion Design Food Innovations

For more information contact—

Competitive Events Coordinator

Family, Career and Community Leaders of America, Inc.

1910 Association Drive Reston, VA 20191-1584

(703) 476-4900

(703) 860-2713 fax

The FCCLA Planning Process for Individual and Team Action

The *Planning Process* is a decision-making tool that supports the organization’s overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



IDENTIFY CONCERNS

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



SET A GOAL

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



FOLLOW UP

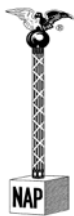
The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



Parliamentary Procedure, a *team event*, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. Participants must take a **Parliamentary Procedure Knowledge Test**, present a **demonstration meeting** using provided planning materials, and prepare **minutes** of the meeting.

Parliamentary Procedure is sponsored in part by National Association of Parliamentarians



EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Parliamentary Procedure *team* will consist of four to eight members including a president who will serve as the chair, a secretary, a treasurer, and up to five others who will serve as chapter members. The chair will designate the members of the *team* who will serve as secretary and treasurer.

PROCEDURES & TIME REQUIREMENTS

1. All participants will take the Parliamentary Procedure Knowledge Test during the Orientation/Test Session prior to competition. Participants will have 30 minutes to complete the test. Tests will be evaluated and the results will be factored into the team's final score.
2. At the designated time, participants will report to the planning room where they will be given one copy of each of the following: a skeleton agenda, minutes from a previous meeting, treasurer's report, two topics of new business, and a copy of ***Robert's Rules of Order Newly Revised 10th Edition***. Possible topics of new business include, but are not limited to, the following: plans to increase chapter membership, fundraising ideas for local chapter, public relations or promotional projects, *community* service projects, and participation in FCCLA national programs.
3. Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15 minutes.)
4. Participants will move to a demonstration room to present. The demonstrated meeting **may be up to** 20 minutes in length (rap of gavel for **FCCLA Opening Ceremonies** to final gavel rap of **FCCLA Closing Ceremonies**). A five-minute and a one-minute warning will be given. Participants will be stopped at 20 minutes.
5. Following adjournment of the meeting, the secretary will turn in the secretary's record.
6. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for this event is approximately one hour.

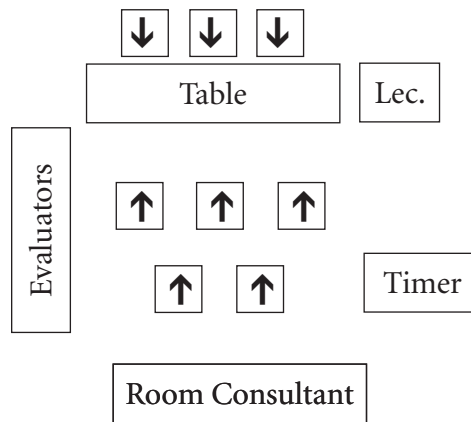
GENERAL INFORMATION

1. A table and eight chairs, as well as the planning packet consisting of agenda, secretary's record/minutes, blank **secretary's record**, and treasurer's report, will be provided. Participants must bring a gavel, blank paper, and pencils for taking notes.
2. The *team* enters the demonstration room and is seated. Tables and chairs may not be moved.
3. Prepared scripts are not allowed. Participants will be allowed to use notes that were prepared during the planning time and that pertain to information received during planning time. Acceptable notes include committee reports and main motions. Notes regard-

ing incidental and subsidiary motions are not allowed.

4. Use of computers is not allowed in any phase of this competition.
5. ***Robert's Rules of Order Newly Revised 10th Edition*** will be used as the authority for this event.
6. Spectators may not observe any portion of this event.
7. **Presentation Elements:**
 Allowed: *Costumes/Uniforms*.
 Not Allowed: *Audio, Easel(s), File Folders, Flip Chart(s), Manuals, Portfolios, Props/Pointers, Skits, Visual Equipment, Visuals*.

