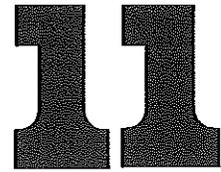


Administrative Strategy and Activities



Effective schools research cites strong leadership at the district and school level as the most consistent characteristic of outstanding school programs. Effective leadership involves

- clearly communicating goals, priorities, and expectations to staff, parents, students, and the community;
- emphasizing the value of achievement;
- establishing systems of incentives and rewards that encourage excellence;
- establishing and maintaining a supportive and orderly environment; and
- actively involving staff and parents in planning, development, and improvement efforts.

Equity cuts across all of these issues of effective leadership. Administrative activities can be carried out by school staff members who hold other than administrative positions. As school management moves toward a site-based team approach, all staff members will play an increasingly important leadership role. Administrative strategies include, but are not limited to

- recognizing equity as an important issue and actively planning for and promoting it;
- developing and implementing sex-equitable policies;
- planning for and supporting staff development activities related to equity;
- establishing a school climate that promotes excellence in education, including sex fairness for staff, students, parents, and community; and
- monitoring equity progress over time.

Administrators who seek to promote equity have many options for action.

- Identify what has been done to promote equity and build on those activities.
- Build awareness and support for equity in *staff meetings* and other established communication systems to infuse equity into the current operation.
- Review *current policies* as well as those being proposed and developed for sex fairness, including intent and language. The Wisconsin Department of Public Instruction's publication, *Pupil Nondiscrimination Guidelines*, Bulletin Number 0007, describes the implementations of s. 118.13, Wisconsin Statutes, and PI 9, Wisconsin Administrative Code, the state's nondiscrimination law and its rules. The booklet also is a helpful resource for policy development and review and provides an overview of policy materials and concepts.
- Review policies for scheduling students, materials acquisition, student behavior, and employment. Equity also can be addressed in the district's philosophy, in planning goals, and in other initiatives at the policy forefront. Where appropriate and/or required by law, policies can be posted; distributed to staff members, students, and community groups; or published in student and staff handbooks.
- Develop and implement policies relating to *student harassment*, including sexual harassment.

- Monitor male/female *enrollment patterns* to document equity climate and progress. Investigate any course or program that has an enrollment of more than 75 percent of one sex. (This percentage is considered a sound indicator of the existence of sex-role stereotyping, bias, or discrimination.)

- Review the current curriculum of each course in terms of *equity knowledge and skills* it delivers to students.

- Make every effort to design the *master schedule* so that traditionally male and female classes are not scheduled at the same time.

- Provide *leadership and direction* for staff development on equity issues, including

- the infusion of equity goals and concepts in all *local education initiatives*;

- the evaluation of *curriculum content, methods, and materials* for sex fairness as part of the curriculum revision process;

- the development of sex-fair *guidelines for text, materials, and audiovisual selection*; and

- the evaluation of *teacher/student interaction patterns*.

- Build an equity component into the *teacher evaluation process*.

- Encourage staff members to learn, develop, and implement *sex-fair classroom techniques*, especially in classes that have predominately male or female enrollments.

Organize curriculum projects that redesign *program content and strategies* that are appropriate for male and female students, prepare them for changing roles, and educate them in equity concepts.

- Establish a *cooperative network* between the school district and the community in which they work together to achieve equity in a complementary, supportive manner.

- Analyze the school and the community to determine which *individuals and groups* support equity issues.

- Identify and build a team to *coordinate and plan* for equity.

- Conduct *advanced training* to assist interested people in developing their equity knowledge and skills.

- Provide *resource linkages* that bring together people and resources to address equity issues.

- Focus on keeping *equity efforts* visible, directed, energized, and moving toward change.

Tips and Cautions

- Be sensitive to the many directions in which administrators are pulled and the vast amount of work they have before them; find out the current issues, interests, and priorities for action. Infuse equity goals into them.

- Be aware of the standards for excellence, such as Wisconsin's educational standards and determine how equity goals can be infused and achieved while implementing the standards.

- Appeal to issues with which administrators are already concerned, such as education reform, staff recognition, enhancing student achievement, and school-community relations, and articulate the equity connections to these concerns.

- Consider working with administrators in a workshop designed specifically to meet their needs and to establish support among administrators.

- Be aware that building-level administrators often take a cut in pay from classroom teaching, have added responsibilities, may be learning a new job, and may have less patience and less time to concentrate on issues such as equity which they may view as nice but not necessary.

- Encourage the delegation of equity work: appoint and give authority to affect change to other district staff.

- Administrators may be constrained by teacher and other union contracts (such as, number of additional assignments, length of work day, release contract time). In addition, contracts may prevent teachers from performing administrative roles/tasks. Most union contracts support the concept of equity.

- Establish a regular accountability system of equity progress. For instance, the June annual meeting could be designated for an annual report on equity.

- In administrative course work, as in other professional education preparation programs, equity is not addressed effectively; thus, administrators often lack an equity knowledge base upon which to operate.

- Encourage and recognize administrators for their efforts. Discourage them from building or focusing on barriers; be positive.

• Those working on equity issues need to realize that administrators are sensitive to school/community issues and may perceive equity as a controversial issue. Be prepared to offer rationale and strategies for defusing controversy.

Suggested Resources

Calabrese, Marylyn. *Becoming Sex Fair: The Tredyffrin/Easttown Program—A Comprehensive Model for Public School Districts*. Newton, MA: Women's Educational Equity Act (WEAA) Publishing Center, 1979.

This three-stage, systemwide training program helps sex-equity coordinators and school administrators select, develop, apply, and evaluate techniques for improving sex fairness in schools.

Froschl, Merle, and Barbara Sprung. *Resources for Educational Equity: A Guide for Grades Pre-Kindergarten-12*. New York: Garland Publishing, 1988.

Annotated bibliographies and discussion of equity issues.

Grayson, Dolores. *The Equity Principal: An Inclusive Approach to Excellence*. Earlham, IA: GrayMill, 1987.

This program is designed to provide an overview of equity concepts and effective schooling research; increase awareness of classroom disparity; expand observation and supervision skills to include equity issues related to curriculum, teacher-student interactions, and learning environment; and share research-based strategies, techniques, and resources to address disparities and improve student achievement.

_____. *Infusing an Equity Agenda into School Districts*. Earlham, IA: GrayMill, 1985.

This publication describes an infusion process for implementing and monitoring the achievement of educational equity that brings about permanent change in a school system.

Keyes, Melissa, and Dorothy LePage. *Pupil Non-discrimination Guidelines: Assessing School District Compliance with s. 118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code*. Madison, WI: Wisconsin Department of Public Instruction, 1989.

Klein, Susan S., ed., *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: Johns Hopkins University Press, 1985.

This handbook addresses virtually all important education-related sex-equity issues. Topics range from the need for change in the visual arts curriculum to programs for minority, gifted, rural, and adult women.

