



OSAA Equity and Diversity Newsletter

VOLUME 1 ISSUE 2

NOVEMBER 2, 2020

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OSAA Partners with Rise to Win

RISE will host an interactive 90-minute workshop for Oregon School Activities Association athletics directors. The workshop will introduce participants to tools that can help them to be leaders in addressing matters of racism, prejudice, diversity and inclusion.



Over the course of the workshop, participants will:

- Build awareness of the ways we can use activities as a vehicle to eliminate racial discrimination, champion social justice and improve race relations.
- Participate in an activity from RISE's curriculum.
- Become familiar with several tools and resources available to increase understanding of racial equity and build cultural competence.
- Engage in a closing Q&A period with RISE facilitators.

First RISE Workshop: *Understanding Our Identities* November 18, 2pm-3:30pm

Athletics and Activities Directors [register here](#)

OSAA Foundation Equity and Diversity Fund

To support these efforts, the OSAA Foundation Board has established an Equity and Diversity Fund that schools can apply for to continue their work in this area. From literature, to guest speakers, to additional training beyond what's provided by the OSAA – the OSAA Foundation is looking for innovative ideas from schools about the engagement of Equity and Diversity training with their students, their staff and their communities. Follow this link for more information and to apply:

[OSAA Foundation Equity Fund Application](#)



S.T.A.R. MISSION STATEMENT

To create a safe, welcoming and validating environment in Oregon schools by specifically disrupting racism and combating discrimination, so EVERY student can thrive as they are.

Coaching With Empathy

PCA Development Zone



SEE & HEAR

Listen to athlete to understand their perspective



COMMUNICATE UNDERSTANDING

Mirror back to athlete what you heard and saw using feeling words



APPRECIATE

Reflect and appreciate the connection that was made with the athlete



PCA and Coaching Corps both share a desire to ensure high quality coaches are engaging with our youth, particularly those who have experience in social/emotional skill development and can work with youth to identify, target and help improve deficiencies. With these two organizations working together to ensure the best options for youth, PCA will funnel volunteer coaches to Coaching Corps for best placement in communities with the most need.

Empathy is the ability to understand and share what someone else is feeling without judgement. It is important for coaches to understand how to use empathy in coaching. This resource from Coaching Corps includes tips, terms to use, and other helpful guidelines for coaches to bring back to practice. [Coaching with empathy link](#)

RISE/Positive Coaching Alliance **Development Zone Links:**

[Building Community Module](#)

Objectives

1. Practice working cooperatively as part of a team.
2. Understand some of the challenges associated with teamwork.
3. Recognize the value of leadership, communication and thinking creatively when building communities.
4. Understand that everyone plays a role in community building.

[Understanding Our Identities](#)

Objectives:

1. Explore labels central to our identities and how our identities are constructed.
2. Demonstrate the fluidity and centrality that our identities can hold.
3. Discuss the challenges that come with being identified in particular ways.
4. Identify ways in which diversity can be valuable.

All Students Belong: Bias Incident Response Guide

The All Students Belong Rule, OAR 581-022-2312, prohibits the use or display of any noose, swastika, or confederate flag on school grounds or in any program, service, school, or activity where the program, service, school, or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly except where used in teaching curriculum that is aligned with the Oregon State Standards. This applies to both in-person, hybrid, and distance learning environments.

The rule also requires districts to adopt policies and procedures for responding to bias incidents. Consistent implementation of these policies is essential to ensure that all students are treated equitably. School districts are encouraged to use their existing antidiscrimination and safety policies as a starting point for implementation.

Districts may also choose to engage their regional Education Service District (ESD) School Safety and Prevention teams (formerly known as threat assessment teams) to assist with providing support for safety planning and policy implementation. Requirements Responses to incidents must incorporate healing-centered/trauma-informed, racial equity-centered, strengths-based, SEL-oriented practices.

