



## TITLE IX FINAL AUDIT REPORT

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

School: **Male High School**

Reviewed By: **Martha Mullins**

Date Of Visit: **January 16, 2002**

Telephone Number of Reviewer: **(859) 299-5472**

### 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
X	B	History and Continuing Practice Of Programs Expansion
X	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:

Current school personnel know how to perform the calculations correctly.

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:

Clarification was given to the current school administrators on the correct way to perform the calculations for this test. When calculated correctly, it seems likely that the school will be in compliance.

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:

Existing sports programs have expanded to include junior varsity and freshman opportunities since the audit was submitted. School personnel were advised to continue monitoring student interests in this regard. Recommendations were given to the Gender Equity Review Committee on the means of verifying legitimate interests as its student population fluctuates.

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

Yes  No

Comment:

School personnel surveyed the entire population of grades nine through eleven. Because of school district structure, surveying eighth graders was not feasible. Return on the student surveys distributed was estimated to be 90% or higher.

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

<b>Benefit to Students</b>	<b>Satisfactory</b>	<b>Deficient</b>	<b>Comments</b>
<b>Accommodation of Interests and Abilities</b>	<b>X</b>		According to the data supplied on Form T-2 for 1999-2000, the school appeared to be in compliance. It was presumed that when Form T-2 is correctly calculated for 2000-2001, in all probability the school would remain in compliance.
<b>Equipment and Supplies</b>	<b>X</b>		The amount and quality of uniforms and equipment that were reviewed generally appeared to be the same for boys and girls.
<b>Scheduling of Games and Practice Time</b>	<b>X</b>		<p>Use of facilities for practice and competition is rotated on a weekly basis. In sports where this is not the case, gender-neutral factors were cited. The volleyball team uses the small gym because it is an air-conditioned facility and they compete in mostly hot weather. The girls' tennis team utilizes the on campus courts where as the boys' team uses off-campus courts due to its larger size. In both instances, facilities are reasonably comparable on other counts and would constitute equivalent provision of playing space.</p> <p>The girls' basketball team has 58% of its games scheduled during prime time for the 2001-2002 school year.</p>
<b>Travel and Per Diem Allowances</b>		<b>X</b>	Because of a lack of accurate data on Form T-16, it was not possible to compare travel accommodations for boys' and girls' teams.
<b>Coaching</b>	<b>X</b>		<p>Even though the years of coaching experience reflected in the boys' program was more than twice that of the girls' program, the coaching awards and recognition for success in the girls' program indicated the quality of coaching was comparable.</p> <p>In the 1999-2000 school year, three factors were identified which collectively could impact the girls' program substantially:</p>

			<ul style="list-style-type: none"> <li>▪ 74% of the girls' sports coaches were not employed full-time by the school compared to 62% for the boys' program;</li> <li>▪ Two head coaches of female sports teams were paraprofessionals.</li> <li>▪ Whole coaching staffs and up to 60% of girls' sports were not employed by the school, compared to 33% of boys' staffs.</li> </ul> <p>Although changes to alleviate these factors were scheduled to have been made by the 2001-2002 school year, it is recommended that the Gender Equity Review Committee be aware of these statistics as staff changes are made in the future.</p>
<b>Locker Rooms, Practice and Competitive Facilities</b>	<b>X</b>		<p>Although some locker rooms were crowded and convenient storage space was at a premium, no gender factor was found to be involved in assignments and arrangements. Rotation of practice and competitive facilities between boys' and girls' teams and transportation practices appeared equitable. However, the quality of the playing surfaces for the two girls' sports (softball and field hockey) was not comparable to that of the two boys' sports, which overlap them (football, practice field; and baseball, outfield). School personnel indicated that space for a field hockey site on campus had been pursued. The proposal to upgrade the softball outfield was recently accepted.</p>
<b>Medical and Training Facilities and Services</b>	<b>X</b>		<p>In the 1999-2000 self-audit document, the report indicated that five girls' teams were not using the weight room. Also there were several discrepancies between Form T-28 (team charts) and forms T-29, T-30, and T-31 (summary forms). As a result of the on site visit, it was determined errors were made in reporting and no apparent inequality was evident.</p>
<b>Publicity</b>	<b>X</b>		<p>It was recommended that discrepancies between what was reported on Form T-32</p>

