



# OSAA Equity and Diversity Newsletter

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## OSAA Partners with Rise to Win

RISE will host their final workshop for Oregon Athletic Directors this year. The last workshop is scheduled for Wednesday, April 7 at 2pm and it should last about an hour. If the Athletic Director cannot attend, a head coach or other administrator can attend in their place. Please remember to register ahead of time:

- **Sports and activities as a Vehicle for Change: Wednesday, April 7, 2021 2-3pm » [Registration form](#)**

RISE also has a digital learning series with excellent topics and courses to engage your coaches, students and community. **Find more information [here](#).**

### WEBSITE RESOURCE: GUIDE TO ALLYSHIP

Being an ally is hard work.

Many would-be allies fear making mistakes that could have them labeled as “-ist” or “-ic” (racist, sexist, transphobic, homophobic, etc). But as an ally, you’re also affected by a system of oppression. This means that as an ally, there is much to unlearn and learn—mistakes are expected. You need to own this as fact and should be willing to embrace the daily work of doing better.

**As an ally, you need to own your mistakes and be proactive in your education, every day.**

Just as society will not change overnight, neither will you. Here are some important do’s and don’ts to consider as you learn, grow, and step into the role of an ally.

#### THE DOS

- **Do** be open to listening
- **Do** be aware of your implicit biases
- **Do** your research to learn more about the history of the struggle in which you are participating
- **Do** the inner work to figure out a way to acknowledge how you participate in oppressive systems
- **Do** the outer work and figure out how to change the oppressive systems
- **Do** use your privilege to amplify (digitally and in-person) historically suppressed voices
- **Do** learn how to *listen* and accept criticism with grace, even if it’s uncomfortable
- **Do** the work every day to learn how to be a better ally

#### THE DON'TS

- **Do not** expect to be taught or shown. Take it upon yourself to use the tools around you to learn and answer your questions
- **Do not** behave as though you know best
- **Do not** take credit for the labor of those who are marginalized and did the work before you stepped into the picture
- **Do not** assume that every member of an underinvested community feels oppressed

Full Website available [here](#)

# NFHS Learning Center Adds Course on “Implicit Bias”

By: NFHS on March 15, 2021

The National Federation of State High School Associations (NFHS) has launched “Implicit Bias” – a new free course offering produced in collaboration with Project Implicit through the online NFHS Learning Center.

In contrast to explicit biases, which are the overt thoughts and actions that impact perception, decision-making and behavior, the “Implicit Bias” course focuses on the more subtle, automatic reactions toward other people generated from past learning and expectations. In many cases, people don’t know they have implicit biases, leading to unintentional discrimination based on factors such as race, gender, disability and sexuality that continue to have implications for understanding disparities in society.

“The NFHS is pleased to offer the Implicit Bias course as part of its ongoing effort to provide educational resources in the important areas of diversity, equity and inclusion,” said Dr. Karissa Niehoff, NFHS executive director. “We are grateful to the Project Implicit team at Harvard for their collaboration, guidance and quick work to bring this course to fruition.”

Sections of the course, which as launched March 8, address how to measure implicit biases using the Implicit Association Test – a mechanism for evaluating how strongly different concepts are linked together in the mind – as well as how to manage implicit biases and stop them from influencing behavior. Among the strategies for counteracting implicit biases are initiating positive contact with different groups of people, seeking a diverse collection of role models, and monitoring the consumption of various media and cultural materials.

“The information in this course is so important and will bring value to all who take it,” said Dan Schuster, NFHS director of educational services. “We were so fortunate to work with the foremost experts on the subject, Project Implicit, and are thrilled to provide the opportunity for people across the country to take this much-needed course.”

Project Implicit, the NFHS’ partner in developing the course, is a nonprofit organization with a stated mission of educating the public about bias and providing a “virtual laboratory” for collecting data on the internet. The organization is committed to using these resources to challenge organizational and institutional disparities.

“When we are aware of our potential ‘blind spots’ and how they can affect our interactions with others, we can initiate changes at both an individual and organizational level,” said Amy Jin Johnson, executive director of Project Implicit. “We greatly appreciate the opportunity to work with NFHS to share this important information through this introductory course.”

For more information and to take “Implicit Bias” on the NFHS Learning Center, please visit: <https://nfhslearn.com/courses/implicit-bias>.

To learn more about Project Implicit, visit: <https://www.projectimplicit.net>.

After starting with two courses – “Fundamentals of Coaching” and “First Aid, Health and Safety” – in 2007 through the former NFHS Coach Education Program, the NFHS Learning Center now offers 81 online courses – 55 of which are free. More than 12 million courses have been taken since the inception of the program, and courses are now available to students, coaches, parents, administrators, officials and performing arts/educators.

# Oregon Department of Education: Every Student Belongs Rule

Updated March 5, 2021

The Every Student Belongs 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.

Every Student Belongs Bias Incident Response Guide 2 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.

Immediate Incident Response In responding to any incident, refer to your district's policies and procedures developed in accordance with the Every Student Belongs rule. Prior to January 1, 2021, districts may still be developing these policies and procedures. Where this is the case, refer to the Every Student Belongs Initial Guidance along with this guide and any applicable district resources and policies. Immediate procedural considerations should include: Assessing the physical and emotional safety of those involved. Determining what type of response (in-person, by phone, or by email) aligns best with district policy and maintains your safety and the well-being of others involved. Identifying and prioritizing healing/centered, trauma-informed, strengths-based, racial equity/anti-racism approaches for information gathering and problem solving.

When an incident occurs, it is important for the district and/or school professionals to take immediate steps to secure the physical and emotional safety of those involved. Following are high level considerations and resources to support that process.

1. Assess the situation for the physical and emotional safety of:
  - a. the person(s) at whom the bias incident was directed
  - b. those who are responding to the incident
  - c. witnesses to the incident
  - d. the broader school community
2. Decide what type of response (in-person, by phone, or by email) aligns best with district policy and maintains your safety and the well-being of others involved.
  - a. Ensure your response acknowledges the impact of bias on the person(s) at whom the bias incident was directed. In many cases this will include African American/Black people, people of color, members of Tribal communities, LGBTQI2SA+ people, the Jewish community, and others from historically oppressed backgrounds.
  - b. Focus on incident impact, not the intent of the person(s) who caused harm.
  - c. Be aware of the impact of unconscious bias on decision making.
3. Select an immediate response that maintains your personal safety, aligns with district policy, reduces harm to those involved, and ensures a safe environment for all.
4. Review Responding to Racial Injustice with a Trauma-Informed Approach. Always prioritize a healing/centered, trauma-informed, strengths-based, racial equity/antiracism approach to information gathering and problem solving.

Full Text Available: [Every Student Belongs](#)