

2016-17 Debate Rules

POLICY DEBATE

Season Tournament Limitations

1. A school or individual may compete in up to ten tournaments for both speech and debate (ex. 3 debate only, 5 speech/debate combined, and 2 speech only). A tournament is defined as four or more schools.
2. No debater may miss more than eight days of school to attend tournaments.
3. Any school or individual exceeding the allowed number of tournaments (exception: NFL/NSDA) will be ineligible for district and state tournaments.

State Debate Representation

1. Representation from district to state shall be based on the actual number of entries that complete all rounds of the district tournament.
2. Representation (LD, Policy, PF) quotas for state debate:

<u>Dist Entries</u>	<u># to State</u>	<u>Dist Entries</u>	<u># to State</u>
3 - 6	2	19 - 24	8
7 - 12	4	25 - 30	10
13 - 18	6	31 - 36	12
3. Representation (Congressional Debate) quotas for state debate:

<u>Dist Entries</u>	<u># to State</u>	<u>Dist Entries</u>	<u># to State</u>
1 - 3	1	16 - 18	6
4 - 6	2	19 - 21	7
7 - 9	3	22 - 24	8
10 - 12	4	25 - 27	9
13 - 15	5	28 - 30	10
4. Honest Effort: If an entry does not complete all rounds at the district tournament, that entry may be included in the count used to determine the number of state qualifiers provided the tournament manager determines that the non-finish was due to emergency circumstances beyond the student's control.

Alternates

1. Alternates shall be determined at the district tournament, in the manner approved by the District Board of Control. Each district may designate two official alternates for each event. In the event a qualifying entry cannot attend State, the official district alternate entry will be entered. Note: Alternates do not receive repair rights.
2. Drops shall be reported to the IHSAA and changed on the "Joy of Tournaments" website by noon on the Wednesday preceding State. Drops reported after that time will result in a fine being levied against the school (see speech arts general regulations).
3. Alternates replacing late drops will be entered up to the start of the first round at State. First choice will be the alternates from the district reporting the drop. If that alternate is not available, another will be randomly selected from a pool of available district alternates, first from the #1 alternates' pool and then from the #2 alternates' pool.
4. Schools choosing to bring official district alternates to the state tournament must register them upon arrival at the tournament site.

1. Policy debate, also known as team debate, is a series of contention-quote-analysis organized argumentation between two teams of two members each. The debate is like a trial, but an idea or proposal is being tried rather than a person.
2. There are two sides to a debate - affirmative which attempts to show something is wrong with the present system (status quo) and thus a change is needed, and negative which usually takes the position that the present system is acceptable, that no problem exists to an extent that warrants or justifies a change.
3. It is the obligation of the affirmative to debate the topic and offer reasonable solutions. The negative usually argues that the status quo is proven to be workable and that a minor change may be all that is needed. (Negative may use a counter plan.)
4. The affirmative team should sit on the judge's left and the negative on the judge's right, whenever possible.

Time Limits for Policy Debate

8 minutes	constructive speeches
3 minutes	cross-examination
5 minutes	rebuttal
5 minutes	down time

2016-2017 Policy Debate Topic

Resolved: The United States federal government should substantially increase its economic and/or diplomatic engagement with the People's Republic of China.

LINCOLN-DOUGLAS DEBATE

1. Lincoln-Douglas debate is a "one-on-one" argumentation where the debaters attempt to convince the judge of the acceptability of their side of a proposition of value. A proposition of value is a statement about the qualities we assign to a given object as something we are favorable toward, or the opposite, as something we are not favorable toward. Value resolutions take several forms:
 - a. Moral value resolutions - state that something is good or bad in an ethical sense.
 - b. Artistic value resolutions - state that something is pleasing or displeasing to our senses.
 - c. Political value resolutions - state preferences in political philosophies.Some Lincoln-Douglas debate propositions are worded to offer two conflicting values while some L-D propositions regard the acceptability of a single value.
2. Format: Each speaker in the debate has an equal amount of time to persuade the judge.
3. Duties of the Speakers
 - a. The Affirmative speaker is required to uphold an analysis of the value(s) implied in the resolution.
 - b. The Negative speaker may choose:
 1. To uphold a countervailing analysis of the value(s) implied in the resolution OR
 2. To offer a straight refutation of the Affirmative position OR

3. To offer a combination of counter analysis and refutation.
- c. Both speakers bear the burden of clash in rebuttal speeches; that is, each must speak to his/her opponent's position in the debate.
4. The affirmative should sit on the judge's left and the negative on the judge's right, whenever possible.

