



# OADA NEWSLETTER

FEBRUARY 2024

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The OADA Newsletter is the official publication for the Oregon Athletic Director's Association, and is published four times per year.

# EXECUTIVE DIRECTOR'S MESSAGE

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Happy 2024!

Hope your New Year has started off well and the pace is good heading to the end of the winter sports season.

The NIAAA National Athletic Directors Conference was held in Orlando in December and was attended by over 20 Oregon athletic administrators and some of their family members making the trip. It was a great professional development opportunity. Additionally, OADA President Anna Maria Lopez received our 103% NIAAA Membership banner for 2023. This is a great accomplishment. Also, LTI Coordinator, Tim Sam, CMAA, and I were proud to teach LTC 720 at the National Conference.

Your OADA Board, especially President-Elect and Conference Chair Trent Kroll, CMAA (Sherman County School), has been busy working to plan a stellar 55th State Conference (Continuing the Journey) in Sunriver, April 12-16. We are excited to present great keynote speakers, Jake von Scherrer, CMAA from Florida and Rich Barton, CMAA from NIAAA and DEI specialist, Rhonda Blanford-Green. In addition:

- Offering 8 LTCs
- ADs who register for the conference will be able to take one class for free.
- Special thanks to our partners OSAA, OACA & OAOA for assisting. We ask our partners to share thoughts on survey questions you would like asked of our ADs as we gather important data for analysis.
- Bill Bowers has put together another great class of Inductees into OADA Hall of Fame. The Class of 2024 will see the following individuals inducted: Kevin Bryant, CMAA-Aloha, Tigard, Redmond, Ron Lowe-Aloha HS, Perry Stubberfield, RAA, -McMinnville HS & Paula Toney-Burns HS
- Exhibit Hall will move to a new space and be larger than ever with active with numerous vendors and sponsors. We appreciate the support and connection to

our partners in the industry of athletics management. The all-day Sunday trade show will feature meals, face-to-face meetings with vendors, Bag Toss Tournament and door prizes. Come prepared to have a great time and maybe make some purchase deals for your school.

- Also, retired AD Mike Henderson will be coordinating the annual OADA Scholarship Golf Tournament at Lost Tracks GC in Bend. For those not into golf there will be an outdoor activity planned & lead by Anna Maria Lopez (St. Mary's Academy).

We are hopeful all members have registered for your State Conference and made lodging arrangements through Sunriver. Remember that we are contracted with Sunriver for a minimum lodging amount and your reservation through Sunriver Resort helps make sure we are efficient with our resources. If you have not started your planning to attend the Conference please register and reserve your lodging. All detailed information can be found on the **OADA website**.

Register NOW

Also, please make all **OADA Award nominations** on that website as well!

I want to thank you all for your excellent work on behalf of the students, families and communities you are called to serve. **YOU MAKE AN IMPACT!**

The OADA Board encourages you to stay strong as you lead your schools during the 3rd and 4th quarters of the 2023-24 school year.

BE well.

Dave Hood, CAA  
OADA Executive Director



# THE SEASON OF SCHEDULING...

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Athletic Directors in each Classification are working to create athletic schedules for the 2024-2025 school year. The key and challenging aspect of this work involves the non league schedule for each sport. This includes determining which tournaments to participate in, or finding teams for a tournament being hosted.

AD's who are new to this, may find themselves scrambling to find quality matchups or contests to fill their schedules. This can lead to a feeling of letting a program down or a situations of dealing with unfinished business for too long. One AD shared, "For new AD's, the scheduling meeting is a little like being on the floor of the Stock Exchange".

In the spirit of support and cooperation, I reached out to a few experienced Athletic Directors from various Classifications, and asked for insights, skills, and practices that have worked best for them, and that they can offer up to others. They provide a wealth of information, AND there was significant commonality among their responses. Tips and ideas that can prove to be useful for AD's around the state.

To start, each classification has guidelines, protocols, and agreements to promote a spirit of goodwill to help member schools assemble competitive schedules that best fits their needs. Some classifications are more detailed and formal than others (5A/6A merge under the same guidelines), yet, underlying each approach, are the essential ingredients of collaboration, flexibility, and honoring commitments.

As the AD, the first thing you need to know and understand, is what your Classification's process entails. For example, with 5A/6A, there are specific agreements pertaining to who you can schedule with prior to the meeting, and who you cannot. This increases flexibility to find equitable and regional contests for schools.

Next, be prepared. Know what to anticipate. Ask questions, seek advice, and utilize mentors to become more effective in doing this work. All benefit when AD's communicate and connect, especially with those new to the process.

Now, in regards to more specific suggestions, you'll find they are organized below in a "before, during, and after" format as they relate to the scheduling meetings themselves.

## **In preparing to schedule non league contests, what advice would you give to AD's, especially those new to the process?**

- Know the scheduling dates. Add the dates to your calendar. Keep the documents needed for scheduling available. 5A/6A: Fill out forms and submit ahead of time.
- Know how many games you can play and how many you need heading into the meeting. There is nothing worse than "overbooking" and having to back out of games.
- Meet with head coaches ahead of time. Is there still a two year agreement with a school? Know your teams well- their level and their potential in the next couple years.
- Ask coaches for input on desired opponents, dates, and locations. It should only be input. Consider competitive balance. For example, a 3A school may want to schedule games with competitive 2A/4A/5A if it is a good fit.
- Note the important school and district events that can impact how you schedule. For example, AP testing dates, prom, final exam weeks, facility renovations and other significant community events.
- After you plug in your league schedule, highlight potential play dates and reach out to every AD of the schools on the list with the specific dates you are looking for home/away.
- Reach out to schools prior to the meeting (if part of the classification protocol). You can fill your whole schedule at the meeting, but getting some games set beforehand will make your life easier.

