

Lexington High School Debate

Guidebook for Debate Parents

Edition: March/2021

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LHS Debate Guidebook for Parents

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What LHS Graduates Have Said About LHS Debate

In a lot of ways, I can comfortably credit the debate program at LHS with giving me an understanding of what I wanted to pursue in college and beyond, along with a cohesive narrative and comprehensive skill set that led to me naturally finding other extracurriculars that I genuinely enjoyed throughout high school. The debate community (both within Lexington and all over the country) has given me mentors, mentees, and most importantly, a set of friends that I'll continue to know for years to come.

Aadharsh Pannirselvan, class of 2020

The memories I gathered at debate tournaments are some of the warmest from my high school years. The friendships I made through the activity carry over to this day. And the analytical skills I developed in lectures, practices, and competitive debates were no doubt the best preparation I could have received for political advocacy and academic research. Everything I do is shaped by my experiences on the Lexington Debate Team.

Zack Schnall, LHS Class of 2016

Debate is just about the coolest thing I've ever done. It looks good on a resume and it is incredibly educational in that it gives you research and advocacy skills. And debate is just fun! You get to test your wits against someone else and meet people from across the country. But I think best of all debate gives you confidence; it teaches you to be a person with presence, and that's the most important thing of all.

Paul Zhou, LHS Class of 2013

I would credit debate, to some extent, for my success in college. The self-advocacy and critical thinking skills that are developed through participation in high-school debate are cross-applicable to almost any job or any field of study, and the ability to speak confidently is invaluable.

Geneva Kropper, LHS Class of 2013

Coming from someone who could barely stand on stage in front of a crowd before doing high school debate, there was nothing like speaking 200 words per minute in the presence of an audience to help me overcome those fears.

Vikas Shiva, LHS Class of 2013

In addition to being fun and exciting, LHS Debate provided me with valuable experience. As an attorney, I regularly rely on skills that I first developed as a high school debater.

Noah Kaufman, LHS Class of 2003

The four years I debated were extremely important to me, in shaping the way I think. Without it I wouldn't have been able to understand the ebb and flow of arguments and the logical fallacies used daily by politicians and citizens alike, and I wouldn't have been as successful in formulating arguments both in analytical essays and in verbal discussions.

Mathew Simkovits, Class of 2014

The debate team is a place where I have met some of my closest friends from all grade levels. We became classmates, then friends, and eventually, family.

Julia Sun, LHS Class of 2014

The Lexington Debate Team brought me into a community of intellectually curious, awesome peers who I will be friends with forever. Debate taught me how to research, think critically, and understand another's perspective, even if I do not agree with it. Ultimately, joining the debate team was the best decision I made in high school.

Adam Hoffman, LHS Class of 2013

What some parents have said about LHS Debate

My daughter found a real home in the LexDebate program. She landed in policy debate, and discovered she enjoyed deeply researching topics, and developing sophisticated and sometimes playful takes on arguments. While she always felt nervous during tournaments, she learned how to master her fear, listening carefully to opponents and thinking on her feet. She worked collaboratively with peers at school and with a large network of fellow debaters online, and as a senior, ended up teaching novices while competing nationally. This was a huge commitment of time, but it taught her how to manage her school and extracurricular activities. The skills she gained through debate, such as distilling important information quickly from reams of documents, harnessing facts to serve an argument, writing clearly and concisely, and public speaking, served her well during high school, continue to propel her in college, and will no doubt prove essential to whatever career she pursues

Leda Zimmerman

When my son entered the debate program, we expected him to learn how to research, develop an argument, see issues from both sides, improve his public speaking skills and gain confidence in speaking his mind. What we did not expect was the significant growth in his organizational and leadership skills. The debate director recognized his passion for business and assigned him roles in tournaments and throughout the year that offered him opportunities to lead students in various fundraising activities. As a parent, I was able to connect with other parents and most importantly with my son and his interests by volunteering on the BOLD Board as well as at tournaments.

Ilene Benghiat

Debate not only helped our children improve their thinking, listening and speaking skills but also opened their eyes to the world around them and expanded their knowledge about a wide range of current events and complex issues.

Ken Lee

Debate has been a wonderful experience for our son Adam, and for us as his parents. In addition to mastering important skills (research, analysis, public speaking and more), Adam developed friendships across the US with other debaters he met at tournaments and during his summers at debate camp. He was able to leverage his debate experiences into rewarding employment. After graduating from LHS Adam was hired to teach both at several summer debate camps and during his Freshman college year as a part-time coach for high school debaters.

Pam and Peter Hoffman

A. Welcome to Debate

Dear Debate Parents,

Welcome to another exciting year of debate at Lexington High School!

Our debate program is a dynamic community within the high school that offers students opportunities

- to explore important issues in public policy, ethics, and decision making;
- to intensively develop skills in critical thinking and advocacy; and
- to participate as part of a large and close-knit team in interscholastic competitions.

If your child is a returning debater, you may have already learned some things about how the academic classes and competitive tournaments are structured, about the kinds of work and preparation students do outside of class (and between tournaments), and about the skills that debaters develop. If your child is starting in the program this year, perhaps you are getting your first exposure to the world of debate. Whatever your background is, this Guidebook is meant to be a resource and reference for times when you would like to have a little more information about the opportunities the program offers for you and your child(ren).

Parents can support the debate program in several ways beyond lending the participation of your wonderful children. Parent contributions and fundraising through BOLD are a major element of financial support for the debate program, which is only partially funded by the school system. Parents also support the debate team in hosting two large tournaments for competitors from other schools regionally and nationally — Little Lex in November and Big Lex in January. Finally, parents volunteer in many other roles such as judges and chaperones at tournaments that our debaters attend at other schools. This year, we face new challenges imposed by the pandemic and need your support more than ever.

As a debate parent, you are now part of a broader Lexington Debate family that includes current debaters, teachers and coaches, debate parents, alumni of the debate program, parents of alumni, and former teachers, coaches and volunteers. I hope that this Guidebook will help you feel a part of the family and to participate more fully in your child's debate experience.

Sincerely yours,



Yi Yang
BOLD President (2020-2021)

The Guidebook was created by BOLD, which is the parent booster organization supporting the debate program at LHS.

1) What is Debate?

Academic debate is a verbal form of interscholastic competition in which members of our team are paired against individuals from opposing schools to debate an assigned topic in front of one or more assigned judges. There are a variety of different forms of competitive debate, each with its own set of rules and practices. Lexington's debate team participates in three forms of debate:

- Policy
- Lincoln Douglas
- Public Forum

Tournaments that Lexington attends may be limited to a single debate event or may involve multiple different speech and debate events, each requiring its own unique types of skills, talents and preparation.

As an interscholastic competition, speech and debate events bear some resemblance to sports: both involve regular practice, coaching, dedication, teamwork, time limits, and even physical aspects of performance. Debate differs from athletics, however, in that winning explicitly depends on persuading a judge (or judges), rather than on performing to some objective or quasi-objective standard.

Every student in the LHS debate program is enrolled in one of the five academic debate classes and is also expected to participate in debate tournaments, at least two per year, and to assist with the team's tournament preparation. During the course of the school year, LHS attends a mix of local, regional and national tournaments that are designed to provide opportunities for students at all experience levels.

Starting in 2014-15, students also gained the opportunity to become members of the National Speech & Debate Association, a national honor society for speech and debate competitors. More information about the NSDA is available at www.speechanddebate.org.

2) What is LHS Debate?

LHS has one of the largest and longest-running high school debate programs in America. For over forty years, LHS debate has helped students become responsible, engaged and civic-minded citizens through rigorous preparation, excellent coaching and demanding competition.

Three structural characteristics distinguish LHS Debate from many other schools' debate programs. First, the program is **co-curricular**: Five full-year courses in the LHS curriculum provide classroom instruction in debate, while students also participate in after-school practices and weekend tournaments. Many other schools operate debate teams as extra-curricular clubs without a classroom component.

Second, the program is **large**, offering opportunities to students across a range of aptitudes and levels of commitment. The average high school debate team has 15-20 students. LHS teams over the past 5 years have ranged from 120 to 140 students, with the number limited only by maximum class sizes.

Third, the program is fee-free. Most other schools charge substantial fees either for participation on the debate team, for tournament travel, or for both. LHS finances its program through a combination of school district funding, voluntary parent contributions, and parent and student fundraising.

Lexington Debate is distinguished from other debate programs by the values it has embraced over four decades of teamwork and competition. Those values include:

- **Commitment & Responsibility:** Students commit time and effort to multiple aspects of the program: class preparation and participation, after-school practices and mentoring, research and writing as parts of tournament preparation, competition, judging and other team support activities. Learning to budget

one's time, cooperating as a member of a larger team and competing intensely, but respectfully, helps each student to become a more self-directed young adult and a more engaged citizen.

- **Teamwork:** Students support each other in many ways, including mentoring younger students, practicing against peers, observing and commenting on practice debates, sharing research and strategies before and during tournaments and cheering on (and helping) other Lexington competitors, especially during elimination rounds. Students are all expected to contribute to a healthy and supportive team climate.
- **Personal Growth & Challenge:** Students are constantly stretching themselves in debate, whether it be overcoming performance/public speaking anxiety, learning new areas of philosophy or public policy, exploring difficult issues around race and gender, refining their ability to use technology or improving methods of dealing with winning and losing.
- **Inclusiveness:** The program welcomes students of all ethnicities, religions, genders and socioeconomic backgrounds. Families do not pay for students to participate in the program or to attend tournaments (except for food) and all contributions are voluntary. Participation at tournaments does not depend on family contributions.
- **Community:** Students are encouraged to participate actively in their school and wider community and to use their debate skills to make the lives of those around them better. They are also encouraged to develop a vibrant student debate community, in Lexington and beyond, a community which values all individuals and which builds them up, as opposed to cutting them down.