Diagram:



Lec.—Lectern (Freestanding or Tabletop)

↑ Chair for participant

Knowledge Test

All participants will have 30 minutes during the required Orientation/Test Session to take a test derived from questions and answers submitted by the National Association of Parliamentarians. The test scores of all participants on a team will be averaged to determine a team test score. This average will be worth 25% of the team's final score.

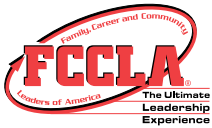
Demonstrated Meeting

The demonstrated meeting **may be up to** 20 minutes in length and is presented to evaluators. The demonstrated meeting should show the participants' knowledge of parliamentary law and their ability to perform designated skills and should follow the agenda given during the preparation time.

Proper Use of Parliamentary Law	Use parliamentary law according to <i>Robert's Rules of Order Newly Revised 10th Edition</i> .
Proper Recognition of Chair and All Members	Use proper procedure when addressing chair or members.
Coverage of Agenda	Address all agenda items properly. Items on agenda should include FCCLA opening ceremony, call to order, previous meeting minutes, treasurer's report, committee report(s), unfinished business, new business, FCCLA closing ceremony, and adjournment.
Main Motion	Demonstrate each ability correctly, in a proper sequence, and at an appropriate time during the meeting. NOTE: To receive credit for demonstrating each ability correctly, amendments may apply to one or more motions.
Amend a Motion	
Amend an Amendment	
Point of Order or Parliamentary Inquiry	
Division of the Assembly or Division of the Question	
Previous Question	
Point of Information	
Postpone to a Certain Time	
Refer to a Committee	
Question of Privilege or Recess	
Demonstration Time and Quality	Conduct an overall high quality demonstration which lasts an appropriate amount of time required for content, debate, and involvement.
Clarity of Expression and Voice	State ideas and comments completely; use appropriate grammar, pronunciation, pitch, tempo, and volume. Discussion should flow naturally from one item on agenda to the next.
Poise	<i>Team</i> conducts itself in appropriate, <i>professional</i> , and poised manner.
Impartiality of Presiding Officer	Presiding officer uses entire <i>team</i> and their ideas.
<i>Team</i> Participation	Active participation by all members during opening and closing ceremonies and discussion (except the secretary).
Debate Includes FCCLA	Conduct meeting with accurate use of FCCLA Purposes, Mission, and facts throughout debate.

Secretary's Record

Secretary's record of the demonstrated meeting will be taken by the secretary during the meeting on the provided form. The record, upon completion, will be presented to the evaluators immediately following adjournment of the meeting. The secretary's record may not be rewritten after the meeting; it will not be evaluated as final minutes. The record will be evaluated for coverage of all meeting activities.



STAR Events Point Summary Form PARLIAMENTARY PROCEDURE



PARLIAMENTARY PROCEDURE

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before the presentation begins, room consultants should fill out the form below to calculate the registration points and average team test score.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
Test Scores 0–25 points	Participant 1 _____ Participant 2 _____ Participant 3 _____ Participant 4 _____ Participant 5 _____ Participant 6 _____ Participant 7 _____ Participant 8 _____ <div style="display: flex; justify-content: space-between;"> TOTAL _____ <div style="text-align: right;"> Total Team Score _____ ÷ Number of participants on team _____ = Average Team Score: (25 points possible) </div> </div>		

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____
 Evaluator 2 _____ Initials _____
 Evaluator 3 _____ Initials _____
 Total Score _____ divided by number of evaluators
 _____ **= AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL
(30 points possible)

AVERAGE EVALUATOR SCORE
(70 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____

PARLIAMENTARY PROCEDURE

Rubric

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

Instructions

Fill in the correct score. Write the appropriate rating in the “Score column.” Comments can be written in the comment section and should help participants identify their strengths and areas for improvement. Record total points. Verify point total and initial.