### **What would you consider to be key points of emphasis that AD's should be aware of to help them through the scheduling meeting?**

- Be rested and prepared. The meetings can be long and difficult.
- Wear something with your school logo. If you are new, people won't know you. Even if you aren't new, they may not know you.
- Be thorough and do the homework. If an AD or two is representing your league, provide them with clear and necessary details, so they can prepare their spreadsheets.
- Be flexible. Everyone needs games. And, flexibility helps solve transportation concerns. The meetings are designed to take care of everyone. Schools may have games set up in pencil, but if we need to shift at the meeting, we do.
- Consider booking a few games beyond your local region to have some control over who you're playing. This also helps the schools who are outside of the valley and larger metro areas, as it's harder for them to find opponents willing to travel.
- Be confident. Don't be afraid to reach out to schools to see if they want to play. It isn't dating; rejection is no big deal if they say no.
- Be okay with saying no. Just because you are asked doesn't mean you have to say yes.
- At some classifications, most scheduling has already happened before the scheduling meeting. Use the scheduling meeting to fill your couple holes and/or your tournaments that you are hosting.

### **Once the scheduling meetings are complete, what are the next best steps to finalize, confirm, and communicate schedules and scheduling commitments?**

- Direct communication from one school to another is the most effective way to confirm. Soon after the meeting, send and receive an email from the AD or

their assistant to confirm the date, location, and time of the contest and the levels involved.

- If applicable, always look at the NL Schedule spreadsheets as you reach out to the other school's AD to confirm a game. When in doubt, always go off of what the NL Schedule spreadsheet says.
- Once completed, put schedules into your seasonal calendars and immediately look for possible new potential issues or concerns. It's best to get in front of any changes that resulted during the meeting. Be proactive with opposing schools to adjust.
- Send schedules to the officials commissioner for that sport and/or input them into RefTown. Be aware of any scheduling matrix provided by a commissioner. Get to know your commissioner for each sport; this is an important relationship.
- Put the HS schedules into the OSAA website (Home Games) and the database your school and district utilizes (rSchoolToday, BigTeams, etc.)
- Later in spring, with other school leaders, assemble the full-year school events schedule (The Master Calendar). Include OSAA start dates and state championship dates. Establish concert/theater dates, league choir/band competitions, significant community events, Homecoming, and Graduation dates when finalizing schedules for the next year.

**It's important to note:** When reviewing the tips and advice provided by colleagues, it illustrates the quality and dedicated work of many Athletic Directors. Once you consider the scope and depth of the work invested in scheduling for each sport, then it is easier to understand the importance of committing to those schedules. Backing out of tournaments and games creates hardship.

Respect the collective time, effort, and energy by many. Be reliable and credible as each season takes place. Schools that commit and follow through find it easier to schedule non league contests in future rounds of scheduling.

*(Special thanks to Steve Wallo, CS Lewis; Lorena Woods, Stanfield; Angela Davis, Corbett; Darren Shryock, Stayton, Chris George, La Salle; Salvador Munoz,*



Other Helpful Tips:

Provide a master schedule through a Google Document with dates, times, opponent, place, dismiss, and depart on them. This can be shared internally with custodial staff and others.

Code the contests on the working document as confirmed. Collaborate with athletic assistants to put HOME contests on the OSAA website and public calendars. If times are unknown, put TBD as a placeholder.

In the weeks to follow, continue communicating via email, phone, or text to ensure there is confirmation from the opposing school. If one waits too long, and if there is a change in athletic leadership at another school, it will be difficult to confirm once summer begins.

At the start of the next school year, send an email to confirm again. Have office staff email or call each school you are playing the week before a contest throughout the year.



Dennis Burke  
Retired A.D.  
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# ROTHENBERGER TO RETIRE

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Craig Rothenberger, the current athletic director at Junction City High school, plans to retire at the end of this year. The fact that an athletic director is stepping down from the job is not exactly newsworthy. Depending on what resource you use, the average career length for a high school athletic director is somewhere between one and three years in length. Coach Rothenberger, as hundreds of players still refer to him, has been an athletic director for 43 years! He also taught Health, Sciences, PE, Psychology, and Driver Education for 35 years. Needless to say, thousands of students have been impacted by this man. It isn't just students he has affected either; he has been a mentor to many, many adults as well. To say he will be missed in the profession is a massive understatement.

When asked how he was able to stay in the profession for so long when so many people get out quickly, his response was fascinating and appropriate. He said simply that he was able to do it because his wife of 55 years, Arlene, was so supportive. Coach and Arlene were elementary and high school sweethearts. They were married at age 21 and have three children, Bart, Aimee, and Ty. They have six grandchildren, and Coach was able to coach four of his grandsons which he holds, obviously, in high regard. While his coaching record as a basketball coach is quite impressive (715-520), what Coach believes is the most rewarding part of coaching was watching his players grow and mature emotionally through their athletic experience.

He also was a varsity football coach and coached golf for many years. It is easy to see sports have been a major part of his adult life and growing up as well.

He played high school football, basketball, and golf at Nestucca High School. His coach for all three of those sports was Barry Adams, who is one of the all-time leaders in wins for coaches in Oregon basketball history. It is very true that greatness begets greatness. The legacy continues as Bart, Craig's son, is now a varsity basketball coach and athletic director. There are, of course, countless numbers of successful men and women in the state that were influenced by Coach. He is a born leader who happened to be a teacher, coach, and athletic director. People who lead with integrity, regardless of their profession, influence people.

