



## TITLE IX FINAL AUDIT REPORT

(For schools visited during the 2001-2002 school year)

School: **Buckhorn High School**  
Reviewed By: **Fran Edwards**  
Date Of Visit: **February 11, 2002**  
Telephone Number of Reviewer: **(859) 277-0746**

### 1. Completed Required Forms

GE-19 Yes  No

Survey Student Interest Form Yes  No

Summary Forms T-1 Thru T-41 Yes  No

Corrective Action Plan (Form T-60) Yes  No

### 2. Opportunities Component of Title IX Compliance

Area of Compliance:  
(Check One Or More)

A	Substantial Proportionality
B	History and Continuing Practice Of Programs Expansion
C	Full and Effective Accommodation of Interest and Abilities

A.) If Substantial Proportionality is chosen; does it appear that the school has performed the calculation correctly?

Yes  No

(If No, include in comments section and analysis of what is incorrect in the calculation.)

Comment:

B.) If History and Continuing Practice Of Program Expansion are chosen; does it appear that the school has performed the calculation correctly?

Yes  No

Comment:

C.) If Full and Effective Accommodation of Interest and Abilities is chosen, does it appear that the school provides opportunities in areas of students' interest?

Yes  No

Comment:

**3. Has the school properly surveyed its student body to accurately assess the interests and abilities of its students?**

Yes  No

Comment:
Students in grades nine, ten, eleven, and twelve at Buckhorn High School were surveyed to ascertain their interest in athletic activities.

#### 4. Checklist of the Title IX Components of the Interscholastic Program

Benefit to Students	Satisfactory	Deficient	Comments
<b>Accommodation of Interests and Abilities</b>		<b>X</b>	It is imperative that school personnel engage in follow-up activities to determine if program expansion would be appropriate. Information provided through the interscholastic survey should serve as the basis to identify potential team additions. For example, in the 2000-2001 survey, thirty-seven girls indicated an interest in volleyball. Efforts should be undertaken to verify whether the responses given would translate into actual participation.
<b>Equipment and Supplies</b>	<b>X</b>		The quality and quantity of uniforms appears to be comparable for both male and female participants. Uniforms for the girls' and boys' basketball teams are provided. Students involved in softball, baseball, tennis, and cross-country teams purchase their own shirts. The resource center assists needy students to help defray this expense. It is strongly recommended that the Gender Equity Review Committee develop a written policy to reflect current practices for the purchase of uniforms.
<b>Scheduling of Games and Practice Time</b>	<b>X</b>		An early/late rotation, generally alternating days, is in effect for girls' basketball and boys' basketball practices. A written schedule is maintained for use of the gym floor and all three levels – elementary, middle and high school are accommodated. School personnel have made excellent progress in increasing the number of prime time games for girls' basketball. For the 2001-2002 season, a total of twelve games are included in the schedule.
<b>Travel and Per Diem Allowances</b>	<b>X</b>		Money from the snack fund and gate receipts covers the cost of transportation. Participants pay for their own meals on away trips. Coaches personally assist the needy.
<b>Coaching</b>	<b>X</b>		It is recommended that a copy of the board approved salary schedule for extra service positions be included in the Title IX File. The Gender Equity Review Committee is encouraged to develop strategies to recruit female coaches

			who are dedicated to providing a strong commitment to strengthening the athletic program for girls.
<b>Locker Rooms, Practice and Competitive Facilities</b>	<b>X</b>		There are two locker rooms. One is used for boys practices and boys' and girls' games, the other one is for girls' practices and visiting teams. The gym floor was refinished last fall and is in good condition. It is recommended that a written policy be developed for the display of banners and honors in the gymnasium. There is a weight training area on the upper level that is seldom used by the boys' teams and never used by the girls' teams. Two tennis courts are available for the tennis team. However, the playing surface is severely cracked in several places. The softball and baseball fields are located on the school campus. They are comparable in many respects but the softball field does not have lights. Although it is not an equity issue, it appears that the locker rooms and facilities should be upgraded for all participants. The Audit Team strongly urges school personnel to prepare a long-range plan to address the needed improvements.
<b>Medical and Training Facilities and Services</b>	<b>X</b>		Coaches provide first aid for their athletes.
<b>Publicity</b>	<b>X</b>		At this time, the school does not have a cheerleading squad. Schedule cards or media programs are not printed for any sport.
<b>Support Services</b>	<b>X</b>		Overall, it appears that expenditures for male and female teams are comparable.
<b>Athletic Scholarships**</b>			NA
<b>Tutoring**</b>	<b>X</b>		The Extended School Services program is available for student athletes.
<b>Housing and Dining Facilities and Services **</b>			NA
<b>Recruitment of Student Athletes**</b>			NA

5. **Brief Summary/Analysis of The Corrective Action Plan (T-60)**  
 The Corrective Action Plan for the 2000-2001 Title IX Report included increasing female participation through recruitment and offering volleyball and girls' soccer.

