

Leaguer



Briefs and Notes

Calendar of upcoming events

- Nov. 1**EJH
Academics: Deadline to submit spring district meet organization form and material request
- Nov. 1**OAP: Deadline to hold directors' planning meetings
- Nov. 1**CX Debate: District directors' names and info forms due
- Nov. 1**ILPC: Membership deadline and yearbooks due for ratings
- Nov. 1**EJH Academics: First day for invitational meets
- Nov. 1**Marching Band: Area contest deadline, 1A, 2A and 4A
- Nov. 2-3**Tennis: State Tournament
- Nov. 3**Academics: Student Activities Conference at Sam Houston State University
- Nov. 3**Marching Band: Reg. contest deadline 3A and 5A
- Nov. 5-6**Marching Band: State Contest for 1A, 2A and 4A
- Nov. 10**Cross Country: State Meet
- Nov. 15**OAP: Double representation due
- Nov. 15**Marching Band: Corrections to eligible schools due
- Nov. 15-17**Volleyball: State Tournament

The UIL Web page is:
www.uil.utexas.edu

Easy Access

Two athletic videos now online for coaches to watch

By Jeanne Acton

UIL Journalism Director

To make new mandates easier for athletic coaches in the state, the University Interscholastic League now offers the steroid education video and COPE education video online through the Gateway system on the UIL Web site.

UIL sent a copy of the steroid video to every athletic director in the state, and coaches can order the COPE video. Putting the videos online gives coaches an additional option for viewing the videos at no cost to coaches.

"We wanted to offer easy access to both videos," athletic coordinator Dr. Mark Cousins said.

All middle school and high school athletic coaches must watch both videos before their season begins.

Currently, many coaches get their COPE (Coaches and Officials Positive Expectations) training at coaching school during the summer. Cousins said UIL will no longer offer that training.

"Starting in the 2008-09 school year, athletic coaches will be able to get their COPE training online only," Cousins said.

Technology director Kelly McCollum said the new Gateway system seems to be running quite "smoothly." As of Oct. 1, more than 650 coaches across the state have viewed the steroid education video online, he said.

To gain access to the videos, coaches need to log-in to the Gateway system through the UIL Web site, McCollum said. (The link is <http://utdirect.utexas.edu/uilgate/index.WBX>.) After getting a UTEID, the coaches can then view either video. To run the videos, the computer's browser needs to support flash player, but most browser do, McCollum said.

The sign-in system allows UIL to track which coaches viewed the programs.

The general public, including parents, students, community members, also can watch the steroid education video through the UIL Web site. (The link is http://www.uil.utexas.edu/athletics/health/steroid_information.html.) The general public does not need to sign in to view the video.

Cousins said the League plans to expand the online system to include additional resources for coaches such as injury reports, eligibility lists and more.



Miss Hindman, the Prose and Poetry Coordinator, presents a session at the Texas Tech SAC.

Preparing the Way

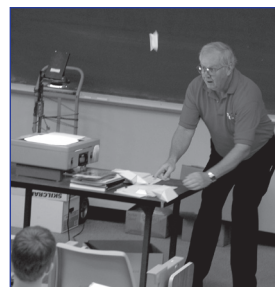
Every fall, the academic state contest directors pack their bags and travel across the state to present four Student Activities Conferences (SACs).

This year, the academic team has already travelled to the University of North Texas, Texas Tech University and the University of Texas at Austin.

The Sam Houston State University Student Activities Conference will be held Saturday, Nov. 3 in Huntsville.

All of the SACs are held on Saturdays from 9 a.m. to 1:30 p.m.

"SACs are a remarkable opportunity not only to learn from the state contest directors — who actually write the tests and prompts — but also to learn from other coaches," said Treva Dayton, academic director. "The networking and sharing at SACs among dedicated educators is immensely valuable for coaches, and kids get a chance to learn strategies and study approaches for some events and to see demonstrations in others. It's the best free show in town!"



(Above left) Larry White, the Math contest director, gives a demonstration during one of his sessions. (Middle) Brooke Addison from Seminole HS performs a prose piece during the Tech SAC. (Above) Ruben Rodriguez, the Ready Writing contest director, gives tips to students and coaches on how to be successful in the contest. All photos by Jordan Lamar/ Cedar Hill HS



Dear sports fans,

Please remember to model good sportsmanship for our athletes

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waiver officer

Below is an open letter to the fans from the updated *Sportsmanship Manual* that is available on the UIL Web site at www.uil.utexas.edu/athletics/manuals.

Dear Fan,

You walk up to the stadium or field ready to see a clash between your high school team and your most hated rival. You pull out your hard-earned cash for that ticket, that golden ticket that allows you to a seat where you plan to “help” your team with constant berating of the opposing team and officials. You feel it is your duty as a fan to do everything you can for your team, and your role is to call it like you see it from 50-feet away in the stands.

What you don’t understand is that your verbal abuse does nothing more than tear at the fabric of high school sports. The players on the athletic field, court or diamond are not being paid to play; they are not professional athletes that have to deal with fans like you on a daily basis. It is a privilege, not a right, for these athletes to compete as much as it is a privilege for you to sit in the stands and watch.

But what about your golden ticket that you paid good money for? Doesn’t that entitle you to something? Yes, you get the opportunity to watch two schools show off their skills and what they have learned in the athletic classroom. Other than that your ticket gives you little more than a first-come-first-serve spot on a crowded row of bleachers. Contests could not exist without rules, and just as the players have to abide by rules on the field, you too have to follow the rules in the stands.

It’s not all your fault; you probably had someone

much like yourself at your high school games. Hopefully it’s not the case but you may never have seen proper spectator decorum. The UIL has a few basic tips that can help steer you in the right direction.

1. The field of play is the athletic classroom for student-athletes. Instead of math and science, they learn teamwork and group responsibility in addition to dealing with success and overcoming adversity. You wouldn’t dare interrupt a teacher giving a test to his or her students, yet you do it routinely to coaches and student-athletes in their classroom.

2. Your ticket does not entitle you to disrespect or degrade others in any way. Everyone who is a part of high school athletics gives their best effort and that commitment to educational athletics should be celebrated.

3. Understand that the student-athletes you are watching will make mistakes, and no participant should be ridiculed at any time because of their efforts. Many of them are still learning the games they play and can easily be disheartened by a rogue fan attacking their performance.

4. High school coaches are actually full-time teachers first and coaches second. Anyone who tries to reverse this order is taking the first step to destroying a program. No one wants a program to fail, but the merciless pressure you put on him or her as someone who had nothing to do with the building of the program can bring it down.

5. Officials are present to promote the game and the student-athletes involved. They make judg-



Athletes deserve praise and encouragement from fans, not ridicule.

ment calls in good faith based on their knowledge and extensive training. A lot of time and effort has gone into making sure that they know the rules better than you.

6. Finally, you are a guest of the school and should act like one. Winning is an admirable goal of competition, but it is nothing if it comes at the expense of morals, ethics, and common sense.

This manual is intended to help participants and school officials understand the importance of sportsmanship in UIL athletics.

Please take the time to read each section and feel free to visit our extensive Web site at www.uil.utexas.edu.

If you have any questions regarding sportsmanship or the UIL, please contact one of our staff members.

-University Interscholastic League

Leaguer

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Opening the doors of opportunity

New video will help educate students, parents and teachers about academic contests



Treva Dayton
Academic Director

In late September, the UIL staff hosted an open house for the Division of Diversity and Community Engagement, the newly-created UT division of which we are now a part.

Naturally, since we were throwing open the doors to people who

had never seen the building before, we made a concerted effort to see that the entire place was neat and uncluttered.

No small task, given the multitude of things that take place around here and the enormous amount of print material we handle – and therefore had to hide.

But for a little while, at least, things look pretty darn good. It reminds me of that all-too-fleeting sense of accomplishment you get from a thorough spring cleaning at home. Or the first day of school when your classroom floors, bookshelves, desk and boards are all spanking clean. Neither of which last long.

Even nicer than the spruced-up appearance of UIL, though, was the chance to discuss with others just what the League is all about and how we serve students and educators across Texas.

Not surprisingly, many of the people who came had participated in some UIL activity themselves while in school or had children who had done so. They shared some great memories around the lunch tables, and it was fun to hear their positive comments.

Others had no knowledge of UIL, and we had the opportunity to share with them some history, some current statistics and information, and most importantly, the comments from students who clearly felt that UIL activities had been an important and positive part of their education.