3) The History of LHS Debate

Lexington High School has been providing debate training and competitive opportunities for students for four decades. LHS Debate began as an extracurricular club many decades ago. It was so successful, it was soon developed into a class and offered as an elective in the Social Studies Department. In the 1970's, the LHS debate program began to take shape as it is today – a co-curricular program that is both academic and extracurricular. Initially, the program only offered Policy and Lincoln Douglas debate.

The program started with competition in policy debate, added Lincoln-Douglas and public forum debate shortly after those events were sanctioned by the National Forensics League (now the National Speech and Debate Association). In 2013-14, competition in Extemporaneous Speaking was added.

Alumni of the program have gone on to success in all sorts of endeavors, from law to medicine, writing to environmental science, engineering to economics, construction to finance, not to mention Lexington town politics. One is a rabbi and two are giving back to the debate community as long-time coaches.

Tournaments: For many years, Lexington has hosted two annual tournaments – Little Lex and Big Lex. Little Lex is a one-day local tournament held in the fall; Big Lex is a national tournament, which takes place over the Martin Luther King long weekend. In years past, there have been more than 1000 debaters competing at Big Lex. The purpose of the tournaments is two-fold: 1) to provide competitive debate opportunities; and 2) to fundraise for program expenses. Additional benefits include both promoting student teamwork and building community – both internally, for Lexington families, and externally, as Lexington maintains its reputation in the regional and national debate communities as a gracious host.

Competitive Success: LHS Debate has experienced competitive success in all of the events in which it competes and at all levels (local, regional and national). Lexington has won the overall championship at the Massachusetts state debate tournament every year since 1977. It has had winners or runners up at each of the national debate championships it attends (the National Speech and Debate Association, National Catholic Forensic League, National Speech and Debate Association, and Tournament of

Champions). Lexington is the only school to have won championships in policy, Lincoln-Douglas and public forum debate at the Tournament of Champions, completing the trifecta with the LD championship in 2011.

Funding: For many years, the Lexington Public Schools partially funded tournament competition expenses, with separate allocations of \$30,000 annually for policy and Lincoln-Douglas debate. The remaining expenses were funded through parent contributions and student fundraising. In 2005, Backers of Lexington Debate, Inc. (BOLD, Inc.), was formed as a Massachusetts non-profit corporation to centralize parent contributions and fundraising. In 2006, the Debate Program lost its funding when a Proposition 2 ½ Override failed to pass, and the students and parents stepped up their fundraising efforts to continue the program. By 2013, the debate program had grown from under 100 to 125 students and the students and parents were completely funding the \$140,000 cost of tournament competition. In 2013, BOLD was successful in lobbying the Lexington Public School Administration and School Committee to fund the Debate Program once again. The Debate Program was returned to the Lexington Public School budget at \$65,000 annually, or about 45% of the program cost. A big benefit of the LPS funding is that the students now need to do less fundraising during the school year so they can focus more on their debate work. Students still do some smaller fundraisers that build their ability to work as a team.

Parent Support: Parents have always been an integral part of the program, donating their time and finances. With regard to time, parents volunteer to judge at debate tournaments, they take responsibility for providing food to students, coaches and judges at the Little Lex and Big Lex tournaments. Parents chaperone fundraising events and out-of-town tournaments. They also host out-of-town students during Big Lex and Little Lex. In addition, most debate parents contribute a tax-deductible contribution to help fund the tournaments in which debaters participate. By giving their time, and through their financial contributions, parents help BOLD. Without parent volunteers, BOLD could not provide the resources that keep LHS Debate a well-recognized and competitive national debate program. BOLD is an organization run by LHS debate parents to support the LHS Debate Program.

Each year, debate parents are asked to make a voluntary donation to support the program. Without that financial support, the LHS debate program would not be able to provide our capable students with the number of debate opportunities that exist today.

4) Benefits of Debate for Students

- **Skill Building:**
 - Advocacy/Persuasion: Learn to weigh both sides of an issue then make informed decisions
 - Critical Thinking, Research and Analysis
 - Public Speaking
- **Content Knowledge:** Master the complexities of current international and domestic affairs
- **Opportunity:** Excel in post-high school endeavors; earn college scholarships; get into top colleges
- **Citizenship:** Embody Social Studies mission to create responsible and engaged citizens

5) Content and Organization of This Guidebook

This parent guidebook incorporates the best information available at the time of publishing. Due to evolving circumstances, some of the details in this book may change over time. As a parent, it is always good to double-check the information here with the LHS Debate Director or the BOLD President.

Any ideas, suggestions, or feedback on the contents of this document can be emailed to its editor listed on the BOLD Contact List in the Appendix.

B. The LHS Debate School Organization

LHS Debate is organized into a school organization (headed by the Debate Director) and a parent organization (BOLD, headed by a volunteer parent board). What is below describes the school organization.

1) LHS's Commitment to Debate

LHS provides the following for its debate program:

- Teaching resources
- Classroom space and a location for debate trophies
- Nearly half the program's operational funding (approximately \$65,000/yr.)
- Administrative assistance for the program's operation (arranging for payment of tournament fees, bus and air and car travel, and hiring of judges and coaches).

2) LHS Debate's Organization, Functions, Key People and their Contact Information

- Director of Social Studies, LHS (Rob Collins, rcollins@lexingtonma.org, or LHS 781-861-2320 ext. 69254), administrative head of the debate program
- Debate Director (or Debate Teacher), Sheryl Kaczmarek, in LHS Room 184, (845-541-6242 or skaczmarek@lexingtonma.org or sherylkaz@gmail.com, the latter of which goes directly to her phone) is in charge of the LHS debate program, course curriculum and student evaluation. Kaz (Sheryl's preferred nickname) maintains a website at <http://www.sherylkaz.com> with information about the debate program and the current tournament schedule.
- Social Studies Department Administrator (Suzanne Rooney, srooney@lexingtonma.org, or LHS 781-861-2320 x69254) in charge of collecting forms, class lists, tournament field trip forms, etc.
- Debate Administrative Assistant (Laura Ratel, lratel@lexingtonma.org), in charge of school forms, tournament forms, judge contracts and accounting for LHS expenditures

C. Backers of Lexington Debate (BOLD); the LHS Debate Parent Organization

LHS Debate is organized into a school organization (headed by the Debate Director) and a parent organization (BOLD, headed by a volunteer parent board). What is below describes the BOLD organization.

1) What Parents Have Said About LHS Debate

A June 2014 BOLD survey of all debate parents asked about their experience with LHS Debate. Comments told a positive story of good debate coaching, building a sense of community for the students, critical thinking and research skills, travel opportunities, and tournament experience. In particular, one parent said, *I think the debate program was the most cherished aspect of my son's high school education.*

2) BOLD Debate Organization, Functions, Key People and their Contact Information

Backers of Lexington Debate, Inc. is a 501(c)(3) nonprofit organization that raises funds, both from parent contributions and other fundraising, to support the LHS debate program. We also use the term "BOLD" more generally to describe the parent volunteer organization – of which every parent who has a student in the debate program is automatically a member. The operation of LHS Debate relies on parents to be involved in BOLD to raise funds and volunteer at tournaments, events, and fill BOLD leadership positions.

Please turn to Section I for more information about volunteering opportunities for BOLD and LHS Debate.

BOLD Board meetings are open to all parents associated with the debate program, and you are encouraged to attend. Board meeting dates will be published at the beginning of the school year. Meetings are once every quarter of the year, typically September, December, March and June.

BOLD and LHS Debate need parent involvement to effectively operate to support our debate students. Everyone is encouraged to volunteer, either on the BOLD board, or chairing a committee, or volunteering at an event. **WE CANNOT SUCCEED IN WHAT WE DO WITHOUT YOU, THE PARENTS.**

BOLD Board:

Three community members, three parent members, three alumni members, two ex officio members: LHS Head of Social Studies and the Debate Director

BOLD Officers: (for MA and Federal Filing Purposes)

President, President-Elect, immediate Past President, Treasurer, and Secretary

Planning & Project Committee:

Past-President (head of committee), Strategy & Finance Chair, At-Large members (at the discretion of the Past-President)

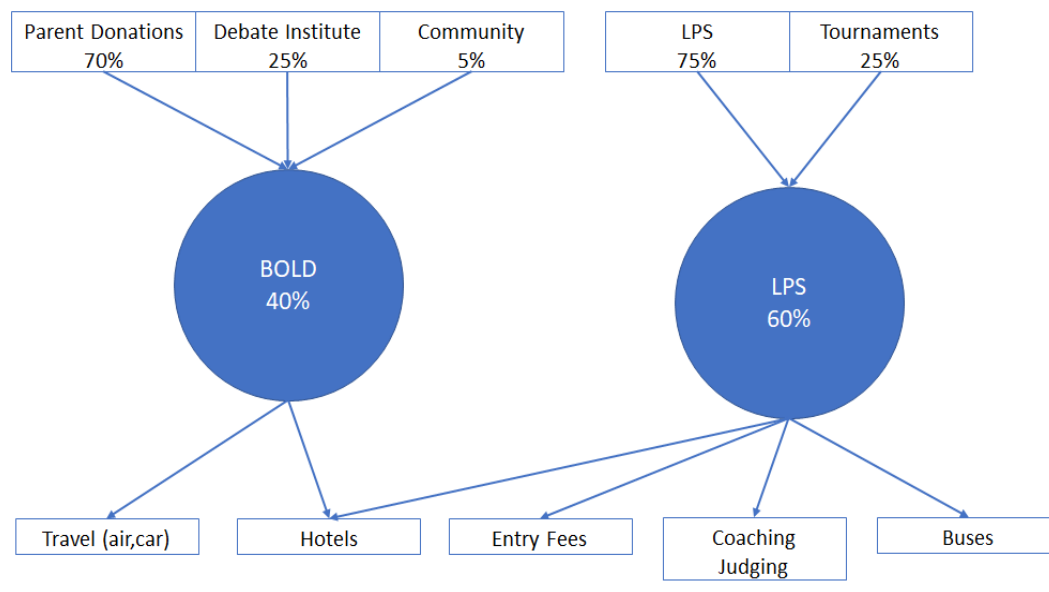
Key Volunteer Positions (all staffed by co-coordinators, except where noted)

