

East Tennessee



Performing Arts Association

# **2020 PROPOSALS**

## BYLAWS

### Amendment of current Bylaws and/or policy

#### **Proposal 1**

*From:* Tim Hudnall, Hardin Valley Academy

*Financial Impact:* None

***Proposal:* Eliminate the wording that ALL (and change to elected representatives) Board of Directors must be actively affiliated with a group.**

*Rationale:* Persons who may not be actively affiliated with a group may still have the wisdom and experience to carry out their duties. In the role of the President, Executive Secretary, and all of the coordinators, even persons that are not actively engaged with a local group, can still provide the services and needs of the circuit. It makes sense that a representative of a class currently be involved with a group in that class.

**Board Recommendation:** The Board will engage discussion regarding this proposal at the general membership meeting.

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## BYLAWS

### New policy

#### **Proposal 2**

*From:* Jim Idol, ETPAA Colorguard Coordinator

*Financial Impact:* None

***Proposal:* As the circuit enters its 6th season, a committee comprised of the President, Secretary, and all Coordinators (Color Guard, Percussion, Winds, and Judge) should be charged with revising the current bylaws / handbook to Version 2.0. This handbook would be a complete revision of the current handbook using the previous document as a guide. After the draft was completed, draft copies would be distributed to all Board members for review and comment. The final handbook would be available at the Fall meeting and would provide an up to date document for the circuit membership.**

*Rationale:* As we enter our 6th season, we continue to stumble over processes and procedures that have been amended but are not reflected in a manner that

is easy for the membership or the administration to access. There have been a couple of attempts to take the current handbook and back track through all revisions with little success. This method would revise the current bylaws and handbook giving us a fresh start (on our 10th anniversary we can look toward Version 3.0).

**Board Recommendation:** Pass Proposal 2 as originally written.

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**POLICY: CLASSIFICATION**  
Amendment

**Proposal 3**

*From:* Jason Franklin, Seymour High School

*Financial Impact:* None

***Proposal:* Amend handbook to clarify that a unit cannot appeal a promotion after a certain day.**

*Rationale:* The Handbook currently reads that: Unit directors will have the choice to accept or appeal the promotion decision. Once the Judge Coordinator is informed of a unit director's decision to accept or appeal, it is considered final. Unit directors may only appeal promotion once during a season.

However, Powell JV was told at the Gibbs show that we were not allowed to appeal it at this show. If this is a rule, then this needs to be amended so that it reads as such and lets units know when the last day to appeal is and that shows past that is an instant promotion.

*This proposal was consolidated into Proposal 6.*

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**Proposal 4**

*From:* Alex Rector, Hardin Valley Academy

*Financial Impact:* None

***Proposal:* Split color guard classes prior to awards at the qualifier contest.**

*Rationale:* Last year, an unintended consequence of the class splits for color guard in the A and Regional A classes was that we had to announce a 15th place unit at the qualifier awards ceremony. If we can find a way to split classes prior to awards, this may make the qualifier awards ceremony for enjoyable for guards in those classes.

**Board Recommendation:** Pass Proposal 4 as originally written.

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### **Proposal 5**

*From:* Alex Rector, Hardin Valley Academy

*Financial Impact:* None

***Proposal:* Judge all middle school percussion ensembles using concert sheets (music and artistry).**

*Rationale:* This allows groups the flexibility to "march" or not to march, and rewards groups who prioritize musicianship over visual responsibility at the middle school level. A separate discussion would be whether to combine the middle school marching and concert classes into one class or to keep them separate but judge them on the same sheets.

**Board Recommendation:** Amend Proposal 5 to state that the Judge Coordinator, Percussion Coordinator, and Percussion Class Representative will alter middle school percussion class sheets to place emphasis on music rather than marching. Middle school percussion directors may choose to march or not to march.

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### **Proposal 6**

*From:* Jim Idol, ETPAA Colorguard Coordinator

*Financial Impact:* None

***Proposal:* All Promotions will cease after the first weekend in March, regardless of whether the promotion is dictated by the adjudication panel or is voluntary. Exceptions would be made for units that are promoted by WGI at a regional competition after the first weekend in March and must therefore participate in that classification to participate in World Championships.**

*Rationale:* It is in the interest of all the units to have classification stability in the latter portion of the season. It is also in the interest of the circuit to be able to plan for logistics and awards pertaining to championships.

**Board Recommendation:** Pass Proposal 6 as originally written and add that the appeal process will be specifically defined in the ETPAA Handbook.