If you've never watched the short videos posted on the academic Web page, I urge you to do so. Both students and educators testify to the many ways that participation in UIL academics had opened doors – as competitors discovered new skills, gained confidence and learned to deal with critiques and adversity.

They talk about concrete advantages of participating such as developing test-taking strategies and effective communication skills, and creating a better resume – all of which helped them when applying for college entrance and financial aid.

And they clearly value both the good times they had with friends and fellow competitors and the rela-

We are currently working on producing short videos for each high school event, so that students who have never participated can gain a perspective of what each academic contest offers, how they might begin to prepare and why they might be interested in trying.

tionships they built with their coaches.

The videos are one of the projects made possible by a federal grant awarded during the past three years to UIL by the Texas Education Agency. The purpose of the grant is to increase academic participation among previously underserved student populations. Because of limited funding and staff, we elected to focus on Title I urban schools, but we believe the outcome of some grant projects will benefit all of our UIL member schools.

We are currently working on producing short videos for each high school event, so that students who have never participated can gain a perspective of what each academic contest offers, how they might begin to prepare and why they might be interested in trying.

These are brief, so they won't be 'how to' sessions like those presented at our annual fall Student Activities Conferences.

You have to actually attend a conference for that. Nor are we likely to garner any Academy Award nominations for acting or directing, although our state contest directors did a marvelous job and, for the most part, had a good time doing it.

And I'm confident that our film editor, Jorge Richaud, will make us look better than our collective non-experience in filmmaking merits.

But hopefully the clips will be useful in educating students and/or parents about the many choices available for UIL competition and in opening doors for more students to participate. We're still early in the process but will post them on the Web when finished.

Yet another major project made possible through the grant was correlating the concepts of each high school UIL academic event to the TEKS of related academic classes.

Contest directors and experienced coaches with curriculum background have produced a document of approximately 170 pages that highlights how preparing for academic competition enhances required knowledge and skills.

It also illustrates how many contests require knowledge and skills from several disciplines and demonstrates that participating in a single event

can improve skills required across the curriculum. It might be useful in gaining administrative or community support or securing funding for your UIL program, and providing a helpful tool in convincing new competitors that practice time is time well spent.

And this one is just about ready for prime time! We should have it posted on the Web soon and available to everyone.

We're winding down our series of fall Student Activities Conferences, and we've had great participation from students, coaches and coordinators. We appreciate your feedback and welcome your suggestions for future conferences.

A common concern in the discussion session for coordinators has been how to find time for practice, given the hectic schedules of both teachers and kids, especially in smaller schools where so many students are involved in everything offered by the school or community.

We'd like to add some suggestions to the *Academic Coordinator's Manual* next year. So if you have creative ideas, please send them along.

One tactic is to simply open a door and provide students preparing for a variety of events a place to study, work and practice during a lunch period.

This was absolutely critical to me when I was coaching, and I know it can help. It may require administrative permission. It might require a system of rotation, so no one coach has to give up lunch time for an entire semester.

You don't have to be an expert in math, science, language arts and everything else to be an effective 'host' coach.

Students can teach each other much more than you could possibly imagine.

Just open the door and make kids feel welcome. And open your mind to the potential of all types of students being capable of success with a little encouragement and support.

Some of my most successful competitors got interested in participating simply because it looked like folks were having a good time in Mrs. Dayton's room. And we were.

Hope you and your students have a fun — and successful — academic year, as well.

REMINDER

COORDINATORS
Please update your school information in the UIL Spring Meet Online System. You will need a UT EID (electronic identification) to do so. If you already have an EID, it is still valid. You will use the same EID to enter contestants in the district meet.

Getting over the fear

Angel Tournaments provide a great, safe opportunity for novice debaters to practice



Jana Riggins
Speech Director

Franklin D. Roosevelt causes us to think with his long-remembered quotation: "...the only thing we have to fear is fear itself." Fear is probably the first thought that comes to our mind when we think about public speaking.

Although the United States unquestionably has more public speaking than any other country in the world, and certainly more chances to speak before groups, we often shrink from accepting the opportunity.

Perhaps, even now as you read my column, your palms are getting sweaty.

Intimidation is not the order of the day when they arrive, for their very own "Angel" will accompany them.

A recent Gallup Poll in *USA Today* shows that people list public speaking as their number one fear, ranking the experience even above death. That means people would rather die than give a speech!

I don't know anyone who has actually died from public speaking, but it sometimes almost feels like you're going to die before your speech is over.

The fear of public speaking is generally ranked above fear of heights, being closed in small spaces, spiders, flying on airplanes — even snakes.

So how do we recruit students to compete in UIL speaking events? Middle school and high school students are already confronting self-consciousness in front of their peers and self-esteem issues with life in general.

Now, you want to place them up in front of a judge and an audience who are paying attention not only to their every spoken word but scrutinizing every hand gesture, every movement, even their clothes and appearance? Speech contests definitely present an additional challenge beyond the traditional written test contests.

Yet, the rewards of conquering speaker anxiety and learning to be confident and fluent in front of an audience are immense. From heart failure to giving speeches with heart matures a student and enables them to conquer other fears within themselves. It prepares them for reality where business people in the corporate world will give over one billion speeches this year alone.

Acknowledging the hurdles speech competition presents not only for young competitors but for novice coaches, as well, creative speech coaches in different areas of our state have begun hosting

"Angel Tournaments." These tournaments are designed to provide a comfortable learning experience through a "hands-on" approach.

The Angel Tournament day often begins with an instructional session lead by an experienced coach who covers basic theory and, in debate, the topic.

Some tournaments even provide for the novice cross-examination debaters an affirmative case, a topicality argument, a disadvantage and case-specific answers. Following the theory session, young competitors are sent off to their first round.

Intimidation is not the order of the day when they arrive, for their very own "Angel" will accompany them. This angel is a varsity competitor. Angels serve as advisors and mentors.

In debate, Angels may often help novices to flow, decide on strategy and prep between speeches, but they may not give speeches or call out answers when their novice has the floor for a speech.

Some tournaments even extend "prep time" in debate up to 15 minutes for Round I, 10 minutes for Round II, decreasing the time as each round progresses.

Angels gradually decrease the amount of help they give as the rounds continue, so that by Round 3, the novice is more on his/her own than in Round I. One tournament sponsor describes it this way, "It's sort of like training wheels on a bicycle; sooner or later, they have to come off."

In interpretation events, Angels remind their wards of presentation skills, characterization and that all-important introduction.

Often, at the conclusion of a round, students gather back in the room where they received their initial instruction and debrief. The teacher listens and fields questions, preparing them for the next round.

The nature and design of these types of tournaments do not just benefit the novice competitor. Angels learn a great deal by serving as "coach" in the round and first-time coaches attend their inaugural tournament in a relaxed, nurturing environment where questions are welcomed.

In fact, often there are sessions conducted for novice coaches at the same time their students are learning. These sessions are geared to alleviate the feeling of inadequacy that young coaches sometimes feel because they do not know everything about debate or extemporaneous speaking or oral interpretation, and the small-group sessions provide not only resources to promote success but a network of mentors on whom to call throughout the forensic season.

Bravo to the veteran coaches who have embraced the Angel Tournament concept. You send out a message that competition shouldn't be cut-throat. If we love speech and debate competition, we should make it inviting to all. If we believe

that communication is the most important skill anyone can learn, and it is, we should be about the business of assisting as many people to be proficient in the art as we can.

If you are interested in learning more about the Angel Tournament concept, the following coaches can offer details: Jimmy Smith from Princeton High School, jlsmith_theatre@yahoo.com; Vicki Hall from Smithville High School, vhall@smithvilleisd.org; Russell Kirkscey from Blanco High School, russell.kirkscey@blanco.txed.net; Tim Cook from Salado High School, timcookut@verizon.net; Jane McGoff from Tyler Lee High School, jane.mcgoft@tylerisd.org or Sami Womack at Aubrey High School, swomack@aubreyisd.net.

Reminders

You were mailed a C-X Debate ballot. This provides you the opportunity to have a say in the topic your debaters will be researching next year. The ballot includes two topics prepared by Texas coaches, Agricultural Subsidies (Russell Kirkscey) and Immigration (Matthew Murrell), along with Health Care, Central Asia, and Alternative Energy.

If you are a National Forensic League member, you should have received a ballot from that organization. You will need to send your NFL ballot to Ripon, Wisconsin. UIL tallies the Texas vote, so be sure you also return the ballot you received from the League office to us no later than Oct. 16.

