

Virginia High School League
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VHSL DEBATE MANUAL

Updated September 2016



DEBATE MANUAL

REVISED: August 2016

CORRECTIONS/ADDITIONS HIGHLIGHTED PER THIS EXAMPLE

Virginia High School League, Inc.

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This official publication of the Virginia High School League has been prepared as an aid to high school debate coaches, lay judges, festival/tournament directors and persons who work closely with interscholastic debate programs.

The general purpose of the League's debate program is to stimulate interest and participation in the activity among Virginia high school students. This purpose is best served when a large number of schools and students engage in the programs. Through debate activities at the school level, young people are provided a means of furthering their cultural and educational development.

Rules and guidelines contained in this manual have been established by the VHSL Debate, Drama and Forensic Advisory Committee with approval of the League's Executive Committee. These policies are designed to ensure an equitable setting in which to conduct competitive activities and improve one's level of achievement.

Coaches, participants, judges, event administrators and observers are expected to adhere to the regulations and procedures described herein. They are also expected to apply the principles of good sportsmanship which, according to *Webster's New Collegiate Dictionary* is defined as, "Conduct becoming to a competitor, involving honest rivalry and graceful acceptance of results." VHSL sportsmanship rules as stated in the Handbook apply to academic activities just as they do to athletic activities. The procedure for addressing sportsmanship concerns is printed herein.

Besides containing all rules for debate events, this manual includes sample rating forms, judge's ballots and useful information so participants understand how events are administered and evaluated. Entry forms for conference and regional competitions are available on the League website (www.vhsl.org). State entry forms are also posted on the website and are also distributed by regional directors to coaches of students qualifying for that level.

Persons receiving this manual are urged to read it carefully and retain it for reference purposes. If you have any questions or need additional assistance, please contact us at the League office.

We appreciate your continued support of debate activities, and we welcome your suggestions for its improvement.

Ken Tilley
Executive Director

Lisa Giles
Director of Activities

ABOUT THE VHSL

When members of the Washington and Jefferson Literary Societies at the University of Virginia decided in the fall of 1913 to organize a debating league among the secondary schools of the state, they could not have comprehended how their small project would develop, expand and grow into what is now the Virginia High School League.

Twenty schools took part in that first state event. By the fall of 1914 one hundred schools were enrolled in the Virginia High School Literary League. Its program was expanded during 1914-15 to include a contest in oral reading. And in conjunction with the University's General Athletic Association, statewide competition began in baseball, basketball and track. Other sports and activities soon followed. Dramatic activities have been an integral part of the VHSL since the first One-Act Play competition in 1931-32.

Membership in the League increased so rapidly that the Extension Division of the University of Virginia, and later the Division of Continuing Education, had to be assigned greater responsibility for the conduct of League affairs.

By 1926, the League realized that, in the interest of democracy, the legislative responsibilities of the League should be vested in representatives of member high schools. All activities were coordinated under one organization. Control of the composite program was charged to a body of principals known as the Legislative Council, assisted by a smaller Executive Committee.

In March 1946, the League was reorganized as the first step in a significant postwar program. Its name was changed from "The Virginia High School Literary and Athletic League" to "Virginia High School League" to suggest a wider field of League interests. Finally, in 1995, legislative control was transferred from the Legislative Council to the Executive Committee.

For equalization of opportunities sponsored by the League, each school is classified according to its enrollment into a Group, 1A-6A. Each group is subdivided into two regions, each of which consists of four conferences with an average of seven schools per conference. Today the League membership consists of **316** schools, nearly all of the accredited three- and four-year public high schools in the state.

More than 150,000 students participate each year in VHSL athletic programs. The League conducts state championships in 28 different sports — 14 for boys and 14 for girls — ranging from football and field hockey to gymnastics and golf. An additional 25,000 students take part in VHSL academic programs. Besides debate, drama and forensics, these include creative writing, scholastic media, Scholastic Bowl and film festival.

Besides its sponsorship of individual and team activities for students, the League seeks to improve officiating and coaching by organizing and training more than 5,000 game officials, conducting rules clinics, providing information and materials and working closely with related organizations at the state and national levels. VHSL and the Virginia Association of Speech and Debate Coaches co-sponsor a speech, debate and theatre conference for coaches in early fall.

Through coordinated group action, the League has flourished. Thousands of men and women working with millions of boys and girls have provided wholesome, diverse activities that enhance the academic mission of schools. These activities provide valuable lessons that enrich an individual's high school experiences. They prepare students to lead more productive lives. They contribute to a unity of purpose within a team, a school, a community and the entire commonwealth. They help the League accomplish its main objective — service to Virginia's youth.

VHSL ACADEMIC ACTIVITIES CALENDARS

The following calendars are provided to you in advance to assist in your planning your year and beyond. Please plan ahead to avoid conflicts with SATs, SOLs and other events. Keep in mind, deadline dates are just deadlines. Conference and regional tournaments may be scheduled prior to, but not after deadlines.

2016-17 ACADEMIC ACTIVITIES CALENDAR - ADOPTED

ACTIVITY	CLASS	CONFERENCE DEADLINE	REGION DEADLINE	STATE FINAL	LOCATION
Theatre	1A-2A	11/5/16	11/19/16	12/6/16	Monticello High School
Theatre	3A-4A	11/5/16	11/19/16	12/5/16	Monticello High School
Theatre	5A-6A	2/4/17	2/18/17	3/4/17	Dickinson Center
Scholastic Bowl	1A-6A	1/28/17	2/11/17	2/25/17	William & Mary
Forensics	1A-6A	2/18/17	3/4/17	3/25/17	Clover Hill HS
Debate	1A-6A	3/25/17	4/8/17	4/21-22/17	TBA
Film Festival	ALL	N/A	N/A	6/2-3/17	VCU

Note: Thanksgiving is November 24 and Easter is April 16.

REGIONAL POSTPONEMENT POLICY

In case of extreme weather conditions which imperil travelers attempting to reach the regional event site, the regional director has permission to postpone the regional event, and therefore the state event entry form deadline, one day at a time until the day preceding the state event. If the regional event is delayed beyond the adopted regional deadline, the regional director is required to advise the Executive Director of the postponement and required to call in the regional results to the state event director as soon as the regional event is completed. In addition, the regional director is required to mail, deliver or fax the results to the state director and to the VHSL office.

2016-17 SAT TEST DATES

October 1, 2016
 November 5, 2016
 December 3, 2016
 January 21, 2017
 March 11, 2017
 May 6, 2017
 June 3, 2017

2016-17 ACT TEST DATES

September 10, 2016
 October 22, 2016
 December 10, 2016
 February 11, 2017
 April 8, 2017
 June 10, 2017

SPORTSMANSHIP – It’s all about respect!

Good sportsmanship is a top priority of the Virginia High School League. The manner in which your school is represented is far more important than whether your team wins or loses. Good sportsmanship is all about respect – respect for oneself, teammates, opposing teams, coaches, judges, audience and for Debate itself.

Inappropriate behavior is easy to identify. One needs to ask only two questions:

1. Is the observed behavior respectful of the targeted audience?
2. Does the observed behavior reflect positively on your school?

If the answer to either question is no, then the behavior is inappropriate and must not be tolerated. Respect must be a priority at all times and in all situations.

Each participating Debate coach bears a huge responsibility for making sure that good sportsmanship is valued. Inappropriate behavior can be an embarrassment to students, coaches, judges, administrators, the community and to the VHSL.

Each participating school is expected to provide administrators and other chaperones to actively supervise its student body and fans during the festival and address inappropriate behavior if or when it occurs. Individuals who are disruptive, disrespectful, fail to comply with facility and/or VHSL procedures or otherwise behave inappropriately will be escorted from the facility.

- Debate coaches and school administrators have primary responsibility for observing their student body and fans, and for taking corrective action when their students or fans behave inappropriately. Students will react more quickly and more positively to their own teachers and administrators than they will to an unknown security guard.
- VHSL staff is not responsible for making sure your students and fans behave. That is your responsibility.
- Watching the competition is secondary to observing your group’s behavior. You are “on duty” during the tournament, and your supervision must be active. VHSL and tournament staff will assist when necessary.

EXAMPLES OF UNSPORTSMANLIKE BEHAVIOR

The following list is by no means “all inclusive,” but is provided to draw attention to behaviors occasionally witnessed at Debate tournaments. Please review this list with your student body so that they will know what is not acceptable.

- Entering a lower-level competition and not participating in subsequent competitions (if qualified) due to schedule or other conflicts that are known beforehand is highly frowned-upon.
- Whispering, talking, booing, hissing, tapping or making any distracting noise or gestures during competition or awards ceremonies
- Entering/exiting during a round unless it is an emergency
- Challenging a judge’s comments or rankings
- Antagonizing, intimidating or abusing participants, tournament staff or others
- Displays of temper, anger, boasting, use of profanity or arguing with tournament staff or judges
- Intimidation or attack-style debate
- Coaching during active debate
- Frivolous, unfounded and/or unsubstantiated challenges or protests against other individuals/teams

The behaviors above must be addressed by school coaches or administrators if/when they occur. Failure to do so is a violation of The League’s Sportsmanship Rule.

Remember, good sportsmanship is all about respect. Win with humility; lose with grace; do both with dignity.

Sportsmanship Violations

27-11-11 Procedure: Academic Competition-Unsportsmanlike action must be reported to the League by any school or tournament official. The report should include any corroborating information or testimony available. A copy of the report complete with any supporting information shall be transmitted to the principal of the school or schools involved. Each principal concerned shall report such information or answers to the report as he/she deems appropriate to the League. Upon receipt of all reports and a review of any action taken, the League shall refer copies of all documents, including a staff recommendation as to whether the school's response is sufficient, to the school or schools involved and to the chairman of the League, who may in turn refer the matter to the Academic Sportsmanship Committee to investigate and adjudicate what appears to be a violation of this rule. The Academic Sportsmanship Committee shall review at a time and place set by the League office such available evidence as it deems necessary to reach a conclusion. The League is specifically directed to pursue any items which on the surface have implications of being sportsmanship violations. A League staff member or member of the Academic Sportsmanship Committee may be assigned the responsibility of holding personal interviews with the principal parties involved. Actions such as seeking reports and holding interviews are not to be interpreted in any way as casting reflection upon a school adhering to League regulations, but as an effort to keep all parties properly informed. Penalties up to and including suspensions of member schools may be imposed by the Executive Committee and/or the Academic Sportsmanship Committee. A copy of the Academic Sportsmanship Committee's action shall be filed with the chairman of the conferences concerned.

More information on the Sportsmanship Rule may be found in the VHSL Handbook at <http://www.vhsl.org/doc/upload/pub-handbook-2016-17.pdf> beginning on page 58.

Protests

(3) The Virginia High School League permits the correction of clerical or scoring errors in each interscholastic activity as specified in that activity's specific rule book. In those cases in which there is no rule book for an activity or in which the rule book does not specify a definite time period for the correction of clerical or scoring errors and the results are not announced until the conclusion of the activity, clerical or scoring errors may be corrected within 60 minutes of the announced results. In debate, drama and forensics, a school which leaves the site prior to the end of the review period forfeits the right to appeal the results. No protests will be considered which are based upon the real or alleged failure of contest officials to interpret or apply game or contest rules properly, or to render correct decisions in matters of judgment. League rules provide that officials for all League athletic contests shall be mutually agreed upon by the faculty representatives of all schools concerned. When this has been done and the contest has been started, differences of opinion which arise during the progress of the contest must be considered on the spot, and the decision of the contest official shall be final. Games may not be played "under protest" for later review by a Committee; however, the Assistant Director shall render an interpretation to all parties involved as to the proper application of rules in cases of protests if complete facts are presented in writing to the League office. Such an interpretation will not change the outcome of the contest as the decision of a game official is final, unless the Assistant Director determines that the game official(s) has incorrectly permitted a contest(s) to be suspended, a tie(s) to be broken or a tie(s) to stand in contradiction to the game rules adopted by the League.