Big Lex Tournament Coordinators, Little Lex Tournament Coordinators, Judge Coordinators, Chaperone Coordinators, Fundraising Coordinators, Debate Family Communications (one coordinator), Publicity Coordinators, Potluck Coordinators, Website Coordinators, Mentoring Coordinators

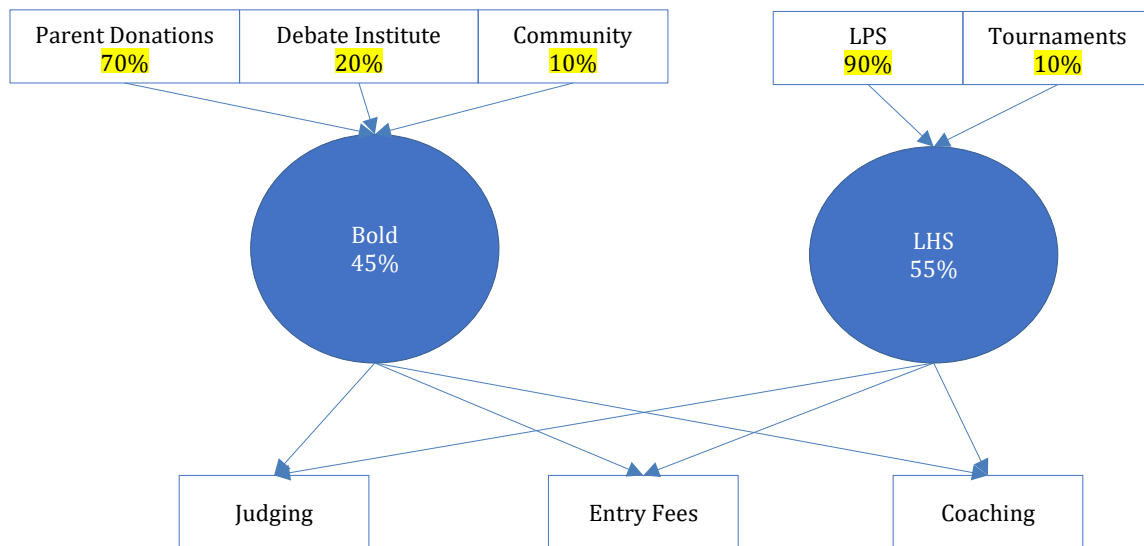
**** See this document's appendix for the people that hold these positions and their contact information**

3) LHS Debate's Finances

It costs about \$190,000 per year to operate our LHS debate program for the students it serves (currently, approximately 125). The diagram below depicts typical sources and uses of funds in normal years.



Because of the pandemic, sources and uses of funds will have some changes in 2020-2021:



LPS Funding:

In the 2020-21 school year budget, LPS has committed \$83,882 to the debate program. The current LPS funding covers tournament entry fees, judges for tournaments, and coaches. LPS has continually supported the program since the 2013-14 school year, but school funding was not available for the seven years prior to that. In that period, parent donations, tournament proceeds, and student fundraisers supported all tournament travel.

Parent Funding:

Parents are asked to make contributions to BOLD (Backers of Lexington Debate, Inc.). Currently, BOLD raises about \$65,000/year directly from parent donations. **This year, BOLD again seeks to raise \$60,000 from parent contributions.** BOLD donations this year will be mainly used to supplement the increased entry fees (students will be able to attend more virtual tournaments), increased judging costs (no parent judges this year), and more coaching expenses. **All donations to BOLD are personally tax deductible.**

LHS Tournaments

LHS Big Lex and Little Lex tournaments help us raise funds by hosting other schools at LHS. Sponsoring these debates is also important in helping LHS to maintain its reputation in the debate community. These tournaments raised about \$25,000 for our debate program last year, though the amounts tend to vary from year to year due to unforeseen events. Those funds are used to cover fees when our students go to other tournaments.

Lexington Debate Institute

Since 2017, BOLD has sponsored an LHS student and alumni run summer program called the Lexington Debate Institute (LDI). This program provides an introductory debate course for middle school students in Lexington and neighboring towns. In addition to providing this service to the community, LDI also helps raise funds for BOLD to further its mission to support LHS Debate.

Student/Alumni Fundraising:

Before LPS funding was returned to the debate program, students used to participate in raising about half the funds for debate through a myriad of fundraisers, in addition to the Big Lex and Little Lex tournaments. Today, these fundraisers have been limited to best leverage students' time, and to build community among students.

D. LHS Debate's Annual Parent/Student Calendar

This is a general calendar of LHS Debate events for the school year. The exact dates of the annual schedule will be set at the beginning of each school year. Look for that information at Debate Parent Night and Back to School Night. **Please be sure that BOLD has your contact information so that you can keep abreast of the latest information.**

School Year	BOLD Board Meetings	Parent and Student Events	Lex Tournaments
September	Q1 Mtg at LHS (Virtual in 2020-21)		
October		Introductory Parent Meetings (weekday evening at LHS) (Virtual in 2020-21) Parent judge training (two sessions, weekday evening) (No Parent judge in 2020-21)	
November			Little Lex, weekend before Thanksgiving at LHS (Virtual in 2020-21)
December	Q2 Mtg at LHS (Virtual in 2020-21)		
January			Big Lex, MLK weekend at LHS (Virtual in 2020-21)
February		Debate Camp Clinics (Virtual in 2020-21)	
March	Q3 Mtg at LHS (Virtual in 2020-21)		
April		Debate Camp Clinics (Virtual in 2020-21)	
May			
June	Q4 Mtg at LHS (location TBD in 2020-21)	End-of-year Potluck (location TBD in 2020-21)	

E. Debate Student Opportunities and How They Work

1) Types of Debate

LHS offers classes in three types of debate. Classes in policy and Lincoln-Douglas debate are offered at the introductory (novice) and honors (varsity) levels. The class in public forum debate is offered only at the honors level, for students who have taken an introductory class in policy or Lincoln-Douglas debate.

a. Policy

Policy debate is a form of debate competition in which teams of two advocate for and against a resolution (one resolution per school year) that typically calls for policy change by the United States federal government. A policy debate runs approximately 90 minutes. This form of debate is the most difficult for the layperson to follow due to technical vocabulary, the extensive use of expert evidence, and very rapid delivery.

The 2019-2020 Policy topic (called “resolution”) is: *Resolved: The United States federal government should substantially reduce Direct Commercial Sales and/or Foreign Military Sales of arms from the United States.*

b. Lincoln-Douglas (LD)

Lincoln-Douglas debate is a one-on-one debate competition that places a heavy emphasis on logic, ethical values, and philosophy. Each debate lasts approximately 40 minutes. The LD debate topic changes every 2 months.

A typical LD topic from 2017: *Resolved: Countries ought to prohibit the production of nuclear power.*

c. Public Forum (PF) (Note: at LHS PF is only offered at the varsity level)

Public Forum debate is a debate competition in which teams of two advocate for and against a resolution that is of current national importance. Each debate is approximately 45 minutes, and the debate topic changes monthly. This is the easiest form of debate for the lay person to understand. Consequently, many PF judges are parents with no prior debate experience. All one needs is an open mind and life experience.

A typical PF topic from 2017: *Resolved: In United States public K-12 schools, the probable cause standard ought to apply for searches of all students.*

2) LHS and other School Tournaments

There are many tournaments in which novice and varsity students may participate. Each tournament specializes in the type of debate offered and level of student participation (novice or varsity.) **LHS debate students are not fielded in all these tournaments each year, and no student can be guaranteed a spot at a specific tournament.** Students can sign up for the tournaments they would like to attend, but choices are made at the discretion of the Debate Director in discussions with the student about their ability and readiness. **In part, tournaments are chosen based on parent donations and the fundraising efforts of BOLD.**

Note: the full list of tournaments scheduled for the current year can be seen at sherylkaz.com/tournament-information.html.

F. Debate Resources for Students

1) Research Resources

Novice students will be introduced in class to their topics and places (websites) to research their debate issues.

All student teams are a part of a Google group, which they set up in class with the Debate Director. They also have access to sample and research materials produced by the varsity members and debate coaches.

2) Mentoring Resources

Each novice debater is assigned to a varsity team of mentors, arranged by the Debate Director. Debaters should reach out to their mentors with questions about tournament preparation, practice opportunities, and more general questions about how debate works (strategy, debate theory, etc.). Mentors also set up, run and judge debate practice rounds for students.