An upcoming *Leaguer* will feature an article on Category A of Prose: The Southern Experience. The article will take an intense, explanatory focus on this exciting category that you won't want to miss.

In Category A of Poetry, there are two Tuft awards included on the approved poetry awards list: the Kingsley Tuft Poetry Award and the Kate Tuft Discovery Award. A complete list of poets for all the selected awards will be forthcoming on the UIL Web site, for your convenience.

Also coming in October will be practice extemporaneous speaking topics to assist you with classroom and after-school practice rounds.

I continue to solicit your feedback on the issues raised in my September *Leaguer* article. Your opinions are valued so in the midst of your busy tournament schedule. Take the time to send me an email and let me know how you feel.

If you haven't loaded your students on a bus headed to a Student Activities Conference yet, you don't know what they are missing. You still have time to make the conference at Sam Houston State University on Nov. 3. Students will hear some of the most talented coaches in the business share their expertise and insight and see performances by last year's state finalists, so mark your calendar to attend.

Where's the chicken?

Fowl lead leads readers to a few tips for the four journalism contests



Jeanne Acton
Journalism Director

I've been replaced by a chicken. Not just any chicken. This bright yellow, rubber chicken squawks louder and stranger than any chicken I've known. (Of course, I don't know that many chickens.)

And my sons love him.

After returning home from the first Student Activities Conference (SAC), my oldest son, Charlie, came out of the house running to the car. I smiled and thought to myself, "What a sweet little guy. He missed me that much."

Then he said it.

"Where's the chicken?"

Seriously, he wanted the chicken.

Wanting to give him a chance to redeem himself, I asked, "Didn't you miss Mommy today?" Stupid mistake.

My precious three-year-old quickly replied, "No, I missed the chicken."

I have Carol Richtmeier, the publication adviser at Midlothian High School, to thank for that. She sent me my replacement.

Honestly, I was excited when I got the package — although the receptionist who sorts the mail wasn't excited. She thought someone had sent me a haunted package. Yep, that's what the squawking sounds like.

Carol and her staff had a similar chicken at the ILPC Spring Convention last year. It's the staff's mascot. During the Grand Awards Assembly, I stole the chicken and had him present Star awards.

Even though the chicken and I became quite close during the assembly I knew I had to return him to the Midlothian staff. Reluctantly, I surrendered the chicken.

Last month when my chicken arrived I was ecstatic. I proudly paraded my chicken around the building. And then, I made my mistake. I took him home.

Needless to say, he isn't there anymore. Now, the chicken lives in my office and travels with me. (My son thinks he went home to see his mommy.)

So by this point, you are probably wondering where am I going with this column.

You're thinking, "Is she really going to write an entire column about a rubber chicken?"

I could. He's that interesting, but I am guessing it would do little to help or enhance your lives.



When I am away from the office, the chicken (yet to be named) will be covering the phones.

Let's just consider the first part of the column an interesting lead. At Student Activity Conferences, I preach about having great, interesting, descriptive, detailed leads for feature stories. Of course, the leads should be linked to the rest of the story.

This one is somewhat of a stretch. But here goes.

At the SACs, I also meet with advisers to give them updates and answer questions. One of the advisers at the Texas Tech SAC asked me for more tips to get students ready for the journalism contests.

Usually, I say practice writing prompts and read the contest manual.

But I forget, so many of our smaller school coaches don't have a journalism class to work with the students every day. Giving a student who has never had a journalism class a prompt and saying, "have at it," doesn't always give the students enough help.

Here are a few more ideas to help students prepare for the contests:

1) Lead writing. For the news writing contest, students must be able to write a concise, accurate summary lead. Often, the prompts are too much for a beginner. Instead write a lead assignment with the five Ws and H, and have the students write leads (focusing on the why, how and what leads).

For example:

Who: Leaguetown principal and senior class

What: The senior class toilet papered the principal's house

Why: It's a tradition. The seniors always play a prank on the principal.

Where: The principal's house, 122 West Lane, Leaguetown TX

When: Last Friday night after the final home football game.

How: The senior used more than 100 rolls of toilet paper

Write several of these and let your students practice. You might make a few a little more difficult by adding a little more information. That will help your students begin to learn how to prioritize information.

2) Understanding flow. Find a couple of good news stories that use the transition/quote formula in a local or national newspaper. Cut the story up into paragraphs and put it in an envelope. Give students the envelope and have them put the story back together. (Remember to make a copy of the story before you cut it up.)

Then, when the students have their story put together, give them the original. See how close they got. This assignment will help them understand how transitions and quotes should be linked to each other.

3) Clip books. For the feature contest and editorial contest, it is imperative that students are reading good examples of each. Have students create clip books of good features and editorials — maybe three or four each. Then students can share their clip books and see many more examples.

4) Check out this Web site for headlines: <http://www.newseum.org/todaysfrontpages/>. It has all of the major daily front pages. Students can see a wide variety of headlines, both fun and serious.

5) Pro/Con day. Editorials tend to be our weakest entries because students don't stay focused on the prompt. For this assignment, split your students up into two groups.

Pick a controversial topic at school or in the community — dress code, lunch policies, curfew, whatever is going on.

One side must give three reasons supporting the topic, and the other side must give three reasons opposing the topic. It's quick and simple, and it will help your students see how to organize their arguments.

These are a few possible ideas to help better prepare your students for contest.

None of the above assignments should replace practicing with full prompts. But sometimes, students aren't ready for the entire prompt or they need a break.

Please call or email if you have questions or concerns. I am here to serve.

And if I am out of the office, there is a good chance the chicken will be taking calls.



The Boys

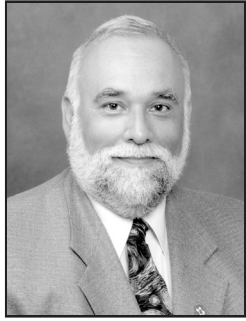
Last year at this time, I was going into labor while trying to finish the *Leaguer*.

Not this year. Instead, I am chasing two little wild boys around the house while trying to edit the last column.

Both boys are doing great. Joey just celebrated his first birthday, and he's walking. He doesn't say many words yet, but he has no problem expressing his joys and frustrations. He's my drama queen.

Charlie, almost three, is attempting to tackle potty training. It's been so much fun (note the sarcasm). My little stubborn man is not easily convinced that undies are better than diapers. After all, with diapers he never has to leave his play to go potty. Wish us luck. My child may be in diapers in high school.

Think Hogg: State Meet moved to historical theatre



Luis Muñoz
Theatre Director

As you begin to plan for your contest entry, it's essential that you think "Hogg." Those of you who are too young to have seen any state meet contests prior to 1983 are in for a surprise. Hogg Memorial Auditorium is a beautiful historic theatre that opened in 1933. It is located in the vicinity of the Tower and Student Union Building. The capacity of the theatre is 1200, including balcony seats. Those

of you in 1A and 2A should be thrilled to finally have the audience you haven't had in decades.

The State Meet staff is thrilled that Texas' theatre community will again be able to see the incredible work that has been hidden in the McCullough Theatre. The McCullough has 390 seats. Those of you who are used to watching shows at Bass will enjoy the ability to play more intimate moments in Hogg.

The stage is smaller than that at Bass Concert Hall. Be sure to consider that you will have less space to deal with and even less storage space. Anything that doesn't fit in your space will have to be "carried" up and down the stairs and stored in the dressing rooms. The same applies to costumes. THERE ARE NO ELEVATORS!

Please note that the size of property boxes has been restricted in the new *Handbook for One-Act Play*.

People attending the contest need to get there early and be prepared to wait outside between shows. The lobby is small.

One of the funnier memories about going to contests

at Hogg was going into the bathrooms and seeing the "Please Do Not Flush During Performance" signs posted in there. The graphic artists are busy working on some new designs. The improvements in graphics production since 1983 are phenomenal. Unfortunately, we can't say the same for the plumbing!

Gene Dickey and David Stevens will continue to serve as Contest Managers. Be on the lookout for more information regarding the Honor Crews. Jenny Nichols, theatre administrative associate, has put together a wonderful pdf document about Hogg. Look it up on the League's Web site. You will find photos and initial stage diagrams.

World-Wide Web

Thank you for getting your enrollment cards in on time. We appreciate those of you who contacted us in a timely manner to request replacements. Now that you are officially enrolled, one of the best ways you can keep up with changes and OAP news is through the League's Web site. Every director should make it a habit to check the "Theatre/One-Act Play" section of the site at least once a week. If you get to know the site, you will discover that the answers to many of your procedural or calendar questions can be found there. The contents of this site have grown considerably over the last few years, and it is now the only place you can find the current approved play lists and the most current list of accredited judges.

