

**OTA**  
**Operations and Administration**  
**Section 16:**  
**Program Management**

- Perfect Program Session
- School Year Preparation
- School Year Closeout
- Program Management
- Managing Complaints
- Contracts
- Registration Forms / Waivers
- How to Request a Certificate of Insurance
- How to Complete / Submit Incident Report
- Service Recovery Strategies
- Expanding Program Services

## Perfect Program Session

We strive for a 100% satisfaction. In order to work towards that goal, having a roadmap is helpful. As it relates to after school programs, it's important to know going in what the service goals and customer expectations will be. We believe in "checklists" to achieve organization, preparation, and accountability. What is outline in the below checklist are the factors surrounding providing a perfect program for EACH partnership.

### *Perfect* Program Session – Checklist

Partner/Program: \_\_\_\_\_

1. Prepared Attendance Sheets/Rosters \_\_\_\_\_
2. Qualified/Trained Instructors \_\_\_\_\_
3. Proper Coach/Participant Ratio \_\_\_\_\_
  
4. Proper Equipment \_\_\_\_\_
5. Proper Attire \_\_\_\_\_
  
6. Instructors Always on Time \_\_\_\_\_
7. Same Instructors Working Programs \_\_\_\_\_
  
8. Organized Arrival, Water, and Bathroom Breaks \_\_\_\_\_
9. Successful Dismissal Procedure \_\_\_\_\_
10. Respect for Facility and Clean Up \_\_\_\_\_
  
11. Organized (PDC's filled out) \_\_\_\_\_
12. Safe \_\_\_\_\_
13. Fun and Energetic \_\_\_\_\_
14. Teaching Skills \_\_\_\_\_
15. Playing Games/Scrimmages \_\_\_\_\_
  
16. Activity Offered Matches Program Description \_\_\_\_\_
17. Reporting Behavior or Injury Issues \_\_\_\_\_
18. Management Presence \_\_\_\_\_
  - Responsiveness and Follow Up Solutions \_\_\_\_\_
  
19. Flexible Service \_\_\_\_\_
20. Professional and Friendly Service \_\_\_\_\_

## **OTA School Year Preparation**

Our theme of checklists continues with organizing and preparing for a new school year. This process should begin during the last third of the summer. It encompasses each area of the business. Youth programming demands utilizing the “runway” leading up to the first day of activities. You cannot wait till the last minute to successfully implement after school programs (or any other revenue stream).

1. Equipment Inventory
2. Uniform Inventory
3. Instructor Bag Inventory
4. Instructor Folder Inventory
5. Instructor Paddle and Badges Inventory
6. IHT Materials in order and ready for use (In-Take Packets Created)
7. Instructor Hard File Review and Organization
8. Job Announcements Prepared and Placed
9. Veteran Instructor August Heads Up Email
10. Veteran Instructor Contact Call
11. Veteran Instructor Kick Off Meeting
12. Veteran Instructor Additional Training Schedule
13. New Instructor IHT Appointments
14. Instructor Clearance Plan
15. Programming Board Preparation – The HUB
16. Payroll Spreadsheet Preparation – The HUB
17. Instructor Information Sheet Preparation – The HUB
18. Fall Session Instructor Appointment Plan
19. Instructor New Announcements Document
20. Review of On-line Materials/Information
21. Share-File / Cloud Review and Update
22. Q and A with HQ Appointment

## **OTA School Year Closeout**

The effort put into closing out a school year directly impacts how well you have set the table for the next school year. A customer service driven business demands just that, customer service! Closing out a school year is an opportunity to reflect on who helped get you and the business to this point. Acknowledge them. Thank them.

1. Customer Service – Principals, Coordinators, Contacts, Friends of OTA
2. Compile Coordinator Turnover Information
3. Review and Update Partnership Files – The HUB
4. Fall Sales – When are partnerships making decisions?
5. PTA Thank You Note (hand written)
6. PTA/Parent Survey Review
7. Instructor Evaluations
8. Year End Staff Meeting (individual or small group formats)
9. Instructor Questionnaire
10. Staff Thank You Email (for being a part of OTA Team)
11. Collection Status of Equipment AND Gear (inventory)
12. Review and Update Instructor Files
13. Consider former Partnerships for “Re-Introducing OTA”
14. Clean-Up Share-File, Computer Folders, The HUB, etc.
15. Summer Marketing in After School Programs
16. OTA Improvement Day
17. Prepare School Year Stats
18. Prepare Reflection Notes

## **Program Management:**

The management of After School Programs (and most all revenue streams) requires actions before – during – and after a program session. Communicating with partners, staff, families, is an essential function of Program Management. Having clear communication on who is responsible for what in the implementation and management of a program is so important. Not all schools, not all PTA's operate their programming the same way. Having the preliminary conversation about the expectations for registrations, payments, rosters, policies, etc. is paramount to a session running smoothly. Please rely on "paper trails". Even if you discussed every aspect of the operation and management of the program over the phone, be sure to follow up with an email to outline for record keeping what was discussed. This can be important down the road should something come up that was misunderstood. Having the email confirmation to refer to is a smart way to "put out fires".

## **When OTA handles the registration: using features of Jumbula Registration Platform**

- Email families that haven't paid yet
- Creates the rosters
- Update the enrollment on the HUB
- Sends the roster to coordinator
- Call the front desk to see if they would like a copy as well
- Send the welcome email

## **When the School handles the registration:**

- Coordinator sends the PD the roster
- Forward roster to Instructors
- Put the roster on Share-File

\*\*When logistical and procedural documents/announcements are submitted to PD by schools or PTA Coordinators regarding arrival and dismissal procedures for a school, PD will forward to any staff that needs to be aware of policies. It is the PD's responsibility to forward to Instructor and make sure they understand the policies.