3) Debate Summer Camps

Debate summer camps offer students an opportunity for intensive instruction, research, skill-building and debate practice. Attending a summer camp is not required, but many serious debate students find it helpful. Both national and international students participate in debate summer camps. Some debate camps are local, where students have the option of commuting or boarding. Camps vary in duration from two to seven weeks. Camps involve lectures, labs (work with coaches in medium-size groups), practice debates/tournaments and specific skill development. Students are busy from 9 a.m. to 9 p.m. (or later) with their debate work, preparing their cases and working with other students. There is some free time over the weekends. It is an intense, stimulating experience for students and seen as an important learning opportunity for those who are serious about debate (particularly policy and LD debaters). Students return with invaluable knowledge and lasting friendships.

Typical camps that LHS debaters have attended in recent years are:

- Public Forum: National Debate Forum (NDF) at Emerson College, Institute for Speech and Debate in Charlotte, NC, or camps in Extemp (NDF, University of Texas Austin in UT, George Mason University in Fairfax, VA) Harvard now has a PF camp.
- Lincoln-Douglas: NDF, Univ. Northern Texas, National Symposium for Debate (NSD), VBI (LA or Chicago or Swarthmore), University of Texas
- Policy: U of Michigan, Northwestern, Dartmouth, Georgetown, Spartan Debate Inst. (Michigan State)

Please check with the Debate Director for the right camp(s) for your child.

4) Technology for Your Debater

Although there are some differences among forms of debate, all forms make extensive use of “evidence” in the form of quotations from or citations to books, periodicals, and other research sources. Varsity debaters will store all of their research (and access the team’s collective research product) using a laptop computer. They also will use the computer to compose speeches and to provide copies of materials they cite to opposing teams.

Although novice debaters will use paper printouts of evidence, access to a laptop computer is highly recommended for debate research, communication with teammates, and to bring to debate tournaments and camps.

Though a sophisticated machine is not necessary, some software is needed for varsity debaters who will be doing “paperless” debate: **Students will need “Verbatim”, a free software package that works on Macs or on PCs. They will also need a relatively new version of Microsoft Word (Word 2010 or later for PC; Word 2011 or later for Mac).** Google Docs, OpenOffice, and other packages do not work; Word is required. Verbatim can be downloaded for free at <http://paperlessdebate.com/verbatim>.

BOLD is seeking used-computer donations from families who want to repurpose an old laptop. These devices will be specifically used as spares during tournaments.

G. Understanding and Experiencing Debate

1) Understanding the Debate Tournament Process

Lexington attends two types of debate tournaments (broadly speaking). Smaller, one-day tournaments tend to have a series of three or four debates, followed by an awards ceremony. The judge in each debate determines a winner and also assigns a point ranking to each speaker in the debate (the typical range for “speaker points” is from 27.5 to 30, where 30 represents a near perfect presentation by a debater). At the end of the tournament, the entries with the best win-loss records receive awards, as do the debaters with the highest speaker points. The number of placement and speaker awards available varies from tournament to tournament. Sometimes these tournaments include a final round between the two top entries in each division. (An entry is a single debater in LD, or a team in public forum or policy.)

Lexington also attends some larger, multi-day tournaments that begin with 4-7 “preliminary” debates and then determine a champion through a series of “elimination” rounds (“elims” for short). The number of entries eligible to participate in the elimination rounds depends on the number of elimination rounds scheduled. If the tournament offers two elimination rounds, then four entries are paired off in a semifinal round, with the winners of the semifinals meeting in a final round. A tournament with three elimination round begins with a “quarter-final” (8 entries); four rounds requires an “octa-final” or “octa” (16 entries); five rounds, a “double-octafinal” or “double” (32 entries); and six rounds, a “triple-octafinal” or “triple.”

Entries are chosen to participate in elim rounds based on their win-loss records, and ties are typically broken using the entry’s (participant’s) total speaker points, with a variety of different adjustments and subsequent tiebreakers that vary from tournament to tournament. Most tournaments also require that entries have a winning record to qualify for elims. If the number of entries with winning records is smaller than the number of spots available in the initial elim round, then a “partial” round may be held with enough student debates to narrow the field to the number of spots available in the next elim round.

At both types of tournaments you may hear debaters talking about “picking up” (winning) or “dropping” (losing) a debate, and they often use their number of wins as a shorthand to describe their win-loss record. At tournaments with elimination rounds, entries that qualify for those rounds are referred to as “clearing” or “breaking.” (The tournament may also be said to “clear to” or “break to” quarters, or octas, or doubles, or whatever its earliest elimination round is.) Entries that do not qualify are said to “miss” or to be “cut” – if they have a record sufficient to qualify for elims but miss clearing by reason of a tiebreaker, then they are said to have “missed on points.” If an entry needs to win its last preliminary round in order to qualify for elims, that round is a “break” round.

The elimination rounds are paired using a seeding process, so that in the earliest elimination round the highest-seeded entry debates the lowest-seeded entry; the second-highest-seeded entry debates the second-lowest-seeded entry; and so on. You may hear debaters refer to being the “top seed” (a good thing), or the “33rd seed” (a bittersweet thing, if the tournament breaks to double-octas). If two entries from the same school are scheduled to meet in an elimination round, as occasionally happens with a team as large as Lexington’s, no debate is held and the school’s coach is asked to determine which entry will advance to the next round (except in the rare case that a single school has both of the entries qualifying

for the final round, or all of the entries qualifying for an earlier elimination round, in which case the entries are normally declared co-champions). These debates are referred to as “close-outs” or “walk-overs” or “coach-overs,” and a debater may also refer to being “walked over” or “closed out.”

2) Parent Resources for Experiencing Debate

In normal years, the best way for parents to learn first-hand about what their children experience at tournaments is to sign up to accompany the team to a tournament as a volunteer chaperone or judge. (Don't worry, you will not judge your own child, or any of the competitors from Lexington!)

However, in the year of 2020-21, most debate tournaments are moved to virtual platforms due to the pandemic, and the LHS debate director has decided not to use parent judges under the current circumstances. There are a number of other ways for parents to get a taste of LHS Debate from a student's perspective:

a. National Speech & Debate Association (formerly National Forensic League)

The National Speech & Debate Association is a national honor society for middle school and high school debate. They have some resources on their website: <http://www.speechanddebate.org/>.

b. Debate Movies

Some good debate movies and documentaries (generally available on Netflix) are:

- The Great Debaters
- Resolved (a policy documentary)
- Rocket Science (for policy students)
- CSTV did documentaries covering the college National Debate Tournaments from 2003 to 2005 – the 2004 documentary is available at <http://debatevision.com/video/2004-ndt-documentary>
- Debate Team (for varsity students)
- Fast Talk
- Listen to Me

3) Debate at School Versus at Home

Students can get so into debate that conversations at home with siblings and parents can get overheated. Please counsel your young debater that debating is useful for school and one's career, but discussion and dialogue is more suited for family relationships and friendships. The chart below distinguishes between those types of communication.

COMPARING DEBATE, DISCUSSION AND DIALOGUE*

	DEBATE <i>"Might is right"</i>	DISCUSSION <i>"The noisier, the smarter"</i>	DIALOGUE <i>"Connectivity for community"</i>
PARADIGM FOR COMMUNICATING ACROSS DIFFERENCES	Debate is oppositional: two sides oppose each other and attempt to prove each other wrong. Debate assumes that there is a right answer and that someone has it. In debate, personal experience is secondary to a forceful opinion.	Discussion tends to contribute to the formation of abstract notion of community. In discussion, personal experience and actual content are often seen as separate.	Dialogue is collaborative: two or more sides work together toward common understanding. In dialogue, personal experience is a key avenue for self-awareness and political understanding.
	Debate creates closed-minded attitude, a determination to be right. Individuals are considered to be autonomous and judged on individual intellectual might.	Discussions often assume an "equal playing field" with little or no attention to identity, status and power.	In dialogue exploring identities and differences are key elements in both the process and the content of the exchange.
SELF-ORIENTATION	In debate, one submits one's best thinking and defends it against challenge to show it is right. Debate calls for investing wholeheartedly in one's beliefs. Debate defends assumptions as truth. Debate defends one's own positions as the best solution and excludes other solutions. Debate affirms a participant's own point of view.	Discussions are often conducted with the primary goal of increasing clarity and understanding of the issue with the assumption that we are working with a stable reality. In discussion, individual contributions often center around "rightness" and be valued for it. In discussion, the impact may often be identified and processed individually and outside of the group setting.	In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it. Dialogue calls for temporarily suspending judgments. Dialogue reveals assumptions and biases for reevaluation. Dialogue causes introspection on one's own position.

OTHER-ORIENTATION	<p>In debate, one listens to the other side in order to find flaws and to counter its arguments.</p> <p>Debate causes critique of the other position.</p> <p>In debate, one searches for glaring differences.</p> <p>In debate, one searches for flaws and weaknesses in the other position.</p>	<p>In discussion, one listens only to be able to insert one's own perspective. Discussion is often serial monologues.</p> <p>Discussion tends to encourage individual sharing, sometimes at the expense of listening to and inquiring about others' perspectives.</p>	<p>In dialogue, one listens to the other side(s) in order to understand, find meaning, and points of connection. Dialogue involves a real concern for the other person and seeks to not alienate but yet speak what is true for oneself. In dialogue, one searches for strengths in the other positions.</p> <p>Dialogue creates an openness to learn from mistakes and biases.</p>
EMOTIONS IN THE PROCESS	<p>Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.</p>	<p>In discussion, emotional responses may be present but are seldom named and may be unwelcome.</p> <p>Discussion is centered on content not affect related to content.</p>	<p>In dialogue, emotions help deepen understanding of personal, group and intergroup relationship issues.</p> <p>Dialogue works to uncover confusion, contradictions and paradoxes with an aim to deepen understanding.</p>
END-STATE	<p>In debate, winning is the goal. Debate implies a conclusion.</p>	<p>In discussion, the more perspectives voiced, the better. Discussion can be open or close-ended.</p>	<p>Dialogue remains open-ended. In dialogue, finding common ground is the goal.</p>

* compiled and adapted by Ratnesh Nagda, Patricia Gurin, Jaclyn Rodriguez & Kelly Maxwell (2008), based on "Differentiating Dialogue from Discussion" a handout developed by Diana Kardia and Todd Sevig (1997) for the Program on Intergroup Relations, Conflict and Community (IGRC), University of Michigan; and, "Comparing Dialogue and Debate," a paper prepared by Shelley Berman, based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Other members included Lucile Burt, Dick Mayo-Smith, Lally Stowell, and Gene Thompson.