DEMONSTRATED MEETING					Points
Proper Use of Parliamentary Law 0–3 points	0 Team did not demonstrate any Parliamentary Law according to <i>Robert's Rules of Order Newly Revised 10th edition</i>	1 Team lacked basic understanding of parliamentary law according to <i>Robert's Rules of Order Newly Revised 10th Edition</i>	2 Team incorrectly carried out parliamentary procedures twice according to <i>Robert's Rules of Order Newly Revised 10th Edition</i>	3 Team carried out all procedures correctly according to <i>Robert's Rules of Order Newly Revised 10th Edition</i>	
Proper Recognition of Chair and All Members 0–3 points	0 Members were never recognized by chair before speaking	1 Proper recognition of the chair and members were met some of the time	2 Proper recognition of the chair and members were met most of the time	3 Chair and members were recognized properly at all times	
Coverage of Agenda 0–3 points	0 Team did not follow agenda	1 Team did not address all agenda items	2 Team addressed all agenda items, but some were not done properly	3 Team addressed all agenda items properly	
Main Motion 0–3 points	0 Team did not demonstrate a main motion	1 Team incorrectly attempted a main motion	2 Team stated a main motion without properly carrying it out	3 Team correctly demonstrated a main motion	
Amend a Motion 0–3 points	0 Team did not demonstrate amend a motion	1 Team did not complete the amendment	2 Team completed an amendment, but did so incorrectly	3 Team correctly amended a motion	
Amend an Amendment 0–3 points	0 Team did not demonstrate amend an amendment	1 Team did not complete the amendment of an amendment	2 Team completed the amendment of an amendment, but did so incorrectly	3 Team correctly amended an amendment	
Point of Order or Parliamentary Inquiry 0–3 points	0 Team did not demonstrate a point of order or parliamentary inquiry	1 Team did not complete point of order or parliamentary inquiry	2 Team completed point of order or parliamentary inquiry, but did so incorrectly	3 Team correctly demonstrated a point of order or parliamentary inquiry	
Division of the Assembly or Division of the Question 0–3 points	0 Team did not demonstrate division of the assembly or division of the question	1 Team did not complete division of the assembly or division of the question	2 Team completed division of the assembly or division of the question, but did so incorrectly	3 Team correctly demonstrated division of the assembly or division of the question	
Previous Question 0–3 points	0 Team did not demonstrate previous question	1 Team did not complete previous question	2 Team completed previous question, but did so incorrectly	3 Team correctly demonstrated previous question	
Point of Information 0–3 points	0 Team did not demonstrate point of information	1 Team did not complete point of information	2 Team completed point of information, but did so incorrectly	3 Team correctly demonstrated point of information	
Postpone to a Certain Time 0–3 points	0 Team did not demonstrate postpone to a certain time	1 Team did not complete postpone to a certain time	2 Team completed postpone to a certain time, but did so incorrectly	3 Team correctly demonstrated postpone to a certain time	
Refer to a Committee 0–3 points	0 Team did not demonstrate refer to a committee	1 Team did not complete refer to a committee	2 Team completed refer to a committee, but did so incorrectly	3 Team correctly demonstrated refer to committee	

Parliamentary Procedure Rubric (continued)