			(team charts) and Form T-33 (summary form) in 1999-2000 be reconciled. Cheerleader selection was discussed at length. Although the school has two squads, the report indicated that selection to either squad was not based on skill level. School personnel were advised to be aware of cliques that might form according to skill. The Gender Equity Review Committee appeared to be sensitive to that issue.
<b>Support Services</b>		<b>X</b>	Four coaches of male sports have private offices compared to only two for female teams. Two girls' coaches share an office. No boys' coaches share offices. Six coaches in the girls' program have no office space, and five boys' coaches have none. Office space allows accessibility of athletes to coaches during the day and off-season.
<b>Athletic Scholarships**</b>	<b>X</b>		
<b>Tutoring**</b>	<b>X</b>		
<b>Housing and Dining Facilities and Services **</b>		<b>X</b>	Some travel data was incorrectly reported. It was difficult to determine the benefits received by both girls and boys athletic teams.
<b>Recruitment of Student Athletes**</b>			NA

**5. Brief Summary/Analysis of The Corrective Action Plan (T-60)**

In 1999-2000, the plan focused on upgrading facilities and increasing participation of girls in existing sports. In 2000-2001, the plan focused on facilities improvements to include the softball field and dressing room. In addition, the school looked into allocating space for a field hockey field.

**6. Observed Deficiencies in Overall Girls and Boys Athletics Programs**

The number and combinations of off-campus coaches in 1999-2000, together with limited office space for girls' sports, provided less accessibility to coaches by athletes in the girls' program. Incorrect data collection made it difficult to determine how travel arrangements and meals were supplied for competitions.

7. **Facility Recommendations or Concerns**

School personnel have already addressed the concerns regarding the softball facility. The issues are that there is lack of locker room space for the girls and the lack of a permanent field hockey field.

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:

**(Accommodations of Interests and Abilities)** By **March 1, 2002**, school personnel shall resubmit Form T-2 to the KHSAA office for the 2001-2002 school year.

*2000-2001*

**(Budget)** By **March 1, 2002**, school personnel shall resubmit Forms T-35 and T-36 to the KHSAA office for the 1999-2000 school year.

**(Equipment and Supplies)** By **March 1, 2002**, school personnel shall resubmit Forms T-8, T-9, and T-10 to the KHSAA office for the 1999-2000 school year.

**(Support Services)** As part of its 2001-2002 annual report, school personnel shall resubmit Form T-16 to the KHSAA office for the 1999-2000 school year.

**(Travel and Per Diem)** By **March 1, 2002**, school personnel shall resubmit Form T-16 to the KHSAA office for the 1999-2000 school year.

**(Housing and Dining Facilities and Services)** By **March 1, 2002**, school personnel shall submit a summary of Form T-40 from all sports to the KHSAA office for the 2000-2001 school year.

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

**High School Title IX Coordinator:** Robert Stewart  
502-426-7596

**District Level Title IX Coordinator:** Jim Watkins

<b>Name</b>	<b>Title</b>	<b>Telephone</b>
Leslie Scully	Girls' Basketball Coach	502-327-0061
Carolyn Peak	School Bookkeeper	502-935-0240
Sharon Zettwoch	School Clerk/Parent	502-491-6937
Robert Stewart	Athletics Director	502-426-7596
Maurice Pieper	Assistant Principal	502-361-9568
John D. Conn	Alumnus/Retired Track Coach	502-458-2272
David Wilson	Principal	502-485-8292
Martha Mullins	KHSAA Audit Team Member	859-269-3394
Fran Edwards	KHSAA Audit Team Member	859-277-0746

**10. Comments**

The community meeting did not materialize.

Among the various written policies distributed at the meeting with the Gender Equity Review Committee was an outdated policy on cheerleader selection. It is recommended that the Athletics Director update the policy to conform to the current practice of cheerleader selection. It should include a clear outline of how the large squad and the small squad are determined and should also explain how the cheering schedule for boys' and girls' teams are determined. There should be a clear method of cheerleader selection.

Due to a change in Athletic Directors and Principals between the filing of the original self-audit document in 1999-2000 and the 2000-2001 annual report, missing, incorrect, or conflicting data was recorded. It was recommended to school personnel that both annual reports be corrected and placed in the school's permanent Title IX File.

The school administration was commended on its progress towards achieving Gender Equity by being proactive and already making changes to improve the overall quality in the athletic program.