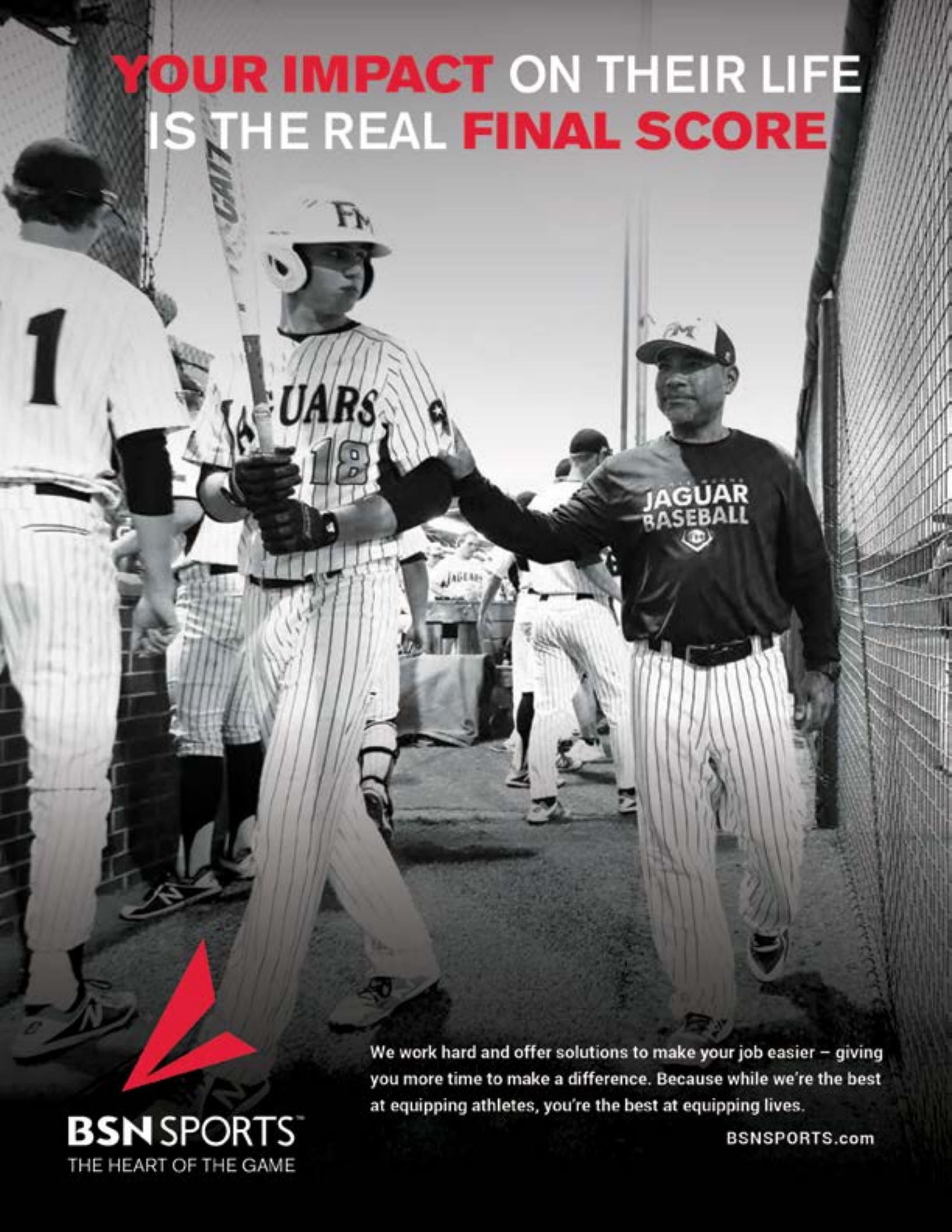
As Coach Rothenberger moves into retirement, he has simple advice for those ADs who are brave enough to stay in the job. "Be organized to save time, but don't become so organized that you cut out valuable time to visit and share with coaches and others." His advice is really all about relationships. When people know you care about them, they perform at a high level. Whether coaching, teaching, or evaluating programs, the root of Craig Rothenberger is caring, and that is what makes him an all-time great in the state of Oregon. You will be missed, Coach.

Darren Shryock  
Stayton High School  
4 A Classification Rep





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# GROWTH MINDSET, EMBRACING CHALLENGE AND PERSPECTIVE

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Engaged in a profession steeped in traditions and cyclical programming, it can be challenging to entertain revamping programs or processes that have been around for any length of time. However, improving the safety and experience of participants, adapting programming to interests, as well as implementing technology to streamline work all make good arguments for being open to change.

Observing other educators over the years, and through my own experience, the most impactful takeaways for me have been the importance of having a growth mindset, embracing challenges, and maintaining a positive perspective. Admittedly, when so many are looking to you for guidance, it is important to demonstrate confidence, timely actions and thoughtful strategies, but making time to review and being open to change can ultimately earn the trust and faith of those you serve.

Recognizing challenge as an opportunity for growth, and more so embracing the opportunity it provides can make the experience less daunting, and possibly even a welcome occurrence. Paramount in embracing the challenges that come with sustaining a growth mindset is keeping a positive perspective. While it is difficult to live in the moment when planning is so ingrained in most athletic director's make up, letting go of things outside of our control, and finding the positive in outcomes help see the glass as half full.

Sharing tales of our common experiences with those on a similar journey and hearing how others navigated the course can be reassuring, enlightening and enhance perspectives for the future.

Spending time amongst a community of colleagues at our state conference is a great place to exchange knowledge, gain perspective and evolve as educators. Another valuable opportunity for professional growth is the AD Ambassadors program run by Pete Lukich and Tom Bendt, formerly for Sunset and Aloha HS's, respectively. If you are interested in learning more or signing up, visit the Ambassador Program page on the OADA website. You will also find an outstanding collection of resources for athletic directors on the AD Toolbox page.