32-2-1 Procedure:

(1) Principals only may initiate protests. Protests shall be in writing, addressed to the district chairman or the Executive Director, as the case may be, and shall contain a digest of all the facts pertinent to the case. Protests shall be delivered in person or sent by special delivery or first class mail. They shall be delivered or postmarked not later than two working days after the contest or receipt of the information on which the protest is based. The Committee shall meet promptly to consider and act upon each protest properly filed with the district chairman. The Executive Director, when protests are filed with him/her, shall act promptly to initiate action through the Chairman of the League.

VHSL ADVISORY COMMITTEE SERVES IMPORTANT ROLE

The Constitution of the Virginia High School League authorizes the Executive Committee to appoint advisory committees for the purpose of giving technical or other advice and assistance as may be necessary in conducting statewide activities programs for the benefit of high school students. Among these advisory committees is the Debate, Drama and Forensic Advisory Committee.

This advisory committee is composed of active high school coaches — two debate, two drama and two forensic coaches. It is chaired by a principal who also serves on the Executive Committee. It meets annually to develop the terms and conditions for administering state events as well as to make recommendations for improving administrative procedures governing speech and drama activities.

Members are appointed to provide (1) balanced geographical representation, (2) knowledge and experience in their specific activity, and (3) representation for both large and small schools. The term of appointment is three years with staggered terms allowing for a combination of continuity and new ideas.

A member of the VHSL administrative staff works with the advisory committee in developing the scope of the committee's work and in presenting the committee's recommendations to coaches at area rules clinics and to the Executive Committee and Membership. In order for legislative changes (Handbook amendments) to be implemented, they must be approved by the Executive Committee at two of four annual meetings.

Obviously the strength of advisory committees is that they give the League's Executive Committee direct access to sentiment from the "grass roots" level. Committee members are encouraged to express their personal feelings and observations as well as ideas from their colleagues in the field. Many of their ideas are also addressed at required speech rules clinics held annually across the state. It is important to bear in mind that all decisions are ultimately based on what will best serve the interests of boys and girls from across the state participating in the League's interscholastic activities.

For the 2016-17 school year, members of the DDFAC include:

Debate, Drama and Forensic Advisory Committee

Tina Tapp, Radford HS
Todd Necessary, Marion Senior HS
Rich Follett, Skyline HS
David Noland, Woodgrove HS
Shelly Nowacek, Great Bridge HS
William Waddell, Cosby HS

<u>Responsibility</u>	<u>Region</u>	<u>Term</u>
Forensics/Theatre	1A-West	Jan. 2014 – Dec. 2016
Forensics/Theatre	2A-West	Jan. 2014 – Dec. 2016
Theatre/Forensics	3A-East	Jan. 2016 – Dec. 2018
Theatre	4A-North	Jan. 2015 – Dec. 2017
Theatre	5A-South	Jan. 2014 – Dec. 2016
Debate/Forensics	6A-North	Jan. 2016 – Dec. 2018

Ex Officio

Lisa Giles, VHSL Assistant Director

State Tournament Directors

TBA

Nick Kalagian (nkalagian@gmail.com)

Clerk of Student Congress

Social Networking

FOLLOW US ON TWITTER

The VHSL uses Twitter to communicate timely, short messages to its constituents. Follow us at: www.twitter.com/vhsl_activities.

FOLLOW US ON INSTAGRAM

VirginiaHSLeague

VHSL ACTIVITIES HAVE FACEBOOK GROUPS

In an effort to network and build community among the VHSL activities populations the VHSL in 2009 created Facebook groups. These groups are open to coaches, students, judges and others who are linked to the activities community and are intended to be a constructive, supportive environment where coaches/students may ask questions, share coaching tips and resources, solicit VHSL tournament officials/staff, etc. within the VHSL community. Official groups are:

- VHSL Forensics www.facebook.com/VHSLforensics
- VHSL Theatre www.facebook.com/VHSLtheatre
- VHSL Debate www.facebook.com.com/VHSLdebate
- VHSL Scholastic Bowl www.facebook.com/VHSLschobo
- VHSL Publications www.facebook.com/VHSLpubs
- VHSL Creative Writing www.facebook.com/VHSLpubs
- VHSL Film Festival www.facebook.com/VHSLfilmfestival

The VHSL reserves the right to remove any post or user from any group. The following are guidelines for group use:

- Obscene, abusive, insulting, hateful, racist or sexually explicit language is prohibited as are defamatory comments or personal attacks. Posts that may be construed as threatening may be deleted and made available to the proper law enforcement officials.
- Commercial solicitations and/or advertisements are prohibited.
- All posts must be in English.

VHSL IS ON YOUTUBE

Subscribe to our YouTube channel at www.youtube.com/theVHSL.

SIX CLASSIFICATION AT A GLANCE

Here is a snapshot of how six classification expansion affects debate beginning the 2013-14 school year.

1. See Final Adopted Conference Alignment Plan on following page to determine what conference your school is in, and with what schools your school competes at the conference and regional levels. For example, Colonial Heights is in Conference 25, Region 3A-East and Class 3A.
2. Unless your region has elected to maintain a district competition, competition effectively begins at the conference level.

Note: Due to below benchmark participation numbers, Classes 1A, 2A and 3A will be combined into a single championship. Top ranked individuals and teams will be 1A/2A/3A Champions (regardless of what class they represent).

Here is a breakdown of numbers that advance at each:

QUALIFYING NUMBERS				
	Policy	Lincoln-Douglas	Student Congress	Public Forum
School to Conference	2	3	N/A	2
School to Region	N/A	N/A	6	N/A
Conference to Region	3	4	N/A	3
Region to State	3	4	12	3

Updated November 11, 2013

Note: Given the small number of schools participating and wide geographic range, conferences and regions for 1A/2A/3A participation have been regrouped, and each school will compete in its new assigned conference and region as follows:

PINK REGION	GREEN REGION	GRAY REGION
CENTRAL 1	NORTH	WESTERN 1
Wilson Memorial (36)	George Mason (35)	Auburn (45)
Buffalo Gap (36)	Central-Woodstock (35)	Abingdon (32)
Riverheads (44)	Clarke County (35)	John Battle (40)
Stonewall Jackson-Q (44)	Madison County (35)	
East Rockingham (36)	Strasburg (35)	
R.E. Lee-Staunton (36)	Culpeper (28)	
	Manassas Park (28)	
CENTRAL 2	EASTERN	WESTERN 2
Monticello (29)	Bruton (33)	Blacksburg (32)
Spotswood (29)	Maggie Walker (33)	Cave Spring (32)
Turner Ashby (29)	Tabb (27)	Christiansburg (32)
Fort Defiance (29)	Randolph-Henry (37)	Staunton River (31)
Broadway (29)	York (27)	Hidden Valley (32)
Fluvanna (29)	Prince Edward (34)	
	Brookville (30)	
	Washington & Lee (33)	
	SOUTH CENTRAL	

Updated October 24, 2016

VHSL Speech Scoring and Tie-breaking Procedures

Principals and Coaches: Handbook references for debate specify that no first-, second- or third-place ties shall exist in VHSL competition and we urge you to become familiar with these sections as well as other regulations governing your activity.

Special Note: Conferences and regions are expected to establish additional tie-breaking methods to be employed if a tie still exists even after the procedures below are followed. Such additional methods could include, but are not limited to, (1) a coach's ballot, (2) restage head-to-head competition and (3) coin flip or draw.

DEBATE

Ties in win-loss record will be broken on the basis of:

- a. Decision if the teams have debated and if in the event of ties involving multiple debaters there is a clear decision
- b. Total speaker points
- c. Total speaker rankings
- d. Median speaker points (drop highest and lowest)

Ties in speaker awards total points will be broken on the basis of:

- a. Total ranks
- b. Median points (drop highest and lowest)

TEAM SCORING

The system that follows will be used for the state tournament. It may be adapted to fit specific circumstances at the conference or regional level as long as the system is approved by the conference or region and all participating schools know in advance of the tournament how the sweepstakes will be determined.

1. Separate sweepstakes will be tabulated in each championship classification (or combined championship).
2. In each classification, 7 points will be awarded for the first place team or individual, 5 points for second place, 3 points for third place and 1 point for fourth place in each debate event (Policy, Lincoln-Douglas, Student Congress and Public Forum).
3. If an elimination format is used, resulting in two third places, the third- and fourth-place points will be split with each team given two points.
4. The sum of all points earned by teams/individuals from a given school will be the school's sweepstakes score.
5. If there is a tie for either first or second place in the school sweepstakes, the tie will be broken by counting the number of firsts, the number of seconds, etc. earned by each school until the tie is broken. If there is still a tie, the tie-breaker will be awarded to the school that places highest in the common event (for example, School A and School B both participated in Public Forum, and School A won Public Forum, School A would win the tie-breaker). If there is still a tie, three points will be awarded to the tied schools for each event the schools participated in. A sweepstakes tie below second place will not be broken.

FORFEITS

Once the tournament is underway, the discretionary decision by any student or team not to participate in any round of scheduled competition constitutes a sportsmanship violation, a forfeit and immediate elimination of that student or team from the competition.

Important: For Tournament Directors and Judges

Tournament directors must have a judges meeting prior to the start of the tournament to discuss expectations, review frequently misunderstood rules/procedures and clarify questions.

30-4-4 Specific Penalty for VHSL Event Not Being in Compliance with Policies-In situations where a member school hosts an event in which all VHSL guidelines are not enforced the following can apply:

- The host and all participating member schools will receive a Warning.
- The host school loses the ability to sanction that sport/activity tournament for three years.
- The host will be subject to a fine of \$50 for each VHSL member school participating in the event.

1. **Observers**

Observers are encouraged at the state tournament and there are no restrictions on a coach, student, parent, etc. sitting in on a debate involving their own or another team. Coaches, debaters and other school representatives are free to discuss strategies and opposing teams, even to ask a team what it is running. All that is fine as long as they fully identify themselves by name and are clear and accurate about their association with any and all schools they might represent. It must also be understood that following that disclosure, **the participants in a debate have no obligation to permit the visitors to remain in the room or to listen to the debate from outside the room. Those asked about cases or defenses, their own or those of another school, are under no obligation to provide the information.** A school whose coaches, student debaters or other representatives fail to provide full and accurate disclosure or who unfairly pressure other participants into providing access or information they do not want to provide may be reported for unsportsmanlike conduct and disciplined according to VHSL Rules and Regulations.

Conferences and regions may choose to follow the state policy or may choose to follow a traditional policy which discourages scouting. Those guidelines read as follows:

Coaches, students and observers from participating schools are not permitted to hear any but their own team(s) unless permission is obtained from the debaters in the round. We encourage you to open all rounds to observers.

Tournament directors must make clear to all participants which guidelines are being used. **Judges are authorized to remove any observer distracting or disturbing the debaters during a round.**

2. **Timekeepers**

If no timekeeper is available, judge is expected to keep time. Please bring a stopwatch. THE TAB ROOM HAS NO EXTRA WATCHES!

3. **Format**

VHSL offers Policy debate, Lincoln-Douglas debate, Student Congress and Public Forum debate. The 8-3-5 cross examination format will be used throughout the tournament for Policy debate. The judge will enforce the 8-minute preparation time rule in Policy; each Lincoln-Douglas speaker shall have a total of three minutes prep time. For Student Congress and Public Forum, please see instructions for each event.

VHSL rules will be strictly enforced in VHSL tournaments. Teams that participate in outside leagues must take care to recognize differences in rules and procedures among the leagues.

4. **Decisions**

Remember that these are high school students, many just getting started with debate, and keep all criticism constructive. It is essential that debaters learn how to improve their performance through both positive and negative feedback. Give an honest evaluation of the presentation, but do not demean or ridicule the person. **Disclosing decisions prior to the Awards Assembly is not permitted** and is grounds for withholding judging fees.