Theatrical Design Film

Check out the Web site for a QuickTime movie featuring several of last year's entries in the UIL Theatrical Design Contest. We hope that it will provide you and your students with the inspiration to enter this year's contest. Help your students become a part of our new set of champions.

Play Submissions

Play submissions started coming in this summer. I'm

glad to see that directors are not waiting until the deadline to seek approval. Remember to follow the instructions found in 1033(c)(1)(A). Incomplete submissions and those not following the directions shall be returned "not approved."

It is important that you are accurate about what you have eliminated (strike-through). Plays have been disapproved in the past because a director has left questionable business or language in the script. The presentation should be clear and professionally presented. We prefer you use yellow for highlighting and a single black strike-through on text and business you are eliminating.

Make sure that you check on script availability with your publisher. Don't go to the trouble and expense of cutting and submitting only to find out you can't do the piece,

Judges List

The current TETAAO judges list is not published in this issue. It can be found on the UIL Web site. With constant changes in contact information, please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 2008. It is also important that we receive copies of all contracts. We try to keep an accurate record of judging assignments so that we can find judges in emergency situations.

Theatrefest 2008

Make plans to attend the TETA convention. This year's meeting is shaping up to be an incredible celebration of theatre. The Hyatt Reunion in Downtown Dallas is right in the middle of many of Dallas' best restaurants and nightspots. The workshops and guests are looking stellar and will be announced in our next issue. I would strongly suggest that you reserve your rooms now and plan to be there.

OAP adjudicators need to know the system and network within it

By Bronwyn Sullenberger

TETA Staff

As I was cleaning this summer, I found my original copy of the 1988 *Leaguer* where Lynn Murray mentions the new Adjudicators' Organization (AO) under the College/University section of the Texas Educational Theatre Association (TETA) will be presented to UIL in October.

"I think the proposal is a good idea. I haven't received any negative responses. Speak now, if you don't agree," he wrote.

Everyone did agree, and how quickly time flies by. Now, we need to be reminded of the current structure and a bit of history on the system we use every year. The purpose of TETA AO is to provide a group of experienced, active and competent theatre adjudicators. This organization will foster high standards or ethics, encourage the development of theatre in the schools and will work in cooperation with the UIL, school administrators, theatre directors, and student participants.

There are two main committees in the AO (Adjudicators' Organization). They are the Administrative Committee and The Committee on Standards of Adjudication and Judging Practices (CSAJP).

Our Current Administrative Committee:

*Chair: Cathy Huvar, Memorial Parkway-Katy, 07-09, cfhswt@sbcglobal.net

*Chair Elect: Paula Rodriguez, San Antonio College, 07-09, parodrig@accd.edu

*Secretary: Perry Crafton, West Texas A&M College, 06-08, wcrafter@mail.wtamu.edu

Past Chair: Adonia Placette, Lamar University-Beaumont, 07-08, placettead@hal.lamar.edu

Elect: Bob Singleton, Independent, 07-10, rmsing45@earthlink.com

Elect: Terry Lewis, Texas A&M-Corpus Christie, 05-08, terry.lewis@mail.tamucc.edu

Elect: Bronwyn Sullenberger, Keller ISD, 06-09, bsullenberger@kellerisd.net

UIL: Luis Munoz, State Theatre Director, on-going, lmunoz@austin.utexas.edu

* denotes officers

Our Current Committee on Standards of Adjudication and Judging Practices:

Elect: Paula Rodriguez, San Antonio College, 07-09

Elect: Jim Boman, Independent, 07-10

Elect: Robin Robinson, Grayson College, 06-09

App: C. Lee Turner, 07-10

Elect: Jeanette Filardo, Independent, 06-09

Elect: Krin Perry, Independent, 05-08

Elect: Ron Dodson, Independent, 05-08

App: Jim Mammarella, San Antonio College, 07-10

Elect: Rick Garcia, St. Andrews Upper; Austin, 07-10

App: Jerry Ivins, San Jacinto College-Central, 06-09

App: Travis Springfield, Atascocita HS-Humble, 06-09

UIL: Luis Munoz, State Theatre Director, on-going

Duties of the Administrative committee are:

- Set meeting times and locations. We currently meet annually in June in Austin at the UIL office.

- Utilize TETA's administrative assistant. Jenny Nichols of UIL is also TETA's administrative assistant and she can be reached at tetaguru@yahoo.com. She will be responsible for maintaining records, receiving applications, submitting necessary data to the CSAJP, maintaining and submitting the roster of members to the State UIL Theatre Director, and completing and keeping accurate financial records and reports to the Administrative committee annually.

- Approve budget and supervise all fiscal affairs.

- Serve as the Ethics Committee which shall investi-

continued on the next page

Study guides are the next step for EJH Social Studies



David Trussell
Elem/JH Director

Every UIL activity is constantly evolving and changing. Most of these changes are fairly small year-to-year — we add new content, we tweak the rules and procedures, we improve the

materials. But sometimes more significant changes are warranted, and this is particularly true when contests are in their first few years as part of the UIL program. Such is the case for the elementary and junior high Social Studies contest.

Social Studies was added in an effort to fill an important gap in the EJH program. We had contests covering most other major curriculum areas, but Social Studies was only addressed partially through the Maps, Graphs & Charts contest.

With a growing emphasis on Social Studies in the curriculum, it was clear that we needed something more comprehensive in this area. It began as a pilot contest in the 2003-04 school year, and it continued in pilot status through 2005-06.

During the pilot period, numerous adjustments were made based on our experiences with test creation, as well as feedback we received from contest direc-

tors and event coaches who participated in the pilot.

The feedback was invaluable to the development of the contest. In particular, there was one area of concern that was mentioned repeatedly by almost everyone — that the test content was too broad. The contest was designed with a workable division structure similar to several other contests, with one test for 5th and 6th graders and another test for 7th and 8th graders. With this structure in mind, the goal then was to align test content with the TEKS.

Since the tests would cover multiple grade levels, the content framework had to do the same. An additional goal was to cover the breadth of the curriculum as much as possible, hence the inclusion on each test of questions covering Texas, U.S. and World topics.

To make a long story short (though I've told most of the long story anyway — sorry), the concept for the contest was sound, but in practice it required students to study three years of Social Studies curriculum to prepare for a test that has only 40 questions. A tall order indeed, with no way to know what to focus on. In this way, it became a test of how well students could remember what they had learned in class over a two-year period, plus a guessing game of how far to read ahead into the next year's curriculum.

This was not an easy problem to address, since it was important to maintain the original intent for the contest to parallel the

TEKS curriculum, but also impractical to create a separate test for each grade level.

The first step toward a solution came with the addition of primary source documents, which were introduced in 2005-06, the final year of the pilot.

The primary sources are historical documents that are part of, or a product of, a particular time period or event. New primary sources are selected each year, and so far we've been able to stick with documents that are freely available online (something we plan to continue).

This addition was an important step in bringing focus to the contest, since it provided something very specific for study and preparation. It also had the benefit of introducing students to some essential pieces of history, documents that continue to impact our society and government today.

But the primary sources didn't go quite far enough. Good preparation with these materials meant that contestants could be well equipped for about 15-20 percent of the test, but the rest was still pretty much an unknown.

To fill in the rest of that gap, this year we've introduced a contest study guide. There is one guide for the 5th and 6th grade test and another for the 7th and 8th grade test. Both are available for download from the UIL Web site.

The study guides are essentially outlines that specifically define what topics will be covered on this year's contests. The Texas,

U.S., World structure remains intact, but with a slightly greater focus on the year that falls in the middle for each contest division. For example, approximately 60 percent of the grade five and six test will cover U.S. topics, which is the curriculum for 5th grade. Another 25-30 percent of the test will cover World topics (the 6th grade curriculum), and the remaining 10-15 percent will cover Texas topics (4th grade).

The primary source component has also been retained, with documents that come from the topic area of primary focus for each test. Again using the grade five and six guide as an example, one of the U.S. topics that will be a major focus of the tests is The Civil War. Thus the primary source documents are the Confederate Constitution, the Gettysburg Address and the Emancipation Proclamation. The study guides also include listings of recommended resources, including locations to download the primary source documents and several other useful web sites.

The addition of study guides certainly won't be the last word in the development of the Social Studies contest. The guides themselves will no doubt be refined and improved as well.