## **Updating THE HUB: THE BOARD**

\*The Programming BOARD is the master schedule for all programs/classes for the session

- Make ALL changes to the Programming Board as soon as you receive them
- Make sure you confirm changes

\*The BOARD is a great place to keep notes that will help with your customer service and also keep you on track for monitoring changes and adjustments that might need to be made throughout the course of a session

\*\*Referring to these BOARD notes when instructors check in for the day will assist in making sure you are communicating any pertinent information to your staff.

- **Sample of Board Adjustments and Notations:**
  - Removing programs from the board (cancellations)
  - OTA online Registration Notation
  - New Partnership Notation
  - Changing program details (combining classes, changing selected activity)
  - Special Notes – (dismissal note, correcting a complaint, clearance requirement, etc.)
  - Enrollment Numbers
  - Dates (cancelled class, make up dates, etc.)

### **Cancellations and Postponements:**

- If a program is cancelled and will not be running for the session, parents must be notified (email and phone call).
- If a class is postponed due to any reason (weather, space issue, etc.), parents must be notified (email and phone call).

### **PD's and "THE BOARD"**

\*YOU MUST LOOK AHEAD... If you see a program that doesn't have enrollment numbers listed and it is 3-5 days away, please reach out to your contacts.

\*When you receive the roster, you must put the enrollment numbers on the schedule.

\*You will put the roster on share-file in the specific School Folder

### **PD Method – The 11am Process:**

\*Program Directors should develop an "11am Habit" that allows them to address any operational needs. The success of the OTA Service is directly linked to the detail and organization a PD has connecting the staff, schedule, and customer service. To achieve positive results, follow the below game plan:

- Scan and Confirm the Board
  - Fill in check ins
- Follow up with any holes
  - Track down scheduled instructor
  - Find substitute

- “Run Down The Classes” – PD’s should feel confident that all of the below is **in order**:
  - Rosters
  - Locations and Times
  - Arrival and Dismissal
  - Equipment
  - PDC
  - Special Announcements
  - Feedback
  - Issue Corrections
  - Handouts
  - Where/Who to Evaluate
  - Look Ahead – Next Day
  - Look Ahead – Next Week

\*Every single programming day should include the above process. Running down the classes for the programming day is designed to be a checks and balances process so that we can uncover any detail that needs to be corrected prior to it becoming an issue. Recognizing that SPEAKING with your instructors often has more value than an email or text check in because you can verbally address program logistics to avoid confusion and problems before they happen. Extra attention should always be given to any fill in or substitute instructor when it comes to program logistics. Conversations should be followed up with email confirmations of what was discussed.

### **PD Reflection Notes:**

*Why bad programs happen?*

1. Leaving registration open to the last minute (blindsides PD’s)
  - a. **Solution:** Make sure you are over hiring staff that would be available on each day. Be honest with those instructors. “Listen, we’ve got the fall session mostly staffed, but I’d love to bring you on and work you in where I can, then when winter session comes, you will be ready to go with a full load. Does that interest you?”
2. Wide age group in classes (i.e. – K-5)
  - a. **Solution:** PD’s create programming day cards for instructors to use. Focus on stations, contests, extended individual skills segment.
3. Low enrollment (under 8 kids)
  - a. **Solution:** Refer to OTA Small Class Solutions PowerPoint.
4. Having only 1 instructor scheduled for the program (exceptions in some cases)
  - a. **Solution:** Make sure your staff roster can accommodate having two instructors at all programs.

### *Avoiding Common Complaints:*

1. Remind your staff to get the kids OUTSIDE!! (Weather permitting - NO RAIN and COLD)
2. Remind your staff to never combine classes. (For example, if there is a Soccer Class Grades K-2 with 8 kids and a Soccer Class 3-5 with 8 kids, DO NO COMBINE CLASSES)
3. Remind your staff to teach something every class!!! Skills and Drills often get overlooked and parents will complain.

### *Director's Management and Service Thoughts:*

#### **1. IHT – Avoiding “In and Out” Hires**

The “In and Out” hire refers to bringing a new instructor on and then having them quit right away or within a few weeks. This can be a disaster for your planning and staff assignments. Avoiding these situations are critical to smooth programming sessions. Also, recognize the time and money that goes into hiring a new employee. Finding a good fit is key. Don't just go about IHT plugging anyone in. It will come back to burn you. Making sure you discuss commitment with each applicant is a centerpiece to building an OTA Team that can see a session through to the end. Here's how to avoid:

- If it aint broke, don't fix it – recruiting at colleges and universities
- “What's your Situation Conversation” is so important to have with ALL applicants
  - Are they in school and taking classes?
  - Do they have other jobs?
  - Do they play on teams that impact their commitment to OTA?
  - Do they have factors in their life that would limit the consistency of their schedule?
- The Instructor Position “Hard Truths Conversation” should be had with ALL applicants. These truths include: schedule, locations, transportation, compensation, training, etc.

#### **2. Staff Training Emphasis**

- See something, say something – make sure training includes an emphasis on how important communication is. Communicating to management, communicating to parents. We live in an age where over communicating far outweighs the negative possibilities with under communicating.
- Instructors checking on “situations” constantly – when feedback comes in that requires attention, it is so important that that note is filed away and continually referred to. Just because something was taken care of or fixed in week 2 of a program session, does not mean that it shouldn't have the same attention paid to it in week 7. It's the definition of staying on top of things.



### **3. Getting the Programming Session off on the right foot**

- Staff properly (number of instructors, consistency of instructors)
- No room for punctuality problems (first class, first time warning)
- PDC Submittal Requirement
- Observe early and often
- Correct Instructor Mistakes
- Phone > Email (get answers quickly, more effective getting the point across)
- Late Check Ins (11am Strategy – email vs. call)

### **4. Program Director Appeal**

- Address what it takes to provide our service and the hard work that goes into setting up programs
- Address the trust it requires a Program Director to have in his or her team
- Address the importance of youth programming and the communication, responsibility, and safety that is required to have youth participants in our care

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- Address how EASY it is to be a PERFECT OTA INSTRUCTOR

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- Address the real impact instructors have on Overtime Athletics as a business and livelihood of our employees

## Managing Complaints

### OTA Training: Parent Interactions – Addressing Complaints and/or Criticism

The “environment” today as it relates to children and school or extracurricular activities tends to run a little “hot” or tense more than it once did when it comes to a parent’s approach interacting with teachers, coaches, and childcare workers.