5. **Strategy**

The tournament director will not regulate a team's speaker position strategies or argument content.

6. **Pairings (see Model Schematic)**

In all four divisions of debate, **pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group.** A director may choose either a round-robin format or five rounds paired at random followed by a single elimination tournament pairing the top four qualifiers. A round-robin format is preferable if it can be accommodated in eight rounds or fewer.

Round Robin: In this format, each team would be assigned a debate against each of the other teams. If that involves a debate against a team from the same school, the coach must state in advance of competition whether:

1. The teams/individuals shall debate as scheduled, or
2. The ballot shall be awarded to the team/individual designated by the coach, with average speaker points and ranks from previous rounds credited to the debaters.

When a format with elimination rounds is used, pairings in the first elimination round should match the qualifying team with the best record in qualifying rounds against the qualifying team with the poorest record in qualifying rounds, the next best versus the next poorest, etc.

The assignment of team numbers is conducted by lottery prior to the tournament.

Determining Sides

In Policy, sides are assigned by the tournament director. If there is an odd number of rounds, sides in the last round are determined by coin flip.

In Lincoln-Douglas, pairings are assigned randomly, and sides in the last round are determined by coin flip.

7. **Judges**

Every effort must be made to assign judges so that they do not have a conflict of interest with individual competitors or the schools they represent. Further, different judges are to be used at each level (conference, region and state) so as to avoid judging the same debaters whenever possible.

While college debaters are commonly used to judge high school debate, they should know, understand and support the unique rules of the Lincoln-Douglas, Student Congress and Public Forum formats if assigned to judge those events. Under no circumstances should high school students be used to judge VHSL tournaments.

8. **Reviewing Results**

After results are announced at the awards ceremony, each school will receive a copy of all judges' critiques and tabulation results. School representative or coach must check the accuracy of the results. All clerical and scoring errors must be corrected within 60 minutes of the announced results. A school that leaves the competition site before the review period is complete forfeits the right to appeal or correct results. Only one person from the school is required to stay for the review period, but that person must retain possession of any awards in the event that an error is discovered and awards have to be redistributed.

9. **Laptops**

The following policy is in effect as of March 8, 2006:

"Any student who opts to use a laptop in debate competition must provide his or her own laptop and is not allowed connectivity to other computers, persons, or the Internet. The penalty for students found using connectivity will be immediate disqualification from the tournament and forfeiture of all rounds. Use is limited to the taking of notes and for the retrieval of evidence that the student has pre-written and stored on the laptop. Students are also responsible for their own battery and power; tournaments are not responsible for providing outlets."

At the start of the first round of every tournament, judges should read aloud the policy as it is written and confirm that all students understand it. While students are, for the most part, on their honor to abide by the rules, judges can and should monitor students' use of the laptops, preferably sitting behind their students who are using them so that it is easy for them to see the screen. At any time, the judge may inspect the computer if a violation is suspected.

If a judge suspects a violation, (s)he should physically inspect the laptop, make note of the reasons (s)he feels there is a violation (including the type of program or application that was being used during the violation), judge and score the round without regard to the suspected violation, and submit the tabulation and critique sheets to the tab room director along with his/her protest. Final determination of disqualification will be made by the tournament director

(VHSL assistant director if at state) who may consult with a rules committee after performing an investigation. If the director calls for disqualification, ranks will be adjusted accordingly and coaches will be notified immediately.

Laptops only are permitted. No personal digital assistants (such as iPhone, android, Blackberry), iPads, iPods, etc. are permitted. Connectivity of any kind (including text messages, BBMs, tweets, instant messages, etc.) would constitute disqualification. These examples are not all-inclusive and are not intended to provide loopholes through what they exclude.

Voluntary participation in VHSL debate constitutes agreement to these rules, policies and guidelines on the part of all participants.

10. **Policy on Substitutions in Debate**

Policy debate teams advancing from the conference to the regional tournament and from the regional to the state tournament are expected to remain intact. However, under unusual circumstances a school may substitute one member of a team advancing to the next tournament. Such circumstances as illness or an unexpected family commitment may justify a substitution. A substitution will not be allowed for a debater who is aware of another commitment on the dates of the regional or state tournament at the time of entry into the conference tournament.

If a substitution for one member of a debate team is necessary, the principal must contact the League office in writing and explain the circumstances giving the name of the student unable to attend the tournament and the name of that student's replacement. The decision on the substitution will be based on the information given.

If a team member is replaced for the regional tournament, he/she may not rejoin the team for the state tournament.

If qualifiers are unable to advance to the regional or state tournament, the alternate individual or team in the conference or regional tournament may replace the individual or team unable to attend provided that the alternate placement is made two days in advance of the tournament (or Wednesday at 12 noon for the state tournament held on Friday/Saturday).

A discretionary drop, as opposed to an emergency drop, must be completed at least one week prior to the regional or state tournament, or it will be considered a sportsmanship violation. Tournament director and alternates must be notified immediately of the drop, and alternates must confirm participation two days in advance of the tournament (or Wednesday at 12 noon for the state tournament held on Friday/Saturday).

11. **Rules Violations**

Unless prescribed otherwise, a violation of any rule, if discovered and reported, will result in disqualification.

12. **Accommodations**

The VHSL is committed to providing reasonable and appropriate accommodations to students with disabilities at its academic tournaments. Any competing student requesting special accommodations must submit comprehensive, written information at least two weeks in advance of conference tournament to VHSL Assistant Director. This information should include (1) specific nature of disability as diagnosed by a qualified professional, (2) specific functional limitations of student and (3) accommodation requested as recommended by diagnosing professional. VHSL may provide the accommodation recommended, or such other accommodation as it deems reasonable to address the identified functional limitation. Any accommodations provided will be with the intent to provide an equal but not advantageous opportunity for student to compete and is not intended to alter the fundamental nature of the activity.

13. **Prohibitions**

The following are prohibited during a VHSL Debate Tournament: videotaping of rounds, texting during rounds, switching judging assignments without prior approval from the tab room and assigning half-points. Tournament directors, please remind judges of these prohibitions in your judges' meeting.

14. **Participation**

A student may participate in Policy, Lincoln-Douglas, Student Congress and/or Public Forum debate, but he/she may participate in only one form of debate at the conference, regional and state tournaments.

Individuals/teams must be present and compete to receive awards, advance to the next level of competition and/or earn sweepstakes points.

15. **Forfeits**

Once the tournament is underway, the discretionary decision by any student or team not to participate in any round of scheduled competition constitutes a sportsmanship violation, a forfeit and immediate elimination of that student or team from the competition.

16. **Tournament Limitations**

No individual or team may participate in more than 16 tournaments during the school year, excluding VHSL conference, regional and state tournaments. A student who registers at and participates in a debate tournament under a name other than his/her own or under a name other than his/her bona fide school name shall be disqualified from participating in the conference, regional and state debate tournaments.

Debate Judges: Appropriate Behavior

Because of complaints from students, coaches and tournament directors about inappropriate behavior by a few judges in VHSL competition, the following guidelines have been developed. Each judge is asked to read the guidelines and signify that he/she understands and accepts those guidelines by signing at the bottom prior to the start of competition. Pay may be withheld from any judge violating these guidelines.

1. Judges are encouraged to BRIEFLY discuss with the participants in a debate their judging philosophy or style prior to the start of match so that participants understand those factors that will determine a decision.
2. While observers are encouraged, judges should clear the room of any person either participant does not want in attendance. All observers must identify themselves and their affiliation with any team competing in the tournament so that the debaters in each session have the option of determining whether or not they want those people in the room or listening to the debate from outside the room. Likewise, judges should clear the room of any person who is causing a distraction for any of the participants or for the judge.
3. Judges are not permitted to carry on private conversations during the debate.
4. Judges should not suggest through audible sounds or body language how they are responding to a presentation in any way that would suggest coaching or critique. Judges may not disclose decisions or suggest or hint at those decisions prior to the announcement of final tournament results during the awards ceremony.
5. Oral critiques are not permitted.
6. Time limits for each section of a debate, including preparation time, must be enforced.
7. Use of profanity is prohibited.
8. Judges who smoke may not ask debaters for cigarettes, share a smoke break with debaters or coaches or permit a smoke break to interrupt the time schedule for a match or for the tournament.
9. **Judges may not show favoritism for or socialize with any coach or debater they may be evaluating during the tournament, specifically including private conversations that might be perceived as preferential.**
10. Since debaters will be dressed in coats and ties and professional work-world attire, judges will be expected to wear clothing acceptable in professional circles (no jeans, T-shirts, hats).
11. A judge is expected to be in the room throughout the debate. Since the cross-examination periods are an integral part of the evaluation, the judge must be present and listen closely to both questions and responses.
12. Eating by the judge or debaters during the debate is prohibited.

I have read the VHSL Guidelines and understand that violation of these guidelines may be cause for withholding pay.

Print and sign name

Policy Debate

116-4-1 Policy Debate Contest Rules and Regulations-Each school entering Policy debate on the conference level may enter in each event a maximum of two two-speaker debate teams, each of which is prepared to debate both sides of the resolution.

116-4-2 Each conference entering the regional meet may certify first, second and third place teams in each event to the regional meet. Each region entering the state meet may certify first, second and third place teams in each event to the state meet. If one of the first three Policy teams is unable to advance to the regional or state tournament, the fourth place Policy team in the appropriate conference or regional tournament may replace the Policy team unable to attend. No replacements beyond fourth place shall be permitted. Each region shall be responsible for resolving ties or disputes in accordance with policies in the VHSL Debate Manual so that it advances no more than three teams to state.

116-4-3 Pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group. A director may choose either a round-robin format, with each team assigned a debate against each of the other teams, or five or six preliminary rounds utilizing power pairings as published in the VHSL Debate Manual, followed by a single elimination tournament pairing the top four or eight qualifiers.

116-4-4 Policy debate teams will alternate between the affirmative and negative sides, with a draw for sides in the final round. An adaptation of the Oregon Plan is used in Policy debate. The procedure is as follows: (a) First affirmative speaker: eight minutes. (b) Second negative speaker questions first affirmative speaker: three minutes. (c) First negative speaker: eight minutes. (d) First affirmative speaker questions the first negative speaker: three minutes. (e) Second affirmative speaker: eight minutes. (f) First negative speaker questions the second affirmative speaker: three minutes. (g) Second negative speaker: eight minutes. (h) Second affirmative speaker questions the second negative speaker: three minutes. (i) First negative speaker presents rebuttal speech: five minutes. (j) First affirmative speaker presents rebuttal speech: five minutes. (k) Second negative speaker presents rebuttal speech: five minutes. (l) Second affirmative speaker presents rebuttal speech: five minutes. (m) Each team shall have a total of eight minutes preparation time to use during the debate.

116-4-5 The critic judge (or set of three judges at the discretion of the meet director) decides the better team in each debate and ranks each individual debater. Note: If three judges are used, each judge makes his/her decision independent of the other two. Each judge's ballot is counted as a win or a loss in determining the winner of the meet.

116-4-6 Total wins of each team are computed to determine the teams winning the tournament or advancing to elimination rounds. In case of ties in number of wins, the decision in head-to-head competition (first if it is a clean decision), total speaker points (second) and total speaker ranking (third) are employed to determine a winner.

116-4-7 A judge may serve throughout a meet, but it is preferable that he/she not judge the same team twice.

116-4-8 Judging Requirements-Each school participating in Policy debate at the state meet must provide at least one qualified judge to evaluate Policy competition in a group other than the one represented by the school, unless judge is provided by host. The coach may serve as the school's required judge. Penalty for violation is a fine as stated in 30-5-1.

116-4-9 Bases for Judges' Decisions-Criteria used by judges in determining winners include all aspects of general effectiveness in debate. Most important of these criteria are analysis of issues, extension of major and minor arguments, adequacy and accuracy of evidence, primary qualities of the affirmative case, clarity of organization and refutation and persuasiveness of over-all argumentation by both teams.