Good luck to your teams heading into the final weeks of the winter season as well as to your spring sports teams as they get underway later this month.

My Best –

Anna Maria Lopez

OADA President

Anna Maria Lopez  
OADA President



# PROFESSIONAL DEVELOPMENT FOR ATHLETIC DIRECTORS

## Leadership Training Academy Report

Happy winter to you all. The NIAAA continues to offer many Professional Development opportunities for ADs, including dozens of LTC classes as webinars or online (do at your own pace) classes. The NIAAA also offers online CAA (Certified Athletic Administrator) certification testing. It might be the best time ever to take a class, or several, and get that CAA certification! Or, make that final push towards becoming a Certified Master Athletic Administrator! Certification is a great way to model to your coaches, admin and your community the importance you place on professional development, lifelong learning, and it is a great way to impress about your district and building administration what you do to improve yourself, your programs, school, and community, and at the same time learn how to limit your district's liability. The NIAAA has listed its spring course schedule of classes. Check it out at: <https://members.niaaa.org/page/LeadershipTraining>

**CHALLENGE: SIGN UP TO TAKE AT LEAST ONE LTC WEBINAR THIS SPRING!**

## State Conference

We are in the final stages of finalizing our state AD conference in Sunriver. Oregon continues to offer one of the most varied numbers of LTC's. This year:

501-Guiding Foundations

504-Legal Issues I: Liability and Risk Management

510-Legal Issues IV: Social Media, Transgender and Event Management

628 Mental Health & Wellness for Athletes

633-Identifying and Creating Opportunities for athletes with disabilities

720-Building a Character Based Athletic Program

721-Positive Sporting Behaviors-For the Love of the Game

726 Student Leadership Development

## Athletic Administrator Certification Requirements

CAA: 501, 502, 503, 504, 506; 2 years AD experience, pass CAA exam

CMAA: CAA certification, 508, 510, one additional class at 600 and 700 level and three additional classes at any level, completion of CMAA project or presentation or Quality Program Award as outlined in LTC 799

### Benefits to becoming certified:

- Improved Job Performance through personal development courses
- Evidence of personal drive towards professionalism of your position
- Evidence of being a life-long learner to current or potential employer
- Evidence of knowledge and credibility as an athletic administrator
- Personal and professional satisfaction
- Demonstrated commitment to excellence in the profession
- Continued growth of professional knowledge and expertise
- Enhanced perception of the profession
- Enhanced potential for employment opportunities and possibly pay incentives
- Increased knowledge to help your programs be as

successful and trouble-free as possible

- Being recognized by a nationally registered program
- Providing resources for you to pass onto your coaches, athletes, parents, community and district administrators and supports
- Increases your circle of resources to a national level

## New AD's

The AD TOOLBOX has over 60 resources for new and existing ADs to use, instead of having to recreate. From announcer scripts, to game management duties, seasonal checklists, sample interview questions, etc. there truly is probably something in there that will make your job easier, and maybe even better! Find it at: <https://www.oadaonline.org/ad-toolbox>

Until we see each other face-to-face: May you be strong, full of gladness and health, with a pocket full of gold the least of your wealth. May the dreams you hold dearest be those which come true, and the kindness you spread return to you.

If you have any questions, please feel free to contact me at any time. Thank you for your

commitment and leadership. Your school and community are lucky to have you!

Tim Sam, CMAA  
Athletic Director, North Valley HS  
NIAAA Leadership Training Institute  
State Coordinator  
NIAAA Mentorship Committee



An advertisement for N3 Insurance. At the top is a scoreboard for an Oregon game against the Panthers, showing a 20:00 period. The scoreboard is flanked by logos for 'W', 'OREGON', 'PANTHERS', and 'BADGER CONFERENCE'. Below the scoreboard are several logos including 'N3 INSURANCE', 'OREGON COMMUNITY BANK', 'H&amp;H', and 'Daktronics'. The main text reads 'PROVIDE AN EXPERIENCE' in large blue letters. Below this, it says 'Create an environment that people want to be a part of. Provide your students with learning and career opportunities. Generate a revenue stream to cover ancillary budget items.' At the bottom, it says 'Daktronics.com/whyvideo' and features the 'DAKTRONICS' logo.



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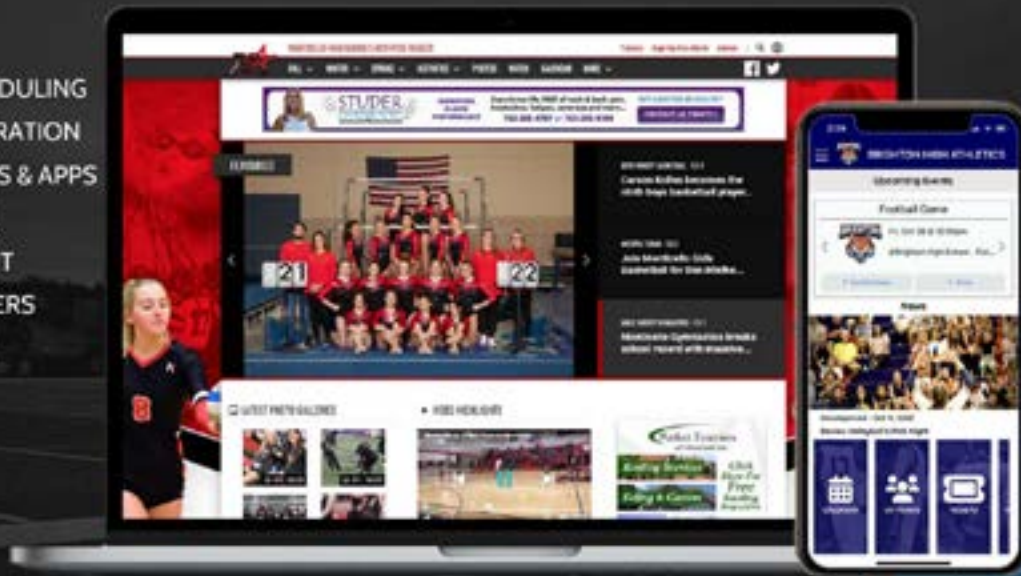
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# 7 SIMPLE STEPS TO STREAMLINE YOUR ATHLETIC CLEARANCE PROCESS

