**Baldwin County**



**Athletic Handbook**

**2024-25**

## 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 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 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 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 skill 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 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 Schools’ competitive activities. Knowing that athletics has become an integral part of the total educational program 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 are a reflection of our community and school. The conduct of the team is extended to parents and fans before, during, and after athletic events.

Expectations of all Baldwin County 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.

Student/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 contest is in progress.
4. Show respect for opposing teams, cheerleaders and bands
5. Show respect for public property and equipment.

All AHSAA sanctioned events are a reflection of our community and school. The conduct of the team is extended to parents and fans before, during, and after athletic events.

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](https://www.ahsaa.com/School-Parent-Resources/AHSAA/Information/AHSAA-Publications-and-Forms)

### 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 occurs 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 program. 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](https://bcbe-my.sharepoint.com/:x:/g/personal/mmcrae_bcbe_org/EdE_4gkTFRRDm-Y-OUrp3ckBhqXPLk2gftxu7C5FldxexQ?e=IBVWw9) )

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 24hour 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.

1. 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](https://www.ahsaa.com/School-Parent-Resources/AHSAA/Information/AHSAA-Publications-and-Forms)

### 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](https://nfhslearn.com/courses/sportsmanship-2)) 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. Insurance verification form is in the form section. If the 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 this website <https://www.kandkinsurance.com/sites/K12Voluntary/Pages/Home.aspx> .

In case of an injury, click on this link to access a injury claims form. [Injury Claims Form](https://acrobat.adobe.com/id/urn:aaid:sc:US:b7fa9afd-02f7-4822-a346-f7b195f79512)

## 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 complete before a person interact with students.

**Course Requirements with Fees**

* Coaching Principles course: [Fundamentals of Coaching](https://nfhslearn.com/courses/fundamentals-of-coaching) (Fee: $85)
* First Aid Courses: [First Aid, Health and Safety](https://nfhslearn.com/courses/first-aid-health-and-safety) (Fee: $85)

**Course Requirements – Free online NFHS.org** [**Coaching Education Courses**](https://www.ahsaa.com/AHSADCA/Coaches-Education-Program)

* NFHS Sportsmanship course (One time) [Sportmanship](https://nfhslearn.com/courses/sportsmanship-2)
* Concussion course: [Concussion in Sports](https://nfhslearn.com/courses/concussion-in-sports-2)
* Heat Illness Prevention course : [Heat Illness Prevention](https://nfhslearn.com/courses/heat-illness-prevention-2)
* Sudden Cardiac Arrest course : [Sudden Cardiac Arrest](https://nfhslearn.com/courses/sudden-cardiac-arrest)
  + (every two years beginning with the 2024-25 school year)
* [Student Mental Health and Suicide Prevention](https://nfhslearn.com/courses/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, choose one of two situations below.
     + **Paid** - If you plan to earn a stipend for your coaching duties then you must complete the sub-card process.
     + **Not Paid** – If you are not receiving a stipend for your coaching duties, then you can complete your background check through BIB.
2. Complete all AHSAA requirements for coaching certificates. (see section above)

**BIB vs Sub Card Information**

Since our training we have received a few questions about the requirements for Sub card versus BIB. This prompted me to review the information I covered at our bookkeeper meeting and the Alabama code outlining the requirements for background checks. We also reviewed the parameters of the State background review process versus BIB. I have outlined the guidance that we have for you below, and I apologize for any confusion. Please print this email and place it in your handbook.

Please note that the clarification is that any volunteer who is getting paid should go through the Sub card background process (which covers them if they are alone with students). Additionally, any volunteer who is alone with students and not getting paid should go through the BIB background clearance process.

As always, please reach out with any questions. Enjoy the last few days of the 2020-21 school year with students and teachers!

**WHAT IS A VOLUNTEER?**

A volunteer is someone who elects to serve at-will with no promise of pay or compensation for services. Volunteers assist schools by helping students and employees either on campus or at school sponsored events.  Examples include volunteer tutors, volunteer band helpers, office helpers, etc.

