

Baldwin County



Athletic Handbook

2025-26

ATHLETIC STATEMENT

This athletic handbook is designed to inform the student-athlete, parents and coaches of the rules, regulations, and information that helped develop the rich tradition of competition in Baldwin County athletics. Participation in athletics is a privilege, which carries with it varying degrees of honor, responsibility and sacrifice. Since competition is a privilege and not a right, those who choose to participate shall be expected to follow the rules established by the AHSAA, Baldwin County Public Schools and other specific coaches' rules for their sport. Each student-athlete represents his/her school and student body. It is the student-athlete's duty to conduct himself/herself in a manner becoming of the student athlete, his/her family, school and the community. While an attempt has been made to answer as many questions as possible and provide information on all aspects of athletic participation, it is possible that there may be some questions that are not answered here. Please contact the Principal and/or Athletic Director of your school for this information. Baldwin County Public Schools will enforce all rules and regulations as described in this handbook.

Departmental Philosophy

The goal of athletics in Baldwin County is to provide the best opportunities for student-athletes to excel in teamwork, sportsmanship, self-discipline and character. In addition to developing skills in a sport, the purpose is to provide each participant with experiences that will be positive and memorable and that help develop the capacity for commitment to a cause, acceptance of responsibility and loyalty toward any chosen endeavor.

Student-Athletes and Academic Priorities

Student-athletes attend Baldwin County Public Schools primarily for a quality education. Nothing should interfere with this objective. Athletics are a part of education, requiring student-athletes to use discipline and demonstrate good work habits in organizing a study schedule which will help lead to academic success. A student's grades should not suffer because of athletics; however, academic difficulties can occur because of a student's inability to organize their workload adequately.

Participation in athletics requires a great deal of personal commitment from the student-athlete. Each student-athlete is expected to organize and discipline him/herself so that academic and athletic endeavors do not conflict. Coaches, sponsors and administrators can determine student participation in all activities based on academic, behavior and attendance records. Students first have an obligation to perform in the classroom on a daily basis with acceptable academics, exemplary behavior and consistent attendance. Participation (not eligibility) decisions for all extra-curricular activities will be made by evaluating each student, making the final decision with the student's academic, behavior and attendance record in mind.

SPORTSMANSHIP

A policy statement from the National Federation of State High School Associations expresses the concept of sportsmanship as follows:

“The ideals of good sportsmanship, ethical behavior, and integrity permeate our culture. The values of good citizenship and high behavioral standards apply equally to all activity disciplines. In perception and

practice, good sportsmanship shall be defined as those qualities of behavior which are characterized by generosity and genuine concern for others. Further, awareness is expected of the impact of an individual's influence on the behavior of others. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity."

We have a duty to teach and equip our young people for the future. Sportsmanship must be taught, modeled, expected and reinforced in the classroom and in all of our Baldwin County Public Schools' competitive activities. Knowing that athletics has become an integral part of the total educational experience in Alabama high schools, we must embrace the concepts of good sportsmanship. Good sportsmanship requires that everyone be treated with respect. This includes members of the opposing team, officials, coaches and spectators. The contest is exciting but winning at any cost is not the goal. Negative treatment of any participant is outside the spirit and interest of the contest.

All AHSAA sanctioned events reflect our communities and schools. The conduct of the team is extended to parents and fans before, during and after athletic events.

Expectations of all Baldwin County Public Schools' staff, students and stakeholders:

Coaches:

1. Follow the rules of the contest at all times.
2. Accept the decisions of contest officials.
3. Display modesty in victory and graciousness in defeat.
4. Avoid public criticism of game officials.
5. Teach sportsmanship and reward/acknowledge players that display good sportsmanship.
6. Be a role model for our players and the community.

Students/Athletes:

1. Show respect for opponents, coaches and game officials at all times.
2. Accept the decisions of contest officials.
3. Avoid offensive language and gestures.
4. Display modesty in victory and graciousness in defeat.
5. Follow the rules of the game.
6. Show respect for public property and equipment.

Parents/Spectators:

1. Avoid criticism of game officials, players and sideline coaching which may sidetrack athletes from their performance.
2. Work cooperatively with contest officials and supervisors in keeping order.
3. Stay off playing areas while athletic contests are in progress.
4. Show respect for opposing teams, cheerleaders and bands
5. Show respect for public property and equipment.

Assault of sports officials, coaches, or administrators (SB-16): This bill became law on March 31, 2002, and creates new crimes of harassing, menacing, and assaulting sports officials, coaches and administrators. The punishments are harsher than normal for convictions of harassment, menacing and assault. For example, a second-degree assault can carry a sentence of up to 10 years in prison, but under the new law, a second-degree assault of a sports official, coach, or administrator could result in a sentence of up to 20 years.

AHSAA MEMBER

As a member of the Alabama High School Athletic Association, AHSAA, we are required to follow all policies and procedures included in the “Eligibility Bylaws” handbook and Sports Book. Below is a link to these documents.

[AHSAA Publications Bylaws](#)

CONDUCT RULE/EJECTION PENALTIES

Penalties for coaches and players ejected from one or more contests are as follows:

- First Ejection:
A \$300 fine (An athlete’s fine can be reduced to \$100 if the athlete being ejected takes the online STAR Behavioral Mode and payment is made within 10 days of the date of the ejection.)
- Second Ejection:
A one-game suspension and a \$500 fine
- Third Ejection:
Minimum penalty of a suspension for the remainder of the season plus a \$750 fine

****All fines/contest suspensions will be reviewed by the school principal to determine consequences and responsibility of payment.**

Note: If any of the ejections or suspensions occur during the last contest of the season, a monetary fine will be placed on the school. All fines are due within 30 days.

Leaving The Bench Ejection: If players come off the bench onto the court or field and are ejected under National Federation rules, they will also be suspended for 20 percent of the team’s total number of regular season contests. A tournament would count as one contest except in championship play where the suspension would be in effect contest by contest.

COMMUNICATION

For our athletic teams to be successful, all involved must work together to ensure proper communication. The following information is intended to help our Baldwin County student-athletes have a positive experience in our programs. Each coach will conduct a preseason parent meeting to discuss issues specific to his or her sport. The meeting dates and times should be documented. (click here for documentation form: [Parent Meeting Documentation](#))

General guidelines for all sports are as follows:

Coach’s Communication to Parents Will Include:

1. Information on coach’s philosophy
2. Location and times of practices and games
3. Coach’s expectations for players
4. Team requirements
5. Team fees
6. Request for parental support in helping the student/athletes succeed in the program

Parent's Communication to the Coach Will Include:

1. Individual concerns expressed directly to the coach: This shall include the treatment of their child, areas that the student/athlete can improve and concerns of their child's behavior. It is not appropriate to discuss playing time, team strategy or other student/athletes.
2. Advance notification of any schedule conflict.

Procedure to discuss a concern with a Coach

1. Make appointment with the coach.
2. Please adhere to the 24-hour rule when attempting discussions with the coaching staff. Please do not attempt to confront a coach before, during or after a game/practice. This can be an emotional time for both the parent and coach.
3. If this is unsuccessful, contact the Athletic Director's office to allow the Athletic Director to help facilitate a meeting. After meeting with the Athletic Director and coach, if the parent is still not satisfied with the result, then he/she should contact the principal.

PLAYER ELIGIBILITY (AHSAA)

Eligibility Requirements

All AHSAA academic requirements for participation in middle school and high school athletics will be followed. Reference comprehensive Eligibility Bylaws at [AHSAA Publications Bylaws](#)

Residency Requirements

All student-athletes must meet the residency requirements of the Baldwin County Board of Education as well as all requirements that the Alabama High School Athletic Association (AHSAA) may impose. Students whose parents make a bona fide move completely out of one school district into another may transfer all of his/her rights and privileges to the member school that serves the area where his/her parents reside.

AHSAA guidelines determining a **bona fide move include:

1. Household furniture of the family must be moved.
2. All principal members of the family must reside in the new place of residence.
3. The original residence should be closed, rented or disposed of and not used by the family.
4. Nine months at the new residence will be required to make a bona fide move.

Before a student's name is sent for eligibility approval, the following items must be completed:

- Birth Certificate – Every student-athlete must have on file a valid birth certificate in order to participate in interscholastic athletics. A passport is accepted for students from another country.
- Physical - In order for a student to be eligible for interscholastic athletics, he or she must have a current AHSAA Physical Form on file at the school. A physical is considered valid for 1 calendar year from the month the physical is

taken.

The physical MUST be performed by an M.D. or a D.O. (Not a Nurse Practitioner).

- Sportsmanship Requirement – In order for a student to be eligible for interscholastic athletics, he or she must complete the Sportsmanship Course at NFHS.org. ([Sportsmanship](#)) Make sure each athlete uploads a copy of the certificate in DragonFly as proof of completion.
- AHSAA Participation/Release Form – In order for the state to calculate the academic eligibility of each student-athlete, the parent and student-athlete must sign a participation/release form.
- Signed Concussion Form – As required by the State Legislature.
- Student in Good Standing Form – Transfer student enrolling in a new AHSAA member school.

INSURANCE

Student-athletes are required to be covered under medical insurance provided by the family. The Insurance Verification Form is in the form section. If a family does not have medical insurance, then they will need to purchase the Student Insurance Plan from K&K Insurance Group. Parents can enroll their child anytime by visiting their website: [K & K Insurance](#) .

In case of an injury, click on this link to access an injury claims form. [Injury Claims Form](#)

COACH CERTIFICATION REQUIREMENTS

- Coaches at member schools prior to 2001-02 are exempt from the course requirements but must have an active CPR certification each year.
- A school using a non-certified coach that is not involved in the Coaches Education Program will be fined \$300 and the coach will be suspended.

Certification Requirements

In order to be certified, all coaches, non-faculty community member volunteer coaches and non-exempt BCBE employee volunteer coaches must meet the following standards for certification: All steps must be completed before a person interacts with students.

Course Requirements with Fees

- Coaching Principles course: [Fundamentals of Coaching](#) (Fee: \$85)
- First Aid Courses: [First Aid, Health and Safety](#) (Fee: \$85)
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Course Requirements – Free online NFHS.org [Coaching Education Courses](#)

- NFHS Sportsmanship course (One time) [Sportsmanship](#)
- Concussion course: [Concussion in Sports](#)
- Heat Illness Prevention course : [Heat Illness Prevention](#)
- Sudden Cardiac Arrest course : [Sudden Cardiac Arrest](#)
 - (every two years beginning with the 2024-25 school year)
- [Student Mental Health and Suicide Prevention](#)

CPR Card – Up to Date

- Must be CPR certified. Certification must be active each year. Only in-person hands-on instruction courses are acceptable beginning Aug. 1, 2022.

**A certificate for all courses above plus a copy of the CPR card must be on file in DragonFly.

VOLUNTEER COACHES

There are two possible types of volunteer coaches. One is a community member volunteer coach. This person is not an employee of the Baldwin County Public School System. The second is a non-exempt BCBE employee volunteer coach. This person is a classified Baldwin County Public School System employee.

Requirements to become a volunteer coach:

1. Complete a background check.
 - If you are an employee, then you have already had a background check
 - If you are a community member volunteer, you must obtain an **Athletic Sub-Card**. This process includes a background check.
2. Complete all AHSAA requirements for coaching certificates. These items must be uploaded into the volunteer coach's DragonFly account. (see section above)
3. Completed the appropriate volunteer coaching agreement. This must be signed by the volunteer coach and the school principal. All volunteer coaching agreement should be sent to the county Athletic Director.

Athletic Coach Substitute Process

- 1.) Fingerprinted for a background check- If the background check is not clear, they will need to submit documents to us so that we can send those documents to the state department for clearance. Once the state department has cleared them, they must also be approved by Mr. West.
- 2.) Complete athletic substitute application and mail the application to our office, hand deliver the application or send the application via the courier. At this time, the application is not available to be completed online.
- 3.) Once paperwork is received and they have a clear background, they will need to come to our office to be E-Verified.
- 4.) Once E-Verified, they will be issued a substitute card and are ready to go!

**The Athletic Sub-Card application in the annex section.

PLAYER EVALUATIONS (Tryouts)

Each coach has his/her own procedure on how he/she will choose his/her team. Arrangements for tryouts must be made for athletes involved in overlapping sports seasons and transfers. It is the responsibility of the student-athlete to contact the coach

and discuss possible conflicts well in advance of tryouts. A student-athlete may be cut from a team anytime during a season for appropriate reasons.

Students must submit an up-to-date physical and proof of insurance before he/she can try-out. All sports teams will follow the AHSAA policy for player evaluations. Make sure you are up-to-date on the latest policies.

ACCIDENTS AND INJURIES

Every school is required to have an Athletic Emergency Action Plan (AEAP) for each venue for athletic contests. A copy of each AEAP must be placed in the Eligibility file for audit review in the principal's office and a copy should be available at each venue. A template is available at [AEAP Template](#). All injuries, no matter where they occur, should be reported to the coach, athletic trainer and school nurse. A copy of this plan must also be uploaded to the school's DragonFly site. Go to the "Vault" and upload a copy to "Upload EAP".

Doctor Visits

Medical expenses are the responsibility of the athlete/family. Written verification from the doctor is required when a physician removes an athlete from practices or games. Written verification from the doctor is required to return to athletic competition.