Points

Question of Privilege or Recess 0–3 points	0 Team did not demonstrate question of privilege or recess	1 Team did not complete question of privilege or recess	2 Team completed question of privilege or recess, but did so incorrectly	3 Team correctly demonstrated question of privilege or recess	
Demonstration Time and Quality 0–15 points	0–5 Demonstrated meeting lasted 10 minutes or less with limited quality discussion and involvement of members	6–10 Demonstrated meeting lasted 10–15 minutes with quality of discussion and appropriate member involvement.	11–15 Demonstrated meeting lasted 15–20 minutes with quality of discussion, diversity of viewpoints and appropriate involvement.		
Clarity of Expression and Voice 0–3 points	0 Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	1 Few team members use clear speech <i>or</i> voice projection <i>or</i> pronunciation <i>or</i> proper grammar	2 Most team members use clear speech <i>or</i> voice projection <i>or</i> pronunciation <i>or</i> proper grammar	3 Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar	
Poise 0–3 points	0 Expressionless, no hand gestures, sways, no eye contact	1 Few team members use appropriate expression <i>or</i> hand gestures <i>or</i> posture <i>or</i> eye contact	2 Most team members use appropriate expression <i>or</i> hand gestures <i>or</i> posture <i>or</i> eye contact	3 Good expression, appropriate hand gestures, good posture, good eye contact	
Impartiality of Presiding Officer 0–3 points	0 Did not call on all members, states own opinion	1 The presiding officer rarely calls on all members and/or rules fairly on motions	2 The presiding officer usually calls on all members and/or rules fairly on motions	3 The presiding officer always calls on all members and/or rules fairly on motions	
Team Participation 0–3 points	0 Clearly, there is no team participation.	1 The meeting participation relies primarily on one or two members	2 Most team members are actively involved in the meeting	3 All team members were actively involved in carrying out the meeting	
Debate include FCCLA Purposes 0–2 points	0 Team did not include FCCLA Purposes, Mission or facts	1 Team used FCCLA Purposes, Mission or facts 1/2 of the time	2 Team used FCCLA Purposes, Mission or facts in all debate		
SECRETARY'S RECORD					
Secretary's Record 0–2 points	0 Most information is missing and agenda items were not recorded	1 Unorganized and some agenda items not recorded	2 Organized and contain all required agenda items		

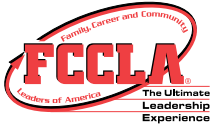
PARLIAMENTARY PROCEDURE

Evaluator's Comments:

TOTAL
(70 points possible)

Evaluator Initial _____

Room Consultant Initial _____



FCCLA Opening Ceremony

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, “We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education.”

Officers:

“Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.”

Members:

“As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service.”

President:

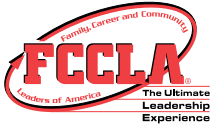
“This meeting of the _____ Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated.”

BRIEF FCCLA OPENING CEREMONY

The following is a short alternative opening ceremony.

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, “We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. This meeting of the _____ Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated.”



FCCLA Closing Ceremony

President:

“Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed.”

Members:

(Repeat Creed)

CREED

We are the Family, Career and Community Leaders of America®.

We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.

For we are the builders of homes,

Homes for America’s future,

Homes where living will be the expression of everything that is good and fair,

Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America®.

We face the future with warm courage and high hope.

President:

“This meeting of the _____ Chapter of Family, Career and Community Leaders of America® is now adjourned.” (Raps gavel.)

BRIEF FCCLA CLOSING CEREMONY

The following is a short alternative closing ceremony.

President:

“Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement, and career and technical education. This meeting of Family, Career and Community Leaders of America® is now adjourned.” (Raps gavel.)



FCCLA Secretary's Record



PARLIAMENTARY PROCEDURE

Chapter Name _____ Presiding Officer _____

of members present _____ Date _____ Time _____ Place _____

Opening Ceremony YES NO Quorum present YES NO

Minutes of the previous meeting were read YES NO Approved YES NO

Corrections YES NO Notes: _____

Treasurer's Report YES NO Attached Filed for audit Balance on hand _____

REPORTS, MOTIONS, ETC.	Motion by	Second	Results, Actions
------------------------	-----------	--------	------------------

Committee Report

Written reports attached

Unfinished Business

New Business

Meeting adjourned at _____ Submitted by _____

Closing Ceremony YES NO Position held _____

The STAR Events glossary was developed to help clarify questions about terms in the *STAR Events Manual*. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Applied academics—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound (e.g., compact disc, cassette player, etc.).

Audiovisual equipment—Equipment that uses both sight and sound to present information (e.g., television, video-cassette recorder, LCD projector, etc.).

Best Practices Educator—An educator who models professional qualities, continued professional development and the use of current instructional approaches and strategies for teaching and learning. A best practice educator is committed to incorporating various teaching methods and seeks to utilize relevant content to create a classroom that is student focused. The educator should be recognized by peers for excellence and be fully certified in his/her field.

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, Chicago, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

Comprehensive Student—Students enrolled in general courses in a Family and Consumer Sciences program.