Matthews, Martha. *Facing the Future: Education and Equity for Females and Males*. Washington, DC: Council for Chief State School Officers, 1980.

This 67-page booklet outlines considerations for leaders in elementary and secondary education.

Ohio Center for Research in Vocational Education. *A Guide for Vocational Education Sex Equity Personnel*. Columbus, OH: Ohio State University, 1985.

This is the revised guide for vocational sex-equity coordinators. It includes the provisions of the Carl D. Perkins Vocational Education Act.

_____. *Guidelines for Sex-Fair Vocational Education Materials*. Columbus, OH: Ohio State University, 1978.

_____. *Sex Equity Strategies*. 2nd ed. Columbus, OH: Ohio State University, 1980.

_____. *Sex Fairness in Vocational Education*. Columbus, OH: Ohio State University, 1977.

Sadker, Myra Pollack, and David Miller Sadker. *Sex Equity Handbook for Schools*. 2nd ed. New York: Longman, 1982.

This book provides an overview of critical areas of sex equity in schools as well as for the elimination of sex bias in education. Lesson plans and synopsis of relevant research are included.

Stitt, Beverly. *Building Gender Fairness in Schools*. Carbondale, IL: Southern Illinois University, 1988.

This publication was designed to help educators identify and eliminate sex bias from their classrooms; it includes readings and activities.

The Equity Principal

The following overview, used with permission, describes a program designed for principals and other school administrators. For more information, or if you wish to construct such a program in your school or district, contact Dolores A. Grayson at the GrayMill Foundation, 2029 352nd Place, Earlham, IA 50072; (515) 834-2431.

An Inclusive Approach to Excellence

With the current focus on developing effective educational leadership and on educational reform, the principal has been repeatedly identified as the “gatekeeper” to curricular and instructional excellence. Principals and other administrators need to be sensitive to equity issues so they can help teachers perform without bias, choose instructional materials, develop curricula, and create an environment true to the principles of equity.

Objective: The program is designed to provide participants with an overview of equity concepts and effective schooling research; to increase awareness of classroom disparity; to expand observation and supervision skills to include equity issues related to curriculum, teacher-student interactions, and learning environment; and to share research-based strategies, techniques, and resources with which to address disparities and improve student achievement.

How Does the Program Work? School districts recommend at least two principals or other administrators to participate in a series of three workshops scheduled over a period of one to three months. Training sessions include research and self-assessment on effective schooling and what effective administrators can do to maximize all students’ potential to achieve. Equity concepts related to gender, race, disability, national origin, and socioeconomic class are infused to ensure an inclusive approach to excellence. After each session, participants make observations on their campuses using information studied in the workshop. In addition, the program provides resources and strategies to be shared with staff and other administrators.

Is the Program Successful? Yes!!! Observation reports and participant surveys indicate an increased knowledge of equity issues and a plan of action to make needed changes and work toward an inclusive approach to excellence.

Facing the Future: Education Equity for Females and Males

The following is excerpted from pages 26 through 29 of *Facing the Future: Education Equity for Females and Males* by Martha Matthews, published in 1980 by the Council for Chief State School Officers, Resource Center on Educational Equity, One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001-1431; (202) 336-7007.

The particular kinds of effort and leadership that will be most positive in any particular area, institution, or situation must be determined by educational leaders based on their expertise and their understanding of the unique needs presented. There are, however, a number of general functions that must be performed by educational leaders if quality and equity in education are to become a reality for females and males.

- building a consensus regarding the importance of the achievement of equity for females and males in education
- increasing understanding of the operation and effects of sex stereotyping and sex differentiation in education
- articulating goals that can direct efforts to achieve sex equity in education
- supporting and stimulating the development of models and the implementation of programs that can promote these goals
- obtaining and allocating human and financial resources for educational equity efforts
- increasing the capability and skills of education personnel to achieve sex equity in their professional responsibilities
- developing and maintaining systems for the monitoring and reporting of sex equity progress and problems and the reinforcement of efforts to expand opportunities for both sexes

Building Consensus

If equity for females and males is to be achieved in education, there must be consensus among educators and community members as to its importance. Too often, the importance of sex-equity efforts is perceived primarily as a matter of compliance with federal law. While these laws establish minimum compliance standards that have stimulated some efforts, they have not helped all educators and community members to understand the fundamental human, educational, and societal importance of the achievement of equity for females and males.

Building consensus as to the meaning and importance of sex-equitable education is in many circumstances a particularly important focus of leadership. Current patterns of educational achievement and participation are the result of many years of sex stereotyping and differential treatment; these patterns will not be modified simply by providing "equal opportunity"—open access to courses and programs for females and males. While equal opportunity is an important and necessary first step, it must be complemented by sex-equitable programs which can stimulate all students to take advantage of this equal opportunity. Sex-equity programs help students learn to recognize sex stereotyping and to evaluate its influence on their own lives, provide students support for exploring new options, and encourage students to acquire the full range of human skills and experiences they will need for the future.

Educational leaders can work to build consensus with other educators and with community members by elucidating the relationship between the achievement of quality and equity in education and the elimination of sex stereotyping and sex differentiation.

Education leaders can employ personal influence and organizational resources to emphasize the importance of eliminating sex bias in education as a means of expanding individual options for all students, thereby increasing the human resources available to society.

Discussions with colleagues and constituents, public and legislative hearings, articles in agency or organizational publications, and presentations at professional meetings all are examples of strategies often employed by educational leaders to build consensus. These strategies and others may be used to build support for a variety of programs to promote equitable education for all students.

Increasing Understanding

An understanding by educators and community members of the operation and effects of sex stereotyping and sex differentiation in education can both contribute to consensus regarding the importance of their elimination and provide guidance for the development of new programs and the assessment of their effectiveness.

Because current data leave unanswered many important questions, support for further research will be needed if educational equity is to be achieved. For example, much research remains to be done on the possible interaction of racial-ethnic and sex differences in educational achievement and on the possible sources of such differences in the educational experiences of students.

Education leaders can work to incorporate meaningful sex-equity components in current and projected data acquisition systems. Legislative programs at the federal and state levels and funding priorities for distribution and use of federal, state, and institutional funds can be employed by educational leaders to encourage further research and documentation relevant to education equity for females and males. Leaders in elementary-secondary education can work cooperatively with their colleagues in higher education and other research institutions to identify and address research needs in this area.

Articulating Goals

The articulation and communication of specific goals for achieving sex equity provides education leaders with a means of directing efforts and organizing resources within education agencies and institutions and the community at large. These goals may be articulated in federal and state legislation; in program planning priorities at the federal, state, and local levels; in standards for the accreditation of schools, the certification of education personnel, and the adoption and/or recommendation of textbooks and curriculum materials; and in the organizational priorities of professional organizations. The most meaningful goals for achieving educational equity are those that are specific to the needs and resources of particular agencies or groups, and that are consistently communicated through formal policy and publications and through the actions of educational leaders.

