



KHSAA TITLE IX COMPLIANCE "TIP SHEET"

The following are practical suggestions designed to enable your school to be more fully compliant with Title IX:

It is recognized that most schools have implemented many of these recommendations, but it is hoped that this summary may offer a few new ideas as you continue your efforts to attain gender equity in the interscholastic athletic program.

Accommodation of Interests and Abilities

- A. Administer the Interscholastic Athletic Survey every other year to students in grades 8-11 and obtain a return rate for the Interscholastic Athletic Survey of at least 60% to insure a representative sample. As a new or newer AD, you may want to administer the survey annually to determine opinion shifts during the past few years.
- B. Meet with prospective participants to gauge their true interest if the results of the Interscholastic Athletic Survey suggest there is adequate numbers to establish a new team. Document all such meetings and keep the meeting results in the permanent Title IX File.
- C. Design strategies, in conjunction with your school's Gender Equity Committee, to increase athletic participation by female students and list them on the Improvement Plan.
- D. Encourage the development of community sports programs for younger students and athletic programs at the middle school level so that females have opportunities to take part in athletics prior to attending high school.

Benefits

Equipment and Supplies

- A. Establish well-defined procedures for inventorying equipment, supplies and uniforms. Keep accurate and up-to-date records of all inventories.
- B. Record any equipment/supplies purchased by booster groups in the school inventory.
- C. Follow a written policy for the purchase and replacement of uniforms.
- D. Ensure that the quality and quantity of uniforms is comparable for male participants and female participants.
- E. Provide equipment/supplies on an equal basis for like sports. For example, if the baseball team has a pitching machine and batting cage, then make certain the softball team has comparable access to this equipment or purchase similar equipment for them.

Scheduling of Games and Practice Times

- A. Secure contracts with competitors so that there is a balance of home and away games each season. If you encounter past imbalance, focus efforts on improvement during realignment / reclassification cycles.
- B. Schedule shared facilities on an equitable, rotating basis.
- C. Rotate practice times so early and late sessions are equitably scheduled.

- D. Post all facility usage schedules, including the gymnasium and fields, for both practices and events.
- E. Schedule a comparable number of events for male teams and female teams for like sports.

Travel and Per Diem

- A. Develop a written policy for the equitable purchase and/or provision of meals.
- B. Provide similar travel opportunities for tournaments, out-of-region and out-of-state events for like teams.
- C. Ensure that the quality of transportation, such as buses and vans, is comparable for male teams and female teams.

Coaches

- A. Maintain an equitable pay scale for coaches of male teams and coaches of female teams and retain a copy of the pay scale in the permanent Title IX File.
- B. Do not rely on "district tenure scales" to justify differences in salaries, but rather insist on equity.
- C. Develop strategies that encourage adult women to seek coaching positions.
- D. Provide an equal number of assistant coaches for like teams if the number of participants is parallel for both the male team and female team.
- E. Strive to hire coaches with similar levels of competence and experience for male teams and female teams.
- F. Make available opportunities for attendance at clinics, in-service, etc., for coaches of both male and female teams.
- G. Maintain a balance of on-campus / off-campus coaches for teams of both genders.

Locker Rooms, Practice and Competitive Facilities

- A. Adhere to a written policy for the display of banners, pictures, awards and trophies located in the gymnasium, trophy cases and throughout the school.
- B. Print a list assigning all teams to locker room space.
- C. Review the status of all facilities on a regular basis and plan to upgrade with respect to providing like quality for teams of both genders. If this is difficult due to the physical layout or financial concerns, consider rotating the use of the better facilities between genders.
- D. Follow a timetable to improve facilities and include target years to address the identified needs.
- E. Provide similar amenities (i.e. technology, laundry machines, carpets, and chalkboards for locker rooms used by male teams and for locker rooms used by female teams.

Medical/Training Facilities and Services

- A. Ensure that access to training facilities/services is equitable – this includes professional services as well as appropriate entrances to the training room for females.
- B. Equalize the number of student managers for like sports.
- C. Provide appropriate weights and universal machines for female athletes.
- D. Post a schedule for use of the weight room.
- E. Decorate the weight room in a manner that is welcoming for both genders, and motivational for both genders.

