

The ILLINOIS SEX EQUITY RULES require that districts conduct a sex equity evaluation (survey) by Oct. 3, 1987, and every 4 years thereafter. There is no specific instrument that is required for this purpose. Each district may decide what type of evaluation best meets its needs.

It is recommended that school districts involve a variety of people on the committee that designs and/or answers a sex equity survey (employees, coaches, parents, high school students, alumni, community members.) As a resource in developing an evaluation tool, questions from the ILLINOIS SEX EQUITY RULES, sections 200.40 – 200.80 are included below. You may want to choose a few questions from each section below, or use the questions as a springboard for creating your own questions for a district survey. How detailed you want to be is up to you. Your survey should address all issues and areas required by the RULES (from each of the five sections below.) New in 2009-10 is an emphasis on sex discrimination as seen in disproportionate course enrollment. Please make sure your survey addresses this area (section 200.60, below.)

In answering survey questions, if the response is “yes,” it is wise to document where that source of information was obtained. If the answer is “no” to any question, corrective actions should be noted. A subsequent “sex equity plan” must then be written to address any deficiencies.

Administration Section 200.40

1. Has the district’s governing board adopted an official policy stating that it does not discriminate on the basis of sex in the provision of programs, activities, services or benefits, and that it guarantees both sexes equal access to educational and extra-curricular programs and activities?
2. Does the district have a written grievance procedure that specifies steps, timelines, and individuals involved and that provides for written decisions whose final appeal at the local level is to the local school board?
3. Does the district’s grievance procedure inform complainants of their right to further appeal local grievance decisions to the Regional Office of Education and to the State Superintendent of Education?
4. Has the district taken reasonable measures to inform employees, students and parents of the sex equity policy and the grievance procedure?
5. Have district sex equity evaluations been conducted in accordance with the timelines established in the RULES?
6. Has the district included in its evaluations an examination of course enrollment data to identify any instances of disproportionate enrollment of the basis of sex?

7. Has the district developed a sex equity plan that responds to any evaluation findings of noncompliance?
8. Has the sex equity plan been implemented and updated appropriately?
9. Has sex equity inservice for district personnel been provided since the completion of the last evaluation?
10. Has the district assured itself that facilities and related services, equipment and supplies are neither assigned nor limited on the basis of sex (excluding shower and toilet facilities, locker rooms, dressing areas, and facilities used by exempt organizations?)
11. Has the district assured itself that the use, accommodations, support, and maintenance of all permissibly separate facilities (see 10 above) are comparable for both sexes?
12. Has the district assured itself that it does not provide significant assistance to, or enter onto any agreement with, any organization, group, business, or individual that discriminates against students on the basis of their sex?
13. Has the district assured itself that no organizational changes or employment practices have resulted or will result in discrimination of students of either sex?
14. Are all necessary and pertinent records of compliance activities maintained by the system?

Treatment of Students Section 200.50

1. Does the district employ one set of system and program admission standards for both sexes?
2. Does the district employ one set of graduation requirements for both sexes?
3. Has the district taken steps to ensure that students are not discriminated against because of their actual or potential marital or parental status?
4. Does the district treat pregnancy as any other temporary disability?
5. Has the district implemented policies and procedures to ensure that no student in dismissed or excluded from any program or activity because of pregnancy or parenthood?
6. Does the district allow students to choose whether or not they wish to participate in special programs for pregnant students or students who are parents?
7. Has the district eliminated administrative or programmatic barriers to school attendance and school completion by pregnant students or students who are parents?

8. Has the district implemented policies and procedures to protect students from sexual intimidation and sexual harassment?
9. Has a review of the district's awards, honors, scholarships, and financial aids demonstrated that they are bestowed in a manner that does not discriminate on the basis of sex?
10. Does district data demonstrate that the district's discipline policies and practices do not discriminate on the basis of sex?
11. Do all district codes of conduct apply equally to both sexes?
12. Has the district taken steps to ensure that it does not enter into work-study or cooperative employment agreements with employers who discriminate against students on the basis of sex?

Educational Programs and Activities Section 200.60

1. Has the district implemented a plan designed to alleviate identified instances of disproportionate course enrollments?
2. Does the district admit students to all courses without regard to their sex?
3. Does the district advise students to take courses consistent with their interests and abilities, regardless of their sex?
4. Has the district assured itself that students are not discouraged from enrolling in any course because of the course titles or course descriptions that discriminate on the basis of sex?
5. Are course prerequisites and course requirements the same for both sexes?
6. Has the district assured itself that course content and course objectives do not discriminate on the basis of sex?
7. Are students assigned to participation in voice instruction without regard to their sex?
8. Are students encouraged to study musical instruments that suit their individual interests and abilities regardless of their sex?
9. Are all physical education classes open equally to both sexes?
10. Has the district taken measures to ensure that students are not segregated by sex in instructional portions of any P. E. classes, including instruction in contact sports?