6. **Observed Deficiencies in Overall Girls and Boys Athletics Programs**  
 The school is deficient in the opportunities component for Title IX compliance.

7. **Facility Recommendations or Concerns**

8. **KHSAA Recommended Action**

Notify Office Of Civil Rights and Request Federal Investigation of Possible Violations

Notify Equity Division and KBE of Potential Title IX Violations

Suspension From the Association

Prohibition From Post Season Play

Probation For

Fine In The Amount of \_\_\_\_\_

None At This Time

School shall submit the following additional information:

The school shall submit a written plan to address the deficiency in the opportunities component of Title IX compliance by **April 15, 2002**.

9. **PERSONNEL IN ATTENDANCE AT AUDIT MEETING**

**High School Title IX Coordinator:** Eddie Browning

**District Level Title IX Coordinator:** Harold Combs

<b>Name</b>	<b>Title</b>	<b>Telephone</b>
Edwina Burks	Principal	(606) 398-7176
Harvey Colwell	Teacher/Coach	(606) 398-7176
Eddie Browning	Athletic Director	(606) 398-7176
John Wooton	Assistant Principal	(606) 398-7176

Donna S. Spicer	Teacher	(606) 398-7176
Daryl Swartzentruber	Student	(606) 295-2535
Julia Gay	Student	(606) 398-7169
Fran Edwards	KHSAA Audit Team Member	(859) 277-0746
Allen W. Jackson	KHSAA Audit Team Member	(859) 272-7466

**10. Comments**

The composition of the Gender Equity Review Committee at Buckhorn High School is representative of their community and the work of the committee is enhanced through the participation of student representatives. Based on comments made by the members during the Audit Team's visit, it is apparent that there is a cooperative attitude and a sincere interest in providing equal opportunities and benefits for all students. In the paragraphs below is a recap of pertinent issues that were discussed during the meeting held on February 11, 2002.

Foremost, the committee must direct efforts toward increasing opportunities for and participation by female students. The Audit Team recognizes the challenge involved in developing a wide range of athletic offerings when the enrollment for the high school is approximately two hundred and fifty students. Also, it is apparent that discussion has taken place previously to ameliorate this situation. Nevertheless, it is essential that a written plan be prepared, implemented and evaluated to bring the opportunities component into compliance. Following are several proposals that may assist in the committee's endeavors. First, program expansion, particularly a fall sport, is an option. An attempt to initiate a soccer program was undertaken this past year. However, data from the student survey suggests that volleyball may prove to be a more viable alternative to soccer. Thirty-seven females responded positively to volleyball on the 2000-2001 Interscholastic Athletic Survey and thirty-three females indicated an interest in 1999-2000. School personnel should meet with prospective team members to determine if there is enough interest to sustain a team. Second, school personnel as well as coaches should design strategies to encourage additional female students to join the existing teams including basketball, tennis, and cross country. The school did not field a softball team this past year and played only a limited schedule in 1999-2000. Since a softball field, although in need of improvements, is located on campus it seems appropriate to devote considerable effort to reestablishing the team. Strategies designed to increase opportunities and participation should include not only female students but also involve the support of school personnel, parents and community members.

Additionally, the Audit Team recommends the following items be given consideration by the Gender Equity Review Committee. A long-range facility plan should be formulated. This effort would enable the establishment of priorities and focus limited resources in an efficient manner. This endeavor should be bounded by open, honest dialogue with central office personnel and school board members. Publicity is another benefit that should receive attention. It is important that a cheerleading squad be reinstated and that schedule

cards and other printed/oral announcements by widely distributed through out the community. Finally, to maintain a successful athletic program, it is critical that a dedicated coaching staff is in place to provide the motivation as well as the expertise to involve students. It appears that a well thought out plan to recruit concerned and capable adults to serve as coaches is needed. Also, for the current staff it is important that expectations are clear and all are committed to promoting participation and engendering a sense of school pride.

Members of the community elected not to attend the public forum scheduled for 6:00 P.M. The meeting was adjourned at 6:15 P.M.