The attitudes of parents/guardians and their demeanor these days is often aggressive and accusatory – regularly going from 0 to 60 in no time. As youth programming professionals we must recognize these factors and not only prepare for these interactions, but when possible prevent them from occurring.

**De-escalation** is always the strategy/goal (when/where applicable)

One tactic to consider is **VOCABULARY**

- Word choice is so important today. Too often “adult terms” are being applied to children and youth interactions. Of course, there are extreme cases where this can’t be avoided, but recognizing for example the difference between a “fight” and a kid “pushing” another kid is an example of using vocabulary properly to avoid escalating a situation that really doesn’t need to be.

Vocabulary Choices: Discussion Topics

<b>FIGHT/ASSUALT</b>	<b>vs</b>	<b>push or shove</b>
<b>ATTACK</b>	<b>vs</b>	<b>started</b>
<b>VIOLENCE</b>	<b>vs</b>	<b>roughhouse</b>
<b>STOLE</b>	<b>vs</b>	<b>took</b>
<b>MISSING</b>	<b>vs</b>	<b>left the group</b>
<b>CHEATING</b>	<b>vs</b>	<b>unfair Play</b>
<b>DISRESPECTFUL</b>	<b>vs</b>	<b>grumpy</b>
<b>DISOBEDIENT</b>	<b>vs</b>	<b>problem listening</b>
<b>BULLYING</b>	<b>vs</b>	<b>being mean</b>
<b>VANDALISM</b>	<b>vs</b>	<b>messed up</b>
<b>DAMAGED</b>	<b>vs</b>	<b>accidently broke</b>

\*The words/vocabulary coming from parents to begin with when they attempt to address an issue or complaint can often come off as much more aggressive and serious than needs to be.

- For example: **DEESCALATION**
  - PARENT: “My kid was assaulted today”
  - Actual circumstance: Kid was shoved
  - Respond by Replacing “escalated vocabulary”
  - DIRECTOR: “Yes, I did see your son get shoved on the playground by Steven and Coach Joe immediately stepped in.”

### **Important Notes and Realities:**

- Confronting angry or irate parent/customers may be among the most difficult duties. It’s a learned skill and the ability to successfully achieve de-escalation can have definite implications. A person’s ability to effectively de-escalate a situation can mean the difference in a small issue and something becoming a monumental problem
- When an individual becomes extremely irate, they begin using their core brain or "alligator brain." This part of the brain includes the limbic system, brain stem structures and the amygdala that drive anger and aggression.
- Many de-escalation techniques that have proven effective over time are effective because they re-engage the frontal lobe of the brain that regulates impulse control, rational thought and awareness of consequences. The following are the Big Eight techniques that should be included in the de-escalation toolbox.

### **How to De-escalate a Parent/Customer**

#### **Important STEPS:**

##### **1. Listen**

Listening allows an irate person to "flood," which is a means of purging angry energy. Allowing them to vent may help them return to a state of equilibrium. Many irate and even belligerent parent/customers just want their voices heard. They may feel as though We haven’t listened to their concerns or that the company has heard the concerns and doesn’t care. Even if the parent/customer yells or uses foul language, allow him/her to vent as much as necessary. Don't take the rant personally, though, or allow the parent/customer’s frustrations to make you angry. To de-escalate the angry customer, you must remain calm. **Warning: Do not argue with the parent/customer.**

##### **2. Acknowledge**

Relaying that you understand what a person is meaning or feeling helps by validating their emotions. Acknowledgement occurs when you legitimately understand the person’s anger. You could then respond with, "Wow, I can see how something like that could cause some anger." Or you might say, "If that happened to me, I might be angry too." This confirms the legitimacy of the emotion, but not the behavior. You want the angry person to realize that being angry isn’t the problem; the problem is the way they’re choosing to act out those angry feelings. **Practice and Demonstrate Empathy.** Customers get increasingly frustrated when they don’t feel like

someone is listening or cares, but you can turn this perception around by authentically empathizing with the customer. Try to envision how you would feel if faced with the parent/customer's same situation without your inside knowledge of processes and procedures. Repeat the primary complaints back to the parent/customer; this process ensures you understand correctly while assuring the customer you were listening. **Warning: Use a sympathetic tone during this process (BUT NOT CONDECENDING).**

### **3. Agree (where/when applicable)**

When attempting to diffuse someone's anger, it's helpful to find some truth in what's being said and agree with it. Often when people are angry about something, there is at least some truth in what they're saying. When attempting to diffuse someone's anger, it's important to verify that truth and agree with it. When you agree with the truth in the angry person's tirade, you take away the resistance and consequently eliminate the fuel for the fire. Like acknowledgement, agreement also validates their emotions.

### **4. Apologize (where/when applicable)**

Never apologize for an imaginary wrong, but a sincere apology for anything in the situation that was unjust can build credibility in your attempt to de-escalate. This is a simple acknowledgement that something occurred which could reasonably cause anger. If you can't find anything to apologize for you may say, "I'm sorry the situation has you so frustrated." If an organization fault is at the root of the parent/customer's frustration, apologize for it. A sincere, genuine apology for the parent/customer's experience and the issues that caused that experience can go a long way toward de-escalating the parent/customer. After apologizing, get to work on actively fixing whatever went wrong to make the parent/customer upset. Simply asking the parent/customer what you can do to make the experience better or to improve the situation can help the customer view you as a partner or advocate rather than an adversary. **Warning: If their expectation CANNOT be met or is unreasonable – you must identify this.**

### **5. Clarification**

There may be a natural instinct to assume you know what a person means. Highly agitated individuals may not articulate themselves in a way that was intended, or they may generally have difficulty expressing themselves. In these instances, the only sure way is to directly seek clarification. Giving the parent/customer the chance to clarify his/her message which can also be done by paraphrasing the person's statement, "So what you're saying is that..."