But hopefully, going forward most changes will be of that small year-to-year variety. And as always, if you have comments or suggestions for Social Studies (or any other EJH contest), feel free to drop me an e-mail.

Adjudicators must be aware of the policies and ethics code of TETAAO

continued from previous page

gate alleged infractions of the Ethics Code, hold hearing on the same, and make appropriate recommendations to the CSAJP.

- Reviews and analyzes all data reported to the UIL State Drama Director and CSAJP concerning adjudicators' performances from the previous year.

- Makes recommendations for UIL One-Act Play State Meet Contest Judges to the State UIL Theatre Director for the next contest year.

What this means is that the committee reviews and analyzes letters/emails reporting any ethics violations. Every committee member reads every contest survey from theatre directors, contest managers and OAP judges to continue to make recommendations or take appropriate action to ensure contests are run with the ethics code in mind.

Duties of the Committee on Standards of Adjudication and Judging Practices are:

- Implement criteria of membership.
- Review and have final authority on all recommendations concerning ethics and membership of the organization.

This committee works diligently to maintain quality and types of AO certification/ recertification programs at our annual theatre convention.

The Policies and Ethics Code of TETAAO as in our Manual of Operations include:

- Adjudicators shall know and uphold all rules for one-act play competition as stated in the current edition of the *UIL Constitution and Contest Rule and Handbook for One-Act Play* published by UIL.

- Adjudicators shall be physically, emotionally and mentally fit to discharge their duties at OAP contests.

- Adjudicators shall maintain an ethical code of conduct which will not impair or prejudice effectiveness as a judge, before, during and immediately following competition dates.

- Adjudicators shall honor all contracts, assignments and duties prescribed in writing by the contest manager. Prompt notification of the contest manager regarding emergency situations is required.

- Adjudicators shall avoid fraternizing with competing directors, administrators or school officials immediately prior to or during the contest

- Adjudicators shall not discuss *negatively* other adjudicators with directors or school officials. *Such* criticism of other adjudicators shall be made in writing to the UIL State Theatre Director or CSAJP.

- Adjudicators should use discretion by avoiding repeated judging in their immediate vicinity.

- Adjudicators shall not accept a judging assignment with a region in which they were formerly employed as a Texas Public School administrator or teacher unless three years have elapsed since the time of such employment.

- Adjudicators currently employed as administrators or teachers in Texas public schools shall not accept judging assignments with neighboring schools in the immediate vicinity.

- Adjudicators are expected to use discretion in accepting assignments at sites that would likely be considered a violation of good common sense or a potential conflict of interest.

The 2008 UIL/TETAAO Critic Judging Certification and Re-Certification workshops are on Sunday, January 27th. Theatrefest 2008-Reunion Arena Hyatt, Dallas, TX. (800) 233-1234. See you there!

State Wind Ensemble Festival

Prestigious event gives valuable feedback, experience to performing groups



Richard Floyd
Director of Music

The State Wind Ensemble Contest was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed, this event gradually evolved into the festival format that is in place today. It is now referred to as

the State Wind Ensemble Festival (SWEF). It is viewed to be an educationally rewarding and positive experience for all participants. This year this prestigious event is scheduled for May 3, 2008. Much of the success of this event has been attributed to the *Clinician/Commentator* component of the format. This feature allows each performing group to have a 30-minute post concert clinic/critique with a nationally recognized conductor/educator. The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Music Advisory Committee and the UIL Legislative Council the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEF, which cultivate the positive aspects of making music for music's sake rather than the attainment of an objective rating. In addition a listening component has been added to emphasize the very important value of becoming

good audience members as well as accomplished performers.

Participants in the 2008 State Wind Ensemble Festival can anticipate experiencing the following:

- There will be three evaluators who will provide a recorded and written critique of each band's performance. However, they will not assign ratings or pick an outstanding band in each classification.

- In place of ratings and outstanding band awards, the evaluator panel will honor individual performers and/or sections for exemplary musical achievements. Appropriate awards (draped state medals) will be provided.

- In order to integrate the "listening portion" of the experience into the event, each band will be expected to structure a schedule that will enable the students to listen to the performance of two other performing groups over the course of the day. The listening schedule will be coordinated by the UIL State Music Office prior to the day of the festival. Consideration will be given to individual band travel schedules. It is our goal to insure that every band will perform for an audience of fellow musicians and directors from other schools.

- The role of the *Clinician/Commentator* will remain unchanged.

Formats similar to this are being used at some of the most positive and educationally sound events in the nation. Results have been overwhelmingly favorable. The success of this venture is dependent on participants having an understanding of the following:

(1) All participants have "made their one". That achievement at the UIL Region Contest earned them the privilege to perform on the Bates

Recital Hall Stage, home of the University of Texas Wind Ensemble.

(2) The goal of this event is not to acquire a favorable judge's rating, win a trophy or "beat the other bands". Rather the goal is to accept the challenge of making music for the sole purpose of performing at the highest level of musical excellence possible for an appreciative, supportive audience in an optimum acoustical space.

(3) A corollary to the goal is the expectation that everyone will have the opportunity to be appreciative listeners as others perform in a formal concert setting.

Reports indicate that some of the most successful and competitive band programs in the nation have found this format to be challenging, rewarding and educational. In fact, many say their students "try harder" in this setting than they do at a traditional contest.

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2008 SWEF should be aware of the fact that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed.

(1) Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at any time. The letter should *not* include a check for the entry fee.

(2) Letters of intent will be accepted via e-mail or snail mail by date stamp or postmark.

See Music, page 9



ADDRESS TMAA CORRESPONDENCE TO:

Dr. Jay Dunnahoo
Executive Secretary
Texas Music
Adjudicators
Association
410 Coronado Dr.
Kerrville, TX 78028
830/792-5224
Fax: 830/792-5917
(see article page 9)

TMAA is committed to fair and accurate marching band adjudication

By Rob Toups

TMAA Marching Band Vice President

Marching band 2007 is certainly in full swing. Students and directors are working very hard as we make our way through October and all of the very important UIL marching evaluations. Region, area and state marching contests remain our primary source for ratings and feedback, which are vital for the healthy development of Texas school band programs as a whole.

Directors should feel confident that fair and objective TMAA adjudicators will provide a positive, yet accurate and informative assessment of students' marching presentations, both musically and visually. The UIL marching critique sheets are a valuable tool which helps us in this endeavor.

Since the implementation of the Descriptor/Qualifier sheets, directors have the opportunity

to rehearse and address the indicators in each caption.

Best of all, this process can actually take place *before* going to UIL. What could be better than having captions and descriptors indicating what students should achieve to earn a Division I rating? Additionally, these performance rubrics offer improved communication between judges, directors and students. Via the Descriptor/Qualifier sheets, judges are guided, even more objectively than ever before, to the appropriate rating for a particular group.

TMAA President Nick Nixon's September article stresses the importance of finding ways to constantly get better at what we do, and as members of TMAA we must remain committed to improving our approach to adjudication. Continuing to adapt to the use of Descriptor/Qualifier

sheets encourages more accurate and instructive comments. Getting better also means continued exploration for fresh, new ideas and purposeful dialogue committed to the refinement of the UIL region, area and state adjudication process.

TMAA members are advised that the marching adjudicators workshops will no longer necessitate the eight-hour format we have followed in recent years. The next workshop will be offered at TMEA 2008 and will be approximately three hours in length. Check the TMEA convention schedule for more details.

I sincerely wish our 1A, 2A and 4A marching programs the best as you strive for advancement to UIL Area and State Marching Contests. We must all remember. There is no better way to educate than through music. Have a fun and productive school year!

Settle the score

After winning in the playoffs, schools need to remember to report the results to the League



Peter Contreras
Athletic Coordinator

In the late 90s, it was suggested at the annual Associated Press (AP) Sports Editors meeting in Austin that the UIL should require schools to report playoff scores. After all,

the AP sports editors reasoned, the playoffs were our games.

Dr. Charles Breithaupt and I couldn't offer much argument. The meeting is an annual gathering after the UIL State Track & Field Championships in Austin.

The score reporting issue had been debated for numerous years at this meeting. Newspapers in this state appeared to have no problem finding and reporting football playoff scores, but the other sports were

the dilemma.

Much has evolved since that meeting in the late 90s. While many of the items discussed at those annual meetings center on other issues, Dr. Breithaupt and I took those comments to heart and decided to do something about it.

The UIL's first attempt was actually creating a playoff form and asking schools to fax that information back to us. We, in turn, would compile all that information and release it to the media outlets in the state. It was a huge undertaking that took a great deal of time for just one individual.