CHANGING A SPORT/QUITTING A TEAM

If a student-athlete is cut from a team, he/she may join another team or program in that sport season. A student-athlete cannot quit one sport to join another sport until that sport season is concluded. For example, one cannot quit football to participate in basketball until football season is completed. However, athletes will be allowed to transfer from one sport to another during a given season upon mutual agreement of both coaches. Appeal can be made to the Athletic Director if circumstances warrant consideration.

ATHLETES PARTICIPATING IN OUTSIDE SPORTS

A student who is a member of any school athletic team (grades 7–12) may not participate (includes practice) on a non-school team in the same sport during the season of that sport. A student-athlete may participate on a team of a different sport during a sports' season, but the school sport will take priority over any conflict, which includes practices, travel and games. The school athletic program will take priority and is not expected to work around conflicts involving outside sports teams. The head coach of the school team may work with a student athlete: however, conflicts may result in the athlete making a choice of which team to participate.

SCHOOL CLOSINGS AND PRACTICE/EVENTS

If school is closed due to severe weather, all athletic events, including practices will be canceled.

PLAYING ABOVE GRADE LEVEL

*In grades 9-12, the head coach of each sport will make the decision on whether a student should play at a higher grade level. The coach may decide that a 9th grade player should move up to the junior varsity team or varsity.

*In grades 7-8, students are eligible to participate at any level 7–12th grade. Most students will play at the middle school level if the middle school offers that sport. We understand that times have changed and that some players have higher skill levels than others because of club teams, outside specialized instructions, etc. Therefore, we are willing to allow certain individuals the opportunity to play at a higher level if the following conditions are met.

1. The varsity high school head coach already knows about the individual and is interested in that student participating on the varsity team. We will not allow middle school students to be placed on a freshman or junior varsity team. The varsity head coach should attend the middle school tryouts to help determine if the student is at a skill level where they can help the varsity team on a regular basis. If the varsity head coach decides the individual's skills are so advanced that they will be able to compete on the varsity level, then the coach can move to the next step.
2. The varsity head coach must setup a meeting between the high school and middle school principal and the high school athletic director to discuss the situation. All participants in that meeting must agree the move up to the varsity level is in the best interest of the student. If everyone agrees, then the varsity head coach can move to the next step.
3. The parent must give permission for the student to participate on the varsity level.

If all three conditions are met, then the student will be allowed to participate on the varsity team.

After the middle school season has been completed, a student can play-up on a high school team for the remainder of the high school season if the high school coach and parents agree. The student cannot exceed the maximum playing dates for the high school level of competition. This number includes the dates already completed at the middle school level. If the middle school does not offer the sport, then the student may participate at any level on a high school team. If the middle school does not offer a sport, then the student may participate at any level on a high school team.

SOCIAL MEDIA GUIDELINES FOR STUDENT ATHLETES

Social Media: Social networking sites such as Facebook, Twitter, TikTok, Instagram, Pinterest, Snapchat and other digital platforms and distribution mechanisms facilitate students communicating with other students. Participation in such media has both positive appeal and potentially negative consequences. It is important the Baldwin County Public Schools' student-athlete be aware of these consequences and exercise appropriate caution if they choose to participate. Student-athletes are not restricted from using any online social media site. However, users must understand that any content they make public via online social media should follow acceptable social behaviors as student-athletes serve as role models and ambassadors for the schools. These guidelines are intended to provide a

framework for student-athletes to conduct themselves safely and responsibly in an online environment.

A student-athlete in Baldwin County Public Schools should:

1. Be aware that potential current and future employers, college admissions and recruiting offices often access information you place on social networking sites. You should think about any information you post on Facebook or similar directories potentially providing an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.

****Do not have a false sense of security about your right to freedom of speech. Understand that freedom of speech is not unlimited. Online social network sites are NOT a place where you can say and do whatever you want without any repercussions.**

2. Remember photos put on the social network site's server become their property. You may delete the photo from your profile, but it still stays on their server. Internet search engines like Google or Yahoo may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.

Things student-athletes should avoid:

1. Threatening language or remarks directed at teammates or coaches; other Baldwin County student-athletes, teachers, coaches, athletics administrators or representatives of other schools.
2. Incriminating photos or statements depicting violence, bullying, hazing, sexual harassment, vandalism, stalking, underage drinking, selling, possessing, or using controlled substances or any other inappropriate behaviors that have a material effect on the operation or general welfare of the school.
3. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person or to the school.
4. Indicating knowledge of an unreported school or team violation—regardless of whether the violation was unintentional or intentional.
5. Statements, communications, or posts that cause a substantial disruption at school and/or could reasonably be expected to cause a substantial disruption.
6. Using social media for inappropriate posts while at school, during a school-related event, and/or to or from school or a school-related event.

STUDENT-ATHLETE CODE OF CONDUCT

1. Student-athletes shall not possess, use, transmit or be under the influence of alcohol and/or other drugs such as marijuana, controlled drug substances (hallucinogens, stimulants, depressants, or any other narcotic or controlled drug) or possess, use or transmit paraphernalia for use of such substances. (Use of an authorized drug as prescribed by a registered physician will not constitute a violation.)
 - A student violating the substance abuse rule, on the first offense, will be required to meet with the head coach and athletic director to evaluate the situation. Parents will be notified immediately and given the opportunity to

attend the meeting with their child. A student violating the substance abuse rule will be placed on suspension from athletic competition for a minimum of 10% of their scheduled playing dates for the season. Circumstances may warrant a longer suspension or removal from the team.

- Any succeeding offense may result in permanent dismissal from athletics.
 - Student-athletes are expected to leave situations immediately where drugs and/or alcohol are present. Failure to do so may imply guilt and subject the student-athlete to athletic discipline, including but not limited to dismissal from a team.
2. Violation of school rules, the Student Code of Conduct, disruptive behavior, showing disrespect toward school staff, unsportsmanlike conduct, sexting and/or committing any act or offense that causes a substantial disruption to school and/or disparages Baldwin County Public Schools and/or that has a material effect on the operation or general welfare of the school will not be tolerated and such action(s) may lead to discipline, including but not limited to eligibility restrictions, probations, and/or suspension or removal from a team.
 3. A student who is uncooperative, i.e. violates the student code of conduct repeatedly, sleeps in class, disrupts, refuses to complete work, etc., will be considered a discipline problem which could result in suspension from athletic competition.
 4. Team members are expected to be present at all practices, meetings and games. Doctor's appointments or other similar outside activities should be arranged to avoid conflicts with practices or games.
 5. Coaches may determine student participation in athletic events based on practice attendance, skills, effort, team strategy and understanding of rules.
 6. Any serious breach of school policies, both on and/or off campus, could result in suspension of athletic participation and/or removal from the team.
 7. Students suspended from school and/or expelled will not be allowed to participate in athletic events while they are on suspension and/or expelled. If a student has to attend an after-school detention hall, the student will be required to attend the detention over any athletic activity.
 8. Attendance in school is very important. If a student is absent for more than half of the school day, each coach should investigate the reasoning and determine if the student should participate in any athletic event that afternoon/evening.
 9. Team uniforms are the property of the school and should only be worn during athletic contests. Uniforms should be returned to the coach immediately after the season has been completed. Lost uniforms are the responsibility of the athlete. If an athlete loses or damages a uniform (other than the normal wear and tear), he or she is responsible for reimbursing the school's full replacement cost for the uniform.
 10. Travel attire to away games for students is up to the head coach. Regardless of the specifications, Baldwin County student-athletes should project a favorable image of the team and the school.
 11. Student-athletes are expected to maintain high standards of behavior and sportsmanship. Use of profanity and displays of anger toward teammates, coaches, officials, opponents and fans will not be tolerated. Any infringement

could result in disciplinary action.

12. Hazing and bullying are intolerable in any form and will result in disciplinary action.
13. Coaches are not allowed to give private lessons or extra help and receive compensation in any form to student athletes trying out for teams they will be choosing.
14. Athletes are expected to behave appropriately towards themselves, their families, coaches/staff, teachers and all Baldwin County Public Schools on social media.

TEAM TRAVEL GUIDELINES

1. All transportation for field trips, including athletics, will use Travel Tracker to document the travel plans. Coaches need to log into their BCBE employee portal and find Travel Tracker.

Link: [Travel Tracker](#)

2. Baldwin County transportation policy requires that student-athletes travel to and from athletic contests with their team when transportation is provided or arranged by the school. If a bus is provided for transportation, then all athletes must ride the bus. Coaches can let athletes ride home with their parents if he/she chooses with proper documentation. (see Forms)
3. When traveling to destinations outside Baldwin County, students may only be transported by school bus, charter bus or car. If transported by car, the driver of the car must be an adult. A permission form must be signed by the parents and on file in the coaches' office for the student to ride in a car driven by an adult.
4. When traveling to destinations inside Baldwin County, students may be transported by school bus, charter bus or car. If transported by car, the driver must be an adult or the student can transport themselves under certain circumstances. Under no circumstances may a student driver transport another student. A permission form must be signed by parents and on file in the coaches' office for an adult to transport student-athletes or for a student to transport themselves.
5. Buses are restricted from driving on the Interstate 10 Bayway. Buses should use the Causeway when traveling to and from Mobile. Buses can travel through the tunnels in Mobile.

PARENT PICKUP

A coach or designated adult will remain with athletes until all are picked up after practices and games. Please respect the time of our coaches by picking up your student-athlete immediately following practices and/or games. If you cannot transport your student-athlete home, please make other arrangements prior to the event.

FUNDRAISERS

All fundraisers must follow the Baldwin County policy for accountability. The school's bookkeeper can provide the forms needed. ALL fundraisers, whether initiated by the coach of that sport or the sport's booster club, must be approved by the building principal.

GAME PARKING

The only sport that can charge for parking will be varsity football. The Principal and Athletic Director of each school can determine who oversees parking.

Parking Charges: \$4.00 for all schools except Spanish Fort High School. Parking charges for Spanish Fort: \$5.00 (includes bus shuttle).

GAME ADMISSION

*All tickets this year will be electronic. We will use GoFan again this year.

Varsity Football Game

GoFan: \$9.00 + \$1.00 fee = **\$10.00 Total**

Cash: \$9.00 + \$1.00 fee = **\$10.00 Total**

All other Varsity Sports, JV/Freshman Games

GoFan: \$7.00 + \$1.00 fee = **\$8.00 Total**

Cash: \$7.00 + \$1.00 fee = **\$8.00 Total**

Middle School Games

\$6.00 General Admission

Go Fan: \$6.00 + \$1.00 fee = **\$7.00 Total**

Cash: \$6.00 + \$1.00 fee = **\$7.00 Total**

All students 18-years and younger will get in free

BALDWIN COUNTY PUBLIC SCHOOLS

Title IX Athletic Compliance Overview and Guidelines for Campus Gender Equity Review Committee

I. INTRODUCTION

In accordance with Board Policy and federal law, the Board strictly prohibits discrimination on the basis of sex or gender in its programs or activities, including sexual harassment, as defined by law and Board policy. The purpose of this overview and these guidelines is to assist Athletic Directors, Administrators, coaches, and the campus Gender Equity Review Committee in evaluating their athletic programs under Title IX. Should you have any questions or concerns, you are encouraged to contact the Assistant Superintendent over Athletics/BCPSS Title IX Coordinator, Mr. Marty McRae.

II. OVERVIEW

The Title IX statute (Title IX of the Education Amendments of 1972), which became law on June 23, 1972, states that:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX was designed to prohibit common practices at educational institutions, such as excluding women from postsecondary institutions or certain fields of student. Through the years, Title IX has evolved to become known primarily for its impact on athletics. Analyzing compliance with Title IX can be time consuming. Generally, Athletic Directors of programs on a high school campus cannot always know every details of benefits that all athletes receive. Individual coaches are encouraged to keep his or her Athletic Director and Administrators informed through open communication. Title IX compliance can ultimately only be determined by comparing athletes’ benefits on all teams. Like many athletic sports being analyzed under Title IX, a team approach is typically the best strategy for success. As such, the goal of this overview and guidelines is to supply the information and the tools for the “team” to succeed, so that the BCPSS can continue to serve all students in a positive and collaborative school environment.

Title IX prohibits sex discrimination in education programs- including athletics- that receive federal funds. The BCPSS receives federal aid, so we must comply with Title IX. Civil rights laws have two basic provisions: equal access to the program, and equal treatment once in the program. Thus, Title IX in athletics has two basic provisions: **OPPORTUNITIES** to become participants, *i.e.* “accommodation of interests and abilities,” and **BENEFITS**, *i.e.* “equal treatment of participants.”

III. PARTICIPATION OPPORTUNITIES

The Opportunities provision concerns the opportunity for a student to become a participant in the interscholastic athletics program. The Three-Part Test was developed to assess a school’s performance in affording potential athletes’ chances to participate. The Three-Part Test provides schools with three methods for compliance. Schools achieve compliance in this area by meeting the standard for ONE of the three tests, known collectively as the Three-Part Test. School personnel may choose which one method the school will meet. **This three part test will be evaluated by completing the Title IX Athletic Opportunities Self-Evaluation Tool (Benefits Worksheet)**

- **TEST ONE – PROPORTIONALITY:** This first test is based on a comparison of the percent of school enrollment for a gender to the percent of participation in sports by that gender.
- **TEST TWO – PROGRAM EXPANSION:** The second test is designed to judge the school’s efforts to expand or increase the number of participants for the underrepresented sex –nearly always girls. Usually, schools that achieve compliance with test two have added new sports and teams (for example, freshman, junior varsity, and varsity teams) for girls, which has resulted in a significant increase in the number of female participants.
- **TEST THREE – FULL ACCOMMODATION:** The third test assesses whether the school’s athletic program already offers every team for the underrepresented sex, usually girls for which there is sufficient interest and ability to field a team, and sufficient competition for that team in the area

where the school normally competes. An Interscholastic Athletics Student Survey should be administered at least every other school year to gather and analyze responses to determine if increasing athletic offerings should be considered.