### **6. Choices**

Presenting choices involves defining conditions (and consequences) without threatening and makes parent/customers in some cases aware that they have a choice in how they handle the next steps. There also may be choices when it comes to solutions. Giving parents/customers some ownership in that can often be very helpful. **Mean It** - Make good on any promises you extend to the parent/customer. If you cannot personally provide the solutions you offer, advise the parent/customer that you will follow up in a few days to make sure his/her expectations were

met. This personal follow-up reassures the parent/customer that the company values his/her input and that someone is accountable for improving the experience.

## **DEALING WITH COMPLAINTS**

### **Types of complaints**

No matter how experienced you are, all school and youth programming leaders receive complaints from time to time. These can range from informal, verbal comments up to formal, written complaints; from minor to major concerns.

They may come from students, staff, parents, or even members of the public. They could be about students, teaching or non-teaching staff, you, the company, your program policies, or program events. Some you might be ready for, others will come out of the blue and surprise you.

Complaints may escalate rapidly unless they are well managed. It is better to have processes in place and rarely need them than to have nothing in place and end up with an issue that has the potential to flare up.

One suggestion is to "deal with the complaint at the lowest level possible. An escalated complaint is like a hurricane; the more emotional the heat, the more ferocious it becomes."

### **Is it a complaint?**

It is not always obvious when someone is making a complaint, so be alert to the possibility. If it's unclear, ask whether they have a concern that they would like addressed. Make a note of the response you receive.

Complaints can be made in the form of softly presented expressions of concern about something or someone. These can often be missed by busy staff and grow in seriousness. If this happens, a complainant could justifiably say, "I asked you to do something about this weeks ago!" However, you don't want to be over-reactive, so seeking clarification at an early stage is important.

If it seems tricky, don't hope it will just go away. It won't.

### **Being prepared**

Check the policy - You need a process ready to follow that follows the principles of natural justice and is respectful. Check whether there's a policy for dealing with a specific complaint. Has the employee or parent received information that clearly states the policy beforehand?

Check employment agreements and rules - Be familiar with the requirements and processes set out in the employment agreements of staff.

## **Seek advice**

If in doubt always seek advice. Contact Management. They are always there to provide advice and guidance and it's better to talk with them than to try and handle things on your own if you're not 100% sure about a path forward.

## **When you receive a complaint**

### **Listen**

- Let the complainant have their say. Make it clear that you have heard the complaint. Say something like, "Thanks for letting me know. I'll follow this up and get back to you by ..." Name a time that is easy to achieve and contact the complainant with your progress report towards resolution of the issue.
- Make the complainant feel that you value their coming to you. Do this even if they are angry. Remain calm even if what is being said seems unfair. You are the one in control of the situation.
- Write down the specifics of the complaint. You might need to get the complainant to pause while you gather things to write with.
- Check back that you have the details right. Keep this written documentation safe, as you may need it later.

### **Investigate**

- Depending on the nature of the complaint, you will probably not need to respond straight away, other than to thank the complainant for letting you know. However, if you deem the complaint to be serious, for example if it involves the safety of a child or staff member, you may need to take immediate action before you can begin an investigation. This may involve the removal of a person or contacting external support. Do not assume blame on anyone's part until you have gathered all the facts.
- Make a judgment call about the time you need to deal with this complaint. Is it something that you can leave for a little while, or something that requires nipping in the bud now? Ask yourself what the consequences of not dealing with the complaint immediately are likely to be.
- It is possible that the complainant will want an instant response. Reassure them that you will give them a response as soon as you have had time to consider it. Use this time to assess the gravity of the complaint, and then you can prioritize it. Don't leave dealing with it for too long, though. Small issues can grow out of all proportion if they are not dealt with smartly. The priority scale you might use will probably be: *now, later today, tomorrow or the day after*, rather than next week.

### **Inform where necessary**

- Let everyone who needs to know, know what is going on. Any staff member who is the subject of a complaint must be told about it and any likely investigation of it as soon as the complaint is received.

- Tell all parties that discussions are confidential.
- Keep those who are affected informed about what is happening, especially if the investigation takes longer than expected. Clear communications will help people to feel confident that you are handling the situation appropriately.
- Procedure must be strictly followed, or you might find yourself in an employment-related situation.
- Taking too long to act invites speculation and encourages those who don't need to know to become involved.

### **When you have the evidence**

#### **Seek to resolve the issue**

- Keep a record of everything.
- Consider all possible resolutions and possible unintended outcomes.
- Meet with the complainant to convey your decision or to discuss the options for resolving the issue.
- If the complaint involves two parties, that is, one person complaining about another person, you might need to decide whether to bring the parties together to try to achieve a resolution. Depending on the seriousness of the complaint, you might need assistance to plan and manage this process.
- Make a decision. Acknowledge any errors made, if necessary. Ask the complainant whether he/she is happy with the outcome. If not, offer further options that may be taken.
- Follow up with an email to the complainant detailing the discussion, the agreement, if any, you have reached, and the intended actions.
- If the complaint involves an employee of the program, then you may need to put copies of the complaint, letter and resolution on the employee's file.

