



# OSAA Equity and Diversity Newsletter

VOLUME 2, ISSUE 1

SEPTEMBER 1, 2021

## S.T.A.R. Sportsmanship Expectations

### Administrators/Athletic Directors/Event Managers:

- Create a safe and welcoming through event preparation including signage, communication with opposing schools, welcoming students and coaches on to campus and announcing/posting clear expectations of expected behaviors.
- Be present for events, even those events that are away from home facilities. If event managers are not able to attend, ensure communication regarding the event is done in advance.
- Create a positive environment by ensuring that spectators cheer in support of their team and not negatively against the opponent.
- Interrupt acts of discriminatory harassment and ensure that follow through on the incident that occurred.

### Participants:

- Accept the responsibility and privilege a student-athlete has in representing their school and community by learning and showing teamwork, sportsmanship and discipline in all aspects of the game.
- Demonstrate respect for yourself, your coach, your teammates, your opponents, the officials and the spectators by exhibiting good character and conducting yourself as a positive role model.
- Win and lose graciously.
- Cheer for your team, not against your opponent.
- Congratulate opponents in a sincere manner following either victory or defeat.
- If a discriminatory incident occurs, report the incident to a coach, administrator or an official.

### Coaches:

- Exemplify high moral character, behavior, and leadership. Lead by example and set a standard for players and spectators to follow both on and off the athletic arena.
- Teach players the rules of the game and to respect the game and take action when athletes exhibit poor sportsmanship.
- Respect the integrity and judgement of officials and do not publicly criticize or question the decisions of officials.
- Be aware of the competitive balance of contests and manage the score in a manner that is sportsmanlike and respectful of opponents.
- If a discriminatory incident occurs during an event, report it to an official or administrator for further follow through. Also ensure those involved receive any needed support.

### Parents/Students/Spectators:

- Cheer positively to support your team and do not cheer negatively against the opponent.
- Show respect for the game officials and their decisions.
- Applaud all participants efforts whether they win or lose.
- If you witness an act of a discriminatory nature, please report it to event management.

### Officials:

- Communicate with event management and coaches prior to the game regarding expectations of the event. Throughout the game, proactively engage with coaches and event management attempting to ensure a positive climate is maintained.
- Maintain confidence and poise controlling the game from start to finish.
- Do your part in promoting sportsmanship among schools and within your association.
- If you witness a discriminatory act, please report it to coaches and administrators present at the event for further follow through.



## **7 Pillars of Inclusion: Using commonalities as the start point for inclusive sports**

### **What are the 7 Pillars of Inclusion?**

The 7 Pillars of Inclusion is a broad framework that provides sport programs or organizations a starting point to address inclusion and diversity. Each pillar represents the common aspects of inclusion—the things that are similar regardless of who we seek to involve in sport. Importantly the 7 Pillars focuses on habits, the things we do, that either enable inclusion or don't. By identifying these habits, we can begin to make changes that enable and promote inclusion. In this way the 7 Pillars provide a starting point for achieving diversity and can be used to address the 'how to' of achieving inclusion.

### **ACCESS**

**Access explores the importance of a welcoming environment and the habits that create it.**

This is about what your participants experience when getting to and inside the place your sport happens, but it's more than physical. It's also about the feel, the environment, the culture that's in the place that you're in. Your program could have a ramp up into the foyer of your sports facility that a person could use to get inside, but if the person who greets them makes them feel un-welcome or the coach says they're not willing to coach that person then the ramp is really irrelevant. You're still not going to participate. So it's important to explore what access really means in the physical and non-physical environment.

### **ATTITUDE**

**Attitude looks at how willing people are to embrace inclusion and diversity and to take meaningful action.**

So ask yourself, how willing are you to actually make it happen? In pulling the Seven Pillars together it was identified that there was a gap between simply wanting to be inclusive and actually doing something about it. So your attitude isn't about just being positive, it's about having a willingness to take real action.

### **CHOICE**

**Choice is all about finding out what options people want and how they want to get involved.**

This is about identifying what a participant can do. Choice is the friend of inclusion. If you offer lot of options to take advantage of then you are likely to get more diverse people involved in your activities. The Inclusion Spectrum is a related idea that can help you take action on choice.

### **PARTNERSHIPS**

**Partnerships looks at how individual and organizational relationships are formed and how effective they are.**

A partnership could be as easy as an introduction, conversation and a handshake. It can be really informal. You've just got to connect people. It could be more formal with agreements and MOUs and contracts but partnerships are what bind us together and join our communities. Understanding the influencers in your networks will help you identify key partners.