Time Limits for Lincoln-Douglas Debate

6 minutes	affirmative constructive speeches
3 minutes	cross-examination by negative
7 minutes	negative constructive speeches
3 minutes	cross-examination by affirmative
4 minutes	affirmative rebuttal
6 minutes	negative rebuttal
3 minutes	affirmative rebuttal
4 minutes	down time

Lincoln-Douglas Debate Topics

1. The district Lincoln-Douglas topic is published in the December issue of the NFL Rostrum.
2. The state Lincoln-Douglas topic is published in the February issue of the NFL Rostrum.
3. The state L-D topic shall not be debated nor observed at any tournament prior to the state tournament.

PUBLIC FORUM DEBATE

Public Forum Debate is audience friendly debate that focuses on advocacy of a position derived from the issues presented in the resolution, not a prescribed set of burdens. A Public Forum Debate round begins with a flip of a coin between the competing teams to determine sides and speaker position. Public Forum tests skills in argumentation, cross-examination, and refutation.

1. Topics: Specific topics for district and state tournaments will be published in the *Rostrum* and at www.speechanddebate.org, pursuant to coaches' vote (See *L-D and PF Resolution Determination*).
2. Procedure: Prior to EVERY round and in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team that wins the flip may choose one of two options: EITHER the SIDE of the topic they wish to defend (pro or con) OR the SPEAKING POSITION they wish to have (begin the debate or end the debate). The remaining option (SIDE OR SPEAKING POSITION) is the choice of the team that loses the flip. Once speaking positions and sides have been determined, the debate can begin. Each speaker shall have four minutes for constructive argument, alternating between pro and con. (Please keep in mind that the debate may begin with a con speech.) Following the first two constructive speeches, the two debaters who have just given speeches will stand and participate in a three-minute "crossfire". [In "crossfire" both debaters "hold the floor"] However, the first question must be asked by the speaker who spoke first. After that question, either debater may question and/or answer at will.] At the end of the first "crossfire", the four-minute constructive arguments are continued by the students yet to speak. At the conclusion of the last two constructive arguments, another three-minute "crossfire" takes place between the two debaters who just spoke using the crossfire procedure discussed above. Following the four constructive speeches and two "crossfire" segments, the 1st speakers for each team will each give a 2-minute summary continuing established alternation. At the conclusion of the summary

speeches, all four debaters will remain seated and participate in a three-minute "Grand Crossfire" in which all four debaters are allowed to cross-examine one another. The first question must be asked by the speaker who gave the first summary speech. At the conclusion of the "Grand Crossfire", the second speakers will each give a 2-minute "Final Focus" speech. The "Final Focus" is a persuasive final restatement of why a team has won the debate.

Public Forum Timing Schedule

First Speaker - Team A = 4 Minutes
 First Speaker - Team B = 4 Minutes
 Crossfire = 3 Minutes
 Second Speaker - Team A = 4 Minutes
 Second Speaker - Team B = 4 Minutes
 Crossfire = 3 Minutes
 Summary - First Speaker - Team A = 2 Minutes
 Summary - First Speaker - Team B = 2 Minutes
 Grand Crossfire = 3 Minutes
 Final Focus - Second Speaker - Team A = 2 Minutes
 Final Focus - Second Speaker - Team B = 2 Minutes
 Prep Time (per team) = 2 Minutes

3. Plans/Counterplans: In Public Forum Debate, a plan or counterplan is defined by the NFL as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.

Public Forum Debate Topics

1. The district Public Forum topic is published in the January issue of the NFL Rostrum.
2. The state Public Forum topic is published in the February issue of the NFL Rostrum.
3. The state Public Forum topic shall not be debated nor observed at any tournament prior to the state tournament.

CONGRESSIONAL DEBATE

1. A Congress Session is defined as including:
 - a. Length: 2 ½ - 3 hours
 - b. 12-17 students as the optimum number for a 2 and one half (2 ½) hour session; otherwise, a session should be lengthened by 10 minutes per each additional student beyond 17.
 - c. Election of a presiding officer
 - d. New seating chart (necessary accommodations for students with special needs may be made)
 - e. Resetting of precedence/recency for each successive session
 - f. New legislation that has not been debated in a previous session at that tournament
2. Recognizing Speakers
 - a. When more than one speaker seeks the floor, the presiding officer must follow the precedence/recency method:
 1. First recognize students who have not spoken during the session.
 2. Next, recognize students who have spoken fewer times.