## **CATCH-22**

**(a measure or policy whose effect is the opposite of what was intended)**

**(a hidden difficulty or means of entrapment)**

**\*Youth professionals have a responsibility to address issues, problems, behavior, injury, etc. with parents and guardians, but in doing so need to make sure that the level of concerns matches the specific scenario being addressed. Being over dramatic or overstating a problem contributes to escalating situations beyond what was ever required (or even intended).**

## Program Paperwork: Contracts

We have made the reference before that “we do business with people who aren’t in business”. This is a play on the fact that many of our partnerships are set up with PTA Volunteers. It is more common than not, that a contract is NOT used to establish the arrangement. In these cases, email exchanges should be relied on to note terms that would be in an agreement, like dates, times, registration fees, rental fees, insurance requirements, etc.

It is also more common than not, that OTA will be presented with the contract or agreement from the partnering elementary school. This is a common practice for school districts to do with vendors such as OTA. Be sure to read carefully. The notion that any negotiation of the contract is possible is probably not the case as the language is standard and the terms used with all vendors. The details to make note of are the program logistics, to include payment or registration fee.

Should OTA need to present a contract to a partnering organization, below is a sample of the information that should be covered:



### After School Enrichment Contract

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#### Program Details

School:

Street Address:

City, State, Zip:

School Phone:

School Fax:

Contact Name:

Contact Phone (Home):

Contact Phone (Cell):

Contact Email:

Program Season: (Fall, Winter, Spring):

Program(s) Offered:



Class Dates:

# of Weeks:

Day of Week:

Skip Dates (no class):

Class Time:

Open To Grades:

Cost Per Student:

Room Assigned: gym/outside

Flyers Needed (Amount):

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## Terms and Agreement

Overtime Athletics will provide after school athletic programs at your designated school. The program will focus on fun and fair play, while providing instruction for the fundamentals of the activities. These objectives will be accomplished by implementing Overtime Athletics signature curriculum, which incorporates instruction, sportsmanship, contests, and games to allow for the maximum amount of enjoyment from each participant. All Overtime Athletics Instructors will have been trained to execute the curriculum prior to teaching any class.

### Objectives:

1. To provide a safe and fun environment for program participants.
2. To instill early in a student's career that fitness is a priority for a healthy existence.
3. To incorporate the ideas of participation, sportsmanship, and dedication into the youth activities.
4. To enhance each participants ability in the specific areas of skill development.

### Elementary School Provides:

1. Use of Facility (gym/field, restrooms, parking lots) at an agreed upon schedule, sufficient to accommodate the number of participants in the program.
2. A minimum of 8 participants for each level of Overtime Athletics. (Level of the program shall be defined by grade.)

### Parent Teacher Organization Provides:

1. Sponsorship of Overtime Athletics after school program.
2. Administrative Support – i.e. forwarding registrations, rosters to Overtime Athletics.
3. Payment in full to Overtime Athletics by first day of Programming or by agreed upon schedule.

**Please sign and return to Overtime Athletics. Please be aware that once programs begin, the enclosed contract is valid and binding for the duration of the session, regardless of whether this contract has been returned.**

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Program Director

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After School Coordinator

Overtime Athletics

## Program Paperwork: Registration Forms

Most registrations will and should take place online with the registration platform. Here all documents and signatures are stored. On occasion, it may be necessary to use a hard copy registration form. There are some states and districts that require hard copy registration forms to be stored and kept at programming sites (especially for Summer Camps). The following Registration Form is a template for OTA use. It's important to get to know this form and what is required in each section so that you can address any parents' questions or concerns. Some regions may have specific regulations on what information must be included in a registration form. You will want to cross-reference those regulations with this OTA Template. These forms also need to be customized to your specific business by inserting your legal business name into the spaces made available.

## Overtime Athletics Registration Form

**Instructions:** Complete this form carefully and accurately

<b>Camp/Program Name and Location:</b>
<b>Session Dates:</b>

<b>PART 1 Child's Information</b>		
<b>Full Name:</b>		
<b>Age:</b>	<b>DOB: / /</b>	
<b>Grade (completed):</b>	<b>Gender: M F</b>	
<b>Street Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>
<b>PART 2 Parent / Guardian Information</b>		
<b>Parent/Guardian #1 Name: (authorized pickup)</b>		<b>Relationship to Child:</b>
<b>Street Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>
<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Work Phone:</b>
<b>EMAIL:</b>		
<b>Parent/Guardian #2 Name: (authorized pickup)</b>		<b>Relationship to Child:</b>
<b>Street Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>

<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Work Phone:</b>
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**EMAIL:**

### **PART 3 Emergency Contact / Pick Up Authorization**

**(in case of emergency and a parent/guardian is not available, list two emergency contacts)**

<b>Emergency Contact #1 Name: (authorized pickup)</b>	<b>Relationship to Child:</b>
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<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Work Phone:</b>
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<b>Emergency Contact #2 Name: (authorized pickup)</b>	<b>Relationship to Child:</b>
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<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Work Phone:</b>
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### **PART 4 Release Authorization**

In addition to parent/guardians/emergency contacts, those listed below will be authorized to pick up the child identified on this registration form. In the event an individual needs to pick up your child that is not on the list, please call or email stating the name, relationship and telephone numbers applicable of the individual picking up that day. If you have a babysitter, grandparent, or other person who will pick up on a regular basis, you may send a note at the start of camp/program authorizing them to do pick up. Please indicate if a non-custodial parent has limits on visitation or pick up. Appropriate paperwork such as custodial papers must be attached if a parent is not allowed to pick up the child.

At the conclusion of the camp/program, I authorize all of the individuals listed on this form to pick up my child. I understand that my child may be released to these individuals and they will be expected to sign my child out each day and may be requested to show identification.

(individuals you authorize must be at least 16 years old)

<b>Additional Authorized Pickup:</b>	<b>Relationship to Child:</b>
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<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Work Phone:</b>
--------------------	--------------------	--------------------

<b>Additional Authorized Pickup</b>	<b>Relationship to Child:</b>
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<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Work Phone:</b>
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### **PART 5 Child's Health Information**

**Print Name of Child:**

Child's Physician:	Physician's Phone Number:
Does your child have health insurance?	Date of Child's Last Tetanus Shot <b>(must be completed in order to attend)</b>

**Immunization Requirements**

All children who attend Overtime Athletics Camps and Programs must have current immunizations that are consistent with State school requirements.