It's never been more important to make sure only eligible athletes suit up and take the field. Fielding ineligible players comes with serious penalties at the department, district, and state level; not to mention the public relations and legal nightmares. Unfortunately, "eligibility" is becoming increasingly complex due to evolving, required consent, compliance, and waiver forms.

Suffice it to say that athletic clearance is complex — and it's even harder when you're relying on outdated systems. That being the case, optimizing athletic clearance needs to be a top goal for every district in order to keep kids safe and avoid negative outcomes.

With that in mind, let's take a look at some of the ways you can streamline your athletic clearance process and ensure only eligible athletes play.

## 1. Examine your current process

Before you change anything about your program, take a hard look at your current process. Document what's working and what needs improvement.

For example, it's possible your school has a stellar system in place for collecting information and preventing ineligible athletes from taking the field. If your district never has any issues with eligibility, it may just be a matter of further optimizing your system and digitizing your operations. On the other hand, if you're constantly running into problems, you may need to scrap your current system and start fresh.

Some key points to consider include:

### Parent accessibility

Is your system ADA compliant, does it translate forms to any language, and is it easily accessible via any standard web browser?

### Data delivery

Does your system automatically deliver data such as

physical clearances, eligibility alerts, and return-to-play statuses?

### Time commitment

Can you save time by employing a more efficient, more secure system so each stakeholder has fewer touch points and less duplication?

Investing in the right technology can improve all of these needs. Digitizing athletic clearance lowers operational costs, eliminates data-entry errors, and increases data security.

As an added bonus, it's also more convenient for parents, guardians, coaches, and students.

## 2. Collect feedback

Talking with parents, coaches, and students about digital options prevents pushback and allows each party to ask questions about hot-button issues like data security, health and safety protocols, and communication.

At this point, ask stakeholders how they feel about your current data collection process and see if they have any recommendations for improvement.

## 3. Find a vendor

It's important to be highly selective when sourcing an athletic management provider and partner with a company that offers real-time alerts, on-demand data delivery, and status updates.

Why? For example, an athlete may require a clearance review before the next game. If that's the case, the platform should automatically pick up on this, send out an alert to all necessary parties, and provide a list of action items and steps. This eliminates using email and third-party messaging apps to ensure no important messages slip through the cracks.



#### 4. Form a migration strategy

Whenever you're implementing new tools and new processes, things can get a little dicey. For the best results, look for a technology partner that has a solid migration plan to ease your transition to a digital athletic program. This is something you should ask each vendor during the sales process.

It's also a good idea to ask the vendor for a plan on how they will help walk you through migration, so you don't wind up with a program that's overly complex to administer and manage.

Some questions you should ask include:

How long will the deployment take?

What to do with your current accounts?

What is the district's role in the migration process?

Athletic directors often ask whether a hybrid solution is possible, meaning one that allows parents to submit paper forms after going digital. While this is technically possible, it's not advisable, as it can create confusion and add risk. Making a clean switch to a digital program is far more effective.

#### 5. Demonstrate the new solution

Once the platform is up and running, it's a good idea to show all stakeholders how to use it so there are no questions. It can be as easy as playing a video or sharing three to four screenshots. Heck, maybe the provider has a "Playbook" that helps your medical professionals, coaches, and parents understand clearances.

Remember, be patient with parents, coaches, and students during this process, as there may be some people who are not technologically proficient and need to be trained to use the platform productively.

#### 6. Roll out the new platform

Sports programs start at different times throughout the year, making it easy to deploy your digital athletic management system slowly and methodically.

This staggered schedule allows you to roll out a new platform early on in the year, assess progress, collect feedback, and apply changes from season-to-season.

#### 7. Use the platform daily

There is a big difference between a digital form solution and an end-to-end athletic management system. With the former solution, you roll out the product during registration, collect all the information you need, and shelve the platform until it's time to use it with another sports team.

An end-to-end management platform, on the other hand, becomes a core aspect of daily operations — a one-stop-shop for collecting information, issuing updates, and communicating with athletic stakeholders.

For example, **FinalForms** is a purpose-built athletic management platform designed to make managing athletic seasons easier than ever before.

Ready to take your first steps towards a streamlined and more compliant athletics program? **Schedule a free demo** with a member of the FinalForms team today.

Clay Burnett, CEO of FinalForms



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# PACE'S BEST PRACTICES FOR ATHLETIC COACHES

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Coaches serve a vital role in setting boundaries to keep kids safe. Below are some best practices to help protect both coaches and student-athletes. While this is not a comprehensive guide, consider it a framework for setting appropriate boundaries with student-athletes.