Kim Rogers, UIL Director of Public Information and Media, has since assumed those responsibilities and has done a good job streamlining the process to make it much easier on everyone involved.

Ty Terrasso, a intern in the athletic department, also helped with this task.

Schools, after they win their playoff game, need to go online and fill out the

UIL Playoff Game Results Form. These forms are organized by sport and are easy to fill out.

If the forms are completed correctly, the scores are posted on the UIL Web site in a timely manner.

Thus, reporters can simply go to the brackets on the UIL Web page, get a score and meet their 10 p.m. or even midnight deadline.

You will see the end result when you wake up in the morning and pick up your local paper. There, you will be able to find the score(s) you are looking for.

Maybe more importantly, all interested parties can click on the UIL Web site and get the information that night.

What surprised many of us at the UIL was the number of inquiries late at night. That interest not only validated what we were doing, but how we were doing it.

The real pat on the back goes to the schools that have embraced this process.

Thank you.

Only the winning team needs to complete the online playoff reporting form. Schools also need to be aware that we need the entire name of the school. "Memorial" won't work. Is that Houston Memorial? San Antonio Memorial? Maybe Port Arthur Memorial? We can find out, but it slows the process down.

In football, it is important that you mark if you are participating in the Division I or Division II brackets. Make sure to fill out the line asking for your district number. Again, we can figure this out in due time, but it does slow down our ability to post the information as quickly as possible.

In volleyball, always list *your* scores first. For example, 25-23, 23-25, 25-20, 20-25, 15-13. Not 25-23, 25-23, 25-20, 25-20, 15-13.

For all sports, the reporting form will be online prior to each district certification date.

State Wind Ensemble Festival offers a valuable learning opportunity for school bands

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(3) Letters of intent will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.

(4) Official entry forms and entry fees (\$225) will be due once schools are notified that they have been assigned a performance time.

(5) Additional schools with letters of intent on file will be placed on a waiting list.

Questions concerning entry procedures are welcome at (512)471-5883 or uilmusic@uts.cc.utexas.edu.

The evaluator panel for the 2008 SWEF is as follows:
Dr. Matthew McInturf is Director of Bands at Sam Houston State University and a past president of the Texas Bandmasters Association. Prior to joining the faculty at Sam Houston State, he taught band in the Richardson Public Schools and later served on the faculty at Florida International University. He is a master teacher who knows, understands and appreciates the exceptional qualities of Texas High School Bands.

Dr. Scott Hanna serves as Assistant Director of Bands at The University of Texas at Austin, Music Director of the Chamber Winds, and Associate Director of the Longhorn Band. Previously Dr. Hanna taught in the public schools of New Braunfels and Austin. He routinely serves as clinician and conductor for high school programs and honor bands throughout Texas and the nation.

Dr. Richard Mayne currently is Director of the Univer-

sity of Northern Colorado Symphonic Band and Director of "The Pride of the Rockies" Marching Band. He has appeared as a judge and guest conductor at festivals throughout the country. He has a keen awareness of expectations for these kinds of events, having taught high school band in Mesa, Arizona, for nine years.

Two exceptional and internationally recognized conductors have been engaged to serve as clinician/commentators for the 2008 State Wind Ensemble Festival:

John Whitwell is certainly no stranger to Texas band directors, having served as Director of Bands at both Abilene Christian University and Stephen F. Austin University. He recently retired from his post as Director of Bands at Michigan State University and now makes his home back in Texas. John continues to serve on the Board of Directors for the Midwest International Band and Orchestra Clinic and routinely works with countless high school bands each year.

Michael Haithcock assumed his duties as Director of Bands and Professor of Music at the University of Michigan in 2001 after serving 23 years on the faculty of Baylor University. Following in the footsteps of William Revelli and Robert Reynolds, Mike conducts the internationally renowned University of Michigan Symphony Band. He is in constant demand as a guest conductor and resource person for festivals and all state bands throughout the nation.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary, professional-quality compact disk recording of each performance is provided at no cost.

- The entry fee is only \$225 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area (see our Web site www.utexas.edu/admin/uil for hotel/motel recommendations).

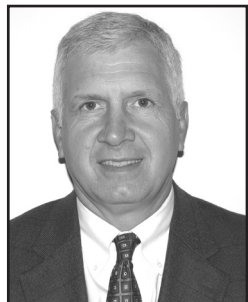
- Educational opportunities, including the LBJ Museum, the Bob Bullock Texas State History Museum www.thestoryoftexas.com/ and the State Capitol are within walking distance or a short drive away.

- Recreational options include The Bob Bullock Texas State History Museum and I-Max Theater, water sports at Barton Springs, outdoor activities in Zilker Park, and shopping throughout the city.

The many recreational opportunities of San Antonio are only 90 minutes away.

Starting over again

R&R is a long, arduous process that begins with Oct. 26 snapshot date for enrollment



Charles Breithaupt
Athletic Director

The biennial reclassification and realignment process has begun. Every two years the reclassification and realignment of all UIL member schools occurs. This process impacts every school in the state in every activity. Several proposals have been presented to the UIL Legislative Council regarding changes to the current process. One proposal, concerning football, will be

considered by the Council in October.

Schools were mailed a reclassification and realignment form in late September. All schools are required to submit enrollment figures for Friday Oct. 26, 2007 on the R&R form.

This form must be faxed to the UIL office no later than Oct. 30, 2007. It shouldn't be necessary to mention, but this form should not be filled out prior to Oct. 26. This is the snapshot date used for all schools in the state.

Believe it or not, the UIL staff receives several forms earlier than the date required. Schools should make certain the enrollment figure for Oct. 26, 2007 is submitted. This figure is matched against the PEIMS data submitted to TEA.

The UIL staff will carefully consider every form submitted. These forms will be proofed and verified for accuracy. The enrollment figures for all schools choosing to participate in football and basketball for the 2008-09 school year will be processed.

Schools will submit a participation form in January indicating other activities in which they wish to participate. The alignments for all activities other than football and basketball will not be released until after the completion of appeals of the Feb. 1, 2008 release.

Following the collection of and proofing of R&R forms, the determination of conference lines is made. In football there will be six conferences, including six-man. In basketball there will also be six conferences, with Conference 1A divided into two divisions.

Following the procedure, schools will be grouped into 32 districts in each of the conferences.

This critical stage is done according to the policies previously determined by the Council.

Beginning with Conference 5A, procedures allow staff to take no more than 245 schools into 5A.

Once this line is determined between 5A and 4A, the lines for all other conferences are determined utilizing a disparity ratio.

Conferences in 2A-4A shall consist of approximately 200 schools. The conference line will be determined using a 2.0 disparity ratio.

Schools in each of these conferences should have an enrollment ratio between the largest and smallest school of approximately 2.0. In theory, this means that the largest

school in a conference should generally be no more than twice the size of the smallest school in the conference.

During the last two alignment periods the number of schools in conference 3A were reduced in order to get closer to the 2.0 disparity ratio.

The reduction in the number of schools created smaller districts, resulting in several four-team districts. The UIL realizes the inconvenience created with four-team districts. Should the scenario arise again, we will either take more schools into 3A at the beginning or create byes in the conference alignments.

After completing the 2A-5A conferences, the remaining schools will be placed into Conference 1A. Schools with an enrollment of 99.9 or lower may choose to participate in six-man football or may opt to play eleven-man football. In basketball the total number of schools will be divided at the mid-point line.

The larger schools will be placed into Division I while the smaller schools will be placed into Division II.

Any school may request to be elevated to a larger conference in cases of extreme travel or in multiple-high school districts of eight or more schools. This option, once selected, may not be changed after submission. The option is not available after the Oct. 30 deadline.

Following the determination of conference lines, staff begins placing schools into districts, keeping in mind those schools must be placed within 32 districts in each conference with eight of those districts in each of four regions.

Staff begins placing pushpins into maps depicting the location of each school within a conference. Following this action, schools are grouped into districts of six to eight schools.

At the same time a computer-generated program will be analyzing the groupings of schools by matching every school in each conference with all other schools within the conference.

A goodness value is determined indicating the amount of miles every school in the state is required to travel for district games.

Obviously, the less travel that is incurred, the better the goodness value. This helps staff objectively place schools into districts. The program generated over eight billion possible solutions during the last alignment period.

Concerns are always expressed regarding district assignments. Placing 1,332 schools into districts will create controversy. The placement of schools in districts does not allow for perpetuation of rivalries or strength of particular teams.