Under Title IX, a school is required to meet the standard for one of the three tests in order to comply with this Title IX component. Each test is described in more detail below.

A. TEST ONE – PROPORTIONALITY

Test One - Proportionality is met when the percentage of the school enrollment for one gender is “substantially proportionate” to that gender’s percentage of participation opportunities. In other words, to meet test one, girls’ and boys’ rates of participation in athletics should match or be very close to their respective rates of enrollment at their respective schools.

B. TEST TWO – PROGRAM EXPANSION

Test Two – Program Expansion enables a school to comply by demonstrating a history and continuing practice of expanding opportunities for the gender that is underrepresented in the interscholastic program (which is nearly always girls). Underrepresented means that Test One – Proportionality is not met, as students of one gender are participating in interscholastic athletics at a rate that is less than their rate of enrollment. Test Two provides a method to comply even though one gender is underrepresented. The expansion of the number of opportunities may be achieved by adding new sports to the program and/or adding new teams at different levels of sports (for example, freshman, junior varsity and varsity teams).

Test Two – Program Expansion can also be achieved or enhanced by adding opportunities to existing teams. A school meeting Test Two is likely to have increased opportunities for the underrepresented sex by 25% in the last five years. This is not a formal compliance standard or requirement; rather, this is a more likely scenario for a school to be judged compliant with Test Two. To calculate the increases, the number of participants added for the underrepresented gender during the past five years is divided by the total number of participants for that gender. For example, a particular school has a total in all sports, in all levels, of 206 female participants. Of the 206, there are 33 girls who are participating on teams that were added to the athletic program during the past five years. Thirty-three divided by 206 equals .16, or 16%. The target is 25% or greater. In this example, it is unlikely that the school is meeting Test Two.

CAUTION: if NO girls’ teams have been added in the last five years, and there are no plans to add a girls’ team in the immediate future, compliance with test two is unlikely, and school may want to consider test one or three.

C. TEST THREE – FULL ACCOMMODATION

Test Three concerns whether the school is fully and effectively accommodating the interests and abilities of the underrepresented sex. In effect, does the school offer every team for girls for which there is sufficient interest and ability for a team and sufficient competition for that team in the area where the school normally competes (this assumes that girls are the underrepresented gender)? A Student Athletic Interest Survey should be administered to students at least every three years. This survey gathers information relative to possible athletic interests that are not currently being met through the sports program. After completing an analysis of the students’ responses, school personnel may determine whether a meeting with prospective students and parents is appropriate concerning any expressed interest and whether consideration should be given to expanding athletic offerings. Documentation of any meeting with students and parents should be kept in the school’s Title IX file. If school personnel determine that there may be sufficient interest and ability to field a team, then an analysis should be conducted to determine if there is sufficient competition.

For example, if there are not sufficient competitors within a reasonable travel distance, it would not be feasible to field a team. To determine if a school meets Test Three, this manual presents a series of questions to be answered by school personnel. The questions focus on the need for adding new teams or additional levels of a team (which is determined mostly by an analysis of the survey results). A response of “no” to the questions would suggest that the school may be meeting Test Three with its current program.

D. CONCLUSION OF OPPORTUNITIES

The three-part test is the single most important Title IX athletics issue with which to comply. All secondary school campuses should comply with at least one test of the three. Failure to comply with at least one of the tests may subject the school to a Title IX violation. School Athletic Directors and Administrators should keep all documentation of compliance with one of the tests in the school’s permanent Title IX file. This information

should be submitted and reviewed by the Gender Equity Review Committee discussed in more detail below. If a school has any questions or concerns regarding Title IX Participation Opportunities component, you are encouraged to reach out to the BCPSS Title IX Coordinator.

IV. BENEFITS AND TREATMENT OF PARTICIPANTS

The Benefits provision of Title IX encompasses all resources that are required and made available to field an athletic team. There are twelve program components concerning the treatment of student-athletes, nine of which apply to most high schools.

In discussing these Ten (10) components, it is important to clarify that Title IX requires equivalence between the *overall girls'* program and the *overall boys'* program. Title IX does not require equivalence by sport. In effect, Title IX does not require that the boy's tennis team receive the same benefits as the girls' tennis team, or vice versa. An evaluation of a school's compliance considers the balance of benefits. The relevant comparison is between the overall benefits provided to all girls' teams and the benefits provided to all boys' teams. It is not just the details; it is what the details add up to. It is an overall athletic program pattern that is evaluated. For example, if for one year, the baseball team travels to Florida for a tournament, and the softball team and no other girls' teams participate in an out of state trip, it may not be a concern. However, if the baseball team takes part in an out of state tournament every year, but neither the softball team nor any other girls' teams ever experience similar benefits, it may be a compliance concern – it would be appropriate to raise questions regarding the differences between the benefits provided for the two programs.

It is important to keep in mind that Title IX recognizes that different sports require different benefits and services and permits accommodating the nature of particular sports. For example, four-hour practices may sharpen the skills of the golf tea, but are probably excessive for cross country athletes. Likewise, eight coaches may be acceptable for football, but excessive for volleyball. A bus may be appropriate for transporting the football team, while a van may be more appropriate for the golf team. Assigning a full-time trainer might be a good idea for football or volleyball, but unnecessary for bowling.

In addition, under Title IX, different benefits for girls' and boys' teams may be justified by the reasonable professional decisions of coaches and other athletics personnel. There is a fine line, however, between professional decisions and discriminatory treatment and Title IX protects the student athletes- not the coaches' decisions to choose lesser benefits for them. If a coach's decision is motivated primarily for the coach's convenience, then it is not likely to be accepted as a reasonable professional decision. A coach's competence, qualifications, and success can affect whether his or her decision is judged to be reasonable. Choices of coaches or administrators that enhance academic performance over athletic performance are also likely to be accepted as reasonable. For example, the coach who sets less desirable travel schedules or forgoes specific practices in deference to the class schedules of student athletes is more likely to be judged as making a reasonable professional decision. Administrators and Athletic Directors should ensure that each coach's decision is appropriate and reasonable. Benefits consider the resources available to and the treatment of students who have become participants in the interscholastic athletics program. For high schools, there are ten (10) major areas of Benefits:

- Equipment and Supplies
- Scheduling of Games and Practice
- Travel and Per Diem
- Coaching
- Facilities (Locker rooms, Practice and Competitive)
- Medical and Training Facilities, and Services
- Publicity
- * Support Services
- * Tutoring
- * Budget & Boosters

The Ten major areas of Benefits are further detailed below.

A. Equipment & Supplies

Equipment and supplies include, but are not limited to, uniforms and apparel, sport specific equipment and

supplies, and instructional devices. Generally, there are three factors reviewed in ascertaining if the equipment/supplies are comparable for both genders:

(1) quality; (2) amount; and (3) maintenance and replacement.

Uniforms including shoes, travel bags, warm-ups, etc., should be examined to ascertain if male and female participants are comparably attired. Every school should develop a written policy or guidelines for the review and/or purchase and replacement of uniforms. Most schools opt for a rotation based on a certain number of years. For example, in year one of the cycle, girls' and boys' basketball uniforms are purchased, year two – boys' and girls' soccer, year three – baseball and softball, year four – track, cross country and volleyball. In the fifth year, the cycle starts over and is repeated as basketball uniforms are replaced. It is important to insure that “sets of uniforms,” or the number of different uniforms per team, is comparable for boys and girls. Also, be mindful that differences based on the nature of sports are acceptable. For example, the purchase and replacement of football gear costs considerably more than outfitting a swim team member. The Title IX concern focuses on the quality and quantity of the sport-specific uniform, not the actual amount of money expended.

Suggestions Regarding Equipment & Supplies:

- Establish well-defined procedures for conducting inventories of equipment, supplies and uniforms. Keep accurate and up-to-date records of all inventories.
- Follow a written policy for the purchase and replacement of uniforms.
- Ensure that the quality and quantity of uniforms are comparable for female and male participants.
- Record any equipment/supplies purchased by booster groups in the school inventory.
- 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. This same treatment for like sports may not be required by Title IX, but this approach will enhance compliance significantly.

B. Scheduling Games and Practices

There are five considerations for this component: (1) the number of competitive events offered per sport; (2) the number and length of practices; (3) the time-of-day competitive events are scheduled; (4) the time-of-day practices are scheduled; and (5) the number of scrimmages or pre-season competitive opportunities scheduled. Another consideration relative to scheduling practice and game times is the use of shared facilities. For example, if there is only one soccer field and girls and boys don't practice together, consider a rotation plan with the girls practicing early and the boys practicing late for one week, and the reverse assignment for the following week. As another example, if there is a practice field and a game field that are both used for practices, assign the fields on an alternating basis so that both genders use both the practice and game field. This format should also be considered for basketball teams. It is best to schedule and assign venues in a manner so that both genders have equitable access to the more favorable times and facilities.

Suggestions Regarding Games and Practice Times:

- Give student athletes copies of schedules for both practices and events.
- Schedule a like number of events for boys' and girls' teams for like sports.
- Secure contracts with competitors so that there is a balance of home and away games each season.
- Schedule shared facilities on an equitable, rotating basis.
- Include a comparable number of tournaments, clinics, camps and schedules for “like” sports.
- Endeavor to keep travel times and distances similar for boys' and girls' teams.

C. Travel and Per Diem

This benefit component involves the mode of transportation, distances traveled, and meals and lodging that are provided for teams. Specifically, factors to consider include:

(1) the mode of transportation - van versus bus, luxury charter versus school bus; (2) out of state or region travel for tournaments, clinics and camps; (3) meals arranged by school personnel from restaurants or by booster groups; and (4) accommodations for overnight stays.

Suggestions Regarding Travel and Per Diem:

- Develop a written policy for the equitable purchase and provision of meals. The per diem policy may be structured to address the dollar amount and when teams stop for food based on the distance from the school. Consider the role of booster groups in either funding for meals or providing food for athletes.

- Adopt a written policy that delineates the type of lodging that will house teams for away activities and the number of athletes to be assigned to each hotel room. It may be appropriate to identify a range for the dollar amount to be spent for specific locations that teams may visit for out-of-town events.
- Ensure that the quality of transportation, such as buses and vans, is comparable for girls' and boys' teams. Again, the actual distance to be traveled may serve as a guide in determining the method of transportation.
- Provide similar travel opportunities for like teams for out-of-region and out-of-state experiences, such as tournaments, clinics and camps. Also, consider providing a similar number of special travel opportunities for boys' and girls' teams overall, including girls' and boys' teams in dissimilar sports.

D. Coaching

Coaches are responsible for the instruction and supervision of student athletes as well as performing a multitude of other duties that are necessary to field a team. It is critical that both girls' and boys' teams are led by competent and caring individuals. The success of many programs can often depend on the quality of the coaching. The following factors are considered relative to this component: (1) compensation; (2) levels of experience and qualifications; (3) the availability of female coaches; (4) the number of coaches per team; and (5) the number of volunteer coaches.

Suggestions Regarding Coaching:

- Maintain an equitable pay scale for coaches of boys' teams and coaches of girls' teams, and retain a copy of the pay scale in the school's permanent Title IX file.
- Develop strategies that encourage women to seek coaching positions.
- Provide an equal number of coaches for like teams if the number of participants is similar for both the boys' team and girls' team.
- Hire coaches with similar levels of competence and experience for boys' teams and girls' teams.
- Provide opportunities for attendance at clinics, in-service, workshops, etc. for coaches of both girls' and boys' teams.

E. Facilities (Locker Rooms, Practice and Competitive)

This Benefit refers to facilities for practices and contests and any locker rooms used by interscholastic athletes. This tends to be an area in which significant differences exist between the allocation of facilities for boys' teams and facilities for girls' teams. For locker rooms, the quality, maintenance, availability and location relative to the respective practice and competitive facilities, training room, equipment room, and weight rooms are assessed. "Exclusivity" is also a factor. In other words, does the football team, boys' basketball team, and baseball team each have their own locker room while the girls' volleyball, basketball, and softball teams all share the same locker room? For practice and competitive facilities, the quality, maintenance, availability and location for indoor and outdoor facilities are the primary considerations. More specific items relative to these facilities include: the quality of playing surfaces, bleachers, restrooms for fans, lighting, sound systems, concession stands, storage areas, sprinklers, drainage, and whether the facility is located on or off campus.

Suggestions Regarding Locker Rooms, Practice and Competitive Facilities:

- Review the status of all facilities on a regular basis and implement upgrades to provide like quality facilities for teams of both genders. If this is difficult due to the physical layout or financial concerns, then rotate the use of the better facilities by both genders.
- Print a list assigning all teams to a locker room. All teams should have a designated locker room even though they may choose not to use it.
- Follow a timetable to improve facilities and include target years to address the identified needs.
- Adhere to a written policy for the display of banners, pictures, awards, trophies, and advertising located in the gymnasium, trophy cases and throughout other school facilities.