**My child is registered at a licensed State school -  (check box)**

**School Currently Attending:**

(Attending a licensed state school – public or private – verifies immunization)

**\*Note: A State Immunization Certificate must be attached if you check either of the spaces below**

\_\_\_\_\_ My child is not registered in a licensed State school (i.e., your child is not yet registered in any school or is homeschooled)

\_\_\_\_\_ My child must be exempted from immunization on medical or religious grounds.

**\*Are there any identified health issues (including but not limited to asthma, diabetes, epilepsy) that may need emergency treatment? \_\_\_\_\_ NO \_\_\_\_\_ YES**

**(If yes, provide physicians statement)**

**\*Note: For emergency medical treatment, 911 will be called.**

List your child's allergies:

List any dietary restrictions:

List any activity restrictions:

List all pertinent information regarding any health problem(s) including physical, psychiatric, or behavioral:

- Check here if your child will be required to take medication during the camp/program day or have an epi pen. **Prescription Medication:** to be self-administered at camp/program (with staff supervision):

---

(Authorization of Medication Form must be attached if your child must receive medication during camp/program hours)

<p><b>PART 6</b>                    <b>Permission and Release Agreement</b> RELEASE OF LIABILITY FOR MINOR PARTICIPANTS <b>READ BEFORE SIGNING</b></p>
--

In consideration of my child, being allowed to participate in any way in the athletic activities for Overtime Athletics (the “Activities”), the undersigned acknowledges and agrees that:

The risk of injury to my child from the Activities is significant, including the potential for permanent disability and death, and while particular rules, equipment, and personal discipline may reduce this risk, the risk of serious injury does exist; and

1. I acknowledge and fully understand that my child will be engaging in activities that involve the risk of serious injury including permanent disability, death and severe social and economic losses which might result not only from my child’s own actions, inactions or negligence but the actions, inactions or negligence of others, rules of play, the conditions of the premise or of any equipment used. Further, there may be other risks not known to me or not reasonably foreseeable at this time; and
2. I, as the parent or guardian of the child named above, assume all foregoing risks, both known and unknown, and accept personal responsibility for the damages following such injury, permanent disability and/or death; and
3. I willingly agree to comply with the stated and customary terms and conditions for participation in the Activities. If I observe any unusual significant concern in my child’s readiness for participation in the Activities and/or in the Activities themselves, I will remove my child from participating in the Activities, and bring such attention to the nearest OTA staff member immediately; and
4. Coronavirus/COVID-19 Warning and Disclaimer.
  1. COVID-19 has been declared a worldwide pandemic by the World Health Organization. COVID-19 is reported to be extremely contagious and is believed to spread from person-to-person contact and/or by contact with contaminated surfaces and objects, and even possibly in the air. People reportedly can be infected and show no symptoms and therefore spread the disease. The exact methods of spread and contraction are unknown, and there is no known treatment, cure, or vaccine for COVID-19. COVID-19 can lead to severe illness, personal injury, permanent disability, and death. \_\_\_\_\_, d/b/a Overtime Athletics (“OTA”) cannot prevent you or your child from becoming exposed to, contracting, or spreading COVID-19 while participating in the Activities. It is not possible to prevent against the presence of the disease. Therefore, if you permit your child to participate in the Activities, you and your child may be exposing yourself and/or

your child to and/or increasing your risk or your child's risk of contracting or spreading COVID-19. OTA in no way warrants that COVID-19 infection will not occur through participation in the Activities.

2. I have read and understood the above warning concerning COVID-19. I hereby choose to accept the risk of contracting COVID-19 for myself and/or my child in order for my child to participate in the Activities.
5. I agree that my child will comply with all Overtime Athletics policies and rules, including but not limited to Overtime Athletics policies, guidelines, signage and instructions specifically related to COVID-19.
6. I do hereby give my approval for my child's participation in the Activities and assume all risks, both known and unknown, and hazards incidental to my child's participation in the Activities.
7. I, for myself, my spouse, my child, and on behalf of my/our heirs, assigns, personal representatives and next of kin, HEREBY RELEASE AND HOLD HARMLESS \_\_\_\_\_, d/b/a Overtime Athletics, its officers, members, officials, agents, employees, volunteers, other participants, sponsoring agencies, sponsors, advertisers, and if applicable, owners and lessors of any premises used to conduct the Activities (collectively, the "Releasees"), WITH RESPECT TO ANY AND ALL INJURY, DISABILITY, DEATH, or loss or damage to person or property incident to my child's involvement or participation in the Activities, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASEES OR OTHERWISE, to the fullest extent permitted by law.
8. I, for myself, my spouse, my child, and on behalf of my/our heirs, assigns, personal representatives and next of kin, HEREBY INDEMNIFY AND HOLD HARMLESS all the Releasees from any and all liabilities incident to my child's involvement or participation in the Activities, EVEN IF ARISING FROM THEIR NEGLIGENCE, to the fullest extent permitted by law.
9. I, the parent/guardian, hereby certify that my child is fully capable of participating in the Activities and that my child is healthy and has no physical or mental disabilities or infirmities that would restrict full participation in these Activities.
10. I hereby grant OTA, or its assignees, permission to use my child's image for educational, promotional fundraising and general public relations purposes relating to the Activities.

**I, FOR MYSELF, MY SPOUSE, AND MY CHILD(REN), HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT WE HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.**

\_\_\_\_\_  
(PARENT/GUARDIAN SIGNATURE)

\_\_\_\_\_  
(PRINT NAME)

Date Signed: \_\_\_\_\_

## **In Focus: The Participant Waiver**

Waivers are important. Each year, they seem to get longer based on advice from legal counsel. Questions can and will come up about the language in the OTA Waiver. Some parents may even get aggressive about their unwillingness to sign the OTA Waiver. The bottom line is that it is company policy that all participants register properly for a program, to include executing a waiver. What follows is a guide on how to address these questions and concerns and also information on the effectiveness and enforceability of these waivers.