H. Student Commitment to LHS Debate (outside of debating)

1. Student Expectations: (see Appendix for a complete set of novice and varsity student expectations)

In Classroom:

- a. Full year class: meets 4x week
- b. 3-4 year academic course of study (though students may drop out after only 1 or 2 years)
- c. Types of debate: Lincoln-Douglas, Policy and Public Forum

Outside of Classroom (Required):

- d. Debate practices: after school/weekends
- e. Debate tournaments: weekends, including hosting Big Lex and Little Lex tournaments (see I.2.b.)
- f. Student fundraisers: to reach out to the Lexington and Debate Alumni communities, and to build student camaraderie
- g. Support (for Varsity students): Mentor, coach and judge first- and second-year students

Outside of Classroom (Optional):

- h. Summer Camp: 2-7 weeks in duration

2. Volunteer Participation

Students assist in fundraising efforts such as fall and spring car washes and alumni letter writing campaigns. These efforts are worked out between the Debate Director and the students. Parents should be aware that students will be asked to sell a set of raffle tickets to friends and neighbors, as well as participate in one or two Saturday car washes.

3. LHS Debate Forms

The following forms will be needed for you to sign and/or fill out throughout the year:

- **Debate Expectations** (separate forms for Novice and Varsity debaters.) These will be handed out by the Debate Director at the start of the school year and need to be promptly returned by students.
- **Trip Permission** form is to be completed every time a student travels to a debate tournament, typically completed three weeks in advance of a tournament.
- **Health Form** (including emergency contacts) is to be completed once at the start of the year. It will be scanned by the social studies administration and made available to the lead chaperon for every trip, used in case a student needs medical attention.

4. Time and Effort Needed to Succeed at Debate (also see Debate Student Expectations in Section K)

In general, students can have good debate experience and do very well in the course by devoting an hour or two of preparation after school once a week, plus about one weekend about every 4-6 weeks, either debating at or supporting other LHS students at a tournament. Also, older students are encouraged to judge at novice tournaments from time to time.

If a student chooses to be a champion at debate, then a greater time commitment is required. Because of their passion and ability, the most high-achieving debate students put in an extra hour or more per school night, and an additional afternoon of practice after school every week, plus attend a tournament approximately once a month. Varsity students also rotate providing research support for teammates on weekends they are not debating.

No student is likely to compete at a tournament more than once a month. First year competitors will typically go to 2-4 tournaments per year; more serious varsity students can attend more.

Over the course of a student's LHS debate career, the workload increases year-by-year. Novices will spend the year learning their own basic skills and will not be expected to contribute to the general team's competitive work. Varsity work will generally be heaviest at the start of the year, especially in policy, and in the winter months. May and June are our "postseason" and have the lightest workload.

There is no expectation that a student must stay in debate once they have chosen the subject. On average, about a third to a half of novice debaters do not continue on in debate after their first year. Students may also drop out after their second or third year in the program. Even a single year of debate is valuable, so students who wish to explore other courses at LHS after their time in debate may do that, confident that they have acquired speaking, analytical, research and organizational skills that will stay with them for a lifetime.

I. Parent Commitment to LHS Debate

In the June 2014 parent survey, almost all parents rated the debate program very highly, and 86% agreed or strongly agreed that their child loves debate. Many parents also described the benefit to their child: the challenge he or she needed, the motivation to excel, opening their minds to different points of view, developing confidence, learning time management under pressure, and improving presentation skills.

Parents also commented on the sense of community they developed with other parents when they volunteered, and how much they learned about debate. A parent said, "I feel the passion of debating from the debate teams, and I am proud of being part of such a great team."

1) Why Support Debate?

Study after study demonstrates the positive effect that competing in high school debate can have on young people. Students that participate in high school debate enhance their skills in writing, reading, critical thinking, persuasion, and research.

- A 1999 study by Allen, Berkowitz, Hunt and Loudon showed a strong correlation between improvements in critical thinking from students that competed in high school debate in comparison with students that merely took public speaking courses.
- Debate is an increasingly diverse activity that exposes Lexington students to perspectives that may be underrepresented in a suburban school. Our students regularly compete against students from urban schools in Boston, Providence, New York, New Jersey, Baltimore and Chicago. These debates frequently focus on issues of race, class, gender, and ethnicity.
- A 2004 study by University of Missouri Kansas City professor Linda Collier showed significant improvements in test scores in reading comprehension among high school students who competed in debate.
- Debate teaches leadership skills. Many famous individuals, such as Supreme Court Justices Antonin Scalia, Samuel Alito, and Stephen Breyer, former UN Secretary-General Kofi Annan, civil rights leaders Nelson Mandela and Malcolm X, former Presidents William Clinton, Theodore Roosevelt, Franklin Delano Roosevelt, Woodrow Wilson, Richard Nixon, Lyndon B. Johnson, John F. Kennedy and Jimmy Carter, and hundreds of Congressmen have been competitive debaters. Supreme Court Justice Sonia Sotomayor also debated in high school and considered the forensics team experience as a major factor in her success at Princeton and beyond.
- Debate can be an avenue to higher education, both as a credential and as a qualification for college scholarships. University presidents and admissions deans are often cited in newspaper articles about how heavily participation in debate weighs in college entrance decisions. A number of universities also offer scholarships for students who will participate in college debate.

There are many opportunities for you to show support for your child in the debate program:

- Contribute financially
- Volunteer at local tournaments and parent events, and/or
- Judge at LHS and other tournaments

2) Making Financial Contributions

BOLD asks for voluntary monetary contributions from parents. The suggested amount varies by type of debate and student level. In normal years, money raised funds travel (air, housing, buses, car rentals, etc.) for debate students. In the year of 2020-21, parent donations will be mainly used to supplement increased entry fees and judging and coaching costs. We will send you a letter requesting a contribution and setting out suggested contribution levels.

3) Volunteer at Tournaments and Events

A. Chaperoning at tournaments in normal years

Debate trips often require parent chaperones. We need parents to volunteer to look out for the students and be a resource to them during trips and at tournaments.

If you are interested in volunteering as a chaperone, please contact the Chaperone Coordinators listed in the BOLD Contact List in the Appendix.

Chaperones must complete a Criminal Offender Record Information (CORI) form, valid for up to 3 years, at any LPS school or the central office. It takes a few weeks to get the CORI processed, so please have it done early enough.

B. Volunteering at Big Lex and Little Lex

The Lexington Debate Program hosts two tournaments annually. The first one is a single-day tournament we call "Little Lex" which is usually held the Saturday before Thanksgiving. Little Lex typically draws competition from New England and New York, and is a good one-day opportunity mostly for novice students. Varsity students do most of the work, hosting the younger students, and many parent volunteers are also needed.

LHS Debate also hosts the "Lexington Winter Invitational" (Big Lex) each year over Martin Luther King weekend in January. The Lexington Winter Invitational is a large tournament with a strong nationwide draw and hundreds of students and judges in attendance. It serves as a qualifier to the Tournament of Champions national tournament.

Both tournaments are critical to our program and rely heavily on both students and parental support. Students in the program should plan to volunteer for both tournaments. (The Debate Director will arrange the shifts for the students.

In normal years, there are many volunteer opportunities in both Little Lex and Big Lex for parents, from helping with food, hospitality, driving, fundraising, and chaperoning at tournaments to judging rounds. Other debate schools do this for our students, so this is our opportunity to return the favor. In addition, Big Lex and Little Lex are great opportunities for debate families to meet each other.

In the year of 2020-21, both Little Lex and Big Lex will take virtual platform. Parent volunteers are needed in helping mail out awards to debaters after the tournaments. Please look out for sign-up sheets that will start in the fall that will come home with your debater. We appreciate all the help you can give.

C. LHS and parent events/potlucks

The debate program generally hosts a family potluck during the year. Volunteers are needed to host and helping organize these events.

D. Parent/student fundraisers

Parents help out as organizers or chaperones for students during fundraisers such as:

- Lexington Debate Institute, a summer program run by former and current LexDebaters, for middle school students.
- Alumni fundraising, where students engage in a fundraising letter campaign to debate alumni. (Much of this will be done at school, so parent involvement is minimal here.)

4) Judging Public Forum (PF) and Lincoln-Douglas (LD) Debate at Tournaments in normal years

Every year, parents volunteer their time and talent to judge public forum debates. Public forum debate is targeted to the layperson, so parents can easily learn to judge. Training sessions are available in Lexington (conducted by experienced BOLD parent judges), and at tournaments (conducted by local coaches), and everything you need to know can be learned in one or two short sessions. Having parents volunteer to judge at tournaments saves the program money, for we would have to hire outside PF judges if we cannot provide them through our parent community. Typically, our parents would judge only at 1-day tournaments in Massachusetts; rarely do they go on extended multi-day trips unless they would enjoy such an experience.

if you are interested in becoming a PF judge, contact the Judge Coordinator listed in the BOLD Contact List in the Appendix.