3. Then recognize students who spoke earlier (least recently).
 - b. Before precedence is established, the presiding officer should recognize speakers fairly and consistently. S/he may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).
 - c. During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak and receive evaluation from scorers. When a new session begins, precedence/recency will be reset along with a new seating chart and election of a presiding officer.
 - d. **Before precedence is established, the presiding officer should explain his/her recognition process and it must be fair, consistent and justifiable.**
 - e. Scorers will include answers to questions when evaluating speeches. For the District Congress, a student receives 1-6 points per speech or 2-6 points per complete hour of presiding, up to 40 points per day.
 - f. A speaker may yield time on the floor during debate (for questions or clarifications) but that speaker will remain in control of his/her three minutes (see #6 below regarding questioning).
3. Speeches introducing legislation are allotted up to three minutes, followed by two minutes of questioning by other delegates. A student from the school (or at the state level, the district) who wrote the legislation gets the privilege of recognition (called authorship), regardless of precedence; otherwise the presiding officer may recognize a “sponsor” from the chamber, provided this recognition follows the precedence guidelines above. Regardless, this speech of introduction must be followed by two minutes of questions. Should no student seek recognition for the authorship/sponsorship, the chamber will move to lay the legislation on the table until such time that a student is prepared to introduce it.
4. The first negative speech must be followed by two minutes of questions.
5. Following the first two speeches on legislation, the presiding office will alternately recognize affirmative and negative speakers, who will address the chamber for up to three minutes, followed by one minute of questioning by other delegates. If no one wishes to oppose the preceding speaker, the presiding officer may recognize a speaker upholding the same side. When no one seeks the floor for debate, the presiding officer may ask the chamber if they are “ready for the question,” at which point, if there is no objection, voting may commence on the legislation itself. There is no “minimum cycle” rule, however, if debate gets “one-sided,” the chamber may decide to move the previous question.
 - a. In the event a student speaks on the wrong side called for by the presiding officer and the error is not caught, the speaker shall be scored and the speech shall count in precedence, but the speaker must be penalized at least two points for not paying close attention to the flow of debate.
 - b. In the event a student speaks on an item of legislation not currently being debated, said speech shall count in precedence, but zero points shall be awarded.
6. The presiding officer fairly and equitably recognizes members to ask questions following each speech. The presiding officer starts timing questioning periods when s/he has recognized the first questioner, and keeps the clock running continuously until the time has lapsed. Speakers are encouraged to ask brief questions, and may only ask one question at a time (two-part/multiple-part questions are not allowed, since they monopolize time and disallow others to ask their questions). There is no formal “permission to preface,” however presiding officers should discourage students from making statements as part of questioning, since that is an abusive use of the limited time available.
7. The presiding officer will pause briefly between speeches to recognize any motions from the floor, however, he/she should not call for motions (at the beginning of a session, the presiding officer should remind members to seek his/her attention between speeches).
8. Amendments must be presented to the presiding officer in writing with specific references to lines and clauses that change. This must be done in advance of moving to amend.
 - a. The parliamentarian will recommend whether the amendment is “germane”—that is, it upholds the original intent of the legislation—otherwise, it is considered “dilatory.” The title of the legislation may be changed.
 - b. A legislator may move to amend between floor speeches. Once that motion is made, the presiding officer will read the proposed amendment aloud and call for a second by one-third [1/3] of those members present, unless he/she rules it dilatory.
 - c. Should students wish to speak on the proposed amendment, the presiding officer will recognize them as per the standing precedence and recency, and the speech will be counted toward their totals, accordingly.
 - d. Simply proposing an amendment does not guarantee an “author/sponsor” speech, and any speeches on amendments are followed by the normal one minute of questioning.
 - e. Amendments are considered neutral and do not constitute an affirmative or negative speech on the original legislation.
 - f. If there are no speakers or the previous question is moved, the chamber may vote on a proposed amendment without debating it.
9. All major voting (such as the main motion/legislation) which a Congressperson’s constituents should have a record of, shall be done with a counted vote. Secret balloting is used when voting for presiding officer.
10. Student should ask permission to leave and enter the chamber when it is in session (move a personal privilege). However, do not interrupt a speaker who is addressing the chamber.
11. Ethics and Evidence
 - a. Conduct
 1. A congressperson’s conduct shall be above reproach and he/she should never be guilty of intentional harassment. Impeaching and censuring other participants is not allowed. Participation in this event demands the seriousness of purpose and maturity possessed by real world policymakers. All adult

officials, including scorers, will hold each participant to this standard.