Content—The subject or ideas contained in something written, said, or represented.

Content pages—Pages of a *manual*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume/Uniform—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Current—Current information may vary by content field. Current research should be up-to-date based on research and study in the field.

Digital Story—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

Dimensions—The stated or required size of a *display*, *manual*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *manual*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., used to showcase a chapter's service project, chapter program of work, or a Focus on Children project, and is contained within a specified area that includes all materials, *visuals*, and *audio-visual equipment* to be used for the presentation.

Divider pages—Pages of a *manual* or *portfolio* that separate sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a section.

Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or display.

Educational Enhancement Opportunity—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational* area.

Electronic Portfolio—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Webfolio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of audience access, so the same *portfolio* might be used for multiple purposes.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

EPA Climate Ambassadors—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, www.epa.gov/climateforaction/lead/become.htm, and submit an online Climate Ambassador form.

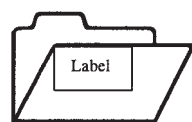
Fabric Care—Method(s) of cleaning and making suitable for wear.

Fabric Characteristics—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share resources, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

Fiber Content—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately.



Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hardcopy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, resources, supplies, equipment, and evaluation process.

Mannequin—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

Manual—An arrangement of materials in an FCCLA scrapbook containing information about an in-depth chapter service project or chapter program of work that may include but is not limited to pictures, news clippings, and program booklets.

Model—A 3-D object which represents, in detail, the intent of a final version of a product.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Occupational student—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Plain paper—8½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Portfolio—A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or display containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. Live objects are not allowed. Props do not include content.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

Reliable—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

Resources—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Stewardship Project—A project carried out by participants in their home, school, or community which actively works to counteract, reverse, or prevent the presence of an environmental concern or issue.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Uniform—See *costume*.

Visual equipment—Equipment used for visual projection without sound (e.g., projectors, VCRs, LCD projector).

Virtual Poster—An online multimedia poster with text, photos, videos, graphics, sounds, drawings, data attachments or other digital items.

Visuals—Posters, charts, slides, transparencies, presentation software, etc., which include content.

EVALUATOR INFORMATION

Parliamentary Procedure

EVALUATORS— GENERAL INFORMATION AND INSTRUCTIONS

- ❑ Evaluation teams typically consist of two adults and one past student member/alumni or business.
- ❑ Become familiar with the rules, point summary forms, and the rubric sheet criteria for your assigned event. Please read volunteer handbook thoroughly including planning process, STAR/Skill Events Glossary and information.
- ❑ Before each participant begins, you will receive a rubric sheet, point summary form, and other pertinent information about the participant. Take a few minutes to preview the information, as it is a part of their presentation and evaluation.
- ❑ Time is allowed at the completion of each presentation for you to work (quickly) on your ratings and comments.
- ❑ When completing the rubric sheet, fill in the correct score bubble. Write the appropriate rating in the score column and *write comments* on the back of the rubric sheet. Written comments serve as a valuable source of feedback for the individuals and teams. Record total points. Verify point total and initial. If you take a point off you must write a comment.
- ❑ If unsure about anything concerning the presentation, ask the participants to explain or clarify.
- ❑ Do not request that participants hand you items—instead, please stand up for a closer look.
- ❑ Score the participant entry and discuss the presentation in private with the other evaluators on your team. Spend a few minutes reviewing the strengths and areas for improvement of the presentation. Do NOT inform participants of their score and/or rating.
- ❑ Compare ratings with other evaluators and discuss the scores given to each student. The adult Lead Consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. Although evaluator scores will vary, (we recommend that all three evaluator ratings be within a 10-point range.) If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. **Rounding off points: Scores should NOT be rounded.** Total scores with calculators.
- ❑ Each team of evaluators will complete a point summary form for each individual or team. Verify point total and initial. Include the point summary form for each individual or team even if there are no point deductions.
- ❑ Rubric sheets and point summary forms are to be turned in to the room consultant at the end of the presentation, *NOT* held by evaluators until the end of the day to be adjusted.
- ❑ The decisions of the evaluators are final.
- ❑ Do not discuss the final ratings with anyone prior to the Recognition Sessions.
- ❑ Discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