1. **Electronic communications** with student-athletes should only be through district-approved methods. Historical records of conversations help defend against wrongful allegations. Avoid giving your personal cell phone number to students.
2. It's best to **communicate with student-athletes** only at reasonable hours and about team, recruiting, and school-related topics.
3. For **social media marketing and promotion** for the athletic team that you coach, use the team's social media page and do not use your personal social media account(s). Make sure your Athletics Administrator (AD) has administrative rights and access to all school team social media accounts. Make your personal social media accounts private and do not let students be your "friend/follower". Do not send individual students' messages on social media.
4. **Recordings or photos** of student-athletes, including game film and scouting reports, should comply with district policies and be on a district-owned device. Do not record or photograph student-athletes on your personal device.
5. **Avoid meeting one-on-one with student-athletes.** If you do need to meet one-on-one with a student-athlete, do so in an area that is visible to others (e.g., the top of the bleachers, the side of the field). Never meet one-on-one with a student-athlete behind closed doors or in a private environment.
6. **Limit physical contact with student-athletes.** When celebrating or congratulating, fist bumps and high fives are better than hugs. If you need to demonstrate a drill or technique that requires physical contact, ask for student-athlete demonstrators (when possible). If you do need to engage in any physical contact with a student-athlete to demonstrate a drill or technique, always verbally describe what sort of physical contact you will demonstrate and ask for consent before touching the student-athlete.
7. Exercise caution when making **comments related to physical appearance**. Comments about fitness or strength and conditioning strategies can be appropriate, depending on the circumstances. Body shaming and sexual remarks (whether implicit or explicit) are never appropriate.
8. Maintain appropriate **professional boundaries when interacting with student-athletes**. Avoid showing favoritism to individual student-athletes. Never agree to keep secrets for student-athletes. As a coach, it is not your job to serve as any student's confidant and agreeing to do so is not appropriate. Topics such as romantic relationships, relationship struggles, and similar intimate topics are not appropriate to discuss with or in the presence of student-athletes. If a student-athlete brings up these topics in a discussion with you, steer the conversation towards more appropriate topics.
9. When **transporting student-athletes**, only use district-approved transportation methods. The use of a personal vehicle can open you up to personal liability and may be against board policy. It also puts you in the risky situation of interacting with students in a private environment.
10. Make sure **locker rooms** do not become a hangout spot. Position yourself within sight and sound of the players but focus on listening. Avoid prolonged presence when players are changing, but be close enough to catch problems, like bullying or harassment.
11. **Buses** are common hotbeds for bullying and harassment. Coaches should sit throughout the bus



to support player safety.

12. **For overnight trips**, coaches should never share a room or connecting room with student-athletes. Opt for hotels and avoid personal homes, AirBnB, and VRBO. Room players of similar age together and keep players with behavioral challenges away from each other. Optimally, use chaperones or hire security to monitor the hallway at night and ensure players are in their rooms. Establish and enforce curfews, limit unsupervised downtime (to reduce the likelihood of hazing and bullying incidents occurring), and ensure you have adequate supervision by staff and volunteers.
13. **Hazing** is common in athletics, and it is never okay regardless of its form and it must be reported internally. Conduct that qualifies as hazing may also qualify as sexual abuse. If you become aware of any form of sexual abuse, contact your Designated Licensed Administrator (DLA), AD, and law enforcement or DHS immediately.

14. If you come across a situation where **child sexual abuse images/materials** are present, do not view them, and do not delete them (this includes on student's phones). Believe the student when they say the image(s) exist and contact law enforcement immediately. Notify your AD and DLA.

We would encourage open lines of communication with your AD and other supervisors anytime something occurs that falls outside these best practices; whether it is something you were directly involved in, witnessed, or were told.

For additional resources, or to access in-person training, reach out to [riskmanagement@sdao.com](mailto:riskmanagement@sdao.com).

The Oregon School Boards Association (OSBA) and the Special Districts Association of Oregon (SDAO) formed PACE in 2006 and are working together to keep Oregon students safe, reduce risks and conserve member resources.



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# 2A ARTICLE

## What Is Special About Special Districts?

Many of our smaller classifications have managed and organized special districts for many years. As OSAA takes closer looks at competitive equity and thresholds for participating schools, as well as, regionality, we are beginning to see a wide spread addition to special districts across the state. There are many facets to making special districts work for schools, but the main areas of focus should be creating Standard Operating Procedures (SOPs), setting up leadership roles, and creating communication opportunities for coaches and athletic directors.

There are many examples of Standard Operating Procedures within our own conferences or leagues. The key is to pull the pieces together that are most important to getting all schools on the same page. Specific topics that should be covered are developing the Special District contest schedules and determining how those schedules will be rotated each year. This is important so Athletic Directors can build schedules and maintain agreements with other schools as needed. The next area of importance is creating roles and responsibilities for the special district. There needs to be a chairperson who keeps track of the SOPs, arranges for play-off officials as needed, and makes sure all schools are represented appropriately. Like leagues and conferences, there is a line of expenditures that need to take place. A treasurer needs to be agreed upon, as well as special district membership fees that should be paid by each participating school. With track and field or cross country these fees can be paid through Athletic.net for the district meet, that way all expenses can be paid by the hosting school. In other instances there is a membership fee that is paid to cover awards or officials for playoff contests. There also needs to be a secretary for the special district to keep track of meeting notes and minutes, so everyone is on the same page when it comes to the overall organization of the grouping of schools. Lastly, involving coaches in the play-off scenario for tie-breakers, scheduling, and play-offs is important for buy-in and creating good leadership in our coaching staffs.