Supporting and Stimulating Model Development and Program Implementation

The translation of sex equity from goals to reality will require the development of specific "how-to" models that can be disseminated, used, and adapted by educators, and the implementation of sex-equity programs defined by specific objectives, observable outcomes, staff responsibilities, and timelines. Model development and program implementation will be required throughout all areas and levels of education: sex equity will be achieved only when equity concerns are defined and infused throughout all structures and operations of education.

Education leaders may support the development of sex-equity models and the implementation of sex-equity programs in a variety of ways: through the provision of financial incentives for the development of exemplary programs, through the establishment by federal and state agencies of requirements for local equity plans and procedures, and through the modeling by educational leaders of sex-equity programs within their own agencies, institutions, or organizations.

Obtaining and Allocating Financial and Human Resources

As financial resources for education become increasingly limited, many educational leaders are re-evaluating program priorities, reallocating fiscal and human resources, and working to increase the cost-effectiveness of education programs. Within this difficult process, sex-equity needs and concerns require careful consideration. Education leaders must work to obtain and protect budget allocations necessary to support sex-equity programs while seeking at the same time to identify ways in which sex-equity components may be integrated within ongoing programs without incurring additional costs.

Much sex-equity funding to date has come from the federal level: funds for a variety of programs are now available under the Women's Educational Equity Act, Title IV of the 1964 Civil Rights Act, and the Carl D. Perkins Vocational Education and Applied Technology Act of 1990. More restricted funding may be available under the Elementary-Secondary Education Act (from the state program improvement allocation). Education leaders may work for the continuation of federal funds, while working with state legislatures, education organizations, private foundations, and other institutions to obtain sex-equity funds from these sources.

Education leaders must also make every effort to integrate sex-equity components into ongoing programs through the efficient use of currently available human and financial resources. These components can be integrated explicitly into the job responsibilities of all educators, just as they can be assigned priority within existing budget allocations.

Increasing Capability and Skills of Education Personnel

If education personnel are to assume responsibility for the implementation of sex-equity activities and programs, they must be provided the capability and skills for successful performance of these responsibilities. Education personnel, like the students they serve, must be provided data concerning the changing roles of women and men and the implications of these changes for students, for education, and for society. They must be provided information on their legal responsibilities for nondiscrimination and equity as well as the skills necessary to attain compliance. They must acquire the skills to recognize sex stereotyping and sex differentiation as these are manifest in their own areas of professional competence, the skills to correct stereotyping and differentiation in their own professional behaviors, and the capability to design and implement sex-equitable programs in accordance with their own job functions.

Education leaders can work to ensure that all education personnel are provided training and technical assistance relevant to sex equity. Needs for the preservice training of personnel can be communicated to the institutions that train teachers, counselors, and administrators; and standards for sex-equity training or competence may be included in requirements for the certification (or recertification) of education personnel. Programs of inservice training can be developed and implemented by state and local education agencies and by professional organizations. Education leaders should work not only to ensure that training is provided, but provided in a progressive and sequential fashion that can lead from the development of awareness to the acquisition of concrete job-related sex-equity skills and competencies.

Developing and Maintaining Monitoring and Reinforcement Systems

The achievement of sex equity is a complex and time-consuming process that may encounter unexpected difficulties or produce unanticipated results. The stresses and strains inherent in any change process are particularly acute for educators striving to achieve both equity and stability in institutional as well as personal settings. Change will require the provision of continuing support and reinforcement

for individuals making positive efforts, and the continuing involvement of all affected individuals in problem identification and resolution.

Education leaders must work to install sex-equity monitoring and planning components within ongoing management systems. Performance measures, timelines, and accountabilities should be periodically reviewed, reported, and disseminated for comment and planning by all education personnel and concerned community members.

Reinforcement of identified progress and success is a critical component of sex-equity efforts. Financial rewards in the form of grants or priority funding may be used to encourage the maintenance of successful programs or the extension of promising activities. Providing visibility for programs and individuals contributing to sex-equity progress not only reinforces those individuals involved, but may also stimulate similar efforts by others. Education leaders may utilize both personal and organizational resources to provide such visibility.

Education leaders will recognize in this list functions intrinsic to all leadership. Policymakers from federal and state education agencies, members of state and local boards of education, governors and legislators, and leaders from education associations and community organizations have vital roles to play in achieving quality education and an equitable future. By incorporating a commitment to equitable programs for girls, boys, women, and men within ongoing leadership structures and behaviors, education leaders can help ensure that the futures of students and the development of society are not limited by continued stereotyping, segregation, and discrimination based on sex.

Basic Compliance Survey and Administrator's Self-Evaluation of Equitable Behavior

From *Becoming Sex-Fair: The Tredyffrin / Easttown Program*, Women's Educational Equity Act Program, 1979.

Basic Compliance Survey

Name of District: _____

Name of Superintendent: _____ Phone: _____

Name of Compliance Officer: _____ Phone: _____

(A check between yes and no = "don't know")

Yes No 1. Does the district have an official policy regarding nondiscrimination on the basis of gender?

Yes No 2. Has the district established a grievance process both for employees and students?

Yes No 3. Does the district publish the name of the Title IX officer regularly to all constituents? If yes, in what way/form?

Yes No 4. Do statements regarding the district's intent to comply with Title IX appear regularly in publications distributed throughout the district? If yes, in/on which publications?

Yes No 5. Are the statements mentioned in number 4 published in the student's/parent's native language (other than English)?

Yes No 6. Did the district develop/complete a comprehensive Title IX self-evaluation and implement it throughout the district? When? Where is it kept?

Yes No 7. If the answer to number 6 was affirmative, has the district established an ongoing plan for the effective implementation and monitoring of equity activities?

8. List examples of the efforts taken to make equity a reality in the district:

Inservice 1. _____
 2. _____
 3. _____

Policy/Development 1. _____
Adaptation 2. _____
 3. _____

Technical 1. _____
Assistance 2. _____
(name source) 3. _____

9. What exemplary areas/people/processes are observable in the district related to equity in education? (list on separate page)

Administrator's Self-Evaluation of Equitable Behavior

Directions:

1. In each of the following sections, rate yourself for each numbered item. The sections include Administrator's Behavior, Interactions with Others, and Administrative/Supervisory Functions.
2. Review your ratings, then evaluate your overall performance by marking the continuum at the end of each section.
3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more fair; for example, if your rating for item 2, "Language," fell within the "sometimes" column, you might write as a goal: "I will avoid using biased language during the next week and ask my family and friends to make me aware of errors."

Notes:

1. Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.
2. All items in the checklist are appropriate for building administrators, such as principals. Many items also are appropriate for central administrators. Even when specific items do not apply to the actual situation of a particular administrator, such behaviors may be an important consideration when making joint policy decisions within the school system. The checklist can be used to sensitize administrators to such behavior.

