

Assessing Your Schools for Sexism¹

**Use this check-list to determine if/how sexism exists in your school
and what is being done to address it**

This assessment tool is designed to help educators, students, and parents/guardians identify ways in which sexism may play out in their schools. Please note, this assessment focuses on biological sex (i.e. female/male) and does not address issues of gender which would include how inclusive, equitable and safe schools are for transgender, gender queer, and gender nonconforming students. For an assessment on gender/genderism, please contact Just Communities.

YES	SOME- WHAT	NO	N/A	
Curriculum (Formal and Informal)				
				1. Instructional materials show female and male main characters in literature with equal frequency.
				2. Instructional materials are free from stereotyped personality characteristics and activities. Girls are sometimes active, showing initiative, independent, solving problems, earning money, receiving recognition, being inventive, participating in sports; while boys are sometimes passive, fearful, helpless, receiving help, engaged in quiet play.
				3. Instructional materials reinforce nontraditional career patterns. For example, both men and women share housework and child rearing, both are engaged in a variety of careers, men are shown in traditionally female occupations, women are shown in traditionally male occupations.
				4. Instructional and library materials recognize the contributions of women in many fields (for example, politics, science, law, social services, the arts).
				5. Women's issues are fully integrated throughout the curriculum (e.g. women's history and the history of feminist movements is integrated into history and social science courses, literature courses include women writers, etc.).
				6. Women and men from many racial/ethnic groups are shown in instructional materials.
				7. Instructional materials are free from specific derogatory stereotyped sex roles (for example: the sissy boy, the dominant mother, the wicked stepmother, the tomboy who should and does turn "feminine").
				8. Instructional materials are realistic in that they show the nature and extent of sex discrimination in society as an explanation for differences in role and career choices and personal characteristics.
				9. Instructional materials emphasize diverse standards of physical appearance for both men and women.
				10. Instructional materials use language free from sex bias. For example he/she us used instead of he, humans instead of men, ancestors instead of forefathers, letter carrier instead of mailman, chairperson instead of chairman.

¹ This tool was adapted by Just Communities from Bitters, Barbara and Susan Foxwell. *Wisconsin Model for Sex Equity in Career and Vocational Education*. Madison, WI: Department of Public Instruction, 1993.

YES	SOME- WHAT	NO	N/A	
				11. When instructional materials contain sex bias, teachers compensate by introducing supplementary materials or by discussing the bias in the materials with students.
				12. Information about gender-based harassment and violence, including sexual assault and dating violence, is integrated into the curriculum, including health science education.
				13. Body image, eating disorders, and other women's health issues are part of health classes.
				14. Extracurricular activities are free from sex stereotyping and bias, for example: <ul style="