### **Key Points:**

1. The WAIVER has two blank spaces in the text – this is where Franchisees should insert the legal name of the business
  - Delete the blank line which is just a place holder and type in the name of your business which will precede d/b/a Overtime Athletics
2. Franchisees should immediately update JUMBULA or any other online platform being used for registration (ASP and Summer Camp)
  - JUMBULA – Edit EXISTING FORM (key feature within JUMBULA that allows family to e-sign, be sure to activate this option)
3. HARDCOPY FORM
  - Adjusting the form to include the name of the Franchisee Business is also required just as it is with the online format
  - The WAIVER is a part of the OTA Registration Form and is a number of pages. As HQ updates the form, Franchisees will be notified.
  - Participation Forms, Registration Forms, Health and Information Forms are increasingly lengthier. This is a reflection of the protections and liabilities of youth programming.

### **WAIVER FAQ's:**

\*In order to answer some questions that are sure to come up from parents/guardians, here are some things to note:

- This Waiver is “INDUSTRY STANDARD”. Those that have a problem with it should have that communicated to them.
- The language in this waiver is a typical requirement of Insurance Carriers. Those that have a problem with it should have that communicated to them.
- A parent might want to point out the language about **negligence** that is included in the WAIVER, but it's important that they understand and acknowledge the entire sentence which states - *“to the fullest extent permitted by law”* which is making it clear that of course OTA cannot break the law when it comes to the rules and regulations of youth programming.

- It is longer than the old one but the law regarding the enforceability of waivers is always evolving and some recent case law suggests that certain language should be inserted so that waivers remain enforceable.

**SPECIAL NOTE:**

\*the enforceability of Waivers is different in each state.

- Two examples are Maryland and Virginia.
  - In Maryland, the courts have consistently upheld liability waivers. In addition, Maryland courts have held that liability waivers signed by parents are enforceable against minors.
  - Virginia courts, on the other hand, have consistently held that personal injury waivers and releases are void because they violate public policy (the cases are fact specific).
  - Regardless of each state's stance on the enforceability of waivers, the case law is clear that if a waiver is to be enforced, waivers must be clearly worded and unambiguous in its intent to relieve any and all legal liability, even liability for negligence. One important point to keep in mind is that courts do not permit the waiver of gross negligence or misconduct that is intentional or criminal in nature. Accordingly, the attached waiver does not preclude a parent from suing OTA; however, it does limit the causes of actions to gross negligence or willful misconduct.
- Even though some State courts do not favor waivers, liability waivers are not completely useless. Companies should continue to require the signatures because these documents help them in cases where participants cause their own injuries or injure someone else.
- In some cases, injured participants have been forced to reimburse legal fees after suing for an injury they were found to have caused themselves.
- Waivers also assist companies in arguing for the “assumption of risk” defense. If a company can show that the injured party fully appreciated the danger of the activity and choose to participate regardless, they may be able to convince the court that risk was fully assumed by the injured party.
- Understand that some parents do not want to sign these waivers. However, they are important for adding a layer of protection for OTA. Almost all companies that provide activities, including schools, have parents sign waivers. In the end, if parents want their children to participate, they need to sign a waiver.



## **Program Paperwork: Certificates of Insurance**

One of the compliance requirements of Franchisee's is to make sure insurance coverage is in line with the expectations of the FDD. Most partnerships will also require insurance standards and proof of coverage in order to provide programs. The Certificate of Insurance is a document that is issued by your insurance broker that can be submitted to partnerships for proof of coverage.

### **How to Request a Certificate of Insurance**

1. \*If the partnership does not request being listed specifically on COI, send them copy of OTA generic COI showing proper dates of coverage.
  - A "Generic COI" simply has your business name as Certificate Holder
2. Should a Partnership need to be specifically listed on COI:
  - Compile name and address of programming site
  - Compile any specific language partnership is requesting to be included
3. Submit request to Insurance Broker
4. You will receive an email back with an attached COI
5. Place copy in partnership file, forward document to partnership contact

**\*Here below is a sample of a "Certificate of Insurance"**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Legal Name of Insurance Agency/Broker Legal Mailing Address  City ST ZIP CODE		<b>CONTACT NAME:</b> PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: INSURER(S) AFFORDING COVERAGE NAIC #	
<b>INSURED</b> Legal Name of Insured Legal Mailing Address City, State, ZIP CODE		INSURER A : INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :	

**COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICE/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 100,000 E.L. DISEASE - EA EMPLOYEE \$ 100,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
	Abuse & Molestation						Each Incident \$100,000 Aggregate \$200,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)  
Additional Insured: Overtime Franchise, LLC, its officers, directors, agents, employees and members as their interests may appear.

Waiver of Subrogation: Overtime Franchise, LLC

<b>CERTIFICATE HOLDER</b>  Overtime Franchise, LLC 11741 Bowman Green Dr. Reston, VA 20190	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE
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## **Program Paperwork: Incident Reports**

What is described here is the tool for OTA Staff to document and record an “incident” that may have taken place in a program setting. This is something that should be submitted to OTA Management, not necessarily provided to a partner contact or parent. Often additional emails and notes should accompany an incident report depending on the severity of the incident.

### **How to Complete and Submit an Incident Report**

- After class fill out the report before you leave the school, while the incident is still fresh in your mind.
- Fill out all sections of the incident report
  - Name of Instructor Submitting Report
  - School
  - Program
  - Date
  - Instructors Working
  - Name of Child (first and last)
  - Time of the Incident
- Write a detailed description of the incident. Use as many specifics as possible (names of other children involved, specific location of an injury, etc).
- Write a detailed description of the steps taken/instructor response.
- Answer the questions at the bottom.
- After filling out the report contact OTA Management and discuss the incident.
- Submit the incident report to OTA Management ASAP.