### **COMMUNICATION**

**Communication examines the way we let people know about the options to get involved and about the culture.**

So think about who you are telling and also how are you telling them? Is it suiting their needs of communication.

### **POLICY**

**Policy considers how an organization commits to and takes responsibility for inclusion.**

Policy is about holding yourself, your program or organization and your stakeholders to account for inclusion. It's about saying "Inclusion is important" but more than that it's about saying, "This is how we're going to address it and this is what it means for us" and then having mechanisms to actually deliver on those statements.

### **OPPORTUNITIES**

**Opportunity explores what options are available for people from disadvantaged backgrounds.**

This is similar to choice but it's not the same. Opportunities is about "what do you want to do". So this explores the habits that dictate the opportunities that are actually available in the place that you deliver your sport. As an example, I have a whole range of things that I might want to do but can I actually take advantage of that choice. I'll use swimming as an example, referring to the ramp scenario. I may have the choice to join a swim team in my local town because there's a pool there. There's a coach there with a really great program who's really willing and welcoming but I get to the facility and there is no ramp. I use a wheelchair. I want to go into that really great program. They want me to come in there but I have a real access issue so the actual opportunity doesn't exist for me. The choice is there but I don't get the opportunity.

Full article and more resources available [here](#).

## **NFHS Begins Yearlong Celebration of 50th Anniversary of Title IX**

The number of girls involved in high school sports has continued to increase since those historic years, and currently more than 3.4 million girls are taking advantage of the opportunity to participate in these vital, life-changing programs.

Next year, the 50th anniversary of Title IX occurs on June 23, 2022, and the NFHS has begun a year-long celebration of this historic event. The lives of millions of girls and women have been positively impacted since 1972, and we will be remembering some of those key individuals and events during the next 12 months.

“Title at 50 – Celebrating and Growing Opportunities” will highlight the law’s impact by celebrating the inspirational individuals and landmark moments in the history of Title IX, and continuing to grow the educational and competitive opportunities for the future.

The NFHS has created a page on its website (<https://www.nfhs.org/resources/title-ix/>) to house information throughout the coming year. The page includes a Title IX Timeline, Title IX Milestones, The History and Importance of Title IX, Title IX Fact Sheet, Title IX Frequently Asked Questions and several Title IX videos.

The most recent post highlights two females who have been hired this year to lead NFHS member state associations – Stephanie Hauser of the Wisconsin Interscholastic Athletic Association and Colleen Maguire of the New Jersey State Interscholastic Athletic Association.

NFHS member state associations will receive access to a toolkit containing a number of materials to involve their member schools in promoting the upcoming 50th anniversary of Title IX, including social media graphics, email signatures, website graphics, print ads, fact sheets and videos. Push-to-post social media messaging is planned throughout the year, and the NFHS will highlight Title IX trailblazers each week, along with Moments of Magnitude that have occurred throughout the past 50 years. Articles related to Title IX will appear each month during 2021-22 in *High School Today* magazine.

In addition, a Title IX course has been added to the NFHS Learning Center ([www.NFHSLearn.com](http://www.NFHSLearn.com)), and is designed to help interscholastic professionals understand the history and impact of Title IX, as well as the responsibilities held by schools and staff members to maintain an equitable balance between boys and girls programs.

In trying to describe the impact of Title IX as it relates to opportunities for girls to be involved in high school sports, **Michele Smith**, a three-sport standout at Voorhees High School in Glen Gardner, New Jersey, in the early 1980s, who went on to lead the U.S. Olympic softball team to gold medals in 1996 and 2000 and has been the lead college softball analyst at ESPN for more than 20 years, offered the following thoughts during her recent induction into the NFHS National High School Hall of Fame:

“Title IX was life-changing for many women, especially team sports. When President Nixon signed that bill into law in 1972, it truly impacted the ability, especially in high school sports, for girls to have funding to be able to play team sports. In golf and tennis and other sports that were more individualized, there was always a way for girls to be able to compete, but to be able to bring together a group of girls – a basketball team of 10, a field hockey team of 20, a softball team of 20-25 – and be able to fund it and have those opportunities for girls to play organized team sports, it was a game-changer for everybody.

“That’s one of the reasons why the ‘96 Olympics was such a big deal for all the team sports that won gold medals because it’s that generation – my generation – of the youth through the ‘80s and early ‘90s that had the opportunity to play teams sports at the high school level and then go on and be elite athletes. Without Title IX, the world of sports for women looks completely different.”

Full article available [here](#).



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