116-4-10 Suggestions-Competing teams should strive to clash on the issues. Teams should strive to show essential differences in regard to policy with reasons for the differences. Penetrating analysis, clear exposition of terms and arguments and a definite evaluation and summary should be sought throughout. In general, it is better to develop one or two crucial issues rather than to mention many without developing any.

116-4-11 The role of the questioner or cross-examiner is very important. He/she should frame in advance a great many questions, but should use in any given debate only those which are relevant and those which manifestly tend to reveal the weakness of the opponent's case or to emphasize and amplify the strong points of his/her own case. The questioner should show an awareness of the affirmative position and should adapt his/her questions to the affirmative arguments. The affirmative should in turn shift in point of view to take account of and satisfy the negative objections. The purpose of cross-examination is to bring to light weaknesses or inconsistencies in the opponent's case, preparatory to refutation in

rebuttal. Such weaknesses or inconsistencies as are uncovered should be exploited. Questioners should avoid the use of trick queries and of farfetched and elaborate traps, and should not become legalistic, nor resort to hair-splitting.

116-4-12 In Policy, emphasis should be placed on teamwork and on the function of each speaker as a part of the team. Every effort should be made by the coach to stimulate flexibility and independence of thought. Judges look for direct and forthright speaking, informality, and ease and good humor in delivery. Speakers should be prepared to establish all authorities quoted and to relate quotations to the point at issue. The validity of each quotation should be established individually. In general, fewer and more effective quotations are recommended.

Policy Debate

Information for Tournament Directors and Debate Judges

Form of Debate: Cross Examination Plan. (Adapted from the Oregon Plan)

- | | | |
|------------------------|-----------|--|
| 1. First Affirmative | 8 minutes | |
| 2. Second Negative | 3 minutes | (Questions first affirmative speaker) |
| 3. First Negative | 8 minutes | |
| 4. First Affirmative | 3 minutes | (Questions first negative speaker) |
| 5. Second Affirmative | 8 minutes | |
| 6. First Negative | 3 minutes | (Questions second affirmative speaker) |
| 7. Second Negative | 8 minutes | |
| 8. Second Affirmative | 3 minutes | (Questions second negative speaker) |
| 9. First Negative | 5 minutes | (Presents rebuttal speech) |
| 10. First Affirmative | 5 minutes | (Presents rebuttal speech) |
| 11. Second Negative | 5 minutes | (Presents rebuttal speech) |
| 12. Second Affirmative | 5 minutes | (Presents rebuttal speech) |

Procedures:

1. You will hear one or more debates as scheduled by the meet director and announced by the chairman.
2. Select an advantageous seat and review the ballot. (Judges sit apart)
3. Be sure timekeeper is ready when the debate starts.
4. After each debate:
 - a. Rank each debater in order of excellence (1st for best, 2nd for next best, etc.)
 - b. Pick the winning team
5. After each debate, assign either mentally or in writing a numerical score for each team and comment briefly. A written critique is required.
6. Turn in ballot to chairman of meet.

Suggestions for Judging:

- A. Your decision should be based on which team did the better job of debating and not on your personal opinions or convictions. The debaters are debating each other, not the judge. Be objective as you listen to the debate and evaluate the techniques being employed. There is no place in debate judging for subjective evaluation.
- B. Try to determine which team establishes the greater probability for its position. The debate should be centered on the significance of the problem based on an analysis of the causes and the desirability and practicality of proposed solutions as supported by evidence and reasoning.
- C. The following outline will help you judge the debate. This is a general prospectus of what should happen:
 1. The affirmative will state the proposition and define terms. They will then usually explain the nature of the problem and trace the causes, citing evils in the present situation (the status quo). They will show how their proposed changes will correct the situation and will usually mention certain advantages that will probably come about if their proposal is accepted.
 2. The negative will usually defend the status quo and attack the arguments for a change being advanced by the affirmative. They may do this by pointing out that there is no need for a change and that any change would be worse than the present. They may argue that there is no problem or that the problem is presently being solved by changes already in progress. Negative may also offer a counter plan.
 3. If the negative team uses a counter-plan, they must prove that this proposal is based on a legitimate interpretation of the proposition and that it will solve the problem in a better way than the plan advanced by the affirmative.
 4. There will usually be several main contentions or major arguments that are of such importance that you can determine who wins the debate by deciding which team won these major arguments.
 5. The affirmative may also contend that unique, significant, comparative advantages over present system will accrue from their plan. Then they do not have to argue a need or evil.
 6. The affirmative may also use a criteria case that any solution must fit and compare how their plan and the status quo do, in fact, meet it.

7. Remember, the affirmative team has the responsibility of establishing the probability that their proposal will correct the evils in the status quo. If they use the comparative, advantage approach, they need only show their plan is comparatively advantageous and does not induce significant new harms. In the criteria case they must show: that the criterion is the best one to judge the situation by and that their plan can more effectively fit it without adding new disadvantages. They will attempt to do this by the quality and quantity of evidence and the soundness of their reasoning as they defend their position.

D. Technical aspects of debate to be considered in judging:

1. There should be agreement on definition of terms as the debate progresses. The affirmative usually defines the terms, but the negative has the right to challenge the definitions if they feel the affirmative has been unfair in defining terms. Unless the definition of terms is attacked by the negative, the definitions advanced by the affirmative are assumed to be accepted.
2. The construction of the affirmative case should be done early enough in the debate for the negative to attack it. Totally new arguments for or against the proposition should not be introduced so late in the debate (such as in the rebuttal period), that the other team has no chance to deal with the arguments.
3. Arguments must be supported by reasoning and evidence. If arguments are not supported, the opposition should call attention to the fact and insist that the arguments be supported. However, if an argument is advanced and is not dealt with in any way by the opposition, it is presumed to be won by the team advancing the argument.
4. If you as a judge know that evidence is being distorted or that the debaters are being dishonest, you should penalize them accordingly. You must be very careful in handling this situation and be very sure of your information. (It is better if the opposition can point out minuses of evidence).
5. Minor infractions of the rules such as going a few seconds overtime, whispering too loudly during the debate, etc., should not unduly influence your decision. If, however, such minor infractions interfere with the major aspects of the debate, you should consider this in rendering your decision.
6. Delivery alone should not determine the winner, as the emphasis should be on the presentation of arguments. However, if the debater does not communicate clearly and effectively in a manner easily understood, you should take this into consideration. For example, some debaters employ such rapid-fire delivery as to make the presentation difficult, if not impossible, to understand.
7. You should not require either team to meet arguments or issues in your mind that are not advanced successfully by the opposition.
8. A negative system may argue for simple modifications or repairs of the present system.

E. Special considerations for cross examination:

1. During the questioning period, the questioner should:
 - a. Ask questions that are arranged in some order.
 - b. Ask questions that are relevant to the proposition, and to the speech of the debater who is being questioned.
 - c. Ask questions that can be answered; avoid trickery.
 - d. Show the significance of the opponent's answers, making clear the implications.
2. The answerer should:
 - a. Avoid filibuster; make the answers as concise as possible, but refuse to answer questions with a simple "yes" or "no" if doing so would do injustice to his case.
 - b. Admit lack of knowledge rather than attempt to cover up such lack.
 - c. Emphasize strong points in his own case at every opportunity.

F. Miscellaneous considerations:

1. Normally, the team winning the debate will have the higher total points. If this is not the case in a particular round, you should specifically indicate that you are giving a "low-point win."
2. Avoid making comments to the debaters or to the coaches which may give some indication of your decision before the results are announced.
3. The minimum score for any individual debater shall be 15 points.



JUDGE

ROOM

Virginia High School League Policy Debate Ballot

TOURNAMENT _____ DATE _____

1. Rate all speakers using the following scale:

SUPERIOR	EXCELLENT	AVERAGE	FAIR
30 29 28 27	26 25 24 23	22 21 20 19	18 17 16 15

2. Fill in decision, points and ranks and return at least white copy to Tournament Control immediately.
3. If pink and yellow copies are retained, complete and return with constructive comments as soon as possible.
4. Oral critiques are not permitted.
5. Do not reveal decision under any circumstances.

AFFIRMATIVE	NEGATIVE
_____ Team # _____ School _____	_____ Team # _____ School _____
Position Name Points Rank	Position Name Points Rank
1st AFF. _____	1st NEG. _____
2nd AFF. _____	2nd NEG. _____

THE TEAM WINNING THIS ROUND WAS TEAM # _____ REPRESENTING THE [AFFIRMATIVE] / [NEGATIVE] SIDE.

Judge's Signature _____ School Affiliation _____

Individual Comments

Affirmative	Negative

REASONS FOR DECISION:

FORMAT

- First Affirmative 8 minutes
- Second Negative 3 minutes (questions first affirmative)
- First Negative 8 minutes
- First Affirmative 3 minutes (questions first negative)
- Second Affirmative 8 minutes
- First Negative 3 minutes (questions second affirmative)
- Second Negative 8 minutes
- Second Affirmative 3 minutes (questions second negative)
- First Negative 5 minutes (rebuttal)
- First Affirmative 5 minutes (rebuttal)
- Second Negative 5 minutes (rebuttal)
- Second Affirmative 5 minutes (rebuttal)

Model Schematic for Policy Debate Competition Involving Eight Teams (Two from each of four conferences)

Pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group. A director may choose either a round-robin format, with each team assigned a debate against each of the other teams, or five or six preliminary rounds utilizing power pairings, followed by a single elimination tournament pairing the top four or eight qualifiers.

The first option for a field of no more than eight teams is a round-robin tournament, pairing every team against every other team in no more than seven rounds. Some regions prefer a four- or three-round tournament. Recommended schematics follow.

FOUR ROUND SCHEMATIC

I	II	III	IV
Aff Neg	Aff Neg	Aff Neg	Aff Neg
1a vs. 2b	2b vs. 2c	1c vs. 2a	1a vs. 1c
2a vs. 1b	1b vs. 1c	2c vs. 1a	2a vs. 2c
1c vs. 2d	2d vs. 2a	1d vs. 2b	1b vs. 1d
2c vs. 1d	1d vs. 1a	2d vs. 1b	2b vs. 2d

THREE ROUND SCHEMATIC

I	II	III
Aff Neg	Aff Neg	Flip Coin For Sides
1a vs. 2b	2b vs. 2c	1c vs. 2a
2a vs. 1b	1b vs. 1c	2c vs. 1a
1c vs. 2d	2d vs. 2a	1d vs. 2b
2c vs. 1d	1d vs. 1a	2d vs. 1b

Conferences are "a," "b," "c," "d" (assign randomly)

Teams are "1" (Conference Champion) and "2" (Conference Runner-up)

The schematic above is suggested guide for use in Regional competition that consists of two teams from each of four conferences, or a total of eight two-person teams. In the pairings, the letters "a," "b," "c" and "d" represent the four conferences; the "1" and "2" represent the first and second place teams, respectively, from the four conferences. For example, team 1c would be the first place team from Conference C; team 2b would be the runner-up from Conference B.

The letter designations should be assigned randomly and announced just prior to the competition.

The pairings contain the following parameters.

1. The two teams from the same conference do not meet in any of the four rounds of the Regional.
2. Assuming four rounds are held, each team will have two affirmative rounds and two negative rounds.
3. In the four-round format, each team will face two first-place teams and two second-place teams.
4. If only three rounds are held, each first-place team will meet one first-place team and two second-place teams; each second-place team will face one other second-place team and two conference champions.
5. If only three rounds are held, in the first two rounds each team will have one affirmative and one negative round; in the third round the teams will flip a coin to determine sides.

For this schematic to work fairly, there must be at least three rounds. Four is clearly preferable. **In the event fewer than eight teams enter the Regional, certain adjustments will have to be made.** For example, if only seven teams appear, the missing team can simply be designated as a "Bye." Those scheduled to face the Bye team will simply receive a win and the average of their speaker points from other rounds. The existence of Byes always undermines the competition somewhat (especially when not everyone will face the Bye team), but since the conference (a, b, c, d) designation is being determined randomly, all have an equal chance at facing a Bye team, unless of course the Bye team is from one's own conference.