**WHO MUST PARTICIPATE IN SECURE BIB VOLUNTEER SCREENING?**

Any volunteer who has the potential to have unsupervised access to students must complete the secure volunteer screening process and be approved PRIOR TO PARTICIPATING IN ANY ACTIVITY WITH STUDENTS.  For example, volunteer tutors who pull students out of classrooms for tutoring and any other volunteer who may be alone with students, without a school employee present, during school hours or at any school sponsored activity must obtain clearance through BIB.  For the safety of our students, we have included chaperones for field trips, including overnight field trips, in the list of people who are required to complete the Secure Volunteer background clearance prior to attending a field trip as a chaperone.  Background clearance is not required for parents who attend class parties or school events, copy moms, office helpers, guardian visits, etc., or who volunteer their time in the constant presence of a school employee.

**WHO MUST PARTICIPATE IN THE SUB BACKGROUND CLEARANCE?**

Any non-employee who will be PAID for services and/or who may receive a nominal stipend/supplement, via an extra work agreement, or through an outside organization must still complete the process of obtaining a sub card and, therefore, will obtain clearance through the ALSDE.  Any volunteer community member coach, who may receive a nominal supplement/stipend, will need to obtain a sub card clearance through the ALSDE. As with volunteers, background clearance must be obtained PRIOR TO PARTICPATING IN ANY ACTIVITY WITH STUDENTS.

**WHAT IF A VOLUNTEER IS ALSO A CURRENT BOARD EMPLOYEE OR ACTIVE SUB?**

Current Board employees and active subs have already obtained background clearance through the ALSDE; therefore, additional clearance is unnecessary.  You should confirm, however, for subs that their names are included on the active sub list.

**WHAT IS THE ROLE OF THE PRINCIPAL/SCHOOL?**

When you have an inquiry from a volunteer or volunteer organization about helping on your campus, you should direct them to the principal. The principal will provide them with BIB instruction flyer for the volunteer screening process if they are approved to volunteer.  By giving them this flyer, you are essentially approving them as a volunteer for your school.  However, payment for and completion of the background clearance process does not guarantee an opportunity to volunteer.  Principals have full discretion in terms of who volunteers on their campus and in what capacity.  Please do NOT post this flyer on your website.

The volunteer submits an application on the website and pays a fee. Then, the background screening process completes.  Individuals who are approved will receive a Secure Volunteer card in the mail with their name and expiration date.  Volunteers must renew background clearance annually.

The principal is responsible for communicating this information to employees who plan to utilize volunteers in their classrooms and athletic/extracurricular programs.  Again, volunteers with unsupervised access to students should not begin an activity prior to obtaining a background clearance.  Also, please communicate this information to teachers who plan field trips or overnight trips with parents who attend as chaperones.  It will be absolutely necessary to communicate this information in advance to allow for timely notification to parents who may wish to attend.

**HOW DO I KNOW THAT A VOLUNTEER HAS BEEN APPROVED?**

Your principal has an account where they can check volunteer background clearances through BIB. This information is being emailed to principals. You may also check with Keith Kizer ([rkizer@bcbe.org](mailto:rkizer@bcbe.org)).

## 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.

Student must submit an up-to-date physical and proof of insurance before he/she can tryout. 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](https://bcbe-my.sharepoint.com/:b:/g/personal/mmcrae_bcbe_org/Ea96ZQaMTi1InnAxSPtqn2QBlU2u_Me5XlYEzZ7djFefrQ?e=7Ittlu). 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 practice will be canceled.

## PLAYING ABOVE GRADE LEVEL

\*In grades 9-12, the head coach of each sport will make the decision whether or not 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 participates 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 network sites such as Facebook, Twitter, TikTok, Instagram, Pintrest, 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 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.

#### As a student athlete in Baldwin County 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 rights 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.

1. 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.

1. 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 has a material effect on the operation or general welfare of the school.
2. 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.
3. Indicating knowledge of an unreported school or team violation—regardless if the violation was unintentional or intentional.
4. Statements, communications, or posts that cause a substantial disruption at school and/or could reasonably be expected to cause a substantial disruption.
5. 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 is 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 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 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 is 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 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 My BCBE portal and find Travel Tracker.

Link: [Travel Tracker](https://appgarden27.app-garden.com/TravelTrackAL002.nsf/ReqbySub.xsp)

1. 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)
2. 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.
3. 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.
4. 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 are not able to 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 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 is in charge of parking.