Suggestions for Use:

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of bias in the school.
- They are not meant to rate people but to help identify what may be unconscious biased behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not be used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

Administrator's Self-Evaluation of Equitable Behavior

Administrator's Behavior

	Check Below				
	Always	Often	Sometimes	Never	N/A
1. Attitude. I take the idea of equity seriously; for example, I do not denigrate men or women or joke about their abilities, roles, or ethnic backgrounds.	<input type="checkbox"/>				
2. Language. I use nonbiased language; for example, I do not refer to all doctors or lawyers as "he" or all nurses or secretaries as "she."	<input type="checkbox"/>				
3. Generalizations. I avoid generalizations that refer to gender or race.	<input type="checkbox"/>				
4. Facts. I use accurate factual knowledge about the current economic and legal status of women and men of all races.	<input type="checkbox"/>				
5. Comparisons. I avoid comparisons of teachers or students based on gender; for example, I would not say "women cannot discipline students as well as men can" or "the girls are working harder than the boys."	<input type="checkbox"/>				
6. Equal Attention. I give equal attention to teachers and students of both sexes; for example, I do not show preference for one by asking professional advice only from teachers of one sex or by giving students of one sex more responsibility than those of the other sex.	<input type="checkbox"/>				
7. Values. I reinforce the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.	<input type="checkbox"/>				
8. Model. I act as a model of nonbiased behavior by performing activities traditionally thought to be done by the other sex; for example, if male, I offer coffee and refreshments at meetings; if female, I conduct maintenance inspections.	<input type="checkbox"/>				
9. Careers. I publicly acknowledge the appropriateness of a wide range of career choices, interests, and roles for both sexes and all ethnic groups.	<input type="checkbox"/>				

Mark the continuum: _____

Basically
fair

Need some
improvement

Need much
improvement

Consider how you rated yourself under "Administrator's Behavior." List below specific goals for increasing fair behavior.

1. _____
2. _____
3. _____

Interactions with Others

	Check Below				
	Always	Often	Sometimes	Never	N/A
10. Student Activities-Equal Opportunity. I recommend all school activities to both boys and girls; I do not expect girls to have only typically feminine interests and boys only typically masculine interests.	<input type="checkbox"/>				
11. Recognition of Achievement. I give equal attention to the academic and extracurricular achievements of both sexes; for example, I recognize the athletic achievement of both girls and boys.	<input type="checkbox"/>				
12. Academic Expectations. I have the same expectations of academic achievement for boys as for girls; for example, I do not expect girls usually to excel in verbal skills and boys usually to excel in mathematics.	<input type="checkbox"/>				
13. Expression of Emotions. I permit all children to show their emotions without regard to gender or culture so long as such behavior is within school rules.	<input type="checkbox"/>				
14. Nonbiased Student Behavior. I require students of both sexes and all races to treat each other as equals; for example, I do not allow sexist or racist remarks by students to go unchallenged.	<input type="checkbox"/>				
15. Behavioral Expectations-Student Discipline. I expect the same behavior from all students and enforce the discipline code without regard to sex or race; for example, I do not treat girls who are fighting differently than I do boys.	<input type="checkbox"/>				
16. Student Duties. I assign girls and boys to school duties and responsibilities on the basis of ability rather than gender; for example, both sexes help in the office, deliver messages, or carry equipment and supplies.	<input type="checkbox"/>				

Mark the continuum: _____

Basically fair	Need some improvement	Need much improvement
-------------------	--------------------------	--------------------------

Consider how you rated yourself on "Interactions with Others." List below specific goals for increasing fair behavior.

1. _____
2. _____
3. _____

Administrative/Supervisory Functions

	Check Below				
	Always	Often	Sometimes	Never	N/A
17. Implement Guidelines. I actively work to implement school district guidelines to eliminate sexism, racism, and other forms of discrimination.	<input type="checkbox"/>				
18. Resources. I provide leadership and encouragement to others (teachers, staff members, parents, students) by working to eliminate discrimination; for example: <ul style="list-style-type: none"> • I help make nonsexist, multicultural curriculum resources available to teachers; • I arrange for staff development programs; and • I counsel staff members who make the goal of equity difficult to achieve. 	<input type="checkbox"/>				
19. Standards for Evaluation. My evaluation standards are the same for all women and men; I evaluate all staff members against standards of achievement and performance; for example, I avoid evaluations based on stereotyped expectations.	<input type="checkbox"/>				
20. Staff Self-Evaluation: Staff Training. I recognize that individual efforts to identify and reduce biased behavior are important elements of professional development, for example: <ul style="list-style-type: none"> • I encourage an ongoing program of staff evaluation of nonbiased behavior, and • I provide opportunities for staff training to increase nonbiased practices. 	<input type="checkbox"/>				
21. Hiring. I exhibit a nonbiased attitude in my hiring practices; for example, when hiring a new staff member: <ul style="list-style-type: none"> • I choose the best-qualified person for the position without regard to sex or race; • I seek nonbiased candidates for vacancies; and • I believe in the importance of role models; therefore, when I have a choice of equally qualified candidates of both sexes for a position, I choose the candidate who will correct existing imbalances of men and women within specific grade levels or subject areas. I do the same for racial balance. 	<input type="checkbox"/>				
22. Standards of Professional Behavior. I set the same standards of professional behavior for all women and men; staff members are neither excused from performing duties nor assigned duties because of their sex or race.	<input type="checkbox"/>				

		Check Below				
		Always	Often	Sometimes	Never	N/A
23.	Career Development. I help both men and women explore all areas of career development in education; for example, I assume that both sexes of all races are interested in administration and classroom teaching as career choices.	<input type="checkbox"/>				
24.	Assignment of Additional Duties. I assign additional school duties on the basis of ability; for example, I avoid reserving duties such as patrolling the hallways or the parking lot for members of one sex.	<input type="checkbox"/>				
25.	Guidance in Performing Duties. When members of one sex seem less able to perform duties than the other sex (because of past socialization or expectations), I provide the training or guidance that will help people to become competent in these areas in the future; for example, I train, if necessary, women to handle sports groups and men to direct early childhood activities at the elementary school level.	<input type="checkbox"/>				
26.	Curriculum. I ensure that the school curriculum is nonbiased; for example, I plan for a curriculum that <ul style="list-style-type: none"> • addresses the needs and interests of all girls and boys; • recognizes the contributions of both sexes from diverse ethnic groups; • provides for the equal treatment of both sexes in all subject areas; and • helps all boys and girls explore the wide range of roles and career options available to them. 	<input type="checkbox"/>				
27.	Availability of Classes, Clubs. I make certain all school facilities, classes, clubs, and equipment are equally available to all students.	<input type="checkbox"/>				
28.	Investigating Discrimination. I administer or support a formalized procedure for investigating and/or rectifying claims of discrimination within my area of supervision.	<input type="checkbox"/>				
29.	Biased Behavior in Staff. I counsel staff who exhibit biased behavior, and I urge them to make recommended changes.	<input type="checkbox"/>				
30.	Assigning Positions of Responsibility. I assign both women and men to positions of authority or responsibility; for example, I assign members of both sexes to serve as an acting principal when I am absent from the building or to chair school committees.	<input type="checkbox"/>				

Check Below
Always Often Sometimes Never N/A

- 31. Budgetary Allocations.** I allocate funds for the purchase of nonsexist, multicultural instructional materials; for example:
- when teachers are ordering new materials, I urge them to include a multicultural-gender fair focus as one criterion for purchasing; and
 - I suggest teachers supplement biased textbooks currently in use with nonbiased learning materials.
-
- 32. Contact with Parents.** I use my contacts with parents to further the goals of educational equity, for example:
- communicating to parents the goals and activities of educational equity; and
 - encouraging parents to look at their sons and daughters as *individuals* rather than reinforcing limiting sex roles and stereotypes.
-

Mark the continuum: _____

Basically fair	Need some improvement	Need much improvement
-------------------	--------------------------	--------------------------

Consider how you rated yourself on "Administrative/Supervisory Functions." List below specific goals for increasing fair behavior.