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New

**Proposal 7**

*From:* Jim Idol, ETPAA Colorguard Coordinator

*Financial Impact:* None

***Proposal:* For all ETPAA scholastic units, any unit using members from another local program must receive written approval from the Instrumental Music Staff and the school administration for "sending" campus. This approval must be submitted as part of the "receiving" unit's application for membership. Students not "released" by their home school through the communication above would not be allowed to perform with the "receiving" unit.**

*Rationale:* Students are not always aware of their own opportunities within a program and may be recruited to another program assuming that there is no opportunity for them where they attend school. Further, it has been brought to my attention that, in at least the case of Knox County Schools, the administration of the "sending" schools have expressed concerns regarding the liability for their students that are "essentially" on a field trip with another school. This should not create an additional burden but should act to have unit directors communicate with each other and to make students aware of their opportunities within a growing activity in this area.

**Board Recommendation:** Amend Proposal 7 to state that scholastic agreements must be signed by the respective band directors and respective school principals. The Executive Secretary must be furnished with a copy of the signed scholastic agreement.

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## **POLICY: CONTESTS**

New

### **Proposal 8**

*From:* Jason Franklin, Seymour High School

*Financial Impact:* None

**Proposal:** Show schedule will be sent to host school, guard coordinator, and percussion coordinator to verify times before the contest is posted.

*Rationale:* This year there were multiple instances where the show host could have done a walk-through of the timing of a show schedule so that it could have been run more smoothly. If they receive the information or are given the opportunity to submit information in reference to times needed between warm-up areas and in holdings, then the schedule should run more smoothly. This would help to eliminate excessive waiting to enter warm-ups, back-ups in hallways, and groups not receiving any holding before entering the floor.

**Board Recommendation:** Amend Proposal 8 to state that the show host will indicate appropriate travel time on the show host application form, which will be updated to reflect this addition.

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### **Proposal 9**

*From:* Tim Hudnall, Hardin Valley Academy

*Financial Impact:* None

**Proposal:** Change format of critique to allow for three stations: GE, DA, IA

*Rationale:* Currently it is a 10 min critique. When having a discussion with GE/DA, there is limited time to really get into the discussion as the two captions are distinctly different. By having 3 rotations at 3 min each, you actually reduce the total critique time but allow a focused DA conversation. If possible 5 min for Qualifier would be enhanced and then change to the 3 min for the remainder of the season.

**Board Recommendation:** The Board does not recommend Proposal 9 as originally written.

Extending critique time will extend the length of time judges will be on-site, as well as extending the end time of the entire event, which can negatively impact show host volunteers and staff.

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### **Proposal 10**

*From:* Tim Hudnall, Hardin Valley Academy

*Financial Impact:* Minimal to Moderate

**Proposal: That all shows have at least one national exposed adjudicator on the panel.**

*Rationale:* Having the national exposure helps with number relevance to the circuit members especially those that are traveling to regionals/nationals. Also the national exposed panelist could (with planning) assist in providing guidance to the local members who are training to judge.

**Board Recommendation:** ETPAA will make every attempt to book a nationally exposed adjudicator pending show dates and contest schedule.

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### **Proposal 11**

*From:* Tim Hudnall, Hardin Valley Academy

*Financial Impact:* Minimal to Moderate

**Proposal: ETPAA provide 3 Jetpacks (or other devices similar) at each show site**

*Rationale:* Due to the issues with connectivity and not getting commentary, etc., there should be a device placed upstairs and downstairs for the wireless devices to be successful. Consider one may need to be placed at the tab table to assist in continuity of internet service as well.

**Board Recommendation:** Pass Proposal 11 as originally written.

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### **Proposal 12**

*From:* Alex Rector, Hardin Valley Academy

*Financial Impact:* None – possibly significant for show hosts

**Proposal: Schedule percussion at the end of the day at some contests throughout the season.**

*Rationale:* From national perspective, our percussion units are extremely successful. This would give them to opportunity to perform for a full gym at least once or twice during the season and could create more equity between our guard and percussion units.

**Board Recommendation:** Pass Proposal 12 as originally written.

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### **Proposal 13**

*From:* Clint Juday, ETPAA Percussion Coordinator

*Financial Impact:* None

**Proposal:** When it is feasible, allow percussion groups to set up their front ensemble equipment early, even if it means crossing the timeline. This proposal does not include floors and props. Front ensemble equipment only.

*Rationale:* Being able to set up early and "get out of the way" will help with gym flow and contest schedule. Some contests have groups exiting the same door(s) as spectators are entering/exiting. Other contests have groups entering and exiting the same door.