Parking Charges: $4.00 for all schools except Spanish Fort

$5.00 at Spanish Fort (includes bus shuttle)

## GAME ADMISSION

\*All tickets this year will be electronic. We plan to 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**

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

1. **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 Secondary Schools, Mr. Marty McRae and/or the BCPSS Title IX Coordinator, Ms. Angela Cooke.

1. **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 assistant.”

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.”

1. **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**

• **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.*

1. **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.

1. **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.

1. **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 boy’s 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.

1. **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 with 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 be 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 2022-23 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

**ATHLETICS AND STUDENTS WITH DISABILITIES**

**Participation and Access.** In accordance with Board policy and Federal laws individuals are prohibited from denying a person with a qualifying disability the opportunity to participate in or benefit from extracurricular activities, such as team sports and athletics, solely on the basis of his or her disability. A school or team, may however, deny participation in an athletic program if the school can show that the modification would represent a fundamental alteration to the athletic program. A modification is likely fundamental if it changes such an essential aspect of the activity or game that it would be unacceptable even if it affected all competitors equally.

**Reasonable Accommodations.** Schools should take steps to ensure that students with qualifying disabilities receive opportunities for participation in athletics equal to those of their nondisabled peers. School systems are expected to provide reasonable accommodations to a student with a disability in order to allow he or she to equally participate in an extracurricular activity. If a student cannot participate in an activity even with reasonable accommodations, a school may appropriately deny a student participation in the activity. Coaches should be aware of those students on his or her team that have a disability. If a student or parent requests a reasonable accommodation to be given to a student athlete or a potential student athlete, the should contact the athletic director and principal before denying any accommodation.



BALDWIN COUNTY PUBLIC SCHOOLS

*Building Excellence*

*Marty McRae, Assistant Superintendent*

2600-A North Hand Avenue

Bay Minette, AL 36507 TEL: 251-580-1600

E-Mail: [mmcrae@bcbe.org](mailto:mmcrae@bcbe.org) 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 is 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 place 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 total safe environment cannot be provided unless a plan of action has been development, implemented and expected by all.

It is our expectation that ever 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’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. | 21. |  | 41. |  |
| 2. | 22. |  | 42. |  |
| 3. | 23. |  | 43. |  |
| 4. | 24. |  | 44. |  |
| 5. | 25. |  | 45. |  |
| 6. | 26. |  | 46. |  |
| 7. | 27. |  | 47. |  |
| 8. | 28. |  | 48. |  |
| 9. | 29. |  | 49. |  |
| 10. | 30. |  | 50. |  |
| 11. | 31. |  | 51. |  |
| 12. | 32. |  | 52. |  |
| 13. | 33. |  | 53. |  |
| 14. | 34. |  | 54. |  |
| 15. | 35. |  | 55. |  |
| 16. | 36. |  | 56. |  |
| 17. | 37. |  | 57. |  |
| 18. | 38. |  | 58. |  |
| 19. | 39. |  | 59. |  |
| 20.  Adults:  ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 40. | Additions:  ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 60. | Total Number of people on bus at  **START** of trip:  Total number of People on Bus for  RETURN trip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**PASSENGER MANIFEST RELEASE FORM**

#### (Must be approved by principal in writing prior to date of trip)

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **DESTINATION** | **DRIVER** | **BUS #** |
|  |  |  |  |

|  |  |
| --- | --- |
| **STUDENT NAME** | **PARENT SIGNATURE**  I hereby accept responsibility for the transportation of my child. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**BALDWIN COUNTY BOARD OF EDUCATION TRANSPORTATION AGREEMENT FORM**

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:

Departure Time: Return Time:

Event Location:

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 you 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.

# BALDWIN COUNTY PUBLIC SCHOOLS

### Private Vehicle Manifest

Date Submitted: Class / Group / Club / Sport

Name of Teacher / Coach / Sponsor

Event Location:

Date of event:

Departure Time: Return Time:

**Transportation will be provided in the following vehicle:**

Driver’s Name:

Alabama Driver’s License Number:

Make, Model and Year of Vehicle:

Insurance Issued By:

### Names of Individuals to be Transported

\*\*Note – Attach Parental Permission Forms for Each Event.