11. Where assignments to P. E. classes or portions of such classes are based upon student ability levels, is group composition determined through objective testing of individual performance directly tied to the skill(s) being taught and administered without regard to sex?
12. In physical education classes using ability grouping, are students re-tested and re-grouped at appropriate intervals?
13. Does the district use performance evaluation standards for measuring skill or progress which do not result in discrimination against either sex?
14. Has the district ensured that neither physical education classes nor areas where classes are conducted are designated by sex?
15. Has the district assured itself that special education referral, testing, and placement practices do not discriminate on the basis of sex?
16. Has the district assured itself that special education classes and related services (including services provided in cooperation with other districts or through private placement) do not discriminate on the basis of sex?
17. Has the district assured itself that gifted education referral, testing, and placement practices do not discriminate on the basis of sex?
18. Has the district assured itself that programs, classes, or related services for gifted students do not discriminate on the basis of sex?
19. Has the district taken steps to ensure that all students are provided opportunities to acquire knowledge and understanding of vocational career options without discrimination on the basis of sex?
20. Has the district reviewed materials used in vocational and career education to ensure that they do not discriminate on the basis of sex?
21. Has the district assured itself that classroom practices do not discriminate on the basis of sex?
22. Has the district assured itself that classroom teachers employ teaching methods that do not inhibit the participation of any student on the basis of sex?
23. Has the district reviewed its curricula to ensure that the history, roles, and contributions of both sexes are provided on a comparable basis?
24. Has the district taken steps to ensure that teachers employ methods designed to counteract sex bias in instructional materials?
25. Has the district implemented a review process to ensure that instructional materials do not result in discrimination on the basis of sex?

Counseling Services Section 200.70

1. Have counselors been involved in plans to alleviate any gender disproportionality in course enrollments?
2. Are students assigned to counselors on a basis other than gender?
3. Are students counseled to take courses and to pursue careers that are consistent with their individual interests and abilities, regardless of their sex?
4. Has the district examined career materials to ensure that they do not discourage, by word or image, the consideration by both sexes of all careers?
5. Has the district taken steps to ensure that the content, administration, interpretation, and application of appraisal instruments and associated materials do not discriminate on the basis of sex?

Extracurricular Programs and Activities Section 200.80

1. Has the district ensured that students of both sexes have equal access to all extracurricular programs and activities?
2. Has the district assured itself that extracurricular programs and activities are not designated by titles which imply that membership or participation is restricted on the basis of sex?
3. Has the district assured itself that it does not provide significant assistance to any association or conference that discriminates on the basis of sex in the provision of benefits or services to students?
4. Does the district ensure that comparable activities are provided for both sexes in the event it cooperates with exempt single sex youth organizations?
5. Has the district conducted student athletics interest surveys in accordance with the timelines specified in the RULES?
6. If the district fields any single-sex teams, are the interests and abilities of both sexes otherwise accommodated?
7. In a non-contact sport, when a team is provided only for members of one sex, are members of the excluded sex allowed to compete for a place on the team if their overall athletic opportunities have been limited in comparison with those of the other sex?

8. If any coeducational teams are fielded by the district, do they accommodate the interests and abilities of both sexes?
9. Has overall athletics interest (survey results) been measured for gender disparity and, if necessary, addressed in the district's sex equity plan?
10. Has the district compiled data demonstrating that it provides comparable continuity in sports opportunities for students of both sexes? (Compare sports offered, levels of competition within each, grade level offered; include any community-sponsored district-assisted sports building or improvement program in which students participate.)
11. Has the district compiled data describing the nature and extent of its athletics programs in order to assess program comparability in the following areas:
 - a) Selection of sports offered
 - b) Levels of competition within sports
 - c) Length of sports seasons
 - d) Scheduling of athletics opportunities throughout the calendar year
 - e) Scheduling of practices and games during prime time
 - f) Use of facilities for practice and competition
 - g) Ratio of coaches to athletes
 - h) Quality of coaching and officiating (credentials, experience, compensation)
 - i) Assignment and compensation of coaches and officials
 - j) Supplies and equipment
 - k) Allowances for travel and per diem
 - l) Medical and training services
 - m) Publicity for teams and individual participants
 - n) Overall distribution of athletic budget funds
12. Does the district's athletics program offer comparable opportunity to accommodate the interests and abilities of students of both sexes?
13. Do students have equal access to district choral groups regardless of their sex?
14. Are instrumental music skill acquisition and performance opportunities provided to students without regard to their sex?
15. Are competitive speaking events open to both sexes?
16. If speech and drama materials are limited to a single sex, are comparable opportunities provided for members of both sexes?
17. Are activities such as cheerleading, pompon squads, color guards, school safety patrol, teacher/office aides, and library assistants open to students of both sexes?

18. In activities such as those listed in question 17 above, does the district employ participation criteria, selection procedures, uniform restrictions, and performance utilization standards which do not discriminate in the basis of sex?
19. If a king or queen of a given activity is selected, are comparable opportunities offered during the course of the school year for students of both sexes?
20. If mother-son, father-daughter, mother-daughter, or father-son activities are sponsored, does the district ensure that comparable activities are provided for both sexes, and that the special needs of children from single-parent homes are accommodated?