2. Congresspersons should have a cooperative nature and if there is a problem, then the student should take any concerns to an adult official.
3. Participation in the legislative debate is essential. Extended absence from the chamber during a session will affect a contestant's overall impression and performance. The practice of "open chambers" interferes with the parliamentarian's ability to monitor student participation.

b. Evidence and Use of Electronic Devices

1. Visual aids are permitted in Congressional Debate, provided they do not require electronic retrieval devices in the chamber.
 2. All evidence used is subject to verification. Honesty and integrity are of utmost importance in legislative debate. Falsification or deliberate misuse of evidence may result in the legislator being suspended by tournament officials.
 3. Please see guidelines for use of electronic retrieval devices under the Guidelines for Laptop "Use in Debate Events" section of the NSDA/NFL District manual (p. 27). Cell phones, music players, and games are not to be used in the chamber during a session. Traditional timing devices are permitted.
12. Since the rules above ensure fairness for competition, they may not be suspended; the presiding officer should rule such motions out of order, except to extend questioning and allow for open chambers provided the tournament staff permits doing so.

Congressional Debate General Legislation Guidelines

Most legislation should have a national/domestic focus that the U.S. Congress would have jurisdiction over, taking the form of a bill.

A bill establishes details behind how a particular law must work, including when it takes effect, how much tax levy would be appropriated (if applicable), how infractions/violations will be dealt with, etc. A bill may answer the who, what, when, where—and most specifically how—but it will never answer "why." Legislators explain rationale behind bills in their speeches, and how a bill implements its solution can spark deeper, more meaningful debate. Students should consider what the U.S. Congress has jurisdiction over.

Since the Executive Branch runs most of the agencies that enforce federal laws, understanding those helps; for more information, visit www.usa.gov/Agencies/Federal/Executive.shtml. While foreign affairs often fall under the jurisdiction of the Executive Branch, funding efforts such as USAID can have an impact on the success or failure of United States involvement in other countries, and therefore, can be framed as a bill. Inspiration for legislative ideas can be found at thomas.loc.gov. Writing an effective bill involves more time and research than researching one written by someone else. A student must ask her/himself what the legislation does, who is involved (government agencies), where it happens, when it is feasible to take place and how much time is needed for implementation, and how it should be carried out (a plan of action). All of these questions must be answered in writing the sections of the bill, with thoughtful

consideration as to how thoroughly each section explains its plank of implementing the overall bill's plan of action. Resolutions are simply position statements on issues Congress does not have jurisdiction over (such as a foreign issue, although a bill can suggest foreign aid), or further action (such as amending the Constitution). Resolutions lack the force of law, and never establish enforcement. Appropriate topics exhibit seriousness of purpose. The action proposed should be feasible, and such that the actual United States Congress might debate it. Topics should be debatable, meaning substantive argumentation exists on both sides. Legislation should be typed and double-spaced with line numbers, not exceeding one page. Capitalizing the words "WHEREAS" and "RESOLVED" in resolutions, and "SECTION" in bills, as well as inverse-indenting each clause or section helps to distinguish between ideas and concepts.

State Congressional Debate Docket Creation

The Tournament Manager shall be in charge of creating the Congressional Docket for State Debate. The Docket shall be created in three parts: Preliminary Rounds, Semi Final Rounds, and Final Rounds. Each School with Congressional competitors shall be permitted to *sponsor* up to 1 piece of legislation into the Preliminary Rounds Docket and 1 piece of legislation into the Semi Final Round Docket. The construction of the Preliminary Rounds Docket shall ensure that each school submitting accepted legislation receives representation. The order of the Docket shall be constructed by placing the submitting schools into random order and selecting a random piece of legislation from each school's submission in round based order. The Preliminary Docket shall be limited to either 25 pieces of legislation or to the number of competing schools, whichever is greater. The Semifinal Round Docket shall be limited to 12 pieces of legislation. The Semifinal Docket shall be created by randomly selecting regionally balanced schools ensuring as much equality in district inclusion as possible. The Final Round Docket shall be composed of no more than 10 pieces of legislation taken from the NSDA sample legislation from the current month and the two preceding months. The Docket shall be made available to all coaches and competitors no less than 10 days prior to the State Tournament.