F. Medical and Training Facilities and Services

This benefit component involves the provisions for physical examinations, the assignment of medical doctors, certified trainers and student trainers to practices and competitive events, and the quality and availability of training rooms and weight rooms.

Suggestions for Medical and Training Facilities and Services:

- Ensure that exams by a medical doctor, if provided through the school, are at no cost for participants of both genders.

- Assign a full-time certified trainer to both practices and competitive events on an equitable basis for girls' and boys' teams.
- Develop a program for student trainers for both genders.
- Maintain a well-supplied training room on campus that is accessible for all participants.
- Make a well-stocked first aid kit accessible for every team.
- Develop and post a schedule for the weight and training rooms that is equitable for both genders.
- If there is one weight room, decorate it in a manner that is motivating and welcoming for both genders.
- Provide appropriate sized weights and universal machines for female athletes.

G. Publicity

Publicity is communication, in its broadest sense, through both media and support groups that promotes a message that all teams, both girls' and boys' teams, are highly valued within the school and the community.

Suggestions for Publicity:

- Assign cheerleading squads, 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 boys' teams and girls' teams. If your school has one cheerleading squad, assign them to an equal number of games for boys' teams and girls' teams.
- Contact local media, including newspapers, radio and TV stations, and explain the need for equitable coverage.
- Schedule pep assemblies and rallies that support teams of both genders.
- Require a written procedure that specifies how awards for athletics are earned and include in your school's Title IX file.
- Design your school's website to reflect event schedules and successes on an equitable basis.
- 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.

H. Support Services

This Benefit includes the following factors: (1) administrative and clerical assistance available to teams; (2) office space for coaches; and (3) office equipment and supplies available for coaches that assist them in their duties.

Suggestions for Support Services:

- Provide administrative and clerical support that is equitable for both girls' and boys' coaches.
- Provide office supplies and equipment and access to equipment (copiers, fax machines, etc.) on an equitable basis for girls' and boys' coaches.

I. Tutoring

This benefit deals with the provision of instructional assistance to ensure that all athletes are achieving satisfactory academic progress. Most often, students attend the Extended School Service Program offered at their respective school.

Suggestions for Tutoring:

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

J. Budgets, Booster Clubs and Fundraising

Available funding may determine the extent to which opportunities and benefits are provided. However, lack of funds cannot justify more limited opportunities and/or benefits for one gender.

The funding of a school's interscholastic sports program is a matter that receives extensive scrutiny. ***Title IX does not require that budgets or expenditures be the same for girls' and boys' teams in the same sport or overall programs.*** Title IX does require that equivalent opportunities and benefits be provided. While budgets suggest intent, expenditures show practices. It is critically important that spending for athletics is closely monitored by the Athletic Director and Administrators to avoid establishing a pattern of inequity. The most prudent approach for a school's financial practices is to implement well-defined procedures for fund raising and expenditures that are followed without exception. It is the responsibility of the school's Administration to oversee financial matters and ensure that spending is kept in balance for both genders.

Booster organizations are recognized for their contributions in both time and money, and their efforts are often extremely important in maintaining a viable interscholastic sports program. A booster organization is defined as

“any individual or agency, which provides resources to a school’s athletes and/or athletic teams.” School personnel must be cognizant of spending by a booster or booster organizations. Benefits provided by boosters are viewed under Title IX as provided by the school, and the school’s Administration is responsible for ensuring equity. Thus, it is imperative that Business and Finance policies and procedures are followed, as well as clear campus procedures in place to protect against any one group spending excessive amounts for a particular team.

Suggestions for Budgets, Booster Clubs, and Fundraising:

- Ensure appropriate administrative oversight of booster activities. Encourage booster clubs to be maintained internally. Maintain written agreements with all booster organizations that define the role of the group and its relationship to the school and the school’s administration.
- Include representative(s) from booster organization(s) on the Gender Equity Review Committee.
- Meet with booster clubs and other community groups periodically. Provide information for all interested parties that clearly delineate your school’s commitment to equitable funding of boys’ athletics and girls’ athletics.
- Consider establishing one booster club that supports all teams or one booster club for like sports such as boys’ basketball and girl’s basketball.
- Structure joint fund-raising activities that benefit both a girls’ team and a boys’ team. For example, the boys’ basketball and the girls’ basketball teams engage in an activity and equitably share the funds collected.
- Evaluate expenditures for athletics regularly.
- Calculate and monitor the amount of money spent per male athlete as compared to the amount spent per female athlete. Identify the cause for any significant differences, and whether those differences may be justified by the nature of sports (for example, providing pants and a jersey, protective padding and a helmet requires a greater expenditure for a football athlete than a uniform for a volleyball athlete). Differences that cannot be explained by sport-specific needs should be carefully reviewed.

V. Administration of Title IX: CAMPUS STEPS FOR COMPLIANCE

A. Designation of Title IX Coordinators

The school should designate a campus Title IX coordinator. This individual is responsible for ensuring that the school meets the standards for Title IX compliance. The primary responsibility of the School Title IX Coordinator is to coordinate the activities at the school level that are designed to promote gender equity in athletics. The school principal should supply the School System Title IX Coordinator with the name of the campus Title IX Coordinator at the beginning of each school year and no later than September 1st each year.

These specific activities of the campus Title IX Coordinator will include:

1. Working with the Athletic Director and Principal in establishing a Gender Equity Review Committee
2. Maintaining a permanent Title IX file at the high school
3. Completing the Title IX Annual Report
4. All other duties deemed necessary to ensure compliance

B. Student Athletic Interest Survey

At least once every **three** years, the campus Title IX Coordinator should assist the campus with the administration of the Student Athletic Interest Survey. As indicated above, this survey is one component of Part Three in determining compliance with the OPPORTUNITIES section of Title IX. The survey results will help the GERC determine student interest in specific sports so that the GERC can plan which sports to offer to equally meet the interests of male and female students. The BCPSS Title IX Coordinator will provide the campus Title IX Coordinator with the procedures and instructions for conducting the Student Athletic Interest Survey.

C. Title IX Athletic Opportunities Self-Evaluation Tool

At least once every **three** years, the Title IX Coordinator and campus administrators should complete the Title IX Athletic Opportunities Self Evaluation Tool. This Self Evaluation Tool will assist the GERC in evaluating compliance with the OPPORTUNITIES section of Title IX, i.e. whether your school is providing equal opportunities for male and female student athletes to participate in athletics. The BCPSS Title IX Coordinator will provide the campus Title IX Coordinator with the procedures and instructions for completing the Title IX Athletic Opportunities Self-Evaluation Tool.

D. Title IX Campus Athletic Benefits Worksheet.

Each School year, the campus Title IX Coordinator and Administrators should complete the Title IX Campus Athletic Benefits Worksheet. This worksheet will assist the GERC in evaluating compliance with the BENEFITS section of Title IX. The BCPSS Title IX Coordinator will provide the campus Title IX Coordinator with the procedures and instructions for completing the Title IX Campus Athletic Benefits Worksheet. This worksheet should be completed no later than September 30th each school year, and the campus Title IX Coordinator should provide a completed copy of this worksheet to the BCPSS Title IX Coordinator no later than October 15th each school year.

E. Gender Equity Review Committee

Composition. A Gender Equity Review Committee (GERC) is an important part of the compliance picture. The campus Title IX Coordinator shall be a member of the committee. There should be at least five to seven members on the committee. At the high school level, it is recommended that there be students who are in different years of high school.

Suggestions for the composition of the GERC include:

1. Campus Title IX Coordinator
2. Students
3. School administrators
4. Athletic Director/Assistant Athletic Director
5. Coaches of girls' and boys' teams
6. Booster club members
7. Parents of teams

The campus Title IX Coordinator should educate persons new to the GERC by providing all Title IX related written materials and resources so that new members may clearly understand the duties they have agreed to perform, including for example, this Overview and Guidelines. The GERC membership list for each school year is to be maintained in the permanent campus Title IX file. The campus Title IX Coordinator should also provide the GERC membership list to the System Title IX Coordinator by September 1st each school year. Members may serve more than one year, but committee membership should be reviewed and rotated every 3 to 5 years.

Meeting Overview. The GERC should schedule and conduct a minimum of **three required meetings** each school year. Suggested Meeting Dates

1. September/October – Fall Sports Review
2. February/March – Winter Sports Review
3. May – Spring Sports Review/Final School year review

The campus Title IX Coordinator should take steps to ensure that a quorum (over half) of the GERC committee members are present. Written minutes, to include the list of members present, should be kept of all meetings in the school's permanent Title IX file. It is suggested that a committee member serve as a facilitator so that meetings may be conducted in a timely fashion.

Title IX ANNUAL Action Plan. The GERC is responsible for reviewing both Title IX athletic compliance components: OPPORTUNITIES AND BENEFITS. The GERC should review the current Student Athletic Interest Survey, the Title IX Athletic Opportunities Self-Evaluation Tool, and the current Title IX Campus Athletic Benefits Worksheet. Based upon the review of the information and discussion among the members, the GERC shall develop a Title IX Action Plan, if needed, and a timetable for implementation of the Plan. The GERC shall monitor the Plan continuously and implement corrective action as necessary. The Action Plan should include a summary of past steps and actions taken from the previous school year that were designed to address equity under Title IX, as well as a summary of the current OPPORTUNITIES of sports offerings for boys and girls and a summary of current comparison of the BENEFITS AND TREATMENT such as:

1. Locker rooms, practice and competition facilities
2. Coaching stipends
3. Coaching assistance
4. Sports budgets and expenditures

5. Total expenses for each gender
6. Booster organizations
7. Equipment and supplies
8. Travel practices and allowances
9. Medical and training facilities
10. Scheduling of games and practice times

The GERC shall identify specific needs for improvement in the athletics program for the current school year, giving priority to items required for equitable treatment of girls and boys. A timetable shall be established for implementing improvements based on:

1. A comparison of sports offerings for girls and boys
2. Facility reviews and identification of needed improvements
3. Equalization of programs recognizing female and male athletes
4. Reviews of coaching staff and revisions needed as identified by a self-assessment

Sample Format and Agenda for GERC

Agenda (Include Meeting Date and Time)

- A. Welcome and Introductions of Committee Members – (Provide Sign in Sheet)
- B. New Member Orientation (Review Purpose of Committee)
- C. Review and approval of minutes from last meeting in preceding year
- D. Review of Corrective Action Plan for prior school year
- E. Immediate Concerns for current school year, including discussion of system athletic allocations
- F. Review of Fall Sports Rosters
- G. Student Interest Survey (Mandatory every three years)
- H. Review of Athletic Expenditures for prior school year
- I. Review of previous and new Athletic Opportunities Self Evaluation Tool
- J. Review of previous and new Benefits and treatment forms
- J. Future Meeting Dates
- K. Miscellaneous
- L. Adjourn

E. Permanent Title IX File

Each school should maintain a “Permanent Title IX File.” This file should be kept in the office of the Principal. Schools should maintain a well-organized file with information arranged for easy access, as this will make it much easier to assess progress in regard to Title IX compliance. The Permanent Title IX File should include the original self-audit. The results of this audit became the starting point for schools to identify problem areas needing improvement.

Each School’s Permanent Title IX File must include the following items:

1. All of the school’s Benefits Worksheets, Self-Evaluation Tools, etc.
2. Written minutes for all Gender Equity Review Committee Meetings
3. A copy of past and current GERC Title IX Action Plan
4. Letters/written communications regarding Title IX
5. A record of any complaints regarding gender equity
6. Records of all Student Athletic Interest Surveys
7. School district facility planning documents relating to gender equity
8. Written facility usage schedules for all athletic facilities that are shared
9. Written procedures regarding awards and recognition of athletic accomplishments
10. Written rotation and replacement plan for uniforms
11. School generated athletic handbooks

F. Annual Verification of Title IX Procedures

Beginning with the 2025-26 school year, schools should submit their Title IX Action Plans to the BCPSS Title IX Coordinator by December 1 each year. The submitted Action Plan for the school year should include an analysis of actions and steps of improvement that were taken, if any, from the previous school year.

G. Key Deadlines

August – Selection of Title IX Coordinator and Identification of GERC Committee

September 1- Submission of campus **Title IX Coordinator and GERC Membership list** to BCPSS Title IX Coordinator

September 30- Recommended completion of **Title IX Campus Athletic Benefits Worksheet**.

September/October – First fall meeting of GERC

October 15 – Submission of **Title IX Campus Athletic Benefits Worksheet** to BCPSS Title IX Coordinator

December 1- Submission of **GERC Annual Title IX Campus Action Plan** to BCPSS Title IX Coordinator

February/March – Winter Sports Review meeting of GERC

May- Final Review Meeting of GERC

Every Year – Complete Title IX Campus Athletic Benefits Worksheet

At least once every three years- Conduct Athletic Student Interest Survey

At least once every three years- Conduct Title IX Athletic Opportunities Self-Evaluation Tool

**Forms for Title IX compliance are located in the Annex Section.

ANNEX SECTION



BALDWIN COUNTY PUBLIC SCHOOLS
Building Excellence

Marty McRae, Assistant Superintendent

2600-A North Hand Avenue
Bay Minette, AL 36507
E-Mail: mmcrae@bcbe.org

TEL: 251-580-1600
FAX: 251-580-1856

Principals, Athletic Directors & Coaches,

I would like to thank you all for your time and dedication you have given to the young men and women of Baldwin County. You have a huge responsibility to lead our student/athletes as a positive role model. The parents of these student/athletes place their trust in us to provide an environment that encourages integrity, determination, commitment, teamwork, etc. More importantly, parent expect us, to provide a safe environment for their children.

