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
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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.
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 facilities
List 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.
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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?
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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?
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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?
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?