Notices of our PF training are sent out to all parents a couple of times a year.

J. Life After LHS Debate

1) Colleges LHS Debate Alumni Are Attending

Many of our high school seniors go on to debate for top colleges in the country. Lexington alumni just from the past few years have gone on to attend (and in many cases debate at) schools such as:

- Harvard
 - Georgetown
 - Wake Forest
 - Northwestern
 - Northeastern
 - Michigan State University
 - University of Michigan
 - Washington University (in St. Louis)
 - Hamilton College
 - University of Chicago
 - Wesleyan
 - Vanderbilt
 - Dartmouth
 - Tufts
 - Columbia
- and more!

2) Leveraging Alumni for LHS Debate

During the school year, students will be asked to write fundraising letters to alumni of LHS Debate. BOLD may plan other types of outreach to debate alumni. Graduating debate students are encouraged to keep in touch through Facebook and other social media.

3) Coaching and Judging Debate

A few students who attend summer camp during their high school years are invited to become paid coaches at their debate camp starting the summer after they graduate from LHS. This is a great way for students to earn money for college, continue to enhance their skills and remain connected to the debate community.

Successful debaters also have the opportunity to earn money during their college years as a high school debate coach and/or judge at various tournaments. LHS routinely hires our own alumni both as assistant coaches and as judges both for tournaments that our LHS teams attend, as well as for our Big Lex and Little Lex tournaments.

K. Appendix and Glossary

1) 2020-21 BOLD Organization and Contact List

BOLD Board:

- Three community members: Betty Gau (2022), Mike Wu (2022), Matt Schnall (2021)
- Three parent members: Yi Yang (2022), Naresh Iyer (2023), Jian Ma (2023)
- Three alumni members: Zachary Steigerwald Schnall (2022), Talia Blatt (2023), Ryan Leung (2021).
- Two ex officio members: Rob Collins, LHS Head of Social Studies, and Sheryl Kaczmarek, Debate Director

Officers:

- President, Yi Yang (yangyi35@gmail.com)
- President Elect, Jian Ma (jianmats@gmail.com)
- Immediate Past-President, Malar Pannirselvam (pannirselvam.malar@gmail.com)
- Treasurer, Naresh Iyer (narsaniyer@gmail.com)
- Secretary, Lingzhi Zhao (nyc2013315@gmail.com)

Honorary Members

- Ilene Benghiat (ilenebenghiat@gmail.com)
- Mike Wu (mikewu4863@yahoo.com)
- Leda Zimmerman (leda@riverrunmedia.com)

Key BOLD Positions:

- Webmaster, Kunal Botla (kunalbotla@gmail.com)
- Debate Family Communications, Mike Wu (mikewu4863@yahoo.com)
- Judge Coordinator, Suzy Wang (haixia@gmail.com)

2) Job Descriptions for BOLD Board Officers

a) **President** (President-Elect, President, & Past-President) Job Roles & Responsibilities

A. BOLD Board (Exec & Whole):

- Plan & manage BOLD Board meetings
- Recruit/Nominate Board & Executive members
- Lead Executive Meetings
- Lead Future Project and Planning Efforts
- Build/Encourage Alumni Fundraising Efforts

B. Liaison with LHS:

- Work with LHS Program Director (re program calendar & policy & family feedback)
- Work with Debate Chair (re budget/resources)
- Work with LHS Admin (obtain mail/email list)

C. Parent Participation & Communication:

- Craft parent fundraising letters
- Implement parent meetings (welcome, potluck, raffle, camp, party)
- Ensure effective parent communication (write email, letters)

D. Volunteer Leaders:

- Recruit committee chairs (volunteer coordinator, parent communication/meetings/events/website, fundraising, finance, operations, tournaments, media communication), and working to help everyone groom successors
- Guide committee chairs and coordinator to manage their functions

Transition of presidential roles over three-year tenure:

Position: Function:	President-Elect →	President →	Past President
A. BOLD Board (Exec & Whole)	-Participate in Nominating Committee	-Plan and manage Board meetings -Lead Executive Meetings	-Lead Nominating Committee -Lead Project and Planning Committee
B. Liaison with LHS	-(Supporting) Work with LHS Program Director (re program calendar & policy & family feedback) -(Supporting) Work with Social Studies Chair (re budget/resources)	-(Lead) Work with LHS Program Director (re program calendar & policy & family feedback) -(Lead) Work with Social Studies Chair (re budget/resources) -Work with LHS Admin (obtain mail/email list)	
C. Parent Participation & Communications	-Mail parent fundraising letters -Implement parent meetings (welcome, potluck, raffle, camp, party) -(Lead) Monthly newsletter for parents	-Draft parent fundraising letters -Parent meetings (welcome, potluck, raffle, camp, party) -(Supporting) Monthly newsletter for parents	
D. Volunteer Leaders	-(Joint) Guide committee chairs and volunteer coordinator	-(Lead) Recruit committee chairs and working to help everyone groom successors -(Joint) Guide committee chairs and volunteer coordinators	-(Supporting) Recruit committee chairs and working to help everyone groom successors

b) **Treasurer** Job Roles & Responsibilities

The Treasurer Is responsible for ensuring that the organization is a good steward of charitable donations and its tax-exempt status, providing oversight of the organization's fiscal integrity and assisting the Board in meeting its mandate to govern. He/she is required to have knowledge of nonprofit accounting practices, nonprofit tax laws and fiscal record-keeping.

A. Government Reporting, Banking & Fiscal Responsibility:

- The Treasurer prepares or oversees annual income tax submissions and other state and local reporting requirements.
- He/she is one of two officers (including the President) authorized to sign checks or access bank and credit card accounts. He/she has full knowledge of all organization holdings and assets. The treasurer maintains/reviews monthly account records, and monitors income and expenditures.

B. For and with the BOLD Board and Executive:

- The Treasurer develops the organization's fiscal policies and procedures and developing the organization's annual budget and re-forecasts. He/she prepares reports to the board detailing income, expenditures and asset values.
- The treasurer presents a financial report at each Board meeting and also prepares and presents the annual financial and audit report to the Board.
- Attends all scheduled Board meetings and Executive Committee meetings and actively seek to maintain current knowledge of the organization, its programs, bylaws and articles of incorporation.
- Helps to develop the annual parent donation ask of parents, that balances the debate program's burden on the parents with the program's other sources of fundraising.

C. With LHS:

- The Treasurer collaborates with the Lexington High School Debate Director and debate administrator to develop the whole annual budget of LHS Debate and re-forecasts based on their planned and actual revenues and expenses.
- He/she also may meet with the Social Science Program Director to make sure BOLD and LHS financial policies and practices are aligned.

c) **Secretary Job Roles & Responsibilities**

The secretary plays a key administrative role for the effective operation of BOLD Board and Executive. He/she:

- Schedules all quarterly BOLD Board meetings
- Distributes the agenda for the upcoming meeting prior to the board meeting
- Distributes minutes for the previous meeting prior to the board meeting
- Participates in board and executive committee discussion
- Takes notes during the board meeting and generates minutes

Other duties of the Secretary to support the BOLD Board and Executive:

- Monitors the BOLD e-mail account; respond or forwards messages to the appropriate board member(s) or committee chairs
- Provides guidance to the BOLD President on BOLD administrative issues
- Once the new Board is approved in June of each year, the Secretary (or Treasurer) completes, a *Certificate of Change of Directors or Officers of Non-Profit Corporations* form obtained from the office of the MA Secretary of State. The form is signed by the Secretary and submitted on-line.

- May also engage in additional activities, at the direction of the President

3) Debate Summer Camps for Students

As a general rule, debate camps cost \$750-\$1500 per week. Local camps provide a commuter option, saving the cost of housing the student.

Some names of summer camps are provided in Section F.3. **It's important that you speak with the Debate Director, Sheryl Kaz, about what summer camps may be most appropriate for your child.**

4) Glossary of Debate Vernacular

SPEECH AND DEBATE TERMS AND DEFINITIONS

(From Building a Successful Speech and Debate Team: A Guide for the Novice Coach by Brenda Moe. Published by the National Speech & Debate Association (formerly National Forensic League) and posted on their website: www.speechanddebate.org)

A. Basic Debate Terminology:

1. Affirmative – arguing in favor of adopting the resolution
2. Advantage — a positive consequence of a proposal or plan.
3. Bids — to qualify for the Tournament of Champions, a student must earn at least two "bids". Some tournaments are set to award bids based on their typical size and strength of field: the top two debaters will each earn a bid at a "finals bid" tournament, while the top 16 will earn bids at an "octos bid" tournament.
4. Burden of Proof – the affirmative's responsibility to prove a need for adoption of a resolution or that the resolution is true
5. Card — a piece of evidence, from a published work with a citation. The basic building block of debate cases.
6. Constructive – the first speech given by each debater (both teams) in a round; used to build a case
7. Contention/Advantage – a debate case may be organized into contentions – claims made for or against the resolution or plan.
8. Counterplan – the negative argues that the negative team's proposal (counterplan) is better than what the affirmative has offered, and is mutually exclusive with the plan
9. Criterion/Standard – standards, rules, or tests on which a decision or judgment is based, the basis for establishing or evaluating a resolution. (Typically seen only in LD.)
10. Cross Examination/Crossfire – questioning period
11. Disadvantage/DisAd/DA — a negative consequence of a proposed plan.
12. Flowing or Flow – note taking during a debate, listing rebuttals next to arguments on a list or grid for tracking.
13. Impact — the final consequence, either negative or positive, of an affirmative proposal or argument.
14. Kritik (pronounced Critique) or "The K" — a negative argument, similar in function and form to a counterplan, but deriving from post-modernist or other critical literature rather than empirical or traditional thought.
15. Lay Judges – judges who are unfamiliar with debate theory, your average Joe off the street
16. Link — Argument about causality. If an affirmative proposal would cause either a positive or negative consequence or "impact", it is said to "link" to that consequence.
17. Negative – the side that argues against the resolution; or in Policy, the plan that the affirmative has presented
18. Octafinals – Elimination rounds comprised of the top 16 debate teams
19. Paradigms – the judge's educational philosophy, the model or view that guides their decision - what they deem important in a round and what they do not want to see or hear