It is our responsibility to provide a safe environment for all our athletic teams by providing the proper supervision. When a student/athlete is placed in your charge, whether it be at practice, during a game, in a locker room or on a bus, you are responsible for their safety. Proper supervision is the key to maintaining a safe environment. A safe environment cannot be provided unless a plan of action has been developed, implemented and expected by all. It is our expectation that every coach develop a plan of action for supervision in every possible situation. When student/athletes are under your care, you need a plan on how to maintain proper adult supervision. This includes, but is not limited to, practice, games, locker rooms, weight rooms, transportation, etc. These plans of action need to be in written form and distributed to all that have supervisory responsibilities with the expectations included. Each school's Athletic Director and Principal should have a copy of your plan for supervision. If I can be of any assistance, please contact me.

Marty McRae
Assistant Superintendent
Baldwin County Schools

cc: Mr. Eddie Tyler, Superintendent



Baldwin County Athlete Checklist

The following documents must be completed and on file prior to a student-athlete participating in any practice:

- **Student Pre-Participation Physical Form (annually) – must be signed by an M.D. or D.O.**
- **Student Birth Certificate**
- **Student NFHS Sportsmanship course documentation (one-time)**
- **Student Concussion History Form (annually) – must be signed by the student and parent/guardian**
- **Student Participation Agreement (annually)**
- **Student “Good Standing” Form (Transfer students only)**
- **Student Insurance/Medical Release Form**

LAST NAME FIRST M.I. SEX GRADE BIRTHDAY

BALDWIN COUNTY SCHOOLS
Insurance/Medical Form

Date: _____

As an athlete/athletic parent in the Baldwin County Schools Athletic Program, I/we understand that participation in any sport can be an activity involving risks of injury. Recognizing these risks, I/we consent to the participation of my/our son/daughter in the sports program offered by Baldwin County Schools. I/we also agree to comply with all rules, regulations and recommendations of administrators and coaches concerning injury prevention and care. I/we consent to assume the following responsibilities:

1. To furnish a copy of your son/daughter's birth certificate.
2. To furnish a completed copy of the AHSAA Physical Examination form sign by a physician.
3. Copy of the insurance card that corresponds to the insurance information below.
4. To provide transportation home on dates of practice sessions and scheduled competition.
5. To accept full responsibility for all medical expenses which might occur during practice sessions, traveling to practice/ games, participation in games and other related activities.
6. To provide accidental/hospital insurance on your son/daughter (school insurance is acceptable).
7. Upon your son/daughter making a team, all of the conditions listed above remain the same for the duration of the season. If any change is necessary, it is the responsibility of the parent(s) to show written evidence of the change to the coach/administration.

Signature of Parent/Guardian Date Signature of Student Date

EMERGENCY INFORMATION

Parent/Guardian Name(s) : _____
Home Phone: _____ Father's work/cell #: _____ Mother's work/cell #: _____
Family Doctor: _____ Doctor's Phone # : _____
Preferred Hospital: _____

HEALTH INSURANCE INFORMATION: *Note: This must be completed. All athletes **must** have insurance to participate. If you do not have health insurance, you must take out the school accident insurance.*

Carrier: _____ Policy No.: _____ Group No. : _____
Policyholder's Name: _____ Relationship: _____

In case of an EMERGENCY, if parents/guardian cannot be contacted, notify:

Name(s): _____ Relationship: _____
Phone # Work: _____ Home: _____ Cell: _____

Baldwin County Public Schools

(PASSENGER MANIFEST FORM)

DATE: _____

DRIVER: _____

DESTINATION: _____

BUS NUMBER: _____

It is the responsibility of the sponsor, teacher, or coach (**or bus driver if no one else is available**) who organizes and/or accompanies a special trip to complete this form prior to the bus' departure and to present it to an administrator at the school where the trip originates. The copy should be kept on the bus in the space provided. If any changes (**additions, deletions, updated material, etc.**) must be made to the manifest prior to the return trip, the copy should be used for that purpose.

Write the names of all students and adults in the spaces provided for that purpose. If a passenger does not ride the bus back on the return trip, mark through his/her name on the copy. If a passenger rides the bus on the return trip but was not on the original trip manifest, list his/her name under "**Additions**". Recount all people on the bus before starting the return trip and write the total number of people on the bus, including the driver, in the space provided. Return the copy to the designated storage area.

STUDENTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
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39. _____
40. _____

41. _____
42. _____
43. _____
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47. _____
48. _____
49. _____
50. _____
51. _____
52. _____
53. _____
54. _____
55. _____
56. _____
57. _____
58. _____
59. _____
60. _____

Adults:

Additions:

Total Number of people on bus at
START of trip: _____

Total number of People on Bus for
RETURN trip: _____

The following requirements shall apply to any student leaving campus under circumstances where the students will be transporting themselves via privately owned vehicles to participate in any school related program or activity. It is the sole responsibility of the undersigned student and parent/guardian to comply with the following:

- Students must be in the 10th, 11th or 12th grade and possess a valid driver's license.
- All vehicles shall be maintained in a reasonably safe condition.
- All vehicles and drivers shall be insured in accordance with all mandatory insurance requirements imposed by the State of Alabama.
- Students and parents/guardians are responsible for all aspects of transportation and all costs associated therewith.
- Other than parents or guardians, students shall not transport passengers.
- Parents/Guardians shall assume responsibility for their child during all periods of transportation hereunder.
- Students shall comply with all applicable laws of the State of Alabama and all policies of the Baldwin County Public Schools.
- There shall be no obligation on the part of the Board to monitor or supervise student transportation hereunder.
- Each student, his/her parents/guardians and the principal must sign this Transportation Agreement Form prior to any period of transportation provided for herein.
- Students shall comply with all applicable attendance policies.
- Students shall follow any additional accountability measure implemented in furtherance of this agreement.

We, the undersigned student and parent/guardian, agree to release and hold harmless the Baldwin County Board of Education and its employees from any liability for injury to person or damage to property which may occur during the course of any period of transportation hereunder. We further assume full responsibility for the conduct of the undersigned student driver. We acknowledge that the driving privileges provided for herein may be revoked in the discretion of the school principal for failure to adhere to the requirements set forth above.

SIGNATURES REQUIRED:

| | | |
|---------------------------------|-------------------|------|
| Student Name | Student Signature | Date |
| Address _____ _____ | Phone _____ | |
| Parent Name | Parent Signature | Date |
| Principal or Principal Designee | Date | |

BALDWIN COUNTY PUBLIC SCHOOLS

ACADEMIC/ATHLETIC EVENT & TRANSPORTATION PERMISSION

DATE REQUESTED : _____

Your permission is required for _____ to participate in the academic/athletic event described below.
(Print student's name)

Date(s): _____

Comments:

_____ has my approval to be transported by _____,
(Print student's name) (Print driver's name)
or _____, or _____, or _____
(Print driver's name) (Print driver's name) (Print driver's name)

I understand and agree that school officials, teachers and/or coaches/drivers will not be held liable for any accidents or injuries that might occur during the transportation on your child. In the event an accident occurs, teachers/coaches/drivers have my permission to seek professional medical attention for my child.

Parent Name (Please Print)

Emergency Contact (Please Print)

Phone No.

Phone No.

Signature

** Note: All drivers have a valid driver's license and proof of insurance on file with the school.

Athletic Sub-Card Process

Rev 05/2025

ATHLETIC SUBSTITUTE REQUIREMENTS CHECKLIST

***This checklist must be completed and included with your application.
This employer participates in E-Verify.**

| | |
|--|---|
| | Background Clearance- Not required for individuals with a valid Alabama Teaching Certificate |
| | Substitute Employment Application |
| | W-4 |
| | A4 |
| | Drug-Free Workplace Statement |
| | Authorization for Automatic Payroll Deposit (Must include either a voided check or bank letter) |
| | Copy of Driver's License and Social Security Card |

All forms must be returned to the following address by US mail, hand delivered, or via the internal mail system at the BCBE school nearest you:

Baldwin County Public Schools
Attn: Substitutes
2600 North Hand Avenue
Bay Minette, AL 36507



BALDWIN COUNTY BOARD OF EDUCATION HUMAN RESOURCES DEPARTMENT 2600 North Hand Avenue Bay Minette, Alabama 36507

STEPS TO COMPLETE AN ALSDE BACKGROUND CLEARANCE

Below are the steps that will assist you in completing the new Alabama State Department of Education fingerprinting process. If you have any questions concerning this new process please contact the Alabama State Department of Education AIM Help Desk at 334.694.4777 or the main phone number at 334.694.4557 Monday through Friday 10:00 a.m. to 4:00 p.m.

For questions regarding registering for fingerprints contact the Help Desk at 888.472.8918 ext 2440. To cancel or to reschedule an appointment call 877.614.4364.

BEFORE YOU START:

Applicants will need:

- A computer, tablet, and/or a smartphone with internet access
- A valid email account
- Established AIM account
- ALSDE ID#
- Fee of \$44.95 paid by debit card, credit card, or PayPal account (prepaid debit card or credit cards are acceptable)
- Ability to provide commonly known personal information (SSN, DOB, DL#, Height, Weight, etc.)
- Applicants are required to follow the sequence below, if you do not follow in this order you will not be able to complete the process successfully.

Step 1: Create an AIM Account

Step 2: Complete Background Check Registration in AIM

Step 3: Create Fieldprint Account

Step 4: Complete authorization forms, schedule appointments, and fee payment

Stent appointment



For more detailed instructions go to: www.bcbe.org/backgroundclearance

Extra Work Agreements:

| | | | | | |
|--------------------------|----------------------------------|--------------------------|---|--------------------------|--------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> Coaches | <input type="checkbox"/> | <input type="checkbox"/> After School Childcare | <input type="checkbox"/> | <input type="checkbox"/> Other |
|--------------------------|----------------------------------|--------------------------|---|--------------------------|--------------------------------|

Do you limit your annual earnings because of Social Security benefits or other reasons? Yes No
 If yes, please explain and specify the maximum you may earn.

Additional Information

Have you ever been convicted of or entered a plea of no contest to a felony or misdemeanor other than a minor traffic violation?
 Yes No

If you answer "yes" please provide details of conviction including date and place of conviction. A "yes" answer will not automatically result in a non-issuance but may result in a request for additional information.

AGREEMENT

I hereby certify that the above information to the best of my knowledge is true, accurate, and complete. Any misrepresentation or willful omissions of the facts shall be sufficient cause for the disqualification of this application or termination of employment.
 Furthermore, it is understood that this application and records become the property of the Baldwin County Public School System, which reserves the right to accept or reject it. I further agree to observe all rules, regulations and policies of the district.

I hereby authorize the district to conduct work history, personal references or police record inquiries to determine my acceptability for employment.

Signature of Applicant

Date

Employee's Withholding Certificate

Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay.
 Give Form W-4 to your employer.
 Your withholding is subject to review by the IRS.

2025

| | | | |
|---|---|-----------------|---|
| Step 1: Enter Personal Information | (a) First name and middle initial _____ | Last name _____ | (b) Social security number _____ |
| | Address _____ | | Does your name match the name on your social security card? If not, to ensure you get credit for your earnings, contact SSA at 800-772-1213 or go to www.ssa.gov . |
| | City or town, state, and ZIP code _____ | | |
| | (c) <input type="checkbox"/> Single or Married filing separately <input type="checkbox"/> Married filing jointly or Qualifying surviving spouse <input type="checkbox"/> Head of household (Check only if you're unmarried and pay more than half the costs of keeping up a home for yourself and a qualifying individual.) | | |

TIP: Consider using the estimator at www.irs.gov/W4App to determine the most accurate withholding for the rest of the year if: you are completing this form after the beginning of the year; expect to work only part of the year; or have changes during the year in your marital status, number of jobs for you (and/or your spouse if married filing jointly), dependents, other income (not from jobs), deductions, or credits. Have your most recent pay stub(s) from this year available when using the estimator. At the beginning of next year, use the estimator again to recheck your withholding.

Complete Steps 2–4 ONLY if they apply to you; otherwise, skip to Step 5. See page 2 for more information on each step, who can claim exemption from withholding, and when to use the estimator at www.irs.gov/W4App.

Step 2: Multiple Jobs or Spouse Works

Complete this step if you (1) hold more than one job at a time, or (2) are married filing jointly and your spouse also works. The correct amount of withholding depends on income earned from all of these jobs.

Do **only one** of the following.