It would be impossible for any group to compose district assignments based on equitable competition and the relative strength of teams. To do so would be subjective and unfair. The current system of grouping schools based on geography has been the fairest system for all schools involved.

Please remember that only the football and basketball alignments will be released on Friday, Feb. 1, 2008.

All other alignments will be released later in the spring.

Football is released at this early date because it is a fall sport and it is the only sport that schedules with contracts on a two-year basis.

Basketball is released early because it is the activity in which the most schools participate.

With this information, appeals can be heard with a rational basis of knowledge, as it would apply to all other alignments. Fall sports such as volleyball, cross country and team tennis will be released as soon as possible following the final hearings of the District Assignment Appeals Committee. All other activities will be assigned prior to the end of the school year.

As the Legislative Council meets this month, it will consider a study item from the Policy Committee regarding a separate alignment plan for football.

This study was presented in this column earlier this year. In order for a new plan to be adopted beginning in the 2008-09 school year, changes to the current R&R policies must be considered as an emergency item by the Council in October.

The Council could pass this plan and ask the Commissioner of Education to approve the change. Or, the Council could ask the staff to continue to study the option of a new plan and consider it in June of 2008. Finally, the Council could choose to continue with the current process and reject any new plan.

Regardless of the action of the Council, the UIL staff will continue to study issues that are important to this critical process. Being a school with one of the largest enrollments in a conference continues to be important to schools.

No school likes to be at the opposite end of the spectrum. Of course, no matter how many conferences are established, someone has to be the smallest.

Therein lies the ultimate problem with reclassification and realignment.

Football finals tickets on sale now

The UIL Football Finals will once again be held at the Alamodome in San Antonio on Dec. 22 to decide the Division I and Division II champions in Class 5A.

General public tickets for the two games are now on sale through Ticketmaster outlets and are \$18 for reserved seats.

The Conference 5A Division I championship game will be held at 2 p.m., followed by the Division II championship game at 7 p.m.

For game information, please visit the Alamodome Web site (www.alamodome.com). To purchase tickets contact any Ticketmaster outlet.

Laying down the law

Legislature passes several new bills that affect the League and member schools



Mark Cousins
Athletic Coordinator

Every two years, for 140 days (sometimes more!), the Texas State Legislature is in session in Austin. For the 80th session of the Legislature, there were more than 2,000 Senate Bills and more than 4,100 House Bills filed and considered.

Of the over 6,000 bills filed, more than 1,400 of them were passed by both

branches of the legislature and signed into effect by the Governor.

While many of these bills effect education in general, there were several that directly affected UIL and its member schools and employees. Summaries of those bills, and additional information on UIL efforts for implementation of the requirements of those bills, follow.

HB 2532 - Related to the expulsion and placement in alternative settings of public school students who engage in conduct constituting certain felonies. UIL is currently waiting on more specific information from TEA on this one, but in general the rule on this has been that the eligibility rule varies depending on whether the student is in the regular classroom setting or has been placed in alternative education placement (AEP) as result of their alleged behavior.

Students in AEP in most circumstances are ineligible for participation during their time in AEP.

Additionally many local school districts implement conduct regulations on participants in extracurricular activities.

SB 7 - Related to instruction in cardiopulmonary resuscitation and the availability and use of automated external defibrillators (AED) at public school campuses and certain athletic events. The main requirements of this law are:

School districts shall annually make CPR and AED training available to employees.

All coaches, nurses, PE teachers, band directors, cheerleader sponsors, and student trainers must maintain current certification in CPR and AED.

The State Board of Education is to add elements related to CPR and AED training in the TEKS for the Health Curriculum.

At least one AED must be available on every campus (including elementary, junior high and high school).

A campus AED must be readily available during any UIL athletic contest on campus, and a determination made (in cooperation with UIL) the extent to which an AED must be available at UIL athletic activities held at locations other than the school campus.

Schools must make reasonable effort (in cooperation with UIL) to ensure that an AED is available at each

UIL practice held at a district campus. If a school cannot provide an AED at every practice, it must determine (in cooperation with UIL) to what extent the campus AED must be available at each practice.

Schools are required to develop safety procedures to follow in responding to a medical emergency involving cardiac arrest, including appropriate response time for CPR and use of AED.

The law creates a pilot program to screen sixth grade students for heart defects with an electrocardiogram and an echocardiogram.

For compliance with the requirements for placement and availability of AEDs for campus activities and practices, the UIL provides information which is available on the AED Information Page, in the Health and Safety Section of the UIL Web site.

Specifically, UIL recommends that schools and school districts refer to the American Heart Association AED Implementation Guide when determining placement and utilization of campus and district AEDs.

SB 8 - Related to random testing of certain public school students for steroid use and training of certain public school employees regarding steroid use. The main requirements of this law include:

To participate in any high school UIL athletic activity students must agree to submit to random steroid testing.

All coaches in grades 7-12 must take part in educational program, developed by UIL or another appropriate entity.

The UIL must develop a steroid testing program with a statistically significant number of students randomly selected from those who participate in UIL athletics in grades 9-12.

Steroid testing should take place at 30 percent of UIL member schools and provide for a process to confirm initial positive with a second test from sample obtained at same time and place as first sample.

The testing program must utilize only labs that have current certification from the Substance Abuse and Mental Health Services Administration (SAMHSA), the World Anti-Doping Association (WADA) or another appropriate international or national certifying organization.

The UIL must develop a penalty structure including ineligibility for participation for any student with a positive test or any student who refuses to be tested after being randomly selected.

Steroid test results are confidential and may be released only to the student, the student's parents and the activity directors, principals, assistant principals of the school, unless by court order.

As a result of the passage of Senate Bill 8, the UIL will begin a random anabolic steroid testing program for high school student athletes in the 2007-08 school year.

Currently, the UIL is in the process of evaluating bids received from drug testing companies in order to award the contract for the implementation of a statewide testing

program. Based on the parameters of Senate Bill 8 passed by the 80th Texas Legislature, UIL will conduct the random anabolic steroid testing program at approximately 400 schools during the 2007-08 school year.

It is estimated that between 20,000–25,000 high school student athletes will be selected for random steroid testing during the 2007-08 school year.

Many of the details of the testing program are tentative and cannot be finalized until a contract is awarded to a testing company.

The UIL will make a formal announcement when a company is selected to conduct the testing. Once additional information is available, it will be added to the UIL Web site.

SB 1517 - Related to an exemption for students enrolled in certain advanced courses from the requirement that a student be suspended from participation in extracurricular activities for receiving an unsatisfactory grade.

The Texas Education Agency (TEA) is currently developing language for submission to and approval by the State Board of Education for a more comprehensive, official list of eligible course exemptions.

Once finalized, the approved list will be circulated and become the official policy on courses eligible for exemption.

Until that list is finalized and based on the language of SB 1517, the following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code: Any College Board Advanced Placement (AP) Course or International Baccalaureate (IB) Course.

And Honors* and high school/college concurrent enrollment classes (that are included in Part One of the "Community College General Academic Course Guide Manual") in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics or language other than English.

* Districts may identify honors courses only in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English as eligible for exemption. A list of these courses must be submitted, with an affidavit from the superintendent or principal stipulating that the local board of education has approved the listed courses for the applicable school year, to the UIL not later than the end of the first semester of this school year.

It is important to remember that school districts may voluntarily impose stricter standards than those cited in this document.

Also, as part of the law, on a biennial basis, TEA shall review course described in the bill to determine if other courses should be considered for exemption and report to the Legislature by Jan. 1 of each odd numbered year.

Any questions related to the items mentioned above or requests for additional information can be directed to the UIL office.

CORRECTION:
IN THE LAST ISSUE OF THE LEAGUER, WE INCORRECTLY REPORTED THAT COACH STEVE TAYLOR FROM FORT HANCOCK HS RECEIVED A PUBLIC REPRIMAND. THIS WAS INCORRECT. WE APOLOGIZE FOR THE ERROR.

FORT HANCOCK HS
The State Executive Committee issued a public reprimand to Fort Hancock High School with probation through August 14, 2008 for violation of UIL Pitching Limitations. The State Executive Committee also issued a public reprimand to Coach Armando Aguilar with probation through August 14, 2008 for violation of UIL Pitching Limitations.

UIL HS Poetry, Category A – Award-winning Poets
Two Tuft Awards are included on the acceptable poetry award list for Category A of Poetry: the Kingsley Tuft Award and the Kate Tuft Discovery Award.