**Board Recommendation:** The Board recommends tabling Proposal 13 for further study and discussion.

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### **Proposal 14**

*From:* Katie Eaton, Hardin Valley Academy

*Financial Impact:* None

**Proposal:** Scholastic groups from the same organization will not have to compete back to back, regardless of performance draw.

*Rationale:* This has been an issue occasionally, but it seems like a logical step to make the performance experience better for students if they are able to have their director or staff at least for part of the performance process. The simplest way to do this would be to switch the group in the lower class to with someone else in the class so they perform earlier.

**Board Recommendation:** Amend Proposal 14 to state that the director has the option to ask for their group to be moved. This move will be to the beginning of their respective class.

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## **Proposal 15**

*From:* David Smelser, Karns Middle School

*Financial Impact:* Minimal to Moderate

### ***Proposal: Fall Educational Seminar - Design by Criteria***

*Rationale:* Each season there are changes in WGI adjudication procedures either minor or major. Those are typically communicated and understood by members of the circuit that have a long history and external experience in understanding the judging sheets and criteria. However, as the circuit continues to grow and add newly experienced units/instructors/judges, it would benefit the circuit consortium as a whole to level set a foundation of education as to what the goals are each contest and by end of season. How many times does the question, "How did I get this number?" is heard, thought of, or spoken? Or frustration by a staff who can't simply interpret and need additional assistance?

Why not invest in our family's foundational learning of what we do? And why not start at the top? Let us engage with WGI's adjudication representatives in regards to their requirements and policies in sending us a current WGI judge to present each caption within each classification. In the interest of preparing our students to move to the next level as a goal, then preparing ourselves as instructors and/or local judges on a national standard should be part of reaching that common goal.

The cost: Same as one judge for a contest. Travel, housing, and possible meal(s). This would include 1 Color guard Judge and 1 Percussion Judge. For winds, the cost benefit isn't positive enough. However, arranging a remote session with a WGI winds coordinator or asking WGI to have the Percussion or Guard that has both experiences provide that presentation would probably be best. IF there is a lot of interest in the circuit to start a Winds group and this would encourage participation by getting a hands-on explanation of the expectations, then let's add that 1 more Winds judge.

Alternative: Utilize technology and have each of these sessions presented via remote online meeting software, recorded, and then archived as Circuit Resources on the website for all future reference. Then, yearly updates and become add-ons to these base learning materials.

The structure:

- Coordinated by Contest Director, as this would be open for all instructors and judges for the area. All judges on the local circuit level would be strongly encouraged to attend also. This is an opportunity to level set expectations on solid ground between instructors' design, training, and execution of both plus the local judges. If we are on the same page, we grow stronger and faster.

- The presenter(s) should not be from our circuit and a current WGI judge or official.
- Discuss the language of the sheets and accompany each category with a recording of a judges commentary and video excerpts of a non-circuit performing group for visual aid in explaining the concepts within the sheet categories.

Preferably all in one geographical location so those needing to attend different sessions can do so. Have minimal 30 minute session at the end of each session to accommodate questions that may fall closer to local circuit items i.e. cadet/novice class expectations. This portion could be accompanied by local circuit officials. However, gaining a WGI approach to these local classifications could still benefit the attendees.

The Frequency: Have it on a Sunday in the Fall to avoid contests and College Game Day. Probably in November. Agenda would separate each lecture by Classification. This allows for specific expectations to be presented comprehensively for the attendees. It also allows for sessions to be broken up and allow for attendee travel to focus on the sessions they need (further away travel from Circuit center zip code). This timing is typical for many groups at the beginning of their Design phases to help them best plan for the upcoming seasons.

**Board Recommendation:** The Board recommends to send this proposal to the Education Committee for further review and discussion.

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### **Proposal 16**

*From:* Rhett Butler, Lakeway Christian Academy

*Financial Impact:* None

**Proposal: To play music at contest while unit is setting up**

*Rationale:* It is very awkward to introduce the group and then turn the music off. The crowd goes quiet and I feel like I'm in one of those bad dreams when you're standing in front of the school... We don't have to blast it, just enough to keep everything going until the group is introduced. I also think WGI does it this way too. There is an introduction for the group as they enter, and then the music plays until the announcement is read.

**Board Recommendation:** Pass Proposal 16 as originally written.

Directors will have the option to request or decline music when they complete their spiel sheet online.