Assigning Students to Chambers

1. When entering students in the House, schools shall determine the grouping of individual students from their schools, as long as the number of entries in each house is approximately equal (i.e., three houses 3-3-2 or two houses 4-3).
2. Placement of a school's groups into specific chambers shall be done by blind draw, but the tournament director may adjust placement of individual school groupings, so that chambers are approximately equal in size.
3. A chamber shall seat no more than 20 contestants.
4. Chamber assignments shall be made at registration and are final. At State, alternates will register upon arrival and will be drawn per state policy.
5. No changes in the District or State Congress entry or in those seated in the Congress may be made once a chamber has convened.

Presiding Officers

Presiding Officers will be nominated from the floor with either a parliamentarian and/or coach to conduct the election. A District or State Committee may appoint adult presiding officers with no

affiliation to any participants. *Note the rule that before precedence is established, the presiding officer should recognize speakers fairly and consistently. S/he may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).*

Tabulating Congressional Debate

To tabulate Congressional Debate, scorers' ranks are inputted, with non-ranked students considered as ranks of 9. The parliamentarian's ranks, up to eighth, are inputted as well, with subsequent ranks considered as ranks of 9. Each individual chamber is tabulated independent of the others. Legislators with the lowest cumulative rank total advance to the next level of competition employing the following tie-breakers:

1. Judges' preference.
2. Reciprocal fractions
3. Adjusted cumulative rank total after dropping highest and lowest ranks.
4. Judges' preference of adjusted cumulative rank total (or students' preference for the student rank option below)
5. Reciprocals of adjusted cumulative rank total
6. Rank by the parliamentarian

Idaho Debate Code

Purpose

The IDC is to clarify debate rules and format and is specifically applied to district and state tournaments. It may also serve as a guide for the invitational season. Violations of IDC rules could result in loss of the ballot or disqualification. All grievances shall be made in good faith. Grievances submitted without substantial proof of violations will not be investigated.

General

Scouting

1. There shall be no scouting by a coach, judge, observer or contestant in order to obtain advance information of an opponent's case.
2. Prior to break rounds, observers must be affiliated with one of the participating schools or obtain permission from the tournament manager. There shall be no heckling or distractions of the debaters.
3. There will be no flowing of rounds by observers.
4. Contestants shall receive no outside assistance once the round has begun.

Timing

1. The judge is ultimately responsible for all times in the round.
2. The judge may designate a 'Time Keeper' for this purpose.
3. Debaters may time themselves in order to stay within allotted times.
4. Speakers will be allotted a 10 second 'Road Map' before starting the speech. No arguments may be advanced during this time period.

Miscellaneous

1. Laptops are allowed in debate; provided that wireless connectivity is deactivated.

2. Permission to record a debate must be obtained from all coaches and debaters involved.
3. New issues shall not be advanced in rebuttal speeches; however, additional evidence and extensions on previous arguments are appropriate.

Policy Debate

Procedure

1. A five-minute preparation time is allotted for each policy team to be used at their discretion, except during speeches.
2. The first affirmative must define the terms of the proposition either literally or operationally. The first negative may either accept or reject the definition of terms. Any topicality arguments must be initiated in the first negative constructive speech.
3. The affirmative must present the plan, or a reasonable outline, during the first affirmative constructive speech.
4. In a counter plan case, or where a specific minor repair is advanced by the negative, the negative must present the proposal during the first negative constructive speech. The negative must not implement the resolution advanced by the affirmative.

Evidence

1. It is illegal to falsify evidence.
 - a. Evidence must be identified in writing by author, title, date of publication and page number. Verbal reference can be abbreviated.
 - b. Any evidence used in round must be available for inspection by the opposition or judge.
2. Analytical arguments do not require evidence.
 - a. Analytical arguments are arguments based on logical reasoning, metaphor or common knowledge.
 - b. The judge determines whether an argument meets the above standard.

Cross Examination (C-X)

1. Each speaker on a team must ask questions. The team may determine the order in which each team member asks questions.
2. The witness must answer any legitimate question to which an answer can be given.
3. The witness shall not ask questions of the questioner except for the purpose of clarification.
4. Where appropriate, the witness may clarify his or her answer.
5. The questioner controls the time, and may interrupt the witness to request shorter answers or indicate that the answer given is sufficient.