If six or fewer teams enter the Regional, this schematic will have to be reworked altogether. You may want to play with some schematics assuming anywhere from three to eight teams enter.

Power Pairings if the Number of Teams Competing Mandates an Elimination Format

If participation permits a round-robin tournament, with each team debating every other team in eight or fewer rounds, that is perhaps the format fairest to all teams in Policy debate. However, if more than nine teams are participating, a round-robin format is impossible and the director should schedule five or six preliminary rounds utilizing power pairings, followed by a single elimination tournament pairing the top four or eight qualifiers (see below).

Power Pairings

If 12 or more teams participate, five preliminary rounds will be scheduled.

1. Rounds 1 and 2 paired at random.
2. Round 3 paired on win-loss records and speaker points (High-High).
3. Rounds 4 and 5 paired on win-loss records and speaker points (High-Low).
4. Top eight teams break to quarterfinal rounds.
5. Break to semifinal rounds.
6. Break to final round.

If fewer than 12 teams participate, six preliminary rounds will be scheduled.

1. Rounds 1 and 2 paired at random.
2. Round 3 paired on win-loss record and speaker points (High-High).
3. Rounds 4 through 6 paired on win-loss record and speaker points (High-Low).
4. Top four teams break to semifinal rounds.
5. Break to final round.

Explanation of Power Pairings

In Policy debate, the VHSL rules specify that the first two rounds will be randomly paired and the remaining rounds (number based on the number of teams competing in the division) will be power matched.

Round 3 is power matched high-high. This means that the teams are ordered according to win-loss record and then points (total points breaking ties between teams that have the same number of wins) and then paired from the top with the number 1 team meeting number 2 and number 3 debating number 4 unless the teams have debated before or if they are from the same school. In that instance, the team would meet the next eligible team down the list (since Round 3 is not side constrained, the side is randomly determined for each debate).

Rounds 4 and following are power matched using a high-low system (and side constraints in even numbered rounds). The high-low system creates a bracket of teams based on win-loss record (e.g. all of the teams with three wins would be in the same bracket). That bracket is ordered by total team speaker points. The bracket is paired by having the top team in that bracket meet the bottom team (based on speaker points) in that bracket. For example, if there were six teams that had three wins, the top three-win team (based on total team speaker points) would meet the bottom three-win team (based on total team speaker points), the second would meet the fifth and the third would meet the fourth. Again, there are constraints in that two teams that have met previously in this tournament will not meet again and teams from the same school will not meet prior to elimination rounds. If a bracket is uneven (e.g. there are only five three-win teams), the bracket is made even by pulling a team from the middle (determined by total team speaker points) of the next lower bracket (e.g. from the two-win bracket into the three-win bracket).

NOTE: High-low never means taking the top team based on win-loss record and pairing it against the bottom team based on record (e.g. an undefeated team against a winless team).

Lincoln-Douglas Debate

116-5-1 Lincoln-Douglas Contest Rules and Regulations- Each school entering Lincoln-Douglas debating on the conference level will be afforded the option of entering a maximum of three Lincoln-Douglas debaters, each of whom is prepared to debate both sides of the resolution.

116-5-2 Each conference entering the regional meet shall qualify a maximum of four debaters to the regional meet. Each region entering the state meet shall qualify a maximum of four debaters to the state tournament. If one of the first four debaters is unable to advance to the regional or state tournament, the fifth place debater in the appropriate conference or regional tournament may replace the debater unable to attend. No replacements beyond fifth place shall be permitted, and each region shall be responsible for resolving ties or disputes in accordance with policies in the VHSL Debate Manual so that it advances no more than four Lincoln-Douglas debaters to state.

116-5-3 Pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group. A director may choose either a round-robin format, with each team assigned a debate against each of the other teams, or five or six preliminary rounds utilizing power pairings as published in the Debate Manual, followed by a single elimination tournament pairing the top four or eight qualifiers.

116-5-4 The following format is used in Lincoln-Douglas debates: (a) Affirmative speaker presents constructive speech: six minutes. (b) Negative speaker questions the affirmative speaker: three minutes. (c) Negative speaker presents constructive speech: seven minutes. (d) Affirmative speaker questions the negative speaker: three minutes. (e) Affirmative speaker presents first rebuttal speech: four minutes. (f) Negative speaker presents rebuttal speech: six minutes. (g) Affirmative speaker presents second rebuttal speech: three minutes. (h) Each speaker shall have a total of three minutes preparation time to use during the debate.

116-5-5 The critic judge (or set of three judges at the discretion of the meet director) decides the better speaker in each debate. If three judges are used, each judge makes his/ her decision independent of the other two. Each judge's ballot is counted as a win or loss in determining the winner of the meet. In case of ties in number of wins, decision in head-to-head competition (first if it is a clean decision) and total speaker points (second) are employed to determine a winner.

116-5-6 A judge may serve throughout a meet, but it is preferable that he/she not judge the same contestant twice.

116-5-7 Judging Requirements-Each school participating in Lincoln-Douglas debate at the state meet must provide at least one qualified judge to evaluate Lincoln-Douglas competition in a group other than the one represented by the school, unless judge is provided by host. The coach may serve as the school's required judge. Penalty for violation is a fine as stated in 30-5-1.

116-5-8 Bases For Judges' Decision-Criteria used by judges in determining winners include all aspects of general effectiveness in debate. Most important of these criteria are clear and persuasive speaking, analysis of issues, persuasiveness of over-all argumentation, clarity and organization of arguments, adequacy and accuracy of evidence and consistent defense of a core value. If a judge determines that a contestant speaks, spreads, uses technical jargon, or otherwise employs Policy tactics in a manner that makes his/her argument unable to be understood by an intelligent high school student or well-informed citizen, that judge must vote against the offending contestant.

Lincoln-Douglas Debate

Information for Tournament Directors and Debate Judges

Lincoln-Douglas debate or L-D has its origins in the political debates of Abraham Lincoln and Stephen Douglas in 1858 from which it takes its name. L-D is one-on-one debating as opposed to team debating. In addition, L-D debaters consider propositions of value rather than propositions of policy.

These characteristics of L-D are designed to encourage thoughtful consideration of society's values and to discourage debates which become bogged down in questions of the workability of a particular policy or its consequences (disadvantages).

In the tradition of Lincoln-Douglas, whose debates lasted three hours each, debaters are encouraged to involve their audience in the contest through the skillful use of all the tools of oral persuasion. The rate and organization of delivery should be such that a reasonable listener could follow the issues and clash of opinion without taking extensive notes (flowsheets). **Judges should consider excessive speed or unclear communication as factors in their decision.**

Debates should be rewarded for excellence in:

- Delivery. The rate and intonation of each speech should be that of an effective persuasive oration. Debaters should involve the audience in the debate through effective gestures.
- Organization. Each speech should be presented in an orderly manner, making use of effective transitions to keep the audience involved in the flow of the debate.
- Clash. The debaters should clearly clash with each other on all major points, offering a rationale for their positions and an explanation of how they differ from their opponents.
- Value Consistency. The debaters should demonstrate a knowledge of the values inherent in the proposition. Furthermore, they should each uphold a value consistent with their position in the debate.

Accordingly, judges do not need any extensive training. They need only to be certain their decisions are based upon the issues presented in the round and the effectiveness of each speaker rather than upon their personal views of the topic being debated.

The topic for L-D debate is selected by the National Forensics League and should be announced no more than one month prior to the conference deadline. This short preparation time for debaters is designed to limit the amount of evidence presented to a reasonable level and to prevent the use of prepared evidence books common in Policy debate today.

Judges Decision: Criteria used by judges in determining winners include all aspects of general effectiveness in debate. Most important of these criteria are clear and persuasive speaking, analysis of issues, persuasiveness of over-all argumentation, clarity and organization of arguments, adequacy and accuracy of evidence, and consistent defense of a core value. **The L-D winner in a given round must be the debater with the most points.** Oral critiques are not permitted.

Affirmative Constructive - 6 minutes; Cross examination by negative - 3 minutes; Negative Constructive - 7 minutes; Cross examination by affirmative - 3 minutes; Affirmative Rebuttal - 4 minutes; Negative Rebuttal - 6 minutes; Affirmative Rebuttal - 3 minutes.



Virginia High School League Lincoln-Douglas Debate Ballot

ROUND _____ ROOM _____ DATE _____ JUDGE _____

Affirmative (code) name _____ Negative (code) name _____

INSTRUCTIONS TO JUDGES

In making your decision, you might ask yourself the following questions:

1. Which of the debaters persuaded you that their position was more valid?
2. Did the debaters support their position appropriately, using logical argumentation throughout, and evidence where necessary?
3. Which debater communicated more effectively?

CIRCLE THE APPROPRIATE NUMBER

	SUPERIOR	EXCELLENT	GOOD	AVERAGE
Affirmative	50-49-48-47	46-45-44-43	42-41-40-39	38-37-36-35
Negative	50-49-48-47	46-45-44-43	42-41-40-39	38-37-36-35

In my opinion the better debating was done by _____
(affirmative or negative) code

Judge's Signature _____ School _____

AFFIRMATIVE	NEGATIVE
Case & Analysis	Case & Analysis
Support of Issues Through Evidence and Reasoning	Support of Issues through Evidence and Reasoning
Delivery	Delivery

Reason for Decision (Oral Critiques are Not Permitted):

FORMAT

- Affirmative.....6-minute constructive
- Negative.....3-minute cross examination
- Negative.....7-minute constructive
- Affirmative.....3-minute cross examination
- Affirmative.....4-minute rebuttal
- Negative.....6-minute rebuttal
- Affirmative.....3-minute rebuttal

Suggested Lincoln-Douglas Debate Schedule Procedures

Schools are permitted to enter three students at the conference level, and four students advance from conference to region and from region to state.

If the number of entries at the conference, region or state competition permits a round-robin tournament pairing every participant with every other participant in no more than eight rounds, the round-robin format used in the past may be continued, using the pairings format printed for Switch-Side debate.

If the number of entries at the conference, region or state competition prohibits a full round-robin tournament within eight rounds, the tournament director may plan five rounds with pairings at random, followed by a single elimination tournament pairings the top eight qualifiers.

Drops for **emergency** reasons must be accepted whenever they occur; however, **the tournament director and the school whose student would be the alternate must be notified immediately of a discretionary drop; where the decision is a matter of choice, at least one week prior to the beginning of competition or it will be considered a sportsmanship violation.**

In the event that a conference or regional qualifier to the regional or state tournament drops, the alternate who finished next in the same conference or region may advance, but such changes must be made two days in advance of the tournament (or Wednesday at 12 noon for the state tournament held on Friday/Saturday).

How the State Lincoln-Douglas Debate Tournament will be run

Pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group. A director may choose either a round-robin format, with each team assigned a debate against each of the other teams, or five or six preliminary rounds utilizing power pairings, followed by a single elimination tournament pairing the top four or eight qualifiers.

If participation permits a round-robin tournament, with each team debating every other team in eight or fewer rounds, that is perhaps the format fairest to all debaters in Lincoln-Douglas debate. However, if more than nine debaters are participating, a round-robin format is impossible and the director should schedule five or six preliminary rounds utilizing power pairings, followed by a single elimination tournament pairing the top four or eight qualifiers (see below).

Power Pairings

If 16 debaters participate, five preliminary rounds will be scheduled.

1. Rounds 1 and 2 paired at random with regional constraints. (Debaters from the same region will not meet in the first two rounds if at all possible.)
2. Round 3 paired on win-loss records and speaker points (High-High). (Debaters from the same region can meet in round 3 and all subsequent rounds.)
3. Rounds 4 and 5 paired on win-loss records and speaker points (High-Low).
4. Top eight debaters break to quarterfinal rounds.
5. Break to semifinal rounds.
6. Break to final round.

