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TITLE IX ATHLETICS SELF-EVALUATION STATUS REPORT

POLICY ISSUE/SITUATION

Beginning in early 2017 the district embarked on a self-evaluation of its high school athletics Title IX compliance. The district has a commitment to ensuring that it is meeting the needs of both its male and female student athletes and rooting out discrimination in athletics wherever it exists. Title IX is a seminal federal statute that guarantees students have equal access to athletic opportunities regardless of gender. Attached is a one-page summary of Title IX as it relates to high school athletics.

STATUS UPDATE

For this self-evaluation program the district has engaged with the Oregon School Activities Association (OSAA) and the Oregon Department of Education (ODE). These organizations have formed a new partnership to assist districts in evaluating their level of compliance with Title IX. As BSD is the first district to engage OSAA/ODE in this manner the program was to be a work in progress, providing guidance, support, and expertise to BSD in its work and feedback and advice to OSAA/ODE as they develop their self-evaluation tools.

It should be noted that at this time, this is a Beaverton School District self-evaluation and as such will not likely result in a final determination of compliance from either OSAA or ODE. The work initially was proposed to contain two main components. The first component was a site visit to tour the athletic facilities and each location and the second would be the completion of self-evaluation worksheets by coaches and athletic directors. The timeline for completion was undefined given that this was the first such project by the respective organizations.

Facilities Site Visit

In May of 2017 a site visit was conducted and representatives from ODE and OSAA toured the athletic facilities at each of the district's six comprehensive high schools. The facilities tour substantially kicked off the work of the review. While we will not get into all specifics in this update, it should be noted that facilities were shown to be in substantial compliance with Title IX. There were some areas for improvement that are under discussion and will be included in any final

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

summary of actions for the district, but as a whole, the state of the district's facilities showed a substantial commitment to providing equal benefits to all students.

Of particular note, the district's investment through bond funding for locker rooms at Sunset and Aloha High Schools had corrected (Sunset) or is correcting (Aloha) notable deficiencies in facilities. Many constituents also look to the state of softball facilities versus baseball facilities when passing judgement on Title IX compliance given that they are some of the few gender-specific facilities in the district. In nearly all cases the softball fields and facilities were equal to or substantially better than baseball facilities.

All schools had "hitting barns" for both baseball and softball with the exception of Mountainside (no barns) and Aloha (single barn). Following the facilities review we have worked to ensure that there is equal access to the Aloha hitting barn for both baseball and softball and are working toward equal signage clearly identifying softball as a co-tenant of the facility. Further analysis of the facilities at each school is ongoing in conjunction with the self-evaluation worksheets and as such additional changes or remediation may take place based on that work.

Self-Evaluation Worksheets

Following the site visit self-evaluation worksheets were distributed to each of the district's athletic directors (sample attached). Worksheets were to be completed for each sport. These self-evaluation documents are intended to get an honest view of each sport from their respective coaches. As these were distributed during the summer many of the athletic directors completed the worksheets themselves.

While presenting valuable information, a second step is needed to get direct feedback from the individual coaches. This level of self-evaluation is taking place during the current school year at the completion of each athletic season (Fall, Winter, Spring). This is a refinement to the process that was not originally envisioned and is added to gather more information about athletic offerings and benefits provided to students.

At the conclusion of this second round of team-level data collection we will analyze the information to determine if and where there are deficiencies in providing equal benefits to all student and may propose additional actions at that time. This self-evaluation work is an attempt to discern both the level of student participation and by extension the disparity between male and female student participation and the degree to which equal benefits are provided to both male and female athletes. These are the first and second analytic standards from Title IX.

From initial data, we know that the district will not be in compliance with Part 1 of the "Three Part Test" for participation. Most public high schools have difficulty meeting this standard given the size of most football teams. However, when not meeting that standard a school can comply with Parts 2 or 3 to demonstrate compliance. Part 3 is the most likely avenue. This allows a district to be in compliance if they have "fully and effectively accommodated the interests and abilities of the underrepresented sex."

The district last conducted an “interests and abilities” survey in 2011-12. Given that this survey is more than five and a half years old, we have begun planning for an updated “interests and abilities” survey. Such a survey is likely to be administered in late spring or fall of 2018.

Title IX Trainings

In addition to the self-evaluation work being done to determine compliance with Title IX, we have also engaged in added training to ensure that district staff understand their roles and responsibilities as they relate to Title IX and athletics. Over the past 12 months trainings have been conducted for the district Cabinet, the new Title IX officer and all athletic directors. In the coming year we will be adding training for district coaching staff and building administration.