Tag-Teaming

1. Tag-teaming is forbidden.
2. During cross examination, constructive and rebuttal speeches, the speaker's partner may not verbally assist or interrupt.
3. During C-X, the witness must answer without consultation, or instruction from his/her colleague, whether written, verbal or otherwise.

Lincoln-Douglas Debate

Procedure

1. A four-minute preparation time is allotted each L-D debater to be used at their discretion except during speeches.

2. The first affirmative speech must define the terms of the proposition either literally or operationally. The first negative speech may either accept or reject the definition of terms. Any topicality arguments must be initiated in the first negative constructive speech.

Evidence

1. It is illegal to falsify evidence.
 - a. Evidence must be identified in writing by author, title, date of publication and page number. Verbal reference can be abbreviated.
 - b. Any evidence used in round must be available for inspection by the opposition or judge.
2. As philosophical arguments can be exceptionally complicated, paraphrasing of philosophical positions is acceptable.
3. Analytical arguments do not require evidence.
 - a. Analytical arguments are arguments based on logical reasoning, metaphor or common knowledge.
 - b. The judge determines whether an argument meets the above standard.

Cross Examination (C-X)

1. The witness must answer any legitimate question to which an answer can be given.
2. The witness shall not ask questions of the questioner except for the purpose of clarification.
3. Where appropriate, the witness may clarify his or her answer.
4. The questioner controls the time, and may interrupt the witness to request shorter answers or indicate that the answer given is sufficient.

Public Forum Debate

Procedure

1. Teams will follow established rules for selecting speaking order and topic side.
2. Every round is flip for sides.
3. A 2 minute preparation time is allotted each team to be used at their discretion except during speeches.

Evidence

1. Public-Forum debate is designed as ‘common man’ debate, as such analytic and paraphrased arguments are acceptable.
 - a. Analytical arguments are arguments based on logical reasoning, metaphor or common knowledge.
 - b. Paraphrased arguments reference information without implying an exact quotation.
2. Debaters referencing ‘specific’ evidence:
 - a. It is illegal to falsify evidence.
 - b. Any evidence used in round must be available for inspection by the opposition or judge.
 - c. Evidence must be identified in writing by author, title, date of publication and page number. Verbal reference can be abbreviated
3. The judge has the sole responsibility to determine which arguments persuade them, there is no implied hierarchy of importance between argument types.

Cross Fire (C-X)

1. Public Forum debate has shared cross examinations.
2. Participants are expected to share time and respond to all valid queries.

3. Where appropriate, the witness may clarify his or her answer.

Tag-Teaming

1. Tag-teaming is forbidden.
2. During cross fire, constructive and rebuttal speeches, the speaker’s partner may not verbally assist or interrupt.
3. During cross fire, the witness must answer without consultation, or instruction from his/her colleague, whether written, verbal or otherwise.
4. During Grand Cross Fire, this section is inapplicable.

Grounds for Disqualification

1. Falsification of evidence
2. Failure to produce evidence upon request
3. Switching code numbers, divisions or partners
4. Scouting or receiving advance information at the tournament of an opponent’s case.

Grounds for Forfeiture of Round

An entry will forfeit a round for failure to appear within ten minutes of the scheduled time, unless the delay is caused by the tournament itself. A forfeiture will result in a loss, a rank of 7, and 0 speaker points.

Principal Verification

1. Tournament Limits: A signed Principal Verification Form must be submitted to both district and state tournament managers to verify the number of tournaments attended.
2. Appropriate Debating: A signed Principal Approval Statement must be submitted to both district and state tournament managers to acknowledge that:
 - a. Argumentation advanced by debaters from the school will meet the standards of conduct of that school, and
 - b. Constructive speeches, rebuttals and cross examinations will be appropriate in language and action for public performance by high school students.

L-D and PF Resolution Determination

On February 1 (or the first school day thereafter), the debate commissioner will hold a vote for all head debate coaches to determine which resolutions competitors will debate in both Lincoln-Douglas and Public Forum debate for the district debate and state debate tournaments. S/he will close voting after no more than five school days and immediately disclose the results.