If fewer than 16 debaters participate, six preliminary rounds will be scheduled.

1. Rounds 1 and 2 paired at random. (Debaters from the same region will not meet in the first two rounds if at all possible)
2. Round 3 paired on win-loss record and speaker points (High-High). (Debaters from the same region can meet in round 3 and all subsequent rounds.)
3. Rounds 4 through 6 paired on win-loss record and speaker points (High-Low).
4. Top four debaters break to semifinal rounds.
5. Break to final round.

Explanation of Power Pairings

In the first two rounds of Lincoln-Douglas debate, debaters will be randomly paired against other debaters from outside of their own region. Teams from the same region should not meet if at all possible. The remaining rounds (number based on the number of debaters competing in the division) will be power matched.

Round 3 is power matched high-high. This means that the debaters are ordered according to win-loss record and then points (total points breaking ties between debaters that have the same number of wins) and then paired from the top with the number 1 debater meeting number 2 and number 3 debating number 4 unless the contestants have debated before or if they are from the same school. In that instance, the debater would meet the next eligible debater down the list (since Round 3 is not side constrained, the side is randomly determined for each debate).

Rounds 4 and following are power matched using a high-low system (and side constraints in even numbered rounds). The high-low system creates a bracket of debaters based on win-loss record (e.g. all of the teams with three wins would be in the same bracket). That bracket is ordered by total speaker points. The bracket is paired by having the top debater in that bracket meet the bottom debater (based on speaker points) in that bracket. For example, if there were six debaters that had three wins, the top three-win debater (based on total speaker points) would meet the bottom three-win debater (based on total speaker points), the second would meet the fifth and the third would meet the fourth. Again, there are constraints in that two debaters that have met previously in this tournament will not meet again and debaters from the same school will not meet prior to elimination rounds. If a bracket is uneven (e.g. there are only five three-win debaters), the bracket is made even by pulling a debater from the middle (determined by total speaker points) of the next lower bracket (e.g. from the two-win bracket into the three-win bracket).

NOTE: High-low never means taking the top debater based on win-loss record and pairing her/him against the bottom debater based on record (e.g. an undefeated debater against a winless debater).

How Conference Lincoln-Douglas Debate Tournaments will be run

This part is tricky since there are not the same number of schools in each conference. Assuming no conference is larger than 10 schools, the number of debaters competing at conferences would range as high as 30. Debaters from the same school will not have to debate each other (the same rules in place for this at State should apply -- debate or coach decides).

1-9 Debaters

If there are fewer than 10 debaters, the conference should hold a round robin tournament in which every debater debates each other and the top 4 qualify for regionals. The fifth place debater will be the alternate.

10 or more Debaters

The field should be broken into even groups and a round robin format should be used within the group. Then the top debaters will compete in a single-elimination bracket to determine the 4 qualifiers. The non-qualifier with the best prelim record should be designated the alternate.

Examples of how to set up the prelim groups follow. Debaters from the school should be evenly distributed among the groups. For example, if there are 2 groups, 2 debaters from a school will be in one group and one in the other. If there are 3 groups, 1 debater from a school will be in each group. If there are 4 or more groups, there should be no more than one debater from a school in a given group.

10 debaters: Divide the field into 2 groups of five. Each debater will have four debates and one Bye.

11 debaters: Divide the field into 1 group of five and 1 group of six. This means that one group will have 4 debates and 1 Bye and the other group will have 5 debates.

12 debaters: Divide the field into 2 groups of six or 3 groups of four. Hold the appropriate number of debates to conduct a round robin within each group.

13 debaters: Divide the field into 2 groups of four and one group of five.

14 debaters: Divide the field into 2 groups of five and one group of four.

15 debaters: Divide the field into 3 groups of five.

16 debaters: Divide the field into 4 groups of four.

17 debaters: Divide the field into 2 groups of six and 1 group of five.

18 debaters: Divide the field into 3 groups of six.

19 debaters: Divide the field into 3 groups of five and 1 group of four.

20 debaters: Divide the field into 4 groups of five.

- 21 debaters:** Divide the field into 3 groups of five and 1 group of six.
- 22 debaters:** Divide the field into 2 groups of five and 2 groups of six.
- 23 debaters:** Divide the field into 3 groups of six and 1 group of five.
- 24 debaters:** Divide the field into 4 groups of six.
- 25 debaters:** Divide the field into 5 groups of five.
- 26 debaters:** Divide the field into 4 groups of five and 1 group of six.
- 27 debaters:** Divide the field into 3 groups of five and 2 groups of six.
- 28 debaters:** Divide the field into 3 groups of six and 2 groups of five.
- 29 debaters:** Divide the field into 4 groups of six and 1 group of five.
- 30 debaters:** Divide the field into 5 groups of six.

Student Congress

Information for Tournament Directors, Coaches and Students

Student Congress was added as a new debate event in 2003 in order to establish a real-world debate experience modeled after a state or national legislature, although the program is not an exact replica of the United States Congress or the Virginia House of Delegates or Virginia Senate. Student Congress was promoted as a somewhat less demanding debate format that would be an attractive introductory event for students, coaches and judges and easier to administer than other debate events. The hope is that Student Congress will build participation in debate, with the belief that once involved many students would go on to other debate events.

Preparing for Competition

1. **Six weeks out:** Interest meeting with general discussion of Student Congress topics to be provided by VHSL at least 30 days before each tournament. Different topics will be used for regional and state tournaments.
2. **Five weeks out:** Bring articles to this meeting, share them, then create resolutions.
3. **Four weeks out:** Bring resolutions and articles for discussion, write authorship speeches. Each participating student must write either a bill or resolution to be discussed. This legislation should be labeled "A." Participants may write one additional bill or resolution, labeled "B," which may be considered only after first bills/resolutions "A" from all participants in the chamber have been brought forward. Each representative/senator must electronically submit his or her bill(s) or resolution(s) at least one week in advance of the regional and state tournament(s) via the Student Congress website.
4. **Three weeks out:** Bring everything, write a likely second or third speech; create "talking points" for other topic areas.
5. **Two weeks out:** Practice delivering all speeches, followed by two minutes of question and answer.
6. **One week out:** Practice with professional attire, authorship speeches followed by questioning, negative speeches, affirmative speeches, votes and parliamentary procedure. Post legislation on website by deadline.
7. For regionals, make 30 copies of all resolutions; copy talking points for team members.

STUDENT CONGRESS RULES AND REGULATIONS

116-6-1 Student Congress Rules and Regulations-Each school entering Student Congress may send up to six representatives to the regional tournament and each region may send up to twelve senators to the state tournament. A list of topic areas will be presented at least 30 days before each tournament; students should be able to speak on all topic areas. Each participating student must write either a bill or a resolution to be discussed. This legislation should be labeled "A." Participants may write one additional bill or resolution, labeled "B," which may be considered only after first bills/resolutions "A" from all participants in the chamber have been brought forward.

Bills/resolutions must be electronically submitted at least one week in advance of the regional and state tournament(s) via the Student Congress website.

The Clerk of Congress will choose two domestic topics, two international topics, two economic topics and two statewide topics that provide a breadth and depth of topic areas without presenting an overwhelming research burden. To provide debate on a wide variety of subjects, schools are encouraged to have no more than one bill or resolution per topic area. A tournament official may scan all legislation prior to the posting deadline to eliminate duplicate legislation, nontopical legislation or inappropriate material. The tournament official will notify students and coaches of any problems or concerns, but will not edit or revise student-produced legislation. **Once the legislation has been approved, it is up to the students to determine the order of the docket. Legislation must alternate (domestic, international, economic and statewide) among the topic areas.**

Clerk's Interpretation: The docket of legislation must follow the DIEV format for the entirety of docket A legislation. After a chamber has set the docket of legislation and has started debate procedures, the chamber must follow the DIEV format for one complete DIEV cycle. After this cycle is completed, the chamber may modify the legislative order using standard procedures for altering the docket. The Super Session must also follow the DIEV format for a minimum of one cycle.

116-6-2 Each school may enter a maximum of six students to the region; each region may qualify a maximum of 12 representatives to the state final. Up to three call-ups from the regional to the state tournament are permitted. At the regional level, student competitors shall be called "representatives," and at the state tournament they shall be called "senators." There will be no difference in the rules of procedure. Regional and state tournaments in Student Congress may be held in conjunction with the regional and state tournaments in debate.

116-6-3 The number of representatives or senators participating determines whether the meet is divided into multiple chambers. In general, 24 representatives or senators per chamber is ideal, with chambers ranging in size from 15 to 30 members. If there is to be more than one chamber, schools and regions should be split equally between or among chambers. At the regional tournament, each chamber should meet between two and four sessions, as determined by the Clerk of Congress. At state, each chamber will meet in four sessions, with a fifth Super Session set for any group split between two chambers. The Super Session will include all students placing in the top half of the two split chambers. **Each school qualifying for the state tournament in a group with split chambers will provide one bill or resolution to be considered for the Super Session docket**, and that bill or resolution must be submitted electronically on the Student Congress website at least one week in advance of the state tournament. At the regional tournament, the time of each legislative session will be determined by the Clerk of Congress. At state, each session will last 90 minutes.

116-6-4 A parliamentarian will be chosen by the Clerk of Congress to preside over all sessions and will fill out an evaluation of each student. In preliminary sessions, two judges will evaluate each speaker using ballots provided by the League. In Super Sessions, three judges will be used. The judges will change for each legislative session, with no judge being used more than twice. Students will elect presiding officers for each session.

Note: Parliamentarian may not serve as both parliamentarian and judge of the same chamber.

116-6-8 Judging Requirements and Bases for Judges' Decision-Each school participating in Student Congress debate at the state meet must provide at least one qualified judge to evaluate Student Congress competition in a group other than the one represented by the school. The coach may serve as the school's required judge. Penalty for violation is a fine as stated in 30-5-1. Criteria used by judges will include all aspects of general effectiveness in debate. Most important will be clear and persuasive speaking, documentation of sources, clarity, organization and responding to previous arguments.

116-6-6 Speeches-All speeches shall have been written by the competing students during the school year in which the contest is conducted and not contain an excess of directly quoted material, nor shall the speech be a mere paraphrase taken completely from one source. The student shall acknowledge the sources of any quotations used. Penalty for a plagiarized speech is disqualification.

116-6-7 Speaker's Precedence-The presiding officer and parliamentarian will number student speeches, with the presiding officer's opening comments considered the first speech of the session. Speaker order will be determined by precedence, meaning the presiding officer will select first the representatives/senators (R/S) who have given no speeches, then R/S's who have given one speech and so on. In the event that two or more R/S's who have the same number of speeches wish to speak, the presiding officer will recognize the one who spoke least recently. Numbering speeches will facilitate determining who has precedence to speak.

116-6-9 Determining Winners-Each representative or senator may speak up to six times. His or her best two speeches will be added to the parliamentarian's score. The highest score will place first, the next highest second and so on. In the case of a tie, drop the parliamentarian's score. If scores are still tied, refer to the third best speech and continue until ties are broken. If there is a Super Session, the representative or senator's best Super Session speech scores, one from each of the three judges, are added to the parliamentarian's score. This score is then added to the preliminary score. Thus, the Super Session final score will be the sum of five scores: (1) the three Super Session judges' scores, (2) the Super Session parliamentarian's score, and (3) the preliminary score. In the case of a tie, drop the Super Session parliamentarian score. If scores are still tied, drop the preliminary parliamentarian score.

116-8-2 A student may participate in Policy, Lincoln-Douglas, Student Congress and/or Public Forum debate but may participate in only one form of debate at the conference, regional and state tournaments.

A student participating in Student Congress starting at the regional level may not participate in any other debate event at the conference level. Likewise, a student participating in Policy, Lincoln-Douglas or Public Forum at the conference level who does not advance to regionals in those disciplines may not enter Student Congress at the regional level.