1. _____
2. _____
3. _____

Guide to Interviewing Job Applicants: Selecting the Nonsexist Staff

The following activity, by E.I. Newcombe, is adapted from *Becoming Sex-Fair: The Tredyffrin / Easttown Program*, Women's Educational Equity Act Program, 1979.

Acceptance of the goal of nonsexist education by a district gives administrators the important responsibility of selecting a staff capable of achieving that objective. Because there is no formula for identifying the best-qualified nonsexist candidate, it is necessary for administrators who are sensitive to the ideals of sex equity to evaluate a complex set of attitudes, behaviors, knowledge, and skills during the employment interview. In assessing the potential staff member it is helpful to realize that individuals who are sex fair in their approach to education probably did not become that way by accident. Rather, they probably overcame strong societal counterpressures because they value equality highly, a belief that often will surface during an interview.

Reminders for the Interviewer

To evaluate sex fairness in others successfully, interviewers first must understand fully the goals of equality in education, and second must act themselves in a sex-fair manner. Applicants for a position cannot be expected to display values that they believe oppose those of the interviewer. Questions that traditionally have been asked of only one sex are often sexist in intent and thus inappropriate; for example, applicants should not be asked how they plan to care for young children in their families unless that question is asked routinely of both sexes. Similarly, they should not be asked if they are willing to assume nonclassroom duties, such as handling discipline on the school grounds, unless that question is asked of both men and women.

Evaluation Criteria

The interviewer should be able to evaluate the sex fairness of applicants after observing and questioning them.

- Candidates are well acquainted with the general *goals of nonsexist education* and can apply such objectives in practical situations; for example, they believe that students should have equal access to all educational experiences, and therefore they encourage students to try activities traditionally favored by the other sex.
- Candidates display *positive attitudes toward equality in education*; for example, they acknowledge the importance of equality and show a willingness to work to eliminate sexism in the schools.
- Candidates exhibit *sex-fair behavior*; for example, they use sex-fair language.
- Candidates possess the *skills and techniques* necessary to provide nonsexist education and to correct the problems of sexism; for example, candidates have ideas for supplementing educational materials that treat the sexes equally.

Interviewing Techniques

A combination of indirect assessment and direct questioning techniques may be used to elicit the sex fairness of potential employees and to gain information regarding the evaluation criteria. Indirect assessment such as the observation of behavior is a helpful check on the sincerity of beliefs, and direct questions allow the interviewer to explore a candidate's depth of understanding and commitment. By using indirect assessment early in an interview, an administrator can evaluate some attitudes before

clues are given that may bias later responses. Suggestions for both techniques of interviewing are listed below.

Indirect Assessment. The interviewer can indirectly assess the candidate in the general employment interview.

- Observe sex-fair or sexist behaviors that the candidate may exhibit during the interview.
- Note the attitudes toward sex equity that the candidate may reflect in their personal goals or interests.
- Give the candidate several everyday school dilemmas, some of which consider issues of equality, and note how he or she resolves the problems.
- Ask the candidate to evaluate educational materials, and note whether he or she comments on sex stereotypes and bias.
- Give the candidate a list of concerns facing education, and note any comments the candidate makes about sex fairness in education.

Direct Questioning. After describing the school district's involvement, the interviewer might indicate that he or she would like to discuss nonsexist education and ask direct questions:

- Is there any incident, either sexist or sex fair, in your own educational background that made a significant impact on you?
- What are the goals of nonsexist education?
- What general sexist behaviors do you feel occur frequently in the school environment?
- What have you done in the past within your own area of responsibility to ensure nonsexist education?
- What changes do you feel are necessary in order to realize the goals of nonsexist education?
- What course work and training in sex equity have you completed?

You may wish to develop an interview form to use in evaluating candidates for sex fairness. A sample interview form follows.

Sample Interview Form for Evaluating Candidates' Sex Fairness

Directions: Before the interview, read each item and record the specific means you will use for assessing each item (for example, list the direct questions you will ask). During the interview, check the proper column as you evaluate the candidate on each item. Appropriate comments may be recorded.

	Excellent	Good	Fair	Poor
1. Knowledge of goals of nonsexist education				
• The candidate can state general goals for nonsexist education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The candidate can apply such general goals to specific situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Means of assessment:				
Comments:				
2. Attitudes				
• The candidate displays positive attitudes toward educational equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The candidate acknowledges the importance of equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Means of assessment:				
Comments:				
3. Behavior				
• The candidate exhibits sex-fair behavior (as described in the self-evaluation checklists).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Means of assessment:				
Comments:				
4. Skills				
• The candidate possesses the skills and techniques necessary to provide nonsexist education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The candidate possesses the skills and techniques necessary to correct problems of sexism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Means of assessment:				
Comments:				

District/School Observation/Visitation Checklist

The following checklist, used with permission, is from *The Equity Principal: An Inclusive Approach to Excellence* by Dolores A. Grayson, published in 1987 by the Los Angeles County Office of Education. For more information, contact Grayson at the GrayMill Foundation, 2029 352nd Place, Earlham, IA 50072; (515) 834-2431.

School/District	Date
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Contact Person(s)	Phone Number
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Instructions: Each school/district should respond to each item with "yes," "no," or "unable to answer." Add any appropriate comments or evidence in support of your response.