Creating the opportunities for communication has become less of a burden with the availability of online meeting

platforms. When setting up online meetings it is vital to get all of the main stakeholders to the meeting. Double checking emails and making followup reminders is extremely beneficial when getting everyone together for scheduling, developing SOPs, and discussing tie-breaker scenarios and potential venues. Most Athletic Directors who have had experience with special districts appreciate the skill set each Athletic Director and coach bring to discussions. Open discussions bring light to ingenuity and collaboration. As an Athletic Director that works within seven special districts, I make it a point to attend the meetings so I can keep coaches informed and make sure our officials associations and administrators are also in the loop appropriately. Each time a special district meets virtually or in-person there should be a clear review of the SOPs and a set agenda. Being in tune to the timeliness of the meeting and adhering to a time frame is also respectful and valuable.

Special districts pose unique challenges, but also valuable opportunities for our student-athletes, coaches and communities. If this is your first experience with working within a special district and you have questions about how they are currently being addressed please do not hesitate to reach out to your classification representative. The OADA and OSAA are committed to partnering with one another to provide guidance and resources to help get our special districts set up and running smoothly.

Lorena Woods  
Stanfield High School  
Athletic Director  
OADA 2A Classification Rep



# RETIRED AD

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*“See enough and write it down, I tell myself, and then some morning when the world seems drained of wonder, some day when I am only going through the motions of doing what I am supposed to do... on that bankrupt morning I will simply open my notebook and there it will all be, a forgotten account with accumulated interest, paid passage back to the world out there...”* - Joan Didion

I read this quote the other morning as I began my seventh month of retirement. Can I tell you that retirement was everything that I thought it would be the answer is no. There have been many days that I have missed the school day and the routine of being an athletic administrator. I miss seeing kids, coaches and teachers. (No, for the most part I do not miss the parents).

Don't get me wrong, I would have still retired. My mom needed me to be here with her and I am near my siblings as well. But it has been an adjustment. I am taking care of my mom, and no one gives you that kind of training to be a successful caretaker. My dad passed away almost 5 years ago, so my mom lived alone for that time, and I had been living by myself for a long time. That was a big change for both of us. Was it worth it, yes.

I have done a lot of reflecting over these past 7 months. I think of that notebook with accumulated notes, dreams and ideas that occurred in my 43 years of education to get me where I am today. That notebook helps to ground me and keep me on a path to knowing I am where I need to be. So, during this time of retirement I have come up with my *“Definite Dozen”*. (An ode to Pat Summitt, but these are still changing). These are things that maybe will help you along the way in your journey as an athletic administrator.

1. Life is short. Enjoy it while you can. Strive to live your life and plan activities around the values that give you peace of mind and a quality of life. (Take time for yourself. The paperwork will still be there in the morning—get out of the office and enjoy something you like to do).
2. Don't people please. Don't let weak people bring out

the weakness in you. What are the values that you will not compromise?

3. The road to success almost always goes through failure. Napoleon Hill said, *“Most great people have attained their greatest success just one step beyond their greatest failure.”* People who are afraid to fail keep themselves from succeeding because the fear of failure keeps them from trying new things.
4. Build relationships—building an environment on trust and respect. How do you build that trust with your coaches?
5. You won't be a successful leader if you don't have a clear idea of what you believe, where you're headed, and what you're willing to go to the mat for. Do the right things. What are the most important situations I need to prepare for?
6. Your example is the only thing influencing others.
7. Believe in yourself. I will question any belief that enters my mind that limits me in any way. I will not sabotage myself and my dreams by allowing limiting beliefs to occupy my thoughts. The most important time to maintain beliefs is when things are not going well.
8. Every day, are you fearlessly, relentlessly, aggressively, confidently, and expediently pursuing your goals?
9. Do what others are not willing to do.
10. Choose the exceptional.
11. Take this journey with people. You can't do it alone and the job as an administrator puts you on an island by yourself.
12. Stephen Jobs asked himself, *“If today were the last day of my life, would I do what I am about to do today”*.



Sue Bird said, *“Tough times don’t last, but tough people do”*. You must be tough to survive in this job. Use your colleagues to help you. Ask questions. Read every Leadership book you can find. Be an active member of the OADA and the NIAAA. These two organizations are there to help you and to help you grow but get involved. There are also many retired AD’s out there and if you send them an email, text or a phone call they will be there to listen and help you in any way. Don’t be on an island by yourself.

Finish out the winter season strong and prepare for the spring. Take advantage of your state conference. Be a participant at the conference. Take classes, go to the workshops, teach a class, give a workshop, BUT SHOW UP.

\*Many of these ideas and thoughts are things I have read or heard that helped me in my own journey. Adapt them to help you.

One last thing. I would like to recommend a Journal for those interested in journals to help you. It is called the Tools for the Journey: A Guided Journal. It was created by Rachel Adams, a former USA Volleyball player. It is really well done. ([journeystrength.com](http://journeystrength.com))

Vicki Nelms  
Retired AD





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# WHAT IS THE OACA AND WHAT DO THEY DO?

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The Oregon Athletic Coaches Association (OACA) has been serving Oregon high school coaches since 1935. It is an organization that represents high school coaches of all sports at all levels throughout the state of Oregon. The Executive Board includes a President, past President, President elect/Secretary, Vice President, Members at Large from each classification 1A through 6A. There is also an Assistant Coach Representative, a Women's Leadership Representative, a Diversity Equity Inclusion Representative, and our OSAA Executive Board liaison. All Executive Board members are current high school coaches in Oregon. The Board meets quarterly after each sport season to review the budget and discuss upcoming events and issues.

The two directors, Rob Younger and Chris Knudsen, along with the office manager, keep very busy with day to day activities and tasks. They plan and organize several coaching clinics including the OACA Volleyball Coaches Clinic, OACA/OBCA/Nike Basketball Coaches Clinic, OACA/Nike Track & Field Coaches Clinic, and the OACA/Nike COY Football Coaches Clinic. In January our directors attended the AFCA and NOCAD national conferences and will report back to the Board.