116-9-1 Tournament Limitations-No individual or team may participate in more than 16 tournaments during the school year, excluding VHSL conference, regional and state tournaments. A student who registers at and participates in a debate tournament under a name other than his/her own or under a name other than his/her bona fide school name shall be disqualified from participating in the conference, regional and state debate tournaments.

UNDERSTANDING LEGISLATION

A bill is an enumeration of specific provisions which, if enacted, will have the force of law. A resolution is simply a generalized statement expressing a conviction or sentiment. A resolution will generally center debate on the broad principles of the concept; a bill is more apt to delve into the merits of the specific provisions it contains. Although they are not necessary, a resolution may have whereas clauses, but a bill never has them. The use of both bills and resolutions will add variety to congressional proceedings.

Resolutions

Simple resolutions are usually generalized statements expressing the belief of the group adopting them, and they do not have the force of law. Resolutions may be preceded by one or more whereas clauses, stating the principal reasons for adopting the resolution, but their number should be limited and may be omitted altogether.

Bills

A bill is an enumeration of specific provisions which if enacted will have the force of law. It must be definite; it must state exactly what is to be done or not to be done. A penalty must be stipulated or the law will not have force. A bill does not have whereas clauses.

OFFERING AMENDMENTS

Amendments may be brought from the floor. Amendments must be in writing using the VHSL Amendment Form and state exactly the words to be added or stricken and may be considered only upon a second (by show of hands) of 1/3 of the members PRESENT. Negative 1/3 seconds are never to be taken.

1. Amendment is written using VHSL Amendment Form.
2. Amendment is submitted to parliamentarian.
3. Presiding Officer reads amendment and determines if it is germane.
4. Parliamentarian reads amendment aloud.
5. Presiding Officer asks for a 1/3 second of the members present. If the amendment does not receive the 1/3 second, debate continues with the next appropriate speech. If the amendment receives the 1/3 second...
6. Presiding Officer asks for an authorship speech on the amendment. Preference for the amendment's authorship speech shall be based upon the number of speeches given (regular speaking precedence). The person who wrote the amendment does not automatically have the right of authorship; it becomes the property of the chamber.
7. Once the first proponent speech is given, no automatic questioning period follows. A con speech on the amendment will be in order.
8. Debate will then alternate pro and con on the amendment until the amendment is disposed of in the proper manner.

Note: Any speech on the main motion is out of order if it does not pertain to the amendment while the amendment is on the floor.

STUDENT CONGRESS CHAMBER SEATING ASSIGNMENT PROCEDURE

Prior to the competition, the Clerk will conduct a random draw to determine the chamber assignment of each competitor. The random draw will occur taking into account the number of competitors from a single school, with a name corresponding to each random entry. The Clerk will remain blind to the names of each competitor, but not to the name of the school represented by the random entry. As a result, the Clerk can assign an "entry" to a particular chamber without having knowledge of the particular student represented by the entry. All efforts will be made by the Clerk to balance the number of students from each school across multiple chambers.

At the start of the competition and once competitors report to their chambers for committee meetings, the parliamentarians will conduct a random draw to determine seating within the chamber. If this random draw results in an imbalance in the number of students from the same school seated together, then the Clerk can make necessary adjustments to balance the seating in the chamber.

OATH OF OFFICE

I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter.

STUDENT CONGRESS FORMAT

- (a) Parliamentarian will call the chamber to order and determine or identify committee chairs. Each representative/senator will turn in a copy of his/her legislation to the appropriate committee chair. Committee chairs will determine the docket (the order in which legislation will be debated) by selecting one bill or resolution from each committee and proceeding until all bills or resolutions have been assigned. They will present this packet to the parliamentarian who will then post it on a chalkboard/whiteboard/easel. As the parliamentarian calls out the number or author of each piece of legislation, that student will provide one copy of his or her legislation to the parliamentarian, presiding officer, each judge and each delegate or senator in the chamber.

The parliamentarian will ask for volunteers to serve as presiding officers for the first session. Each person may give a one-minute speech (not scored) to the chamber explaining his/her qualifications and reasons for being presiding officer. The Chamber will then vote by secret ballot to select the first presiding officer. Students not elected may run again at the start of subsequent sessions. A student may not serve as a presiding officer more than once during the regional tournament and once during the state finals. The presiding officer will be evaluated by the parliamentarian **judges (July 2014)**. In preliminary sessions, the presiding officer's score will be doubled and counted as one speech given by the student. In a super session, the presiding officer's score will be tripled and counted as one speech.

- (b) The presiding officer will make a brief opening speech in which he/she sets his/her expectations. This will be the first speech of the session. This speech will be followed by a call for a main motion, then a call for a three-minute authorship speech followed by two minutes of questioning.
- (c) Call for a three-minute negative speech; time not used by the speaker may be used for questioning. The speaker has the right to refuse to answer questions.
- (d) Repeat b and c until an appropriate motion is made (motion to table or to call the previous question, etc.).
- (e) Exact precedence for speaking order and approximate precedence questioning order will be kept by the parliamentarian and the presiding officers. In the event of a conflict, the parliamentarian's tally is final.
- (f) Once action has been taken on a bill or resolution, the next legislative item on the docket may be considered.
- (g) At state, there shall be four sessions with a fifth Super Session set for any group split between two chambers. Each session will last 90 minutes.

ELECTION OF THE OUTSTANDING SENATOR

At the end of the chamber business, but before adjournment in the last session, an election will take place in each chamber to select the Outstanding Senator from among all members in the chamber.

1. The parliamentarian in each chamber will conduct the election. Senators may verbally nominate any other senator in that chamber, but not themselves.
2. The vote will be a secret ballot with each senator voting for one nominee. The parliamentarian will count the ballots to be witnessed by the judges of that session.
3. After each ballot, unless one candidate has received a majority of the votes cast, the person receiving the fewest votes shall be dropped. If the combined votes of the two lowest candidates do not equal the votes of the next lowest candidate, both shall be eliminated. If there is a tie for the lowest two or three candidates, it is recommended that a vote be taken on the tied candidates and eliminate only one candidate at a time. When one candidate received the majority vote of the chamber, the election is finished.
4. The winner will not be announced in the chamber. The parliamentarian from each chamber will communicate the name of the winner to the Clerk of Congress only, and these winners will be announced during the awards ceremony.



Virginia High School League Student Congress Speaker's Ballot



Round _____ Date _____ Group: _____ Chamber _____

Speaker's Name _____ Speaker's School _____

Length of Speech _____ Aff/Neg _____

Topic/Bill # _____ Judge's Name _____

Use one ballot for each speech. Rank each speech 12-20 (using no fractions or decimals and 20 being the highest) in each category. **Please write legibly** and comment under each area. Additional comments can be made on the reverse. Oral critiques are not permitted.

Delivery: _____ (12-20)
Is eye contact comprehensive and natural, or is the speaker reading?
Seriousness of purpose, style, poise, coherency, etc.

Originality of Thought: _____ (12-20)
Does the speech advance debate or rehash old thoughts?

Organization and Unity of Speech: _____ (12-20)
Is it organized? Does it develop? Does it ramble?

Evidence and Logical Basis for Statements _____ (12-20)
Breadth of knowledge on the subject
Cites valid sources

Overall Impact and Impression _____ (12-20)
Comments



Virginia High School League Student Congress Parliamentarian's Ballot



Round _____ Date _____ Group _____ Chamber _____

Speaker's Name _____ Speaker's School _____

Parliamentarian's Name _____

Use one ballot for each member. **Please write legibly** and score each member in each category. Please also comment under each area. Additional comments can be made on the reverse.

1A Questioning _____ (24-30)

Does the member participate in questioning, making incisive and thoughtful queries of the speaker?

AND/OR

1B Responsiveness

Does the member respond to questioning with enlightening remarks that promote understanding of the issue?

Courtesy _____ (9-17)

Does the member act in a manner that is respectful and courteous to other members of the house, the presiding officer and others who are present?

Participation _____ (9-17)

Does the member actively engage in the business of the chamber in a way that advances his/her interests?

Procedure _____ (9-17)

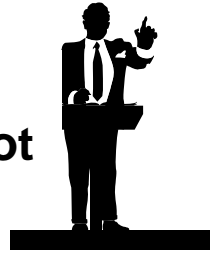
Does the member exhibit an understanding of the rules and procedures of the chamber, and is he/she aware of the proceedings?

Impression _____ (9-17)

Does the member create a favorable overall impression?



Virginia High School League Student Congress Presiding Officer's Ballot



Round _____ Date _____ Group _____ Chamber _____

Officer's Name _____ Officer's School _____

Judge's Name _____

Rank each presiding officer of your house 12-20 (using no fractions or decimals and 20 being the highest) in each category. **Please write legibly** and comment under each area. Additional comments can be made on the reverse.

Impression _____ (12-20)

Does the member create a positive first impression and a favorable overall impression?

Opening Remarks _____ (12-20)

Did the presiding officer's introduction provide enough information? Did the opening remarks present clear expectations? Did the presiding officer follow through on what he/she said he/she would do?

Knowledge of Parliamentary Procedure _____ (12-20)

Does the presiding officer have an understanding of parliamentary procedure? Does the presiding officer explain motions and his/her actions?

Control _____ (12-20)

Is the presiding officer fair but firm? Is he/she willing to use the gavel as needed? Does he/she rule motions dilatory or do what it takes to advance the business of the house? Did the presiding officer control the session, or did it control him/her?

Precedence _____ (12-20)

Does the presiding officer consistently and accurately keep track of affirmative and negative speeches, motions and questions, making corrections as needed?

Public Forum Debate

116-7-1 Public Forum Debate Contest Rules and Regulations—Each school entering Public Forum debate on the conference level may enter a maximum of two, two-speaker debate teams, each of which is prepared to debate both sides of the resolution.

116-7-2 Each conference entering the regional meet may certify first, second and third place teams in each event to the regional meet. Each region entering the state meet may certify first, second and third place teams in each event to the state meet. If one of the first three Public Forum teams is unable to advance to the regional or state tournament, the fourth place Public Forum team in the appropriate district or regional tournament may replace the Public Forum team unable to attend. No replacements beyond fourth place shall be permitted. Each region shall be responsible for resolving ties or disputes in accordance with policies in the VHSL Debate Manual so that it advances no more than three teams to state.

116-7-3 Pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group. A director may choose either a round-robin format, with each team assigned a debate against each of the other teams, or five or six preliminary rounds utilizing power pairings as published in the debate manual, followed by a single elimination tournament pairing the top four or eight qualifiers. In Public Forum debate, pro or con positions are decided by coin toss every round. The team winning the toss may choose to either go first or select a position. The opponent then has the opportunity to choose the remaining option. For example, Team A wins the coin toss and decides to go second. Team B would then have a choice of going pro or con.

116-7-4 The following format is used for Public Forum debate: (a) Speaker 1 (Team A, 1st speaker presents Constructive): four minutes. (b) Speaker 2 (Team B, 1st speaker presents Constructive): four minutes. (c) Crossfire (between speakers 1 & 2): Speaker 1 asks the first question; thereafter, either speaker may ask questions: three minutes. (d) Speaker 3 (Team A, 2nd speaker): four minutes. (e) Speaker 4 (Team B, 2nd speaker): four minutes. (f) Crossfire (between speakers 3 & 4): Speaker 3 asks the first question; thereafter, either speaker may ask questions: three minutes. (g) Speaker 1 (Team A) Summary: two minutes. (h) Speaker 2 (Team B) Summary: two minutes. (i) Grand Crossfire (all speakers): one member from Team A asks the first question; thereafter, any speaker may ask questions: three minutes. (j) Speaker 3 Final Focus: two minutes. (k) Speaker 4 Final Focus: two minutes. Each team may use up to two minutes of prep time.

116-7-5 The critic judge (or set of three judges at the discretion of the meet director) decides the better team in each debate. Note: If three judges are used, each judge makes his/her decision independent of the other two. Each judge's ballot is counted as a win or a loss in determining the winner of the meet.