- | | Comments/Documentation |
|--|------------------------|
| I. Procedural | |
| 1. acknowledge federal and state laws | _____ |
| 2. develop a grievance process | _____ |
| 3. demonstrated that the grievance process works | _____ |
| 4. appointed a Title IX officer | _____ |
| 5. Title IX self-evaluation completed | _____ |
| 6. self-evaluation plan implemented | _____ |
| 7. changes evident | _____ |
| II. Admissions/Access to Courses | |
| 1. required instruction same for all | _____ |
| 2. graduation requirements same for all | _____ |
| 3. nonbiased treatment of pregnant/married students | _____ |
| 4. course descriptions reviewed/nonbiased revisions made | _____ |
| 5. elective courses open to all students | _____ |
| 6. proof of "positive" counseling regarding course selection | _____ |
| 7. counseling services are equitable | _____ |
| 8. proof of "positive" counseling regarding career guidance exists | _____ |

District/School Observation/Visitation Checklist

Comments/Documentation

- 9. counseling materials and treatment of data are nonbiased _____
- 10. special programs evidence equitable practices _____
- 11. "work study" programs demonstrate equal opportunity for all students _____
- 12. course content and practices are nonbiased _____

III. Treatment of Students

- 1. equitable disciplinary practices (includes dress/appearance policy) _____
- 2. attendance policies are equitable _____
- 3. student handbooks evidence affirmative measures _____
- 4. cocurricular activities open to all _____
- 5. cocurricular activities membership evidence positive recruitment _____
- 6. athletic league regulations equitable _____
- 7. athletic activities based on student body survey of interest data _____
- 8. athletic activities "laundry list" considered/reconciled _____
- 9. athletic awards equitable _____
- 10. achievement awards open to all _____
- 11. publications reflect equal treatment _____
- 12. assemblies reflect equal treatment _____
- 13. insurance programs equal for all students _____
- 14. cocurricular policies for married students are equitable _____

IV. Employment Practices

- 1. affirmative action apparent _____
- 2. equal pay for equal work in evidence _____

District/School Observation/Visitation Checklist

Comments/Documentation

- 3. work assignments made with nonbiased criteria (academic and cocurricular) _____
- 4. fringe benefits equal for male and female employees _____
- 5. collective bargaining agreements contain no biased codicils _____
- 6. "socializing" activities include both male and female employees _____
- 7. all employment forms have been revised to reflect equitable practices _____
- 8. intern programs for administrative advancement evidence both male and female enrollment _____
- 9. leaves and opportunities for conference attendance demonstrate equitable application _____
- 10. district policy dealing with nepotism not biased to favor one sex over another _____

V. Other

- 1. district budget demonstrates equitable treatment of females and males _____
- 2. school budget demonstrates equitable treatment _____
- 3. athletic budget demonstrates equitable treatment _____
- 4. faculty memos and communications are nonbiased _____
- 5. curriculum materials have been/are reviewed for bias _____
- 6. curriculum materials have been changed/adapted/revised to eliminate sexist and racist and other biased content _____
- 7. student college/postsecondary plans analyzed for possible sexist/racist subtleties _____

Title IX Self-Evaluation Checklist

This checklist was developed by the Wisconsin Department of Public Instruction in 1975 and circulated to local districts in Wisconsin. It is provided here as a "guide review" of the initial and ongoing compliance issues related to Title IX of the Education Amendments of 1972.

The following checklist was prepared to assist you in conducting the self-evaluation required by the Title IX Regulation. Although it covers most aspects of the regulation, it is not exhaustive and therefore should not be used as a substitute for careful reading of the regulation itself. The best use of this checklist may be to indicate the kinds of questions school districts should ask in evaluating their school system. The checklist is organized by section numbers and titles found in the Title IX Regulation issued June 4, 1975, and renumbered and reissued May 9, 1980.

The Department of Health, Education, and Welfare considers the self-evaluation process one of the most important provisions of the Title IX Regulation. It is strongly recommended that a committee broadly representative of the community, including men and women school board members, administrators, teachers, counselors, parents, and students, be established to conduct the evaluation, which must be completed by July 21, 1976. If all members of a school district are informed about the purposes of the self-evaluation process, they can provide pertinent information and help implement corrective measures. To expedite the self-evaluation process, it may be advisable to appoint subcommittees to consider such areas as guidance, curriculum, athletics and other student activities, employment, and Title IX implementation.

As you work through the checklist and gather data for the self-evaluation (or upon completion of this process) decide

1. whether current policies and practices are out of compliance with the Title IX Regulation (refer to the regulation itself for exact wording of requirements and prohibitions);
2. how to modify policies and practices that are out of compliance; and
3. what remedial steps need to be taken in order to eliminate any discrimination resulting from such policies and practices.

Since Title IX requirements do not specify a uniform self-evaluation model, school districts are free to develop procedures appropriate to their own situation. It is very important, however, to maintain detailed records of the self-evaluation process as well as the modifications and remedial steps taken. Such records must be kept on file for at least three years.

106.8 Designation of responsible employees and adoption of grievance procedures.

1. Has at least one Title IX coordinator been designated?
2. Have all students and employees been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s)?
3. Have grievance procedures for students been adopted and published?
4. Have grievance procedures for applicants and employees been adopted and published?

106.9 Dissemination of policy.

5. Have the following been notified of a policy of nondiscrimination on the basis of sex:
 - applicants for admission and employment
 - students and parents of students
 - employees
 - sources of referral of applicants
 - unions, professional organizations

Title IX Self-Evaluation Checklist

6. Has notification of a policy of nondiscrimination on the basis of sex been placed in the following:
 - local newspapers
 - school newspapers and magazines
 - memoranda or other written communications distributed annually to each student and employee
 - announcements, bulletins, catalogs, student and faculty handbooks
 - application forms
7. Are above-listed publications free of text and illustrations suggesting differential treatment on the basis of sex?
8. Have admission and recruitment representatives (including counselors or student advisors and personnel officers) been advised of the nondiscriminatory policy and required to adhere to the policy?

106.31 Education programs and activities.

To aid in evaluating this area, the committee might review the following: student handbooks, curriculum booklets, course descriptions, graduation requirement policies.

9. Are there different rules of behavior or appearance on the basis of sex?
10. Are there different punishments or penalties for violations of rules of behavior or appearance on the basis of sex?
11. Are different awards bestowed on the basis of sex (for example, award letters to outstanding male athletes and certificates to outstanding female athletes)?
12. Are any awards bestowed on the basis of sex (for example, outstanding boy and outstanding girl)?
13. Are different criteria applied on the basis of sex in selection for honors or awards (for example, a higher grade-point average for one sex than the other for eligibility for membership in an honor society)?

106.31 Education programs and activities.

Extracurricular Activities (Excluding Athletics)

14. Do schools sponsor, furnish facilities to, or otherwise support any activities or clubs that limit membership to one sex (not including the YMCA, YWCA, Girl Scouts, Boy Scouts, Camp Fire Girls)? Indicate the kind and amount of support in each case.
15. If single-sex organizations are sponsored or aided, are they a) tax exempt; b) traditionally one sex; c) limited to members under 19 years of age?
16. Is the treatment of students in any activity or club different on the basis of sex (for example, meeting times, assignment of faculty and advisors by sex)?
17. Are there any other aids, benefits, services provided differentially on the basis of sex?
18. Do schools provide significant assistance to organizations, agencies, or persons that discriminate on the basis of sex in providing any aid, benefit, or service to students or employees? Indicate the nature of such assistance.