District Tournament Format

1. No more than the top 1/3, or any fraction thereof, of the entries that compete in an event at the single district debate tournament will advance to State.
2. No school may enter more than sixteen (16) teams in the district tournament. (A Policy team, a Public Forum team, an LD debater and/or a Congressional debater constitute one entry each). No school may enter more than eight (8) LD entries, eight (8) policy entries, eight (8) public forum entries or eight (8) congressional entries.
3. The District Board of Control may approve a “wild card” for the district debate tournament to avoid byes. Byes do not apply to Congressional debate.
4. If only one school resides in a district, the school may enter two entries in each style of debate for a maximum of eight qualifying entries. Any of the above changes must receive

approval of all involved districts' Boards of Control and the IHSAA.

State Debate Tournament Format

1. The tournament management will assign five random preliminary rounds. No round will begin later than 9:00 p.m. on the first day.
2. Contestants will debate two affirmative and two negative preliminary rounds in Lincoln-Douglas and policy debate. These styles of debate will flip for sides in round five. When possible, contestants should meet neither competitors from their own school nor prior opponents.
3. At the conclusion of the five preliminary rounds, the tournament management will create an octafinal bracket. Octafinals, quarterfinals, semifinals and finals are single elimination rounds.
 - a. All competitors in the bracket will flip for sides except for prior opponents (in Lincoln-Douglas and policy, who will be locked on opposite sides).
 - b. Brackets will be broken to avoid teammates debating each other for as long as possible. When teammates are bracketed against each other, the lower-seeded of those entries will be replaced with the next lower-seeded entry in the bracket not from the same school.
 - c. Congress will provide a semifinal round to the top thirty-two (32) competitors in the tournament. This may be adjusted up to thirty-six (36), depending upon presiding officer selection in only the semifinal round. The top eight (8) competitors from each house will advance to the final super congress round.
4. Tie Break Procedure: The determining factors for breaking a tie shall be 1) speaker ranking. If the tie still exists, the criteria shall be (in this order) 2) head to head, 3) opponents' win/loss record, 4) speaker points, 5) drop high and low speaker points, 6) as many additional tie breaker calculations available in the tournament software will be used to avoid ties. In the event that a tie still exists, a coin will be flipped, with the debate commissioner and the tournament manager conducting, in order to break the tie.
5. Strike Privilege: Coaches of debaters in semis and finals will be provided with the names of the judges for those rounds, and will have the opportunity to disqualify one judge. Judges' school and district will be available for the purpose of striking.
6. Scouting:
 - a. No L-D contestant shall observe another contestant at any point during the tournament.
 - b. No Policy or Public Forum contestant shall observe an opponent or receive advance information about an opponent's case from a coach, judge, or other contestant.
7. Observers: Rounds at state debate are open. Exceptions:
 - a. LD and Public Forum competitors shall not observe any rounds until they are eliminated from the tournament.
 - b. Anyone having a bye or forfeit shall not observe rounds during their bye/forfeit time.
8. Observers' Affiliation: Observers must be affiliated with one of the participating entries unless prior written permission has been granted by the tournament manager.
9. Observers' Behavior: There shall be no heckling, distractions or flowing of a debate by observers.

Judging Guidelines

1. State debate judges shall file policy and L-D philosophy statements that will be posted for examination.
2. One policy debate constitutes a judging round. Two LD debates or two Public Forum debates constitute a judging round.
3. A judge should not judge a contestant more than once.
4. Each school will be provided with a copy of their ballot.
5. The ballot is the official decision of the judge. Judges are not obligated to "defend a ballot" or answer a coach's questions regarding a ballot decision.
6. Oral critiques are not given at state debate.
7. Judges do not disqualify contestants. Rule violations shall be reported to the tournament manager.
8. When sending names to the IHSAA for state debate, coaches must declare all schools with which the judge is affiliated and coded against.

Determining Team Champions

1. Team winners will be determined based on a combined total of points earned in all four disciplines.

<u>Place</u>	<u>Points</u>	<u>Place</u>	<u>Points</u>
First	15	Semifinalists	12
Second	13	Quarterfinalists	8
		Octafinalists	4
2. In Congressional Speaking, each of the sixteen competitors in the final super session will earn the equivalent points awarded in the other styles of debate. First place will receive 15 points, second place will receive 13 points, semifinalists (third – fourth places) will receive 12 points. Quarterfinalists (fifth – eighth places) will receive 8 points. Octafinalists (ninth – sixteenth places) will receive 4 points.
3. Ties in team placement will be broken by:
 - a. Number of entries advancing into break rounds, then
 - b. Number of state qualifying entries.

Octafinal Debate Bracket