116-7-6 Total wins of each team are computed to determine the teams winning the tournament or advancing to elimination rounds. In case of ties in number of wins, the decision in head-to-head competition (first if it is a clean decision), total speaker points (second) and total speaker ranking (third) are employed to determine a winner.

116-7-7 A judge may serve throughout a meet, but it is preferable that he/she not judge the same team twice.

116-7-8 Judging Requirements—Each school participating in Public Forum debate at the state meet must provide at least one qualified judge to evaluate Public Forum competition in a group other than the one represented by the school, unless judge is provided by host. Qualifications for judging Public Forum debate are guided by the notion that the activity be geared for a "person on the street" and that decisions be based upon that person's impression, not be prescribed burdens like those in Policy debate. The coach may serve as the school's required judge. Penalty for violation is a fine as stated in 30-5-1.

116-7-9 Bases for Judges' Decisions—Criteria used by judges in determining winners include all aspects of general effectiveness in debate. Most important of these criteria are clash of ideas in a persuasive manner; support of assertions through logical thinking and evidence when needed; adequate and accurate use of evidence; strong and solid argumentation; clarity of speech, organization and refutation; fairness; courtesy; professionalism, and persuasiveness of overall argumentation by both teams. Judges look for a professional and serious debate, as well as direct and forthright speaking. If a judge determines that a contestant speeds, spreads, uses technical jargon, or otherwise employs Policy tactics in a manner that makes his/her argument unable to be understood by an intelligent high school student or well-informed citizen, that judge must vote against the offending team.

116-7-10 Competing teams should strive to clash on the issues in a persuasive manner. In Public Forum debate contests, teams should strive to advocate or reject a position posed by the resolution. Penetrating analysis, clear exposition of terms and arguments and a definite evaluation and summary should be sought throughout. In general, it is better to

develop two or three crucial issues rather than to mention many without developing any. Good Public Forum debaters should display logic and analysis. They should use evidence when needed with the understanding that evidence is not limited to traditional cards often associated with Policy Debate, but rather, any information that helps a judge understand a position and may include analogies, examples, anecdotes or stories. They should win their case and refute that of their opponents. They should communicate effectively, using the fundamentals of good speaking. There are no burdens on either side.

116-7-11 The role of the questioner or cross-examiner is very important. He/she should frame in advance a great many questions, but should use in any given debate only those which are relevant and those which manifestly tend to reveal the weakness of the opponents' case or to emphasize and amplify the strong points of his/her own case. The questioner should show an awareness of the pro position and should adapt his/her questions to the pro arguments. The pro should in turn shift its point of view to take account of and satisfy the con objections. The purpose of cross-examination is to bring to light weaknesses or inconsistencies in the opponents' case, preparatory to refutation in rebuttal. Such weaknesses or inconsistencies as are uncovered should be exploited. Questioners should avoid the use of trick queries and of farfetched and elaborate traps, and should not become legalistic, nor resort to hair-splitting.

116-7-12 In Public Forum, emphasis should be placed on teamwork and on the function of each speaker as a part of the team. Every effort should be made by the coach to stimulate flexibility and independence of thought. Judges look for a professional and serious debate, as well as direct and forthright speaking, informality and ease and good humor in delivery. Speakers should be prepared to establish all authorities quoted and to relate quotations to the point at issue. It is recommended that quotes are effective, but few in number.

Public Forum

Information for Tournament Directors, Coaches and Students

Public Forum was added as a new debate event beginning the 2010-11 school year in order to offer a more accessible debate format that is appealing to students and lay judges who have not found traditional debate formats useful to them. This appeal comes in the form of participants and audience members being able to understand the format without having specialized experience in debate or the fields being discussed. The hope is that Public Forum will build participation in debate, with the belief that once involved many students would participate in other debate events.

PUBLIC FORUM RULES AND REGULATIONS

116-7-1 Public Forum Debate Contest Rules and Regulations—Each school entering Public Forum debate on the conference level may enter a maximum of two, two-speaker debate teams, each of which is prepared to debate both sides of the resolution.

116-7-2 Each conference entering the regional meet may certify first, second and third place teams in each event to the regional meet. Each region entering the state meet may certify first, second and third place teams in each event to the state meet. If one of the first three Public Forum teams is unable to advance to the regional or state tournament, the fourth place Public Forum team in the appropriate conference or regional tournament may replace the Public Forum team unable to attend. No replacements beyond fourth place shall be permitted.

Each region shall be responsible for resolving ties or disputes in accordance with policies in the VHSL Debate Manual so that it advances no more than three teams to state.

116-7-3 Pairings shall be determined by the tournament director to provide the most equitable schedule possible depending on the number of participants in each group. A director may choose either a round-robin format, with each team assigned a debate against each of the other teams, or five or six preliminary rounds utilizing power pairings as published in the debate manual, followed by a single elimination tournament pairing the top four or eight qualifiers. In Public Forum debate, pro or con positions are decided by coin toss every round. The team winning the toss may choose to either go first or select a position. The opponent then has the opportunity to choose the remaining option. For example, Team A wins the coin toss and decides to go second. Team B would then have a choice of going pro or con.

116-7-4 The following format is used for Public Forum debate:

- (a) Speaker 1 (Team A, 1st speaker presents Constructive): four minutes.
- (b) Speaker 2 (Team B, 1st speaker presents Constructive): four minutes.
- (c) Crossfire (between speakers 1 & 2): Speaker 1 asks the first question; thereafter, either speaker may ask questions: three minutes.
- (d) Speaker 3 (Team A, 2nd speaker): four minutes.
- (e) Speaker 4 (Team B, 2nd speaker): four minutes.
- (f) Crossfire (between speakers 3 & 4): Speaker 3 asks the first question; thereafter, either speaker may ask questions: three minutes.
- (g) Speaker 1 (Team A) Summary: two minutes.
- (h) Speaker 2 (Team B) Summary: two minutes.
- (i) Grand Crossfire (all speakers): one member from Team A asks the first question; thereafter, any speaker may ask questions: three minutes.
- (j) Speaker 3 Final Focus: two minutes.
- (k) Speaker 4 Final Focus: two minutes.

Each team may use up to two minutes of prep time.

116-7-5 The critic judge (or set of three judges at the discretion of the meet director) decides the better team in each debate. Note: If three judges are used, each judge makes his/her decision independent of the other two. Each judge's ballot is counted as a win or a loss in determining the winner of the meet.

116-7-6 Total wins of each team are computed to determine the teams winning the tournament or advancing to elimination rounds. In case of ties in number of wins, the decision in head-to-head competition (first if it is a clean decision), total speaker points (second) and total speaker ranking (third) are employed to determine a winner.

116-7-7 A judge may serve throughout a meet, but it is preferable that he/she not judge the same team twice.

116-7-8 Judging Requirements-Each school participating in Public Forum debate at the state meet must provide at least one qualified judge to evaluate Public Forum competition in a group other than the one represented by the school. Qualifications for judging Public Forum debate are guided by the notion that the activity be geared for a "person on the street" and that decisions be based upon that person's impression, not be prescribed burdens like those in Policy debate. The coach may serve as the school's required judge. Penalty for violation is a fine as stated in 30-5-1.

116-7-9 Bases for Judges' Decisions-Criteria used by judges in determining winners include all aspects of general effectiveness in debate. Most important of these criteria are clash of ideas in a persuasive manner; support of assertions through logical thinking and evidence when needed; adequate and accurate use of evidence; strong and solid argumentation; clarity of speech, organization and refutation; fairness; courtesy; professionalism, and persuasiveness of overall argumentation by both teams. Judges look for a professional and serious debate, as well as direct and forthright speaking.

116-7-10 Competing teams should strive to clash on the issues in a persuasive manner. In Public Forum debate contests, teams should strive to advocate or reject a position posed by the resolution. Penetrating analysis, clear exposition of terms and arguments and a definite evaluation and summary should be sought throughout. In general, it is better to develop two or three crucial issues rather than to mention many without developing any. Good Public Forum debaters should display logic and analysis. They should use evidence when needed with the understanding that evidence is not limited to traditional cards often associated with Policy Debate, but rather, any information that helps a judge understand a position and may include analogies, examples, anecdotes or stories. They should win their case and refute that of their opponents. They should communicate effectively, using the fundamentals of good speaking. There are no burdens on either side.

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Public Forum

Information for Judges

Public Forum is a team event that supports or rejects a position posed by the monthly resolution topic. The clash of ideas must be communicated in a persuasive manner. The debate should:

- Display solid logic, lucid reasoning and depth of analysis
- Utilize evidence without being driven by it
- Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- Communicate ideas with clarity, organization, eloquence and professional decorum

What to Expect

Crossfire – two previous speakers stand and ask questions in a polite, but argumentative exchange. Both speakers may question each other, however, the first question of the crossfire period is asked to the speaker who just finished.

Summary – these speeches are rebuttals that extend earlier arguments or answer opposing refutations and may incorporate new evidence but not new arguments.

Grand Crossfire – all four speakers may remain seated as they ask and answer questions. The first question is asked by the team that had the first summary to the team which had the last summary. After that, any debater may question or answer.

Final Focus – this will be a restatement of why the judge should vote pro or con using the speaker's most compelling arguments. No new arguments are accepted at this time.

Evaluation

Judges should evaluate teams on the quality of arguments made, not on their own personal beliefs, and not on issues they think a particular side *should* have argued. Quality and well-explained arguments should win over mere quantity thereof. Debaters should use quoted evidence to support their claims, and well-chosen, relevant evidence may strengthen, but not replace arguments.

Clear communication is an important consideration. Judges will discount arguments that are too fast, too garbled or too full of technical terminology that is unable to be understood by an intelligent high school student or well-informed citizen. Speakers should appeal to the widest possible audience through sound reasoning, succinct organization, credible evidence and clear delivery.

The pro should prove that the resolution is true, and the con should prove that the resolution is not true.

Write constructive, thorough comments to each debater. Give reasons why you voted for one side and state what the losing team needed to do to win.



Virginia High School League Public Forum Debate Ballot

Round _____ Room _____ Date _____ Judge _____

Scores should fall within one of these four ranges: 28-30 for **superior** debating; 25-27 for **excellent** debating; 22-24 for **average** debating; and 19-21 for **below average** debating.

PRO TEAM	CON TEAM
Code # _____ Team Points: _____	Code # _____ Team Points: _____
1 st Debater _____	1 st Debater _____
2 nd Debater _____	2 nd Debater _____
TEAM POINTS: Superior – 28-30; Excellent – 25-27; Average – 22-24; Below Average – 19-21	
The team that won this debate is _____ representing the PRO / CON (circle one). No Low Point Wins! (Code)	
Judge Signature: _____ Judge's School: _____	

Order of debate:

Speaker 1 (4 min.)	Speaker 1 Summary (2 min.)	
Speaker 2 (4 min.)	Speaker 2 Summary (2 min.)	
Crossfire (3 min.)	Grand Crossfire (3 min.)	
Speaker 3 (4 min.)	Speaker 3 Final Focus (2 min.)	
Speaker 4 (4 min.)	Speaker 4 Final Focus (2 min.)	
Crossfire (3 min.)		

Preparation time: 2 minutes per team

Please note: pro/con positions are decided by coin toss every round. The team winning the toss may choose to either go first or select a position. The opponent then has the opportunity to choose the remaining option. For example, Team A wins the coin toss and decides to go second. Team B would then have the a choice of going pro or con.

COMMENTS TO DEBATERS:

REASONS FOR MY DECISION:

(Oral critiques are not permitted)

VHSL Preferred Debate Judges Listing

* denotes those who are also qualified Student Congress Parliamentarians

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Brady Surles, Southwest Virginia Community College, Richlands, VA 24641
Richard L. Watson, Virginia High School, Long Crescent Drive, Bristol, VA 24201

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