NEXT STEPS

As laid out in the subject areas above, the district has several next steps in its Title IX self-evaluation. The first is a second round of self-evaluation work by individual coaches. This will be conducted throughout the year using an online collection method and analyzed following completion of the last data collection after the spring athletic season. Next the district will plan to conduct an updated “interests and abilities” survey to determine whether it is meeting the participation needs of all students. The survey work will happen either this spring or in Fall of 2018 with analysis to follow. Lastly, we will be developing or contracting for broad based Title IX training for all building administrators and high school coaches. A timeline for such training will be determined after the method for delivery has been finalized.



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TITLE IX AND HIGH SCHOOL ATHLETICS

Title IX and Athletics:

§106.41 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide any such athletics separately on such basis.

With regard to athletics, Title IX requires that overall school programs meet the following three analytic standards:

1. **Offer both female and male students equal athletic participation opportunities, and effectively accommodate your students' interests and abilities by meeting one of the following in the "Three Part Test":**
 - a. Participation opportunities for both sexes are substantially proportionate to respective enrollments; or
 - b. The district/school demonstrates a history and continuing practice of expanding athletic participation opportunities for the underrepresented sex; or
 - c. Even if the school is not offering substantially proportionate opportunities, it has fully and effectively accommodated the interests and abilities of the underrepresented sex.
2. **Demonstrate equal treatment by making sure that the overall program is providing male and female athletes with equal benefits and opportunities with regard to:**
 - ❖ Equipment and supplies;
 - ❖ Locker rooms, practice and competitive facilities;
 - ❖ Assignment and compensation of coaches and tutors;
 - ❖ Scheduling of games and practices;
 - ❖ Travel and per diem;
 - ❖ Housing and dining;
 - ❖ Publicity;
 - ❖ Opportunity to receive academic tutoring;
 - ❖ Medical and training facilities;
 - ❖ Recruitment;
 - ❖ Support Services.

Issue from FAQs: Funding sources used for the above benefits and opportunities.

3. **Allocate athletic financial assistance equitably.**

Percentages of athletic scholarship money is awarded to male and female athletes within 1%.

Resources:

- OCR Reading Room: <http://www2.ed.gov/about/offices/list/ocr/publications.html>
- 1975 Title IX Regulations
- 1979 Policy Interpretation: Intercollegiate Athletics
- Guidance based on 1979 Policy Interpretation
- 1996 Clarification: The Three-Part Test
- 2003 Further Clarification: The Three-Part Test
- 2010 Dear Colleague Letter: The Three-Part Test

Presenters

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School: _____ Head Coach: _____

Sport: _____ VARSITY _____ JV _____ JV2 _____

Person Completing Worksheet: _____ Date: _____

TEAM WORKSHEET

ATHLETIC PROGRAM SELF-EVALUATION

In order to be in compliance with Title IX requirements, our school district 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 athletic director or designee. The recommended practice for completing this evaluation is to work with your team's entire coaching staff.

1. Is there a fee (*specific to this sport*) to participate? ☐ Yes ☐ No
If Yes, list fee _____
2. What is the total budget provided by the Building and/or District? _____
3. Is there a Booster Club *specifically* for this team? ☐ Yes ☐ No
- If Yes, is there documentation that purchases/budget has 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 for 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

☐ Other: _____

☐ Sport specific equipment (i.e. 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

Comments/Concerns for 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 OSAA 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. If your team allowed to travel to compete in a "premier" event or tournament out of state? (i.e. 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 for Scheduling:

FACILITIES

PRACTICE FACILITIES

1. Does your team use a facility not on your school property (i.e. 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 for Practice Facilities:

COMPETITIVE FACILITIES

1. Does your team use a facility for Home Competitions which are not on your school property (i.e. 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 for Competitive Facilities:

LOCKER ROOMS, TEAM ROOMS AND STORAGE FACILITIES

4. Do you have access to a locker room? ☐ Yes ☐ No
5. 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.
6. Do you have access to a team room? ☐ Yes ☐ No
7. 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.
8. Do you have access to a storage room to store equipment and supplies? ☐ Yes ☐ No

Comments/Concerns for 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. What is the number of athletes per coach for your team? _____ (e.g. 12 athletes to 1 coach)
5. How much time do you spend coaching student athletes each week? _____ (average # of hours)
6. How much preparation time do you spend preparing for practices/games? _____ (average # of hours)
7. How many years of coaching experience do you have in this sport? _____ Any sport? _____

Comments/Concerns in 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"/> Pep Rallies/Assemblies	<input type="checkbox"/> Reader board/marquee promotion
<input type="checkbox"/> Other _____	<input type="checkbox"/> Programs

Comments/Concerns for Publicity:

MEDICAL 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 there 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 for 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 for Transportation and Per Diem:

General Comments/Concerns not included above:



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