(a) Use the estimator at www.irs.gov/W4App for the most accurate withholding for this step (and Steps 3–4). If you or your spouse have self-employment income, use this option; **or**

(b) Use the Multiple Jobs Worksheet on page 3 and enter the result in Step 4(c) below; **or**

(c) If there are only two jobs total, you may check this box. Do the same on Form W-4 for the other job. This option is generally more accurate than (b) if pay at the lower paying job is more than half of the pay at the higher paying job. Otherwise, (b) is more accurate

Complete Steps 3–4(b) on Form W-4 for only ONE of these jobs. Leave those steps blank for the other jobs. (Your withholding will be most accurate if you complete Steps 3–4(b) on the Form W-4 for the highest paying job.)

| | | | |
|--|--|-------------|--|
| Step 3: Claim Dependent and Other Credits | If your total income will be \$200,000 or less (\$400,000 or less if married filing jointly): Multiply the number of qualifying children under age 17 by \$2,000 _____ \$ Multiply the number of other dependents by \$500 _____ \$ Add the amounts above for qualifying children and other dependents. You may add to this the amount of any other credits. Enter the total here _____ \$ | 3 | |
| Step 4 (optional): Other Adjustments | (a) Other income (not from jobs). If you want tax withheld for other income you expect this year that won't have withholding, enter the amount of other income here. This may include interest, dividends, and retirement income _____ \$ | 4(a) | |
| | (b) Deductions. If you expect to claim deductions other than the standard deduction and want to reduce your withholding, use the Deductions Worksheet on page 3 and enter the result here _____ \$ | 4(b) | |
| | (c) Extra withholding. Enter any additional tax you want withheld each pay period _____ \$ | 4(c) | |

| | |
|------------------------------------|--|
| Step 5: Sign Here | Under penalties of perjury, I declare that this certificate, to the best of my knowledge and belief, is true, correct, and complete. <div style="display: flex; justify-content: space-between;"> Employee's signature (This form is not valid unless you sign it.) _____ Date _____ </div> |
|------------------------------------|--|

| | | | |
|-----------------------|-----------------------------|--------------------------|--------------------------------------|
| Employers Only | Employer's name and address | First date of employment | Employer identification number (EIN) |
|-----------------------|-----------------------------|--------------------------|--------------------------------------|

For Privacy Act and Paperwork Reduction Act Notice, see page 3.

Cat. No. 10220Q

Form **W-4** (2025)

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future Developments

For the latest information about developments related to Form W-4, such as legislation enacted after it was published, go to www.irs.gov/FormW4.

Purpose of Form

Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. If too little is withheld, you will generally owe tax when you file your tax return and may owe a penalty. If too much is withheld, you will generally be due a refund. Complete a new Form W-4 when changes to your personal or financial situation would change the entries on the form. For more information on withholding and when you must furnish a new Form W-4, see Pub. 505, Tax Withholding and Estimated Tax.

Exemption from withholding. You may claim exemption from withholding for 2025 if you meet both of the following conditions: you had no federal income tax liability in 2024 **and** you expect to have no federal income tax liability in 2025. You had no federal income tax liability in 2024 if (1) your total tax on line 24 on your 2024 Form 1040 or 1040-SR is zero (or less than the sum of lines 27, 28, and 29), or (2) you were not required to file a return because your income was below the filing threshold for your correct filing status. If you claim exemption, you will have no income tax withheld from your paycheck and may owe taxes and penalties when you file your 2025 tax return. To claim exemption from withholding, certify that you meet both of the conditions above by writing “Exempt” on Form W-4 in the space below Step 4(c). Then, complete Steps 1(a), 1(b), and 5. Do not complete any other steps. You will need to submit a new Form W-4 by February 17, 2026.

Your privacy. Steps 2(c) and 4(a) ask for information regarding income you received from sources other than the job associated with this Form W-4. If you have concerns with providing the information asked for in Step 2(c), you may choose Step 2(b) as an alternative; if you have concerns with providing the information asked for in Step 4(a), you may enter an additional amount you want withheld per pay period in Step 4(c) as an alternative.

When to use the estimator. Consider using the estimator at www.irs.gov/W4App if you:

1. Are submitting this form after the beginning of the year;
2. Expect to work only part of the year;

3. Have changes during the year in your marital status, number of jobs for you (and/or your spouse if married filing jointly), or number of dependents, or changes in your deductions or credits;

4. Receive dividends, capital gains, social security, bonuses, or business income, or are subject to the Additional Medicare Tax or Net Investment Income Tax; or

5. Prefer the most accurate withholding for multiple job situations.

TIP: Have your most recent pay stub(s) from this year available when using the estimator to account for federal income tax that has already been withheld this year. At the beginning of next year, use the estimator again to recheck your withholding.

Self-employment. Generally, you will owe both income and self-employment taxes on any self-employment income you receive separate from the wages you receive as an employee. If you want to pay these taxes through withholding from your wages, use the estimator at www.irs.gov/W4App to figure the amount to have withheld.

Nonresident alien. If you're a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Specific Instructions

Step 1(c). Check your anticipated filing status. This will determine the standard deduction and tax rates used to compute your withholding.

Step 2. Use this step if you (1) have more than one job at the same time, or (2) are married filing jointly and you and your spouse both work. Submit a separate Form W-4 for each job.

Option (a) most accurately calculates the additional tax you need to have withheld, while option (b) does so with a little less accuracy.

Instead, if you (and your spouse) have a total of only two jobs, you may check the box in option (c). The box must also be checked on the Form W-4 for the other job. If the box is checked, the standard deduction and tax brackets will be cut in half for each job to calculate withholding. This option is accurate for jobs with similar pay; otherwise, more tax than necessary may be withheld, and this extra amount will be larger the greater the difference in pay is between the two jobs.

***Multiple jobs.** Complete Steps 3 through 4(b) on only one Form W-4. Withholding will be most accurate if you do this on the Form W-4 for the highest paying job.*

Step 3. This step provides instructions for determining the amount of the child tax credit and the credit for other dependents that you may be able to claim when you file your tax return. To qualify for the child tax credit, the child must be under age 17 as of December 31, must be your dependent who generally lives with you for more than half the year, and must have the required social security number. You may be able to claim a credit for other dependents for whom a child tax credit can't be claimed, such as an older child or a qualifying relative. For additional eligibility requirements for these credits, see Pub. 501, Dependents, Standard Deduction, and Filing Information. You can also include **other tax credits** for which you are eligible in this step, such as the foreign tax credit and the education tax credits. To do so, add an estimate of the amount for the year to your credits for dependents and enter the total amount in Step 3. Including these credits will increase your paycheck and reduce the amount of any refund you may receive when you file your tax return.

Step 4 (optional).

Step 4(a). Enter in this step the total of your other estimated income for the year, if any. You shouldn't include income from any jobs or self-employment. If you complete Step 4(a), you likely won't have to

make estimated tax payments for that income. If you prefer to pay estimated tax rather than having tax on other income withheld from your paycheck, see Form 1040-ES, Estimated Tax for Individuals.

Step 4(b). Enter in this step the amount from the Deductions Worksheet, line 5, if you expect to claim deductions other than the basic standard deduction on your 2025 tax return and want to reduce your withholding to account for these deductions. This includes both itemized deductions and other deductions such as for student loan interest and IRAs.

Step 4(c). Enter in this step any additional tax you want withheld from your pay **each pay period**, including any amounts from the Multiple Jobs Worksheet, line 4. Entering an amount here will reduce your paycheck and will either increase your refund or reduce any amount of tax that you owe.



Step 2(b)—Multiple Jobs Worksheet *(Keep for your records.)*



If you choose the option in Step 2(b) on Form W-4, complete this worksheet (which calculates the total extra tax for all jobs) on **only ONE** Form W-4. Withholding will be most accurate if you complete the worksheet and enter the result on the Form W-4 for the highest paying job. To be accurate, submit a new Form W-4 for all other jobs if you have not updated your withholding since 2019.

Note: If more than one job has annual wages of more than \$120,000 or there are more than three jobs, see Pub. 505 for additional tables; or, you can use the online withholding estimator at www.irs.gov/W4App.

- 1 **Two jobs.** If you have two jobs or you're married filing jointly and you and your spouse each have one job, find the amount from the appropriate table on page 4. Using the "Higher Paying Job" row and the "Lower Paying Job" column, find the value at the intersection of the two household salaries and enter that value on line 1. Then, skip to line 3 **1** \$ _____

- 2 **Three jobs.** If you and/or your spouse have three jobs at the same time, complete lines 2a, 2b, and 2c below. Otherwise, skip to line 3.
 - a Find the amount from the appropriate table on page 4 using the annual wages from the highest paying job in the "Higher Paying Job" row and the annual wages for your next highest paying job in the "Lower Paying Job" column. Find the value at the intersection of the two household salaries and enter that value on line 2a **2a** \$ _____

 - b Add the annual wages of the two highest paying jobs from line 2a together and use the total as the wages in the "Higher Paying Job" row and use the annual wages for your third job in the "Lower Paying Job" column to find the amount from the appropriate table on page 4 and enter this amount on line 2b **2b** \$ _____

 - c Add the amounts from lines 2a and 2b and enter the result on line 2c. **2c** \$ _____

- 3 Enter the number of pay periods per year for the highest paying job. For example, if that job pays weekly, enter 52; if it pays every other week, enter 26; if it pays monthly, enter 12, etc. **3** _____

- 4 **Divide** the annual amount on line 1 or line 2c by the number of pay periods on line 3. Enter this amount here and in **Step 4(c)** of Form W-4 for the highest paying job (along with any other additional amount you want withheld) **4** \$ _____

Step 4(b)—Deductions Worksheet *(Keep for your records.)*



- 1 Enter an estimate of your 2025 itemized deductions (from Schedule A (Form 1040)). Such deductions may include qualifying home mortgage interest, charitable contributions, state and local taxes (up to \$10,000), and medical expenses in excess of 7.5% of your income **1** \$ _____

- 2 Enter:

| | | | |
|---|---|---|-----------------------------|
| { | •\$30,000 if you're married filing jointly or a qualifying surviving spouse | } | 2 \$ _____ |
| | •\$22,500 if you're head of household | | |
| | •\$15,000 if you're single or married filing separately | | |

- 3 If line 1 is greater than line 2, subtract line 2 from line 1 and enter the result here. If line 2 is greater than line 1, enter "-0-" **3** \$ _____

- 4 Enter an estimate of your student loan interest, deductible IRA contributions, and certain other adjustments (from Part II of Schedule 1 (Form 1040)). See Pub. 505 for more information **4** \$ _____

- 5 **Add** lines 3 and 4. Enter the result here and in **Step 4(b)** of Form W-4 **5** \$ _____

Privacy Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. Internal Revenue Code sections 3402(f)(2) and 6109 and their regulations require you to provide this information; your employer uses it to determine your federal income tax withholding. Failure to provide a properly completed form will result in your being treated as a single person with no other entries on the form; providing fraudulent information may subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation; to cities, states, the District of Columbia, and U.S. commonwealths and territories for use in administering their tax laws; and to the Department of Health and Human Services for use in the National Directory of New Hires. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The average time and expenses required to complete and file this form will vary depending on individual circumstances. For estimated averages, see the instructions for your income tax return.

If you have suggestions for making this form simpler, we would be happy to hear from you. See the instructions for your income tax return.

**Married Filing Jointly or Qualifying Surviving Spouse
Single or Married Filing Separately**

| Higher Paying Job Annual Taxable Wage & Salary | Lower Paying Job Annual Taxable Wage & Salary | | | | | | | | | | | |
|--|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| | \$0 - 9,999 | \$10,000 - 19,999 | \$20,000 - 29,999 | \$30,000 - 39,999 | \$40,000 - 49,999 | \$50,000 - 59,999 | \$60,000 - 69,999 | \$70,000 - 79,999 | \$80,000 - 89,999 | \$90,000 - 99,999 | \$100,000 - 109,999 | \$110,000 - 120,000 |
| \$0 - 9,999 | \$0 | \$0 | \$700 | \$850 | \$910 | \$1,020 | \$1,020 | \$1,020 | \$1,020 | \$1,020 | \$1,020 | \$1,020 |
| \$10,000 - 19,999 | 0 | 700 | 1,700 | 1,910 | 2,110 | 2,220 | 2,220 | 2,220 | 2,220 | 2,220 | 2,220 | 3,220 |
| \$20,000 - 29,999 | 700 | 1,700 | 2,760 | 3,110 | 3,310 | 3,420 | 3,420 | 3,420 | 3,420 | 3,420 | 4,420 | 5,420 |
| \$30,000 - 39,999 | 850 | 1,910 | 3,110 | 3,460 | 3,660 | 3,770 | 3,770 | 3,770 | 3,770 | 4,770 | 5,770 | 6,770 |
| \$40,000 - 49,999 | 910 | 2,110 | 3,310 | 3,660 | 3,860 | 3,970 | 3,970 | 3,970 | 4,970 | 5,970 | 6,970 | 7,970 |
| \$50,000 - 59,999 | 1,020 | 2,220 | 3,420 | 3,770 | 3,970 | 4,080 | 4,080 | 5,080 | 6,080 | 7,080 | 8,080 | 9,080 |
| \$60,000 - 69,999 | 1,020 | 2,220 | 3,420 | 3,770 | 3,970 | 4,080 | 5,080 | 6,080 | 7,080 | 8,080 | 9,080 | 10,080 |
| \$70,000 - 79,999 | 1,020 | 2,220 | 3,420 | 3,770 | 3,970 | 5,080 | 6,080 | 7,080 | 8,080 | 9,080 | 10,080 | 11,080 |
| \$80,000 - 99,999 | 1,020 | 2,220 | 3,420 | 4,620 | 5,820 | 6,930 | 7,930 | 8,930 | 9,930 | 10,930 | 11,930 | 12,930 |
| \$100,000 - 149,999 | 1,870 | 4,070 | 6,270 | 7,620 | 8,820 | 9,930 | 10,930 | 11,930 | 12,930 | 14,010 | 15,210 | 16,410 |
| \$150,000 - 239,999 | 1,870 | 4,240 | 6,640 | 8,190 | 9,590 | 10,890 | 12,090 | 13,290 | 14,490 | 15,690 | 16,890 | 18,090 |
| \$240,000 - 259,999 | 2,040 | 4,440 | 6,840 | 8,390 | 9,790 | 11,100 | 12,300 | 13,500 | 14,700 | 15,900 | 17,100 | 18,300 |
| \$260,000 - 279,999 | 2,040 | 4,440 | 6,840 | 8,390 | 9,790 | 11,100 | 12,300 | 13,500 | 14,700 | 15,900 | 17,100 | 18,300 |
| \$280,000 - 299,999 | 2,040 | 4,440 | 6,840 | 8,390 | 9,790 | 11,100 | 12,300 | 13,500 | 14,700 | 15,900 | 17,100 | 18,300 |
| \$300,000 - 319,999 | 2,040 | 4,440 | 6,840 | 8,390 | 9,790 | 11,100 | 12,300 | 13,500 | 14,700 | 15,900 | 17,170 | 19,170 |
| \$320,000 - 364,999 | 2,040 | 4,440 | 6,840 | 8,390 | 9,790 | 11,100 | 12,470 | 14,470 | 16,470 | 18,470 | 20,470 | 22,470 |
| \$365,000 - 524,999 | 2,790 | 6,290 | 9,790 | 12,440 | 14,940 | 17,350 | 19,650 | 21,950 | 24,250 | 26,550 | 28,850 | 31,150 |
| \$525,000 and over | 3,140 | 6,840 | 10,540 | 13,390 | 16,090 | 18,700 | 21,200 | 23,700 | 26,200 | 28,700 | 31,200 | 33,700 |