[All Students Belong: Bias Incident Response Guide](#)

'There is No Constitutional Right to be a Bully'

By Rex R. Schultze and Justin Knight

October 09, 2018 (Excerpt)

There is some disagreement whether the traditional First Amendment student-speech rules apply to students who attend school-sponsored extracurricular activities as spectators. On one hand, attending the event is voluntary – students are not required to attend. School staff may or may not be present to supervise the event. Student spectators are not subject to instruction or curriculum as they are during the school day, and students and adults are largely treated the same and held to the same expectations – spectators are spectators.

On the other hand, the school is the government, and the First Amendment is implicated whenever the government regulates speech. Students are still students, and students at a school-sponsored event are subject to school rules and discipline. In any event, regardless of whether the First Amendment's student-speech rules apply, **schools can (and should) prevent students from engaging in insulting or intimidating behaviors toward others.**

The seminal United States Supreme Court case on student speech under the First Amendment is the 1969 decision in *Tinker v. Des Moines Independent Community School District* where the Supreme Court formulated the rule that neither "students [n]or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." However, the *Tinker* court was careful to distinguish the student's wearing of armbands from conduct that affected others, and wrote:

"The school officials banned and sought to punish petitioners for a silent, passive expression of opinion, *unaccompanied by any disorder or disturbance on the part of petitioners*. There is here no evidence whatever of petitioners' interference, actual or nascent, with the schools' work or of *collision with the rights of other students to be secure and to be let alone*. Accordingly, this case does not concern speech or action that intrudes upon the work of the schools or the *rights of other students*."

Full article available [here](#)

High School Sports, Activities: Opportunity for Everyone to be Included, Accepted

By: Dr. Karissa Niehoff, NFHS Executive Director

June 3, 2020 (Excerpt)

Seemingly overnight, the focus across the country is not on the COVID-19 pandemic or the restarting of sports. The horrific tragedy in Minneapolis and the ensuing protests in major cities across our nation have resulted in a sobering wake-up call that there are issues that must be addressed as fervently as the development of a vaccine for the novel coronavirus.

These are worrisome scenes from across the country and are signs that we have much work to do regarding racial injustice and equality for everyone. Many of the cities ravaged this past week are homes to our member state associations, including the city of Indianapolis where the NFHS and the Indiana High School Athletic Association reside.

In due time, the national health crisis will subside, businesses hopefully will be able to re-open and people will be able to return to their jobs. But what is the timetable for an end to racial injustice in our nation? If the clashes of this past week do not provide the necessary signal that these issues are more important than anything we have ever faced and could make or break our nation, nothing will.

Sports often provide an escape from the ugly scenes on the news. With high school sports – like most other sports – sidelined during the pandemic, we cannot “escape” the scenes of the past week. Perhaps, for the moment, that is a good thing as the nation can collectively focus on one goal.

That goal is to treat everyone the same, treat each other with respect, regardless of the color of one’s skin – the very fundamentals of high school sports and activities in our nation’s schools where all genders, all races, all religions – as in teamwork – work together to accomplish a goal. Nationwide, we have much work to do.

Resources Available: OSAA Support and Equity

All resources available at: <https://www.osaa.org/equity>

Oregon Department of Education Resources

- » [Oregon Department of Education: All Students Belong initiative resources](#)
- » [Oregon Department of Education Equity initiative resources](#)
- » [All Students Belong Challenging Conversations Training Presentation](#)
- » [All Students Belong Challenging Conversations Script Training](#)
- » [All Students Belong Challenging Conversations - ASB Challenging Conversations Training Video](#)
- » [Board of Education Black Lives Matter Resolution](#)
- » [Black Lives Matter Joint Letter of Support](#)

Additional Resources

- » [Rise to Win](#)
- » [Rise to Win/Positive Coaching Alliance: Sports as a Vehicle for Social Change module](#)
- » [Rise to Win/Positive Coaching Alliance: Equality vs. Equity module](#)
- » [Rise to Win Workshop \(November 18\)](#) » [Registration](#)



**SAFETY
TOLERANCE
ACCEPTANCE
RESPECT**

Contact the OSAA

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