The OACA works closely and has liaisons with the OSAA, OADA, OAOA and OATS. The OADA liaison is Doug Thompson from Forest Grove. These liaisons attend the quarterly meetings and report any pertinent information to the Board.

In addition to the Board, directors, and liaisons, the OACA has sports chairs for each OSAA sport including cheer and dance. The sports chairs attend one meeting per year

and report about their activity. Successes are discussed along with concerns and requests. Sports chairs can make proposals for change and present to the Board. If approved by the Board, proposals will then be presented to the OSAA for possible change.

There are two levels of membership for coaches. Regular membership is \$50 and Gold Card membership is \$65 (\$55 for retired coaches) of which \$22 goes back to the OSAA. The gold card membership includes admission to all OSAA sanctioned events. Both memberships include \$2,000,000 liability insurance, eligibility for OACA awards, and many other benefits. The OACA appreciates and encourages all Athletic Directors who promote membership to their coaches.

This year, the OACA will be hosting its 39th annual OACA awards banquet on May 18th. This event will be held in Eugene at Autzen Stadium club level. Coach of the year awards will be given to top coaches of each sport at each classification in addition to the prestigious NFHS state, regional, and national COY awards. Awards are also given to officials, community members, and assistant coaches, among others. One of the highlights of the evening is recognizing outstanding high school seniors by awarding over ten \$1000 scholarships. If you haven't attended an OACA banquet, I encourage you to find an opportunity to attend.

For more information on the OACA, check out our website <https://www.oregoncoach.org/>. Additionally, you can find the coaches' directory and post available coaching jobs on the website. We appreciate all of the support from Athletic Directors!

Ronda McKenzie  
OACA President  
Westview High School  
Head Softball Coach



# MENTAL HEALTH IN TEEN ATHLETES

This article is published online at <https://www.healthychildren.org/English/healthy-living/sports/Pages/mental-health-in-teen-athletes.aspx>

By: Drew Watson, MD, MS, FAAP

Mental illness is an extremely common and important issue among teenagers. Although sports and physical activity have tremendous mental health benefits, young athletes are not exempt from the ongoing mental health crisis.

In fact, some aspects of being a competitive athlete like perfectionism, external pressures to perform or severe injuries may increase the risk of mental illness. Improving mental health and well-being, on the other hand, can not only help make young athletes feel better—it can even have important benefits for performance and reducing illness and injury risk.

## What's the best way to support your child's mental health?

The single most important things that parents can do is create a safe environment that promotes ongoing conversations about mental health for your child.

Some tips to keep in mind:

- Assure your child that they can tell you anything, without judgement.
- Recognize and communicate to your child that MENTAL HEALTH IS HEALTH. The goal is to normalize conversations about it.
- Bring up the topic of mental health yourself, and make yourself available when your child wants to talk. *(Consider sharing this “Teen to Teen” video reel, at right, to help spark discussion.)*

## Some symptoms of anxiety can include:

- Significant worries about things before they happen

- Constant worries or concerns about family, school, friends or activities
- Fears of embarrassment or making mistakes
- Low self-esteem and lack of self-confidence

## Some symptoms of depression can include:

- Feeling or appearing depressed, sad, tearful or irritable
- Loss of interest in friends, academics or activities
- Changes in appetite and/or weight
- Sleeping more or less than usual; having more trouble concentrating
- Having thoughts of self-harm or even suicide

## If you think that your child is struggling with their mental health, talk with them and help them to get help.

Encourage athletes to talk about with you or with other family members, friends and healthcare providers. You can also call the **Suicide and Crisis Lifeline (9-8-8)**.

If you feel that your child is experiencing a mental health emergency (expressing an intent to harm themselves or others), call 911 or go to the emergency department.

## Resources for adolescent athletes & all teens

Here are some helpful resources for families:

- **Mental Health Education Resources** (NCAA Sports Science Institute)
- **Mental Health** (Team USA)
- **Mental Health Issues and Psychological Factors in Athletes: Detection, Management, Effect on Performance and Prevention** (American Medical

Society for Sports Medicine position statement)

- **Mental Health for Adolescents** (U.S. Department of Health and Human Services)
- **Help for Mental Illnesses** (National Institute of Mental Health)
- **Facts for Families** (American Academy of Child and Adolescent Psychiatry)

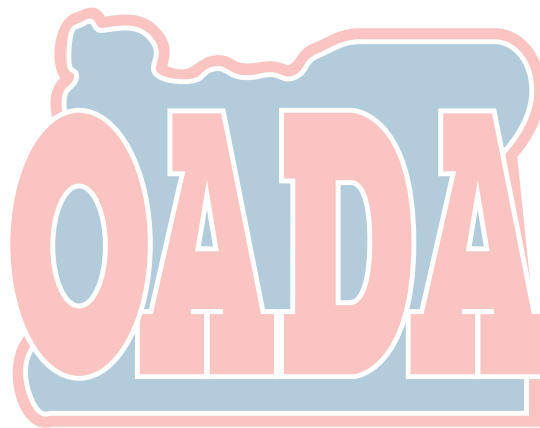
- **Youth Mental Health First Aid Course** (National Council for Mental Wellbeing)
- **988 Suicide & Crisis Lifeline**

### Remember

If you have any questions or concerns about your child's mental health, don't hesitate to talk with your pediatrician.



Drew Watson, MD, MS, FAAP is a member of the American Academy of Pediatrics Council on Sports Medicine & Fitness. He practices pediatric sports medicine within the Department of Orthopedics and Rehabilitation, School of Medicine and Public Health, University of Wisconsin–Madison and is a team physician for the university's athletic department.





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