When to fill out an incident report:

- Injury
- Fighting
- Bullying
- Behavior issues that are extremely disruptive of class

NOTE: Directors should maintain a hardcopy file for incident reports that are accumulated throughout a program session/school year. This file will be reviewed during session end and school year closeout meetings.

**\*Here below is a blank OTA Incident Report Template**

**Overtime Athletics Incident Report**

**Instructor Submitting Report:** \_\_\_\_\_

**School/Location:** \_\_\_\_\_

**Program:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructors Working:** \_\_\_\_\_

**Name of Child:** \_\_\_\_\_

**Time of Incident:** \_\_\_\_\_

**Description:**

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**Instructor Response:**

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<b>Has Parent or Guardian been notified?</b>	<b>YES</b>	<b>NO</b>
<b>Has Partner/Coordinator Contact been notified?</b>	<b>YES</b>	<b>NO</b>
<b>Has Overtime Athletics Management Been Notified?</b>	<b>YES</b>	<b>NO</b>

## Service Recovery Strategy

Though we strive for perfection, it is inevitable that when dealing with humans a mistake will occur. What separates great businesses, and people for that matter, is not whether a mistake is made, but how you recover from it. In every effort to atone for a mistake or a problem we want to keep two things in mind:

1. **Rapid Response** – make sure we move swiftly to put a fire out or fix a problem.
2. **Evidence** – it is important to make sure we have proven our accountability by making sure our efforts for recovery are documented, noticed, and recognized

Steps to take for *SERVICE RECOVERY*:

- Apologize (if it is your fault/OTA fault)
  - In Person, Phone Call, Email, Handwritten Note
- Make-Up
  - Reschedule a Class
- Handout
  - Give out something to participants of a program
- Management Attention
  - Attending Classes, documenting observations and results with Customer
  - Addressing Students
  - Speaking with Parents
- Programming Adjustment
  - Help create PDC's
  - Address Equipment or Space scenarios
- Staffing Adjustment
  - Additional Training with Instructor
  - Address issue with Instructor, document your efforts with Customer
  - Change Instructor
  - Add Instructor
- PD takes over class
  - Personal Attention to handle complaint or scenario causing issue by running program
- Refund
  - Establish reasons and causes
  - Establish clear timeline and method for reimbursement
  - Make sure customer knows steps have been put in place to avoid issue in the future

## **Expanding Program Services**

A key factor in Program Management is driving the effort to expand services to develop additional revenue streams. One of the easiest ways to increase revenue (and profitability) is to sell more services to an existing customer.

### **OTA Franchise Revenue Stream Expansion: \*School “Day Off” and School “Break” Strategy**

- Expanding OTA services beyond our core business of providing after school athletic programs to elementary schools is a centerpiece to our strategy of having a deep community presence and developing additional revenue streams.
- These opportunities should be explored with public schools in your network, private schools in your network, community organizations in your network (YMCA’s, Parks and Rec, etc.), and private athletic facilities in your network.
- A natural progression of this existing relationship with PTA’s is to offer “BREAK CAMPS” at the elementary school. This extension of the programming we already provide during the school year has proven to be successful because of the positive factors already surrounding such a partnership. These include:
  - Easy access to decision makers
  - Existing customer base
  - Perfect locations/facilities
- **Winter/Holiday Break, Spring Break, Summer Break – are all opportunities!**
- Camp descriptions, formats, prices, fundraising options, can all either be custom to the partnership or mirror existing formats in our wider network of camp programming.

- **Planning Session – BIG PICTURE APPROACH**
  - OTA Territories that are successful accessing this revenue stream consider their vision for it prior to the programming year kicking off.
  - The “last minute” approach is far less effective. Considering the goals and strategies for implementing “Day Off” and “Break” Programming throughout the entire year will require planning well in advance. This includes getting on “decision makers” radars as soon as possible.
  
- **ACTION LIST**
  - **School District Calendars – do you know the dates that schools are off for One Day and Winter and Spring Break?**
    - Conference Days
    - Professional Development Days
    - Columbus Day
    - Jewish Holidays
    - Election Day
    - Veterans Day
    - Thanksgiving Break
    - Winter Break
    - MLK Day
    - President’s Day
    - Spring Break
    - Good Friday / Easter Break
    - Memorial Day
  
  - **Reaching Out Project**
    - See directions for “Reaching Out Project” In OTA U – Brand Awareness
  
  - **Program Decisions – Options and Themes**
    - Consider best type of program or camp to implement
    - Sports Specific vs Traditional Variety
    - Half Day vs Full Day
    - AM/PM Options
    - **One “Day Off” Camps – Theme Implementation**
      - Re-packaged as “Experiences Options”
        - Goofy Golf, Pitch and Putt Golf Session
        - Dodgeball Tournament
        - Ga-Ga Tournament
        - Iron Kid Challenge
        - Inflatables Experience

- **Operations – “The One Week Out Rule”**
  - These “Day Off” and “Break Camps” are a fantastic **MARKETING OPPORTUNITY**
  - Putting out a poor service during these program opportunities is amateur and a high risk of backfiring what should be a positive working relationship with the partner (PTA, Principal, Facility Contact).
  - 7 Days Out – you should be prepared to run the program
    - Do not be in a position for last minute scrambles when it comes to Staffing (and Training), Paperwork, Gear, Equipment, Handouts, Agenda, Camp Compliance Requirements, On-Site Marketing Tools, etc.
    - The same effort that goes into running a full summer session of camp should be applied to these programs
- **Pursuing a Partnership:**
  - **Refer to OTA Sales Manual and SharePoint folders for further information about setting up these different programs**
  - Info Includes:
    - Sales Materials and Strategies
    - Sequencing Emails
    - Pricing and Logistics