20. Plan — A proposal in line with the topic offered as the basis of the Affirmative case. Nearly always seen in Policy, often in LD, never in Public Forum.
21. Power Matching – teams with equal records debate each other in preliminary rounds, starting with Round 3.
22. Rebuttal– defends arguments, refutes arguments of the opposing team, and summarizes the debate
23. Clash/Refutation – directly attacking the opposing teams’ arguments
24. Resolution/Topic – the proposition or subject offered to debate. All debaters in the country use the same resolutions. In policy, the national resolution changes once a year; in LD every 2 months, in PF every month.
25. Semi Finals – Elimination rounds consisting of the top four teams
26. Status Quo – the current state of affairs, the present system
27. Theory — Debate arguments about the rules of debate itself; ideally advanced when one's opponents have argued in a way that undercut good debate practices.
28. Topicality – Arguments over whether the affirmative's case is pertinent to the resolution.
29. Turn — When one side takes an argument the other side advanced and shows how it is in fact an argument that supports their own side instead.
30. Framework/Value – a concept, standard, or ideal that a debater argues should be used to guide a judge's decision. Typically seen only in LD debate. "Framework" in policy refers to arguments about the nature and boundaries of debate itself, typically employed against teams running more exotic argumentation styles.
31. Voting Issues/Voters – the key points in a debate that are crucial to the outcome, reasons why the judge should give the decision to a team
32. Warrant — Reasoning or evidence (cards) that back up a claim made by a debater.

B. Common Speech & Debate Abbreviations:

AFF - The affirmative team	IE's - Individual Events
CX - Cross Examination. Also can mean Policy Debate	LD - Lincoln-Douglas
MSDL – Massachusetts Speech & Debate League	NSDA - National Speech and Debate Association
NEG - Negative team in debate	PF – Public Forum Debate
TOC – Tournament of Champions	

C. General Debate Terms:

1. Ballot – The piece of paper on which judges write comments, rankings, and the decision of the round
2. (to) Break – to advance to the next round
3. (to) Cut – to trim down or highlight the segments of a card that will be read; only relevant sections are kept.
4. Ethics – rules or standards that govern conduct
5. Finals – an elimination round involving the top two teams in debate or usually the top six competitors in IE's
6. Forensics – Refers to competitive speech and debate and public speaking (not dead bodies!) Also abbreviated as “4n6”. Forensics comes from the Latin term for "argument", with the same root as "forum". Forensic evidence is evidence used to advance an argument in court.
7. Novice – a competitor in their first year of debate, or a division in a tournament for first year debaters
8. Open/Varsity – A division for all levels of experience, not limited to younger students.
9. Round(s) – a complete debate.
10. Speaker points or Speaks — the quality points a judge awards after a round in addition to the win/loss.

5) Debate Class Expectations (for Both Novice and Varsity Students)

This is only a partial list of course expectations for debate students, things that parents should know about. For a more complete list that students should know about, they can talk to the Debate Director.

A. Course Content

All debate students classes will learn, practice and advance in the skills and habits of debate argumentation, including writing cases and blocks, structuring arguments, and refining files. Students in the novice class will be introduced to research, file organization, and argumentative strategy. Students in the varsity class will be expected to assume personal responsibility for independent research, file organization, and argumentative strategy. All students will learn to manage their practice schedules and hone interpersonal skills.

Varsity debaters are expected to take a leadership role in the debate team, including mentoring less-experienced debaters.

Students in debate class will attend competitive tournaments. Novice students will be expected to attend at least twice per year. Varsity debaters are required to compete and/or judge at four tournaments per year, not counting the Lexington tournaments, and that two of those tournaments must be in the first semester.. In addition, practice debates will be held after school. Please be sure that your personal schedule permits you to devote at least two afternoons a month and one weekend a semester to debate (for varsity, it will be expected to devote some after-school and weekend time to class.) **In addition, all students are required to help host the Lexington Winter Tournament, Big Lex, during the MLK weekend in January. See the Debate Teacher immediately if you have extenuating circumstances preventing you from participating this weekend.**

B. Classroom Policies

1. Class Absence Policy

All students are required to contact their teachers a week before missing school for a tournament, not just varsity students, and all students should complete missed work in advance, whenever possible, in consultation with their individual teachers. Forms are to be turned into Ms. Rooney in Room 228. If a field trip form is not turned in, the student will not attend the tournament. There will be no exceptions.

C. Important Team Procedures

1. Tournament Participation Expectations

-- All Varsity Students are expected to participate in a minimum of four tournaments per year. Judging and competing are both viable methods of participation, although judging is limited to juniors (assuming 200 NSDA points) or sometimes only seniors (who meet that point minimum).

-- All Novices are expected to participate in a minimum of two tournaments per year.

-- Students typically have the chance to compete every 4-6 weeks in the in-person world and will be given the chance to compete approximately every 2-3 weeks in the online world.

-- All Students, both Varsity and Novice, are required to assist at the Lexington hosted tournaments in November and January. In the event that the Lexington hosted tournaments take place online, fewer students will be needed to work and more students should be able to compete. Working (or competing) in a Lexington hosted tournament is a SEPARATE requirement from the previously stated tournament requirements.

-- Students are expected to use official Google Forms to sign up for the tournaments they are interested in. In PF and Policy, students should sign up with their partners, if possible, but are free to sign up without their partners if there is a tournament they want to attend but their partner is unavailable. That is especially true for first and second year debaters who need rounds with any partner, not to skip tournaments if their partners are unavailable. A tournament sign-up sheet is a firm commitment (which means talk to your parents before signing up). Signing up is not a guarantee of a tournament slot, but if a student who signs up actually gets a slot and then changes their mind, they might be taking a slot from their teammates, which is unacceptable.

-- Head Coach decisions on who attends which tournaments are final. Many tournaments are in higher demand than the number of slots Lexington will be allocated, or the number of slots we can pay for (especially when we need airline tickets or/and hotel rooms), but also because we need judges. In the case of high demand tournaments, the coach may accept a few signed up students as alternates so that if someone gets sick or changes their mind at the last minute, we have a replacement for them. Waitlisted folks, and alternates, need to complete the official forms on time because they might not know they are in an event until after the form deadline.

-- Students who drop out for anything less than a health or other family emergency will be responsible for any unrecoverable costs, unless there is an alternate ready to step in and compete. PF and Policy debaters are expected to remain available to compete, even if they lose their partners for a given weekend, unless a replacement for their partner cannot be found.

-- Students are NOT allowed to compete at any tournaments independently and are not permitted to attend any tournament on their own, as an observer, with one exception -- the Harvard Tournament. If parents want their children to use part of their February Break to watch debate rounds they are free to let them do that, but they are doing so as private citizens, not members of the Lexington Debate Team. As such, our chaperones are not responsible for them in any way. In the online world, students not competing at a particular tournament are welcome to watch any rounds that are live-streamed, but are not permitted to be in the same electronic rooms as any Lexington competitors or judges because of the danger crowds pose to audio and video quality. Exceptions may be made on a case-by-case basis for online viewing, but there are NO exceptions to the rule against "unofficial" or "independent" participation in any tournaments, and no exceptions to the rule that unofficial physical observers are allowed only at Harvard.

-- Students are expected to contact their teachers at least one week in advance of any tournament they are planning to attend which is going to cause them to miss class. An official notice does go out to all staff verifying tournament participation, but it goes out too late to make direct contact with teachers by debaters unnecessary. It is wiser to ask if you can complete whatever work you will be missing in advance than it is to complain after you return that you need more time to complete your work. Make good choices and don't blame debate for your poor planning. If teachers complain about lack of attentiveness to their classes, or missing work, debaters can lose future tournaments.

2. Outside of Tournament Participation Expectations

-- Varsity students are expected to mentor younger students (some serve as TAs in the novice classes) and to judge when eligible, in addition to maintaining their own competitive schedule. Varsity students are expected to share ALL materials they prepare with their teammates and to provide support to competing students when asked for help during their own "off" weekends.

-- Novices will be taught how to prepare their own materials at the beginning of the season in LD and PF and will also be expected to share their work with one another. Novice Policy students will be given materials to work with initially by their TAs and will be expected to use ONLY those materials until authorized to prepare their own materials to use and share.

-- All debaters are expected to do practice debates (and judge them, for second years and above) on a regular basis. Even though sophomores and less experienced juniors are not permitted to judge in competition, they are encouraged to judge novices, both so they will learn how to judge and so our novices will have plenty of folks who want to hear their debates.

-- Students who are not prepared for the tournaments they would like to attend will not be allowed to do so until they have done sufficient preparation both in terms of files/cases and practice debates/drills.