| Higher Paying Job Annual Taxable Wage & Salary | Lower Paying Job Annual Taxable Wage & Salary | | | | | | | | | | | |
|--|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| | \$0 - 9,999 | \$10,000 - 19,999 | \$20,000 - 29,999 | \$30,000 - 39,999 | \$40,000 - 49,999 | \$50,000 - 59,999 | \$60,000 - 69,999 | \$70,000 - 79,999 | \$80,000 - 89,999 | \$90,000 - 99,999 | \$100,000 - 109,999 | \$110,000 - 120,000 |
| \$0 - 9,999 | \$200 | \$850 | \$1,020 | \$1,020 | \$1,020 | \$1,370 | \$1,870 | \$1,870 | \$1,870 | \$1,870 | \$1,870 | \$2,040 |
| \$10,000 - 19,999 | 850 | 1,700 | 1,870 | 1,870 | 2,220 | 3,220 | 3,720 | 3,720 | 3,720 | 3,720 | 3,890 | 4,090 |
| \$20,000 - 29,999 | 1,020 | 1,870 | 2,040 | 2,390 | 3,390 | 4,390 | 4,890 | 4,890 | 4,890 | 5,060 | 5,260 | 5,460 |
| \$30,000 - 39,999 | 1,020 | 1,870 | 2,390 | 3,390 | 4,390 | 5,390 | 5,890 | 5,890 | 6,060 | 6,260 | 6,460 | 6,660 |
| \$40,000 - 59,999 | 1,220 | 3,070 | 4,240 | 5,240 | 6,240 | 7,240 | 7,880 | 8,080 | 8,280 | 8,480 | 8,680 | 8,880 |
| \$60,000 - 79,999 | 1,870 | 3,720 | 4,890 | 5,890 | 7,030 | 8,230 | 8,930 | 9,130 | 9,330 | 9,530 | 9,730 | 9,930 |
| \$80,000 - 99,999 | 1,870 | 3,720 | 5,030 | 6,230 | 7,430 | 8,630 | 9,330 | 9,530 | 9,730 | 9,930 | 10,130 | 10,580 |
| \$100,000 - 124,999 | 2,040 | 4,090 | 5,460 | 6,660 | 7,860 | 9,060 | 9,760 | 9,960 | 10,160 | 10,950 | 11,950 | 12,950 |
| \$125,000 - 149,999 | 2,040 | 4,090 | 5,460 | 6,660 | 7,860 | 9,060 | 9,950 | 10,950 | 11,950 | 12,950 | 13,950 | 14,950 |
| \$150,000 - 174,999 | 2,040 | 4,090 | 5,460 | 6,660 | 8,450 | 10,450 | 11,950 | 12,950 | 13,950 | 15,080 | 16,380 | 17,680 |
| \$175,000 - 199,999 | 2,040 | 4,290 | 6,450 | 8,450 | 10,450 | 12,450 | 13,950 | 15,230 | 16,530 | 17,830 | 19,130 | 20,430 |
| \$200,000 - 249,999 | 2,720 | 5,570 | 7,900 | 10,200 | 12,500 | 14,800 | 16,600 | 17,900 | 19,200 | 20,500 | 21,800 | 23,100 |
| \$250,000 - 399,999 | 2,970 | 6,120 | 8,590 | 10,890 | 13,190 | 15,490 | 17,290 | 18,590 | 19,890 | 21,190 | 22,490 | 23,790 |
| \$400,000 - 449,999 | 2,970 | 6,120 | 8,590 | 10,890 | 13,190 | 15,490 | 17,290 | 18,590 | 19,890 | 21,190 | 22,490 | 23,790 |
| \$450,000 and over | 3,140 | 6,490 | 9,160 | 11,660 | 14,160 | 16,660 | 18,660 | 20,160 | 21,660 | 23,160 | 24,660 | 26,160 |

Head of Household

| Higher Paying Job Annual Taxable Wage & Salary | Lower Paying Job Annual Taxable Wage & Salary | | | | | | | | | | | |
|--|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| | \$0 - 9,999 | \$10,000 - 19,999 | \$20,000 - 29,999 | \$30,000 - 39,999 | \$40,000 - 49,999 | \$50,000 - 59,999 | \$60,000 - 69,999 | \$70,000 - 79,999 | \$80,000 - 89,999 | \$90,000 - 99,999 | \$100,000 - 109,999 | \$110,000 - 120,000 |
| \$0 - 9,999 | \$0 | \$450 | \$850 | \$1,000 | \$1,020 | \$1,020 | \$1,020 | \$1,020 | \$1,870 | \$1,870 | \$1,870 | \$1,890 |
| \$10,000 - 19,999 | 450 | 1,450 | 2,000 | 2,200 | 2,220 | 2,220 | 2,220 | 3,180 | 4,070 | 4,070 | 4,090 | 4,290 |
| \$20,000 - 29,999 | 850 | 2,000 | 2,600 | 2,800 | 2,820 | 2,820 | 3,780 | 4,780 | 5,670 | 5,690 | 5,890 | 6,090 |
| \$30,000 - 39,999 | 1,000 | 2,200 | 2,800 | 3,000 | 3,020 | 3,980 | 4,980 | 5,980 | 6,890 | 7,090 | 7,290 | 7,490 |
| \$40,000 - 59,999 | 1,020 | 2,220 | 2,820 | 3,830 | 4,850 | 5,850 | 6,850 | 8,050 | 9,130 | 9,330 | 9,530 | 9,730 |
| \$60,000 - 79,999 | 1,020 | 3,030 | 4,630 | 5,830 | 6,850 | 8,050 | 9,250 | 10,450 | 11,530 | 11,730 | 11,930 | 12,130 |
| \$80,000 - 99,999 | 1,870 | 4,070 | 5,670 | 7,060 | 8,280 | 9,480 | 10,680 | 11,880 | 12,970 | 13,170 | 13,370 | 13,570 |
| \$100,000 - 124,999 | 1,950 | 4,350 | 6,150 | 7,550 | 8,770 | 9,970 | 11,170 | 12,370 | 13,450 | 13,650 | 14,650 | 15,650 |
| \$125,000 - 149,999 | 2,040 | 4,440 | 6,240 | 7,640 | 8,860 | 10,060 | 11,260 | 12,860 | 14,740 | 15,740 | 16,740 | 17,740 |
| \$150,000 - 174,999 | 2,040 | 4,440 | 6,240 | 7,640 | 8,860 | 10,860 | 12,860 | 14,860 | 16,740 | 17,740 | 18,940 | 20,240 |
| \$175,000 - 199,999 | 2,040 | 4,440 | 6,640 | 8,840 | 10,860 | 12,860 | 14,860 | 16,910 | 19,090 | 20,390 | 21,690 | 22,990 |
| \$200,000 - 249,999 | 2,720 | 5,920 | 8,520 | 10,960 | 13,280 | 15,580 | 17,880 | 20,180 | 22,360 | 23,660 | 24,960 | 26,260 |
| \$250,000 - 449,999 | 2,970 | 6,470 | 9,370 | 11,870 | 14,190 | 16,490 | 18,790 | 21,090 | 23,280 | 24,580 | 25,880 | 27,180 |
| \$450,000 and over | 3,140 | 6,840 | 9,940 | 12,640 | 15,160 | 17,660 | 20,160 | 22,660 | 25,050 | 26,550 | 28,050 | 29,550 |

TITLE IX FORMS

**COMPLETE AND RETURN TO CAMPUS TITLE IX COORDINATOR BY
SEPTEMBER 30, 2025**

School: _____ Head Coach: _____

Sport: _____ VARSITY _____ JV _____ JV2 _____

Person Completing Worksheet: _____ Date: _____

**TEAM ATHLETIC BENEFITS WORKSHEET
ATHLETIC PROGRAM SELF-EVALUATION**

In order to be in compliance with Title IX requirements, our school system is conducting a self-evaluation of our athletic programs to determine if we are providing equal athletic opportunities for both boys and girls. As a coach, your input is very important to ensure that our district is aware of any issues or concerns you may have within your program. This worksheet will provide accurate information for your building Title IX Coordinator or designee. The recommended practice for completing this evaluation is to work with your team's entire coaching staff.

1. Is there a participation fee specific to this sport? Yes No
- If Yes, list cost _____

2. Are there any other fees/costs required of students to participate in this sport? Yes No
- If Yes, list costs _____

3. What is the total budget provided by the Building and/or District? _____
4. What are the overall projected expenditures for your team for this school year? (See Financial WorkSheet for an example of expenditure worksheet)
** Capital Expenditures include any renovations, new starts, stadiums, stands, concessions, fields, turf, etc...All other expenses fall under Program Expenditures.

Capital Expenditures : _____

Program Expenditures: _____

5. Is there a Booster Club *specifically* for this team? Yes No
- If Yes, is there documentation that purchases/budget have been submitted to the building and/or district Athletic Director? Yes No

INTERESTS AND ABILITIES

1. Number of students who tried out this season: _____ Males _____ Females

2. Number of students who participated this season: _____ Males _____ Females

Comments/Concerns regarding Interests and Abilities:

EQUIPMENT AND SUPPLIES

(Does not include stationary equipment – i.e. field goals)

1. Equipment/supplies provided by Building and/or District:

- Uniforms, practice
- Uniforms, game
- Shoes

- Sport specific equipment (e.g. bats, helmets)
- Weight training/conditioning equipment
- Rain gear/warm-ups

2. Overall quality of equipment/supplies:

Poor: Does not meet safety standards, excessive wear and tear

Fair: Meets safety standards, moderate wear and tear

Good: Meets safety standards, little or no wear and tear

3. Is there a lack of equipment/supplies for each athlete? Yes No

4. Is any equipment required for each athlete that is not provided by the Building and/or District? Yes
 No

5. If YES to number 4 above, who purchases this additional equipment?

Comments/Concerns about Equipment/Supplies:

SCHEDULING OF GAMES AND PRACTICE TIMES

1. _____# of practices (per week) _____Average practice length (hours) _____Time/day of practice

2. Season: Fall Winter Spring

3. _____# of regular season contests

4. Meets [AHSAA maximum number of contests?](#) Yes No

5. _____# Home _____# Away

6. What is “prime time” day/time for games? _____

7. How many contests occurred during “prime time” this season? _____
8. Is your team allowed to travel to compete in a “premier” event or tournament out of state?
(e.g. winter break basketball, spring break baseball/softball, etc.) Yes No
9. If so, how often? _____
10. If so, how is the trip funded? _____

Comments/Concerns regarding Scheduling:

FACILITIES

PRACTICE FACILITIES

1. Does your team use a facility not on your school property (e.g. field is located at a different school building, city park, etc.) Yes No

2. Do you share your facility during practice time? Yes No
 - If yes – how often? _____(per week)

3. What is the overall quality of the facility (circle one)?
 Poor: Does not meet basic standards – no access to restrooms, damage evident, etc.
 Fair: Meets basic standards, but improvements needed
 Good: Meets basic standards, no improvements needed

4. Do you use “specialty” facilities during practice time (batting cages, etc.)? Yes No
 - If yes – how often? _____(per week)

5. Do you share your “specialty” facility during practice time? Yes No
 - If yes – how often? _____(per week)

6. What is the overall quality of the “specialty” facility (circle one)?
 Poor: Does not meet basic standards – no access to restrooms, damage evident, etc.
 Fair: Meets basic standards, but improvements needed
 Good: Meets basic standards, no improvements needed

Comments/Concerns about Practice Facilities:

COMPETITIVE FACILITIES

1. Does your team use a facility for home competitions that is not on your school property (e.g. field is located at a different school building, city park, etc.) Yes No
2. Do you share your facility during game time? Yes No
- If yes – how often? _____(per week)
3. What is the overall quality of the facility?
 Poor: Does not meet basic standards – no access to restrooms, damage evident, etc.
Fair: Meets basic standards, but improvements needed
 Good: Meets basic standards, no improvements needed