106.33 Comparable facilities.

19. Are toilet, locker room, and shower facilities comparable for both sexes?

106.34 Access to course offerings.

20. Are there any courses designated or recommended for one sex only (for example, Bachelor Living)? List them.

Title IX Self-Evaluation Checklist

21. Are there any courses required for one sex but not the other (for example, home economics, industrial arts, military training, physical education)? List them.
22. Do any courses have prerequisites that have a discriminatory effect on enrollment?
23. Are students separated by sex for instruction *within* courses (except for instruction regarding human sexuality or in contact sports)?
24. Are classroom activities assigned on the basis of sex?
25. Do teachers use different methods of reward and punishment for female and male students?
26. Are there disproportionate numbers of one sex or exclusively members of one sex in any class? Why?
27. Do student handbooks or materials related to course description and selection contain content, language, or illustrations that discriminate on the basis of sex?
28. Do curriculum guidelines for course offerings contain sex stereotyping or bias?
29. Where students of one sex have previously been excluded or discouraged from taking certain courses, what steps have been taken to apprise students and parents of the availability of these courses or to assess student interest?
30. What standard of measuring skill or progress is used for male and female students in physical education classes (single, separate, individual, other)?
31. Does the standard of measuring skill or progress have an adverse effect on one sex?
32. If there are impediments to immediate compliance in the physical education program, indicate specifically what they are for the following areas:
 - staff training and planning
 - curriculum revision
 - rescheduling
 - renovation of facilities or construction of additional facilitiesList specific steps being taken to comply along with a timetable for their implementation.
33. If separate physical education classes exist during the adjustment period, are they comparable?

106.36 Counseling and use of appraisal and counseling materials.

34. Are students guided into certain courses on the basis of sex (for example, home economics, industrial arts)?
35. Are students guided toward certain career choices on the basis of sex (for example, nursing, law, teaching, police work)?
36. Do counselors make college recommendations on the basis of sex?
37. Are different tests used to appraise or evaluate female and male students, or are test results used differently on the basis of sex? (Note: Certain vocational interest tests have been found to be sex-biased. For example, outdated versions of the Strong Vocational Interest Blank and Holland's Self-directed Search.)*
38. Have procedures been developed to examine appraisal and counseling materials and techniques for sex bias?

106.38 Employment assistance to students.

39. Have assurances of nondiscrimination been obtained from potential employers?

* Copies of *Sex Bias and Sex Fairness in Career Interest Measurement*, edited by Esther Diamond, are available from the U.S. Department of Education, Washington, DC 20208.

Title IX Self-Evaluation Checklist

40. Are employment requests accepted from or referrals made to employers who discriminate or give preferential consideration for positions on the basis of sex?
41. Are available jobs posted on the basis of sex?
42. Has a review of student job placements been made to ensure comparability of work assignments, salaries, or wages; efforts to obtain placement, and post-graduation job placement for female and male students?

106.39 Health and insurance benefits and services.

43. Do health services and insurance discriminate in any way on the basis of sex? (Providing services, such as family planning, used by a different proportion of students of one sex is not prohibited. However, a higher insurance premium for pregnancy coverage is considered discriminatory.)

106.40 Marital or parental status.

44. Are there different rules concerning parental, family, marital status for male and female students?
45. Are pregnant students excluded from any classes or extracurricular activities?
46. Are pregnant students required to participate in any classes or extracurricular activities?
47. Are separate programs, schools, classes operated for pregnant students?
48. Are such programs, schools, classes comparable to the regular instructional program?
49. Is attendance at such programs, schools, classes truly optional (on request by student or certification of her doctor)?
50. Are medically homebound pregnant students provided with the same services (for example, homebound instruction) provided to other medically homebound students?
51. Are requirements for medical exemptions from courses or activities the same for pregnancy as for other medical problems?
52. If there are no services or provisions for temporarily disabled students, are pregnant students granted leaves of absence and reinstated to their status at time of leave?
53. Do medical or hospital benefits, services, plans, or policies treat pregnancy and related conditions as any other temporary disability?

106.41 Athletics. (Intramural, Club, and Interscholastic)

54. Are there any single-sex interscholastic athletic teams? List them.
55. How do the interscholastic athletic opportunities for both sexes compare in total number and in type (for example, team sports, individual sports, seasonal sports, and contact sports)?
56. Are there any coeducational interscholastic athletic teams? List them.
57. Are students of one sex, for whom overall athletic opportunities have been limited, permitted to try out for teams in noncontact sports offered only to the other sex?
58. Are there any single-sex club or intramural athletic teams? List them.
59. Have the athletic interests and abilities of both sexes been assessed? Specify how this was done.
60. Does the existing athletic program adequately accommodate the interests and abilities of both sexes in type of sports and levels of competition offered?
61. Are necessary athletic equipment and supplies provided for both male and female teams?
62. Are necessary athletic travel and per diem allowances provided for both male and female teams?
63. Are adequate opportunities to receive coaching and academic tutoring available to members of both sexes?

Title IX Self-Evaluation Checklist

64. Is necessary access to locker rooms, practice, and competitive facilities provided to both male and female teams?
65. Is necessary access to medical and training facilities and services provided to both male and female teams?
66. Is necessary access to housing and dining facilities and services provided to both male and female teams?
67. Is necessary publicity provided for both female and male teams?
68. Are the lengths of athletic seasons and/or the kind of opportunities to compete different for male and female teams?
69. Are opportunities to compete before an audience comparable?
70. If there are impediments to immediate compliance in the athletic, club, or intramural programs, indicate specifically what these are. List the specific steps being taken to comply along with a timetable for their implementation.
71. Are coaches assigned to teams on the basis of sex?

106.51 – 106.61 Employment Practices and Policies

To aid in evaluating this area, the committee might review the following: salary schedules, application forms, leave policies, training programs and selection criteria, tests used in employee selection or placement, promotion policies and criteria, and other relevant school board policies.

Items 72 to 113 apply to both full-time and part-time employees.

72. Compare the number of male and female applicants for employment during the past year. How many of each sex were hired?
73. Are job applicants segregated or classified in any way that adversely affects the employment opportunities or status of one sex?
74. Of qualified applicants for particular positions, are women and men selected in reasonable proportion to their availability in the labor pool?
75. List all institutions of employment recruitment or referral. Do any of these institutions discriminate on the basis of sex?
76. Are preferences granted to applicants for employment on the basis of attendance at predominantly or entirely single-sex educational institutions?
77. If so, does this practice result in discrimination on the basis of sex?
78. Is recruitment conducted primarily at predominantly or entirely single-sex educational institutions, schools, or other organizations?
79. If so, does this practice result in discrimination on the basis of sex?
80. Are there any selection criteria, tests, or other assessment or placement techniques that impact adversely on either sex?
81. Are such assessment techniques that impact adversely on one sex job-related and valid predictors of job performance?
82. Do advertisements for employment or promotion indicate preferences, limitations, or specifications by sex?
83. Where recruitment and hiring have been discriminatory, what steps are being taken to recruit members of the sex previously discriminated against?
84. Are policies, procedures, and criteria for recruitment, hiring, promotion, and transfer in writing?
85. Are these policies, procedures, and criteria nondiscriminatory in their effect on opportunities for selection and advancement of members of both sexes?