-- Students are not expected to always agree with their partners, but they are expected to make a good faith effort to work with their partners before bringing their concerns ONLY to the head coach, who may suggest mediation (potentially even with an outside person) before breaking up a partnership. Students should NEVER discuss partner issues on social media, or otherwise criticize any teammate, and should talk to the head coach sooner rather than later to work through any problems. Replacement partners are not always instantly available and anyone who tries to arrange a new partner on their own, without talking to the head coach, might not be allowed to debate for a while because causing team drama is unhealthy for everyone.

3. Tournament Logistical Expectations

-- All Field Trip (and other tournament specific) forms must be turned in by a designated date not later than two weeks before any given tournament. The forms will be emailed to each student scheduled to attend a particular tournament, and students should print the forms and get them signed by their parents/guardians (with actual signatures) before they are either scanned/photographed and emailed back or brought to the basket in Room 228 at LHS. Failure to turn the forms in on time means a student will not be permitted to attend the tournament -- that student will still be responsible for any financial penalties the school must pay.

-- In the Covid-19 world, it may be necessary to find an alternative method of collecting official parent signatures. Families without the capacity to print their forms at home should contact Sheryl Kaczmarek as soon as the first set of forms involving a student in that situation is sent out so that we can figure out an alternative on a case-by-case basis.

-- Tournament travel is a privilege. Any student who does not represent Lexington High School in a positive manner in class, or at tournaments, will be subject to disciplinary action including possible revocation of tournament privileges. Violations of tournament rules will not be tolerated.

-- Parents are responsible for transporting students to and from airports and to and from most local tournaments. Any arrangement to carpool with other families is strictly a personal arrangement – the field trip begins when the student arrives at the airport or local tournament. Seatbelts must always be worn in any car driven by an LHS authorized coach/driver. Students are NEVER permitted to drive themselves or any other debaters to any tournament.

-- Students are responsible for paying for their own meals, unless meals are provided by the host schools. The coach will let students know which meals are provided at no cost by tournaments, if that information is available in advance, but students don't always like the provided food so snacks and money for additional food is always a good idea, and some tournaments, especially those run by colleges, often provide no free food.

-- Students are expected to follow all school and team rules with respect to hotel stays. In summary, Lexington students are restricted to their own rooms or the rooms of their teammates or other locations (such as ice machines, the hotel store or restaurant or the front desk), with advance permission, before room check and only to their own rooms after room check. No substances which are illegal according to the LHS Student/Parent Handbook should be brought to ANY tournament. Students are responsible for being quiet in their rooms, and for keeping their rooms clean. Vandalism will not be tolerated. Lexington students are never permitted to visit the rooms of students from other schools or have visitors from other schools in their rooms,

and no one is ever allowed to use a pool or exercise room or leave the hotel for any reason, except to board official transportation.

4. Tournament Functional Expectations

-- Students are expected to watch/flow elimination rounds, if they do not advance to elims themselves, until they are excused from watching future rounds by the coach in charge. If there is a possibility of watching rounds in Online tournaments, students will be expected to watch and flow at least one elimination round if they are not competing in one themselves.

-- Students are expected to dress appropriately for all tournaments. Please consult the Dress Code (Point 5 of this document). In the online world, as long as students are ABSOLUTELY CERTAIN they will not be seen below the waist, jeans or shorts are permitted as long as the dress code is followed for everything that will be seen on camera. Even though we would prefer judges not vote based on appearance, we do know that judges can be subtly influenced by competitors appearing to be dressed too informally. Our dress code is very flexible -- follow it!

-- Students should not be rude to opponents or judges at any time. Forceful presentations are fine, but the use of demeaning, threatening or offensive language is unacceptable. Debate rounds must be safe spaces for all participants, even if the issues discussed are sometimes serious and even troubling. Lexington students who make the debate space unsafe/unhealthy or toxic for their teammates, opponents or judges will not be permitted to compete.

-- Students who have objections to the treatment they have received from their teammates, opponents, judges or other coaches should bring those concerns to the head coach as soon as possible. There is a strong possibility that someone who is making debate an unsafe space for one person is doing the same to others, which is why such situations must be addressed as soon as possible, even if the individuals affected would prefer not to say anything.

-- Adaptation to the reasonable expectations of judges is expected, useful and an important life skill. Judges who have unreasonable or "troll" paradigmatic expectations (e.g. -- You get extra speaker points if you bring me a candy bar) should be reported to the head coach. No person who judges for Lexington should have a "troll" paradigm. We need to set a good example.

-- Even students who completely disagree with their judge's decisions should listen politely and at least pretend to take notes. Arguing with judges will not change their decisions, but could result in a reduction in speaker points. Additionally, judges have long memories when it comes to people who have argued with them, and anyone who argues runs the risk of turning a judge not only against themselves but also the rest of the team, so don't do it. Also, never badmouth any judge or opponent in any public space, either in-person or online. Genuine complaints about judges (or opponents) should privately be reported to the head coach as soon as possible.

-- Be on time, or early, to all rounds, and for departures or online check-ins. Make sure that in the online world you take advantage of tech check opportunities and reach out to the head coach BEFORE a tournament if you have ongoing technical issues and need help.

-- Do not steal anything, including prep time, timers or other supplies, from any other team and do not borrow or lend evidence to any student from any other school. "Your" evidence belongs to our entire team, not to students from other teams, and students do not have the singular right to determine who else gets to use Lexington resources. Private coaching is never allowed and participation in private prep groups is not allowed unless ALL materials produced by the private prep group are shared with the rest of the Lexington team (which is not likely to be allowed) and NO materials produced by Lexington students are shared without specific head coach approval.

5. Dress Code Specifics

-- ACCEPTABLE DRESS includes: Button down shirts and ties (for debaters who believe such clothing represents their identity), Lexington Debate sweatshirts, sweaters (the knit kind, not what I would call sweatshirts), polos or knit shirts. LDers should wear button down shirts (and ties) in more conservative locations and PFers should probably wear jackets, suits or the equivalent, because that is still standard in PF.

-- Novelty T-shirts or other informal shirts are NEVER acceptable, nor are shorts (of any kind), short skirts or dresses, or any form of athletic clothing. This means no sweat pants, warm up suits, track suits, sweatshirts (other than Lexington Debate Team sweatshirts), swimwear, dance or yoga attire, gym shorts or sports uniforms. Jeans are not acceptable in prelims although you may wear jeans in elims (not recommended in LD and especially not recommended in PF, however). Pajamas are NOT acceptable.

-- ACCEPTABLE DRESS ALSO INCLUDES: Dress pants, khakis or other pants that do not violate the "No Athletic Clothing" and the "No Jeans in Prelims" rules. Skirts or dresses are fine for people who believe that sort of apparel represents their identity. Dress shoes are no longer required for anyone, and I will not object to casual footwear, as long as it is good for the health of your feet. Belts are also no longer mandatory, but are recommended for people who tuck in button down shirts.

-- ONLINE EXCEPTION: If you are CERTAIN that you will only be seen from the waist up, shorts/jeans/short skirts are acceptable, but this dress code should be followed for ALL clothing above the waist. Be ABSOLUTELY CERTAIN, however, because accidentally appearing on camera wearing inappropriate clothing could be bad.

6. Online Tournament Expectations

Competitive debate is one of the few high school things that works pretty well in the online world. Online debate will not replace in-person debate, but it is far better than no debate at all.

1. Students who are competing online need as quiet a "debate" space as possible. Ideally, that space will be close to the home's modem so that, if necessary, an ethernet cable can be used. Adapters exist to allow a number of different devices to connect to the internet by ethernet and those work quite well. There are also WiFi wireless boosters, although figuring out how to use them would be necessary and some likely work better than others.
2. Parents and other family members need to think of their competing children as NOT being at home when it comes to chores or meals. This means not asking them to take the dog out for a walk or to eat at the same time as the rest of the family, or similar activities.
3. Nutritious hand held menu items, especially those which can be warmed up quickly are the best things for meal times, and students should drink plenty of water while competing online. Students can/should prepare their meals before the tournament begins if family members cannot do it for them while they are competing.
4. As a general rule, tournaments will try to finish up their evening rounds not later than 8:30 or 9 p.m. and will not start before 8:30 or 9 a.m. If your debater is interested in a tournament with a different schedule, they should have a specific conversation with you about whether that will be OK. We have students who want to compete in West Coast events -- mostly I have said no -- because of timezone considerations, but even locally schedules may vary.
5. I am not planning to ask parents to judge at online events because I recognize the sacrifice required to allocate one space in the home to online competition, but that means spending more for hired judges. I am also hoping to give kids more tournaments because we have no hotel or transportation costs at the moment, but more

tournaments also means more judging, so we will still need financial contributions from parents (which BOLD will discuss).

6. I have asked the school for potential loaner computers kids can use as backups should their personal devices break down (the team has some loaners but they are very old). School Chromebooks can be used by novices, at least for a while, and some PFers still use Chromebooks in the Varsity division, but advanced kids in LD and Policy do prefer personal devices. Please contact me with any tech concerns. If the school cannot help, I will be asking BOLD for the tech I need to help folks with individual connectivity challenges.

7. Nearly all of the “normal” rules still apply in the Online world. Permission forms will still be required, and some tournaments will also have their own form requirements. Deadlines to sign up and to turn in forms will be followed and students will not be able to change their minds after being signed up for a tournament without risking financial penalties if it is too late to replace them, unless there is some sort of family emergency. Therefore, I encourage frequent parent-debater conversations about tournaments and schedules. Students who fall behind in their school work may have to take time off from competing until they get caught up. Our tentative schedule is posted on SherylKaz.com.