Comments/Concerns regarding Competitive Facilities:

LOCKER ROOMS, TEAM ROOMS AND STORAGE FACILITIES

1. Do you have access to a locker room? Yes No
2. What is the quality of the locker room facilities?
 Poor: Does not meet basic standards – security, damage evident, etc.
Fair: Meets basic standards, but improvements needed
 Good: Meets basic standards, no improvements needed
3. Do you have access to a team room? Yes No
4. What is the quality of the team room facilities?
 Poor: Does not meet basic standards – security, damage evident, etc.
Fair: Meets basic standards, but improvements needed
 Good: Meets basic standards, no improvements needed
5. Do you have access to a storage room to store equipment and supplies? Yes No

Comments/Concerns about Locker Rooms, Team Rooms and Storage:

COACHING

1. Number of Paid Assistant Coaches: _____ Males _____ Females
2. Number of Volunteer Coaches: _____ Males _____ Females
3. **Total Coaches (including Head Coach)** _____ Males _____ Females
4. Total number of coaches (#3 above) who are full/part time employees of the school in a role other than a coach (on-campus coaches):
_____ Males _____ Females
5. What is the number of athletes per coach for your team? _____ (e.g. 12 athletes to 1 coach)
6. How much time do you spend coaching student athletes each week? _____ (average # of hours)
7. How much preparation time do you spend preparing for practices/games? _____ (average # of hours)
8. How many years of coaching experience do you have in this sport? _____ Any sport? _____

Comments/Concerns about Coaching:

PUBLICITY

1. Who handles publicity and promotional activities for your team? _____
2. Which of the following are available to your team?

| | |
|--|---|
| <input type="checkbox"/> Trophy cases | <input type="checkbox"/> Band at games (home) |
| <input type="checkbox"/> Banners/posters displayed | <input type="checkbox"/> Band at games (away) |
| <input type="checkbox"/> Live broadcasts (Radio, TV, Internet) | <input type="checkbox"/> Cheer/dance (home) |
| <input type="checkbox"/> Local Newspaper coverage | <input type="checkbox"/> Cheer/dance (away) |
| <input type="checkbox"/> Social Media coverage | <input type="checkbox"/> School newspaper coverage |
| <input type="checkbox"/> Rallies/Assemblies | <input type="checkbox"/> Reader board/marquee promotion |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Programs |

Comments/Concerns about Publicity:

MEDICAL SERVICES AND TRAINING

1. Does your team have access to a training/weight room? Yes No
2. Which training/weight room does your team use? _____
3. Is access to the training/weight room on a drop-in basis or scheduled?
Drop-in Scheduled
4. Are athletic trainers provided for any events for your team? Yes No
5. Are medical services provided for home events? Yes No
6. Does the district provide medical and/or accident insurance for student athletes on your team? Yes
 No

Comments/Concerns regarding Medical and Athletic Training:

TRAVEL AND PER DIEM

1. If practice or “home game” competition facilities are off-site (not on your school property), is transportation provided by the Building or District? Yes No
2. Is transportation provided by the Building or District for your team to attend away events? Yes
 No
- If No, what type of transportation is used to attend away events?

3. Does your team require overnight accommodations? Yes No
- If Yes, what types of accommodations are provided? _____
4. How many athletes share a room? _____
5. Are team meals reimbursed by your Building or District? Yes No
- If Yes, what is the rate per meal? _____
6. Has your team ever been denied any opportunities as a result of lack of funds for travel/accommodations? Yes No

Comments/Concerns about Transportation and Per Diem:

General Comments/Concerns not included above:

By my signature below, I as the below coach of the aforementioned team certify that the responses contained herein are true and accurate.

Coach Signature

Date

COMPLETE AND RETURN TO BCPSS TITLE IX COORDINATOR BY OCTOBER 15, 2025

School Campus: _____ Date: _____

Title IX Coordinator/Athletic Director/Designee: _____

**ATHLETIC BENEFITS
WORKSHEET
ATHLETIC PROGRAM SELF-
EVALUATION**

In order to be in compliance with Title IX requirements, the BCPSS is conducting a self-evaluation of our athletic programs to determine if we are providing equal athletic opportunities for both boys and girls. As the Title IX Campus Coordinator, Campus Athletic Director, or Designee, your role is to collect the completed BUILDING Worksheets to complete the following questions and to address any disparities between the girls' and boys' athletic programs.

INTERESTS AND ABILITIES

| Add Interscholastic Sport | # Male Turnout | # Male Participation | # Male Enrolled (Oct. Count) | # Female Turnout | # Female Participation | # Female Enrolled (Oct. Count) |
|----------------------------------|-----------------------|-----------------------------|-------------------------------------|-------------------------|-------------------------------|---------------------------------------|
| | | | | | | |
| Baseball | | | | | | |
| Basketball | | | | | | |
| Bowling | | | | | | |
| Cheer – Competitive | | | | | | |
| Cheer- Sideline | | | | | | |
| Cross Country | | | | | | |
| Dance | | | | | | |
| Flag Football | | | | | | |
| Football | | | | | | |
| Golf | | | | | | |
| Soccer | | | | | | |
| Softball | | | | | | |
| Swimming | | | | | | |
| Tennis | | | | | | |
| Track and Field | | | | | | |
| Volleyball | | | | | | |
| Wrestling | | | | | | |
| Other: | | | | | | |
| Other: | | | | | | |
| Other: | | | | | | |
| Other: | | | | | | |

| | | | | | | |
|---------------------------|--|--|--|--|--|--|
| Other: | | | | | | |
| | | | | | | |
| DISTRICT TOTAL | | | | | | |

* Students participating in more than one sport shall be counted as a participant in each sport in which he or she participates

** Managers and other support personnel should not be counted.

1. Are the members of one sex underrepresented in your interscholastic athletic program?
 Yes No
- If yes, explain:

2. Is there sufficient interest to develop a new team or an additional squad for an existing team?
 Yes No
- If yes, explain:

3. Any additional information regarding Interests and Abilities?

EQUIPMENT AND SUPPLIES

1. Have you evaluated the comparability of equipment and supplies provided to the girls' and boys' teams?
 Yes No

2. Does the evaluation of equipment consider the following five factors?
 - a. Quality Yes No
 - b. Quantity Yes No
 - c. Suitability for the sport Yes No
 - d. Maintenance and replacement Yes No
 - e. Availability Yes No

3. Have you identified a difference between the equipment and supplies for the girls' and boys' programs?
 Yes No
If yes, explain:

4. Any additional information about Equipment and Supplies?

SCHEDULING OF GAMES AND PRACTICE TIMES

1. Have you evaluated the comparability of game and practice times (including "prime time" and "premier" events) provided to the girls' and boys' teams? Yes No

2. Did the comparison of the scheduling of games and practice times identify any differences that favor teams made up of players of one sex? YesNo
 - If yes, explain:
3. Any additional information regarding Scheduling of Games and Practice Times?

FACILITIES

In this context, “Facilities” refers to a playing field, court, stadium, gym, pool, locker rooms, etc. “Competitive events” means games, meets, or matches involving teams from one or more other schools.

1. Have you evaluated the comparability of facilities (practice, competitive and locker rooms) provided to the girls’ and boys’ teams? YesNo
2. Did the comparison of facilities identify any differences that favor teams made up of players of one sex? YesNo
 - If yes, explain:
3. Any additional information regarding Facilities?

COACHING

1. Have you evaluated the comparability of coaches provided to the girls’ and boys’ teams in the following areas?
 - a. Rates of pay YesNo
 - b. Duration of contracts YesNo
 - c. Contract renewals YesNo
 - d. Nature of duties and responsibilities YesNo
 - e. Qualifications YesNo
2. Did the comparison of coaching identify any differences that favor teams made up of players of one sex? YesNo
 - If yes, explain:

3. Coaches:

| | |
|---|--|
| 1. Number of Male Coaches (including volunteers) | |
| 2. Number of Female Coaches (including volunteers) | |
| 3. Number of Coaches provided for boys' teams (including volunteers) | |
| 4. Number of Coaches provided for girls' teams (including volunteers) | |
| 5. Number of on-campus Coaches provided for boys' teams (including volunteers) | |
| 6. Number of on-campus Coaches provided for girls' teams (including volunteers) | |

4. Any additional information about Coaching?

PUBLICITY

1. Have you evaluated the comparability of publicity and support given to girls' and boys' teams?
 Yes No
2. Did the comparison of publicity identify any differences that favor teams made up of players of one sex?
 Yes No
- If yes, explain:

3. Any additional information regarding Publicity?

TRAVEL AND PER DIEM

1. Have you evaluated the comparability of the travel and per diem arrangements provided to the boys' and girls' teams?
 Yes No
2. Did the comparison of travel and per diem arrangements identify any differences that favor teams made up of players of one sex? Yes No
- If yes, explain:

3. Any additional information about Travel and Per Diem?

MEDICAL AND TRAINING SERVICES

1. Have you evaluated the comparability of the medical and training services and facilities provided for girls' and boys' teams? Yes No
2. Did the comparison of medical and training services and facilities identify any differences that favor teams made up of players of one sex? Yes No
- If yes, explain:
3. Any additional information regarding Medical and Training Services?

FEEDBACK FOR THE SYSTEM

1. What have been the most difficult problems in your efforts to provide equity in interscholastic athletic programs for both sexes as required by state and federal law?
2. What information, assistance or other resources could the system provide to support your efforts in providing equity in your interscholastic athletic programs?

By my signature below, I as the Campus Title IX Coordinator and/or as the Principal (or his designee) of the aforementioned high or middle school certify that the responses contained herein are true and accurate.

Campus Title IX Coordinator

Date

Principal's Signature

Date

For Central Office Use Only:

Date Received by System Title IX Coordinator

Title IX Athletic Training Acknowledgement Form

Name _____ Employee ID _____

My signature below acknowledges the following:

- I received training on the Baldwin County Public School Title IX athletic compliance guidelines on the date indicated by my signature below.
- I reviewed the presentation materials and was given the opportunity to ask questions.
- I understand that it is my responsibility to read and comply with the contents of these procedures and policy, along with any revisions and modifications made to it, as an employee of Baldwin County Public Schools.
- If at any time I have knowledge of any violations of these procedures and policy, I understand that is my responsibility to report those violations to my building administrator(s) and/or to the Assistant Superintendent and Title IX Coordinator.
- If at any time I have any questions or concerns in regard to this policy, I understand it is my responsibility to consult with my building administrator(s) and/or the Assistant Superintendent and Title IX Coordinator at (251)937-0306.

Employee Name Printed Employee Signature Date

Witness (Employer) Name Printed Witness (Employer) Signature Date



Middle & High School Title IX Action Plan 2025-26

DIRECTIONS:

1. For Column 1, indicate the intended area (Opportunities or Benefits) which the Title IX GERC has identified as areas that need corrective action in order to achieve gender equity. For Column 2, write the suggested change or activities that will correct the area in need of alteration. For Column 3, include the estimated completion date for the changes or activities.

2. It is possible to attain compliance with Title IX and no longer need “corrective” action. However, it is strongly encouraged to identify items for improvement (Column 1), activities to accomplish the improvement (Column 2) and a timetable for completion (Column 3) that will strengthen the athletic program from year to year.

| COLUMN 1 | COLUMN 2 | COLUMN 3 |
|--|--|---|
| SPECIFIC ITEM FOR CORRECTION/IMPROVEMENT | PLAN FOR SUGGESTED CHANGE | STATE DATE AND COMPLETION DATE OF CORRECTIVE ACTION |
| Proportionality | HS: Increase overall participation of Girls | Ongoing throughout 2021-22 school year. |
| Program Expansion | <ul style="list-style-type: none"> • Create an HS Co-ed Badminton team | Competitive team by spring of 2022. |
| Benefits | <ul style="list-style-type: none"> • Allow Program to run concession sales at All football & Boys/Girls Basketball Home games | Ongoing throughout 2021-22 school year. |
| Access to Facilities | <ul style="list-style-type: none"> • Ensure that Girls Basketball gets equal amount of Friday Night home games as the boys program | Ongoing throughout the 2021-22 school year. |
| Publicity | <ul style="list-style-type: none"> • MS & HS: Publicize upcoming sporting events • Publicize athletic events in MS & HS DailyNews Bulletin | Ongoing throughout 2021-22 school year. |
| Coaching | <ul style="list-style-type: none"> • HS: • | |
| Title IX Information | <ul style="list-style-type: none"> • Update Title IX information on website regularly | Ongoing |

Title IX Requirements: Yearly Timeline

- **August**
 - Selection of Title IX Coordinator
 - Identification of GERC Committee
- **September 1**
 - Submission of campus **Title IX Coordinator and GERC Membership list** to BCPSS Title IX Coordinator
- **September/October**
 - First fall meeting of GERC
- **September 30**
 - Recommended completion of **Title IX Campus Athletic Benefits Worksheet**.
- **October 15**
 - Submission of **Title IX Campus Athletic Benefits Worksheet** to BCPSS Title IX Coordinator
- **December 1**
 - Submission of **GERC Annual Title IX Campus Action Plan** to BCPSS Title IX Coordinator
- **February/March**
 - Winter Sports Review meeting of GERC
- **May**
 - Final Review Meeting of GERC

Every Year

- Complete Title IX Campus Athletic Benefit Worksheet

At least once every three years

- Conduct Athletic Student Interest Survey
- Conduct Title IX Opportunities Self-Evaluation Tool