Title IX Self-Evaluation Checklist

86. Are these policies, procedures, and criteria disseminated and applied without regard to sex?
87. Are pre-employment inquiries made as to the potential or actual marital, parental, or family status of an applicant?
88. Are there any policies concerning marital, parental, or family status that treat people differently on the basis of sex?
89. Are there any policies or practices regarding an applicant's or employee's status as head of household or principal wage earner?
90. Compare the number and percentage of employees in the entire district by sex for each major job category (custodial, secretarial, supervisory, administrative—principals, assistant principals, central office, superintendent).
91. Compare the number and percentage by sex in each job category within each school.
92. Are the average salaries and category by sex of 5-, 10-, and 15-year employees in equivalent job categories equal?
93. Are salaries for the same or comparable jobs and responsibilities equal for women and men?
94. Are criteria for determining salaries for each job classification specified and made available to all present and potential employees?
95. Is the rate of compensation for extracurricular assignments the same for men and women when working conditions are similar (for example, coaching; club sponsorship; supervision of sports events, plays, musical events; field trips)?
96. Is the average time between promotions of employees within different job classifications equal by sex?
97. Is there a pattern of discriminatory assignment of members of one sex to lower ranks, levels, or classifications of job responsibility and status?
98. How many nonadministrative staff members of each sex have administrative credentials and are qualified to hold administrative positions?
99. Are there areas of underutilization of either sex?
100. Is any position classified on the basis of sex (for example, only female coaches for girls' athletic teams)?
101. Do criteria or prerequisite experiences for employment or promotion discriminate on the basis of sex (for example, coaching experience as a criterion for the selection of a director of physical education where opportunities in coaching for women have previously been limited)?
102. Are both male and female employees notified about job openings, both within a school and districtwide?
103. Are administrative internships, inservice or apprenticeship training, staff development opportunities, and tuition grants for other compensation designed to prepare employees for promotion equally available to women and men? (What is the job classification and percentage by sex of staff who have participated in such programs?)
104. What steps are being taken to eliminate under-representation of members of one sex in the applicant pools?
105. Are employees of both sexes encouraged to obtain administrative training and experience?
106. Are employees of both sexes encouraged to apply for administrative positions?
107. How much was spent on training during the past year by sex?
108. Are there any contractual or other relationships (for example, collective bargaining agreements) that have the effect of subjecting employees to discrimination on the basis of sex?

Title IX Self-Evaluation Checklist

109. Are nepotism policies (if they exist) written and applied with equal impact on members of both sexes?
110. Do employer-sponsored activities, including social and recreational programs, discriminate on the basis of sex?
111. Are there discriminatory policies or practices in any of the following areas:
- recruitment
 - selection
 - transfer
 - referral
 - retention
 - dismissal
 - membership
- If so, what steps are being taken to remedy these discriminatory policies or practices?
112. Are leaves—medical, sabbatical, emergency, administrative (to attend conferences, professional meetings, and so forth), and educational—available to men and women equally?
113. Are pregnancy and related conditions (miscarriage, abortion, childbirth) treated as any other disability or medical absence?
- Are leave policies the same?
 - Disability income?
 - Accrual of seniority?
 - Reinstatement?
 - Fringe benefits?

106.56 Fringe benefits.

Fringe benefits are defined as any medical, hospital, accident, life insurance, or retirement benefit, service, policy, or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment.

114. Are fringe benefits available to employees without discrimination on the basis of sex?
115. Are fringe benefits available to spouses, families, or dependents of employees differently on the basis of the employee's sex?
116. Does any fringe plan not provide either for equal periodic benefits for members of each sex or for equal recipient contributions to the plan for members of each sex?
117. Do pension or retirement plans establish different optional or compulsory retirement ages for each sex or otherwise discriminate in benefits on the basis of sex?
118. Do organizations providing or administering fringe benefits have policies or practices subjecting employees to discrimination on the basis of sex?

Moving Toward Educational Excellence Through Equity

The following article, used with permission, is from *The Equity Principal: An Inclusive Approach to Excellence* by Delores A. Grayson, published in 1987 by the Los Angeles County Office of Education. For more information, contact Grayson at the GrayMill Foundation, 2029 352nd Place, Earlham, IA 50072; (515) 834-2431.

Using a level-by-level approach** to assure equitable programs and practices for all students can lead to achieving and maintaining quality education simultaneously. Based on the premise that "quality education" and "educational equity" are indivisible, these levels are applicable to the multiple discrimination areas (i.e., race, sex, national origin, disabled, etc.).

The levels and suggested sample activities to help achieve equity are

Physical: Removing or posting signs, as appropriate; creating coeducational physical education and vocational education programs/offices; and providing mutual access to facilities, equipment, work/playground/study areas.

Access: Ensuring the intent to comply with Title IX mandates by accomplishing procedural requirements; reviewing course title descriptions and making the necessary changes; changing recruitment policies/practices to make enrollment in nontraditional classes possible/attractive; reviewing course content to ensure elimination/modification of stereotyping/bias; and ensuring that selection criteria for admission to special programs are not divisive nor result in segregated groupings.

Treatment: Identifying and modifying biased counseling/instructional behavior; eliminating sexist/racist disciplinary practices; reviewing/responding to identified needs, interests and abilities; reviewing publications and other cocurricular activities to guarantee equal coverage, enrollment opportunity, and honors; establishing criteria so awards will be provided equally to deserving female and male students; and including equity concerns in student budgeting/funds disbursement process.

Infusion: Developing/applying the skills necessary to modify instructional materials to eliminate slanted reference/connotations or omissions; including equitable concepts in classroom discussions and activities; creating a balanced learning environment; providing women's studies units/programs and/or working toward inclusion of equity elements in all curricular strands/offerings; and developing new curriculum frameworks/manuals that include a range of equity issues/criteria/suggestions.

Modeling: Creating pilot programs, centers, clusters which typify nonbiased approaches; adopting and implementing systemwide policies, practices, and programs which are fair; publicizing and reinforcing the success of nontraditional programs; establishing an upward mobility track for aspiring female as well as male administrators; actually placing and supporting women/minorities in high administrative positions and men in primary and elementary instructional programs; and developing a positive problem-solving monitoring process that will ensure the ongoing pursuit of equity as a priority.

Educators are encouraged to move beyond "paper compliance" efforts and continue to develop and implement the actions needed at each level to institutionalize educational equity. Districts may wish to assess their level of commitment and action to date and then pursue organized activities that assure programmatic infusion within existing priorities.

** Concept by S. McCune, developed by B. Landers, adapted from "Levels of Desegregation," S.E.E. Update/CA. SDE

The Levels to Excellence Through Equity

Quality/Excellence



Models



Infusion



Treatment



Access



Physical