Publicity

- A. Assign cheerleading squad(s), dance team, and bands on an equitable basis to both boys' and girls' athletic events. If your school has two cheerleading squads, equitably rotate the two squads between male teams and female teams. If your school has one cheerleading squad, assign them an equal number of games for the boys' team and the girls' team.
- B. Publish seasonal media guides that honor all athletic teams, male and female, for that season.
- C. Contact local media including newspapers, radio and TV stations and explain the need for equitable coverage.
- D. Opt for group pictures when possible. For example, photograph the boys' and girls' soccer teams together.
- E. Schedule pep assemblies and rallies that support teams of both genders.
- F. Develop and adhere to a written policy that specifies how awards for athletics are earned, including banners and legacy recognition.
- G. Provide comparable banquets to honor athletes. Consider having one seasonal banquet for all sports during that season – or a banquet for like sports such as boys' soccer and girls' soccer.
- H. Ensure that the school and community are aware of efforts and accomplishments to achieve the intent and spirit of Title IX through reports to various groups such as the school council, PTSA and local media.

Support Services

- A. Provide equitable office space for all coaches and keep a written copy of the assignments with the Title IX documents.
- B. Structure joint-fund raising activities that benefit both a male team and a female team. For example, the boys' basketball team and the girls' basketball team engage in an activity and share the funds collected.
- C. Maintain written agreements with all booster clubs / boosters both organized and not, that clearly define the role of the group and its relationship to the school and the school's administration.
- D. Ensure appropriate administrative oversight of booster activities and that there are written procedures for athletic director/principal/school board approval for fund raising and expenditures that benefit all teams.
- E. Calculate and monitor the amount of money spent per male athlete as compared with the amount of money spent per female athlete.
- F. Consider establishing one booster club that supports all teams. Or, one booster club for like sports such as boys' basketball and girls' basketball.
- G. Meet with booster clubs and other community groups or in some manner provide information to all interested parties that clearly delineate your school's commitment to equitable funding of athletics for boys and athletics for girls.

Tutoring

- A. Encourage an attitude among athletes that academics come first and provide an appropriate environment for receiving additional instructional services for both male and female athletes.

Additional Suggestions

- A. Required - Schedule at least three Gender Equity Review Committee meetings – one for fall sports, one for winter sports and one for spring sports. Schedule these meetings to address the upcoming season wherever possible.

- B. Include students as members of the Gender Equity Review Committee and make certain that the committee membership is representative of the school community.
- C. Record minutes for all Gender Equity Review Committee meetings and keep written copies in the school's Master File of Title IX documents.
- D. Insert statements in the athletic and student handbooks that detail your school's commitment and efforts to attain and maintain athletic parity for both genders.
- E. Encourage school system personnel to develop a comprehensive plan to achieve gender equity that encompasses both academics and athletics.
- F. Maintain on site at the school a complete, accurate and well-organized Title IX Master File / Record. This file should include all records of past visits and annual reports, minutes of all Gender Equity Review Committee meetings, handbooks (athletic & student), policies, facility usage schedules, facility assignments (locker rooms, coaches' offices), coaching supplements, records of meetings with prospective athletes for the possible addition of a team, correspondence from community members, equipment replacement schedules, media guides, Student Interest Surveys, and team schedules.
- G. Keep this Title IX Master File / Record readily available for community members and the local media who wish to access the records. If such file is not readily available from your predecessors, create it starting with available KHSAA online information.
- H. ensure that a thoughtful Improvement Plan is central in the planning process for program improvements designed to promote gender equity. Include target dates for completion of specific activities and actual dates of completion – the plan should show progress incrementally and “over time”. Also, it may be helpful to identify a specific individual(s) that will be responsible for carrying out the activities.
- I. Complete all reports in a thorough and accurate manner – well –presented paper work reflects the seriousness of the school's commitment to Title IX.
- J. Formulate clear and concise policies that are appropriate for your athletic program. Then, make certain all policies are well publicized and enforced on a consistent basis.
- K. Contact the KHSAA for any necessary assistance or reference in your school's efforts to comply with Title IX.