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## **POLICY: CHAMPIONSHIPS**

New

### **Proposal 17**

*From:* Tim Hudnall, Hardin Valley Academy

*Financial Impact:* Moderate to Significant

***Proposal:* ETPAA shall hold the circuit championships with all of the gate going to the circuit general funds. All cost for the show (judges, etc.) will be absorbed by the circuit.**

*Rationale:* Financial impact could be a plus for the circuit. I know this proposal has been submitted repeatedly and voted down but it is time the circuit be able to grow financially to further support education, quality judging, scholarships, etc. A host site can collect any money from vendors or concessions but the circuit take the gate money to cover show cost and any profit be used to create the betterment of the circuit.

**Board Recommendation:** The Board does not recommend Proposal 17 as originally written.

The draw of receiving all funds from ticket sales is a major component of schools' interest to host an ETPAA event. By taking this financial impact away from the show host, we are negatively affecting and limiting which schools would be willing to host.

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### **Proposal 18**

*From:* Rhett Butler, Lakeway Christian Academy

*Financial Impact:* None

***Proposal:* Create a better system to "draw" for championships order**

*Rationale:* Two things: 1 - I don't feel that a "random draw" the best way to make the Championships schedule. 2 - I feel that there should be some reward for the groups who have a "good" year. This does not mean that the "best" or "highest scoring" groups go last in their class. I propose that we create some

kind of a scoring/ranking system for the year. It would be molded after the WGI Ranking system for guard. Highest score vs. latest score vs. projected score. So if there is a class with 10 groups, we could divide the draw in parts where the highest scoring group go later in the round, but still by a random draw. Lower scoring groups go early in there round. The drawing for Championships could be done at the last, or next to last (depending on how the schedule breaks down), regular season show by a few of the board members, coordinators and class reps.

**Board Recommendation:** Pass Proposal 18 as originally written.

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## **POLICY: CIRCUIT BUSINESS**

New

### **Proposal 19**

*From:* Rhett Butler, Lakeway Christian Academy

*Financial Impact:* Minimal to Moderate

***Proposal:* Look in to purchasing or asking for personal hot spots for judges and staff members during shows.**

*Rationale:* This year at Championships (and a few other shows) we did have a problem of not being able to connect to WIFI. After speaking to John at Championships, he said that Regal may have some that we can borrow. We may have to approach it from a business side and see if they will trade off for advertisement, but it would be a good investment if we go that route. The other option is "look into" purchasing those for the circuit if that option if Regal doesn't work out.

*This proposal was consolidated into Proposal 11.*

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## **Proposal 20**

*From:* Rhett Butler, Lakeway Christian Academy

*Financial Impact:* None

***Proposal:* Create a mentoring program for students who want to become an instructor.**

*Rationale:* As a circuit, I don't feel we do a good job of promoting or giving our students the platform to explore the option of becoming an instructor or tech. So this purpose will require more input and discussion, but I would like to see us create some kind of mentoring program where students can either get help, or work with a group as they learn the staff/director side of things. I personally saw the need for this first hand this year. As we all know, there are not that many "instructors" out there that don't already have job. And it would be nice if we were able to help deepen our pool of candidates for potential jobs. And if a director/instructor retires/leaves their current job, we would have a someone to recommend for a position. I have also been asked by directors in our area who are looking for someone to work with their group, but they don't want someone right out of high school without any experience. Take Jason on the guard side, and Eric on the percussion side, you wouldn't want to replace those individuals with someone right out of high school.

**Board Recommendation:** The Board recommends to send this proposal to the Education Committee for further review and discussion.

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## **POLICY: OTHER**

New

## **Proposal 21**

*From:* Jim Idol, ETPAA Colorguard Coordinator

*Financial Impact:* None

***Proposal:* This may already be addressed. If so, please ignore this proposal. The position of Winds Coordinator will be a 2-year term and elected on alternate years at the same time as the Percussion Coordinator.**

*Rationale:* Continuity.

**Board Recommendation:** Pass Proposal 21 as originally written.

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**Proposal 22**

*From:* Jim Idol, ETPAA Colorguard Coordinator

*Financial Impact:* Minimal to Moderate

***Proposal:* Provide a clinic for new or interested instructional teams that would focus purely on starting a program, skills training techniques, and program design.**

*Rationale:* This clinic would be held in October or November and should be staffed by ETPAA members willing to spend a day sharing their experience with new staff. Information provided should be helpful in providing information in regard to Color Guard, Percussion, and Winds programs. There would be no charge for this clinic and the primary cost would be for provided meals or refreshments. This should be an educational opportunity for new instructors and is not intended to supplant the current Clinic offered in January which has more of a "Field Day" format.

**Board Recommendation:** The Board recommends to send this proposal to the Education Committee for further review and discussion.

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