THE EVALUATION PROCESS

Evaluators play a key role in STAR/Skill Events. In fact, evaluators play a key role in determining whether the experience is a positive or negative one for the student participants. **It is the goal of STAR/Skill Events to make participation a positive experience for all participants, regardless of the ratings they receive.** A considerate, sensitive, and fair evaluation process can accomplish this. The evaluation procedures attempt to accomplish the following:

- ❑ ***Focus on the achievements of youth.*** The evaluation process must stress what students do well and give them credit and recognition.
- ❑ ***Promote interaction between youth and adults.*** Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views from their level of experience.
- ❑ ***Encourage youth to take an active role in their own evaluation.*** Participants are asked to evaluate themselves as well as review the comments evaluators make about their performance.
- ❑ ***Measure achievements against standard criteria rather than against another student.*** All efforts should be made to rate the individual or team against the criteria on the rubric rather than comparing them to previous presentations.
- ❑ ***Recognize that all students are winners.*** Each participant has winning qualities or they would not have made it to the state level STAR/Skill Events. The evaluation process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept these opinions and evaluations provided certain conditions are met. It is important, that as an evaluator, you strive for the following:

- ❑ ***Consensus.*** Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to the event criteria. Please attempt to have the evaluation rating of participants within a 10-point range.
- ❑ ***Consistency.*** Attempt to rate students consistently when their performance is similar.
- ❑ ***Fairness.*** Do not let influencing factors interfere with your evaluation of a participant(s) presentation. If you know the individual(s) or feel influenced in any way, ask that the participant(s) be sent to another team for evaluation.
- ❑ ***Honesty and Sincerity.*** Make simple, forthright statements of your beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual(s).
- ❑ ***Attention to Detail.*** Be very specific in your evaluation comments. Rather than "You did a fine job," highlight the areas where they did a fine job.
- ❑ ***Feedback.*** Focus primarily on what the participant did well. Don't overload on the negatives—that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participant the most in the long run.

Many thanks—evaluators make these events possible!

PARLIAMENTARY PROCEDURE

EVALUATOR

- ❑ *Robert's Rules of Order Newly Revised 10th Edition is used as the authority for this event.*
- ❑ Participants will demonstrate a meeting for up to 20 minutes in order to present their working knowledge of basic parliamentary law by running a business meeting.
- ❑ Following adjournment of the meeting the secretary will turn in the meeting notes.
- ❑ Evaluators will not be given time to ask questions of the team following the demonstrated meeting.
- ❑ Score the entry and discuss in private with the other evaluators on your team.
- ❑ Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.
- ❑ Complete the rubric and initial your rubric next to the "Total Score" box at the bottom of the second page.
- ❑ Submit your final rubric and any additional comment sheets to the lead consultant for review.
- ❑ Once the lead consultant has finished reviewing and totaling the participant's score, double check for accuracy and initial the Point Summary Form where directed.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

**LEAD
CONSULTANT
INFORMATION**

Parliamentary Procedure

Lead CONSULTANT

Prior to the Event

- Read all information provided through the mail and online from FCCLA State Office for lead consultants in your event thoroughly.
- Bring a calculator to the State Leadership Conference** for totaling points.

At the State Leadership Conference

- Attend lead consultants meeting to review specific responsibilities.
- Assist with participant registration/orientation.
- Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy.
- Check off participant names on time schedule when they present.
- Collect and review participants' portfolios while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Then give the portfolios to evaluators and encourage them to score the "Portfolio" section of the rubric.
- Following the participants' presentations, encourage evaluators to make constructive **and** thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the total points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- Give rubrics, point summary forms, and cover sheet to the runners to take to the tally room in the Di Salle Building. Do not hold sheets.
- Collect and return supplies to the Tally Room in Di Salle Building.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.