S. GRAND PRAIRIE HS
The State Executive Committee issued a public reprimand to Coach Shawn Hoover with probation through Feb. 21, 2008.

IRVING HS
The State Executive Committee issued a public reprimand to Coach Steven Perry with probation through February 16, 2008.

HOUSTON PREPARED TABLE CHARTER SCHOOL
The State Executive Committee suspended Prepared Table Charter School from all UIL activities until a school administrator appears before the Committee to answer allegations involving misconduct by coach and players.

UVALDE HIGH SCHOOL
The State Executive Committee issued a public reprimand to Coach Michael Hernandez, and placed him on probation through January 9, 2008, for violation of Section 1208 (j) (3).

MERTZON IRION COUNTY ISD
District 12-1A Executive Commit-

tee issued a public reprimand to Irion County ISD and placed the school district on probation though October 28, 2008.

EMPLOYMENT OF COACHES
Addition to Official Interpretation #29 (Section 1033 [b] [5] and Section 1202):
A full-time substitute who has coached during the school year would be permitted to continue coaching until the UIL competitive year has ended. Example: state baseball playoffs.

CORPUS CHRISTI MOODY HS
The State Executive Committee issued a public reprimand with probation through May 16, 2008 to Corpus Christi Moody High School. The State Executive Committee also issued a public reprimand to Coach Paula Salinas Rodriguez, with probation through May 16, 2008.

SAN ANTONIO BURBANK HS
The State Executive Committee suspended Coach Rudy Vera through August 21, 2009 for violation of Section 51 (a) (8), Recruiting.

CORPUS CHRISTI CALALLEN HS
The State Executive Committee issued a public reprimand to Coach Steve Chapman with probation through March 3, 2009 for violation of Section 1208 (j) (3), Ejection from Contest While on Probation.

IRVING MACARTHUR HS
The State Executive Committee issued a public reprimand to Michael DeSpain with probation through August 21, 2008 for violation of Section 1110 (c) (2), Eligibility, and Section 1110 (f), Organization Roster.

DENTON MCMATH MS
The State Executive Committee issued a public reprimand to Coach Priest Johnson with probation through October 23, 2009 for violation of Section 51 (a) (8).

COLLINSVILLE ISD
The District 11-1A Executive

Committee issued a public reprimand to Collinsville ISD with probation through the 2007-2008 football season, for violation of Section 1478 (h) (2).

COLLINSVILLE HS
The State Executive Committee issued a to Bobby Stastny with probation through February 8, 2009 for violation of Section 51 (a) (8).

BRYAN BRAZOS INQUIRY AND CREATIVITY SCHOOL
The State Executive Committee suspended Bryan Brazos Inquiry and Creativity School for the remainder of the 2006-2007 and the 2007-2008 boys and girls varsity basketball seasons.

INGLESIDE MS
The State Executive Committee issued a public reprimand to Coach Homero Trevino with probation through February 26, 2008, for violation of Section 1208 (j), Ejection from Contest, and suspended him from one track meet because he had not received COPE training, as required by Section 1208 (j) (2).

LEWISVILLE MARCUS HS
The State Executive Committee issued a public reprimand to Lewisville Marcus High School Soccer Program with probation through April 24, 2008, for violation of Section 1201 (a) (3), Physical and Verbal Abuse of a Sports Official by a Student Athlete. The State Executive Committee also issued a public reprimand to Coach John Gall with probation through April 24, 2008, for violation of Section 1201 (a) (3), Physical and Verbal Abuse of a Sports Official by a Student Athlete.

DICKINSON HS
The State Executive Committee issued a public reprimand to Coach Mack Brown with probation through May 22, 2008 and a one game suspension for the 2007-2008 soccer season for violation of Section 1208 (j), Ejection from Contest.

EL PASO BURGESS HS
The State Executive Committee issued a public reprimand to Coach John Skelton with pro-

bation through May 20, 2008 and suspension from the first football game of the 2007-2008 football season for violation of Section 1208 (j), Ejection from Contest.

ELGIN MIDDLE SCHOOL
The State Executive Committee issued a public reprimand to Coach Christy Wagner with probation through February 19, 2008 and a one meet suspension for the 2006-2007 track season for violation of Section 1208 (j), Ejection from Contest.

HOUSTON MILBY HS
The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through May 22, 2008 and two game suspension for the 2007-2008 baseball season for violation of Section 1208 (j), Ejection from Contest.

INGLESIDE MIDDLE SCHOOL
The State Executive Committee issued a public reprimand to Coach Homero Trevino with probation through February 26, 2008 and a one-game suspension for the 2007 track season for violation of Section 1208 (j), Ejection from Contest.

LAREDO UNITED SOUTH HS
The State Executive Committee issued a public reprimand to Coach David Marsello with probation through May 15, 2008 and a suspension for the first two games of the 2007-2008 baseball tournament season for violation of Section 1208 (j), Ejection from Contest.

MISSION SHARYLAND HS
The State Executive Committee issued a public reprimand to Coach Jeff Moubray with probation through May 15, 2008 and a suspension from the first two games of the 2007-2008 baseball season for violation of Section 1208 (j), Ejection from Contest.

MISSION SHARYLAND HS
The State Executive Committee issued a public reprimand to Coach Rick Lozano with probation through May 15, 2008 and a suspension from the first tour-

namment game of the 2007-2008 baseball season for violation of Section 1208 (j), Ejection from Contest.

DRIPPING SPRINGS HS
The State Executive Committee issued a public reprimand to Coach David Ellis with probation through May 20, 2008 for violation of Section 1208 (j), Ejection from Contest, with his name to be published in the Leaguer for a period of twelve months because of lack of COPE training prior to his coaching season.

HOUSTON LAMAR HS
The State Executive Committee issued a public reprimand to Coach Dennis Gillespie with probation through January 23, 2009 with a two-game suspension for the 2007-2008 basketball season for violation of Section 1208 (j), Ejection from Contest.

FORT BEND WILLOWRIDGE HS
The State Executive Committee issued a public reprimand to Coach Gregory Hollman with probation through January 23, 2008 for violation of Section 1208 (j), Ejection from Contest.

LAIRD HILL LEVERETTS CHAPEL HS
The State Executive Committee issued a public reprimand to Coach Ricky Hammontree with probation through January 9, 2010 for violation of Section 1208 (j), Ejection from Contest.

LITTLE ELM HS
The State Executive Committee issued a public reprimand to Coach Wendy Edwards with probation through May 21, 2008 for violation of Section 1208 (j), Ejection from Contest.

MILANO HS
The State Executive Committee issued a public reprimand to Coach Powell Compton with probation through May 21, 2008 for violation of Section 1208 (j), Ejection from Contest.

SAN ANTONIO HOLMES HS
The State Executive Committee issued a public reprimand to Coach Merry Brown with proba-

tion through February 12, 2009 and a four game suspension for the 2007-2008 varsity girls' basketball season for violation of Section 1208 (j), Ejection from Contest.

ARLINGTON LAMAR HS
The State Executive Committee issued a public reprimand to Coach Cheryl Edwards with probation through August 14, 2008 for violation of Section 400 (d), Playing an Ineligible Player, No Pass No Play.

SLATON HS
The State Executive Committee issued a public reprimand to Coach Eddie Kilmer with a suspension from coaching in all UIL activities through August 14, 2010 for violation of Section 1201 (a) (3). In addition, if at any time he returns to Texas and wishes to coach, he shall appear before the State Executive Committee before he is able to coach in any UIL activity. If he returns to the State of Texas within the three-year suspension, he has the opportunity to appeal the decision to the State Executive Committee.

AUSTIN REAGAN HS
The State Executive Committee issued a public reprimand to Reagan High School with probation through August 14, 2008 for violation of Section 1033 (b) (6), Failure to Participate in One-Act Play Contest.

FORT WORTH DIAMOND HILL-JARVIS HS
The State Executive Committee issued a public reprimand to Diamond Hill-Jarvis High School with probation through August 14, 2008 for violation of Section 1033 (b) (6), Failure to Participate in One-Act Play Contest.

NEW LONDON WEST RUSK HS
The State Executive Committee issued a public reprimand to West Rusk High School with probation through August 14, 2008 for violation of Section 1033 (b) (6), Failure to Participate in One-Act Play Contest.

Distribution rights

The UIL mails 15 copies of each issue of the *Leaguer* to every public high school in Texas as well as copies to elementary and junior high schools that have returned their Participation Cards. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Also, visit our web site (<http://www.uil.utexas.edu>). We recommend you distribute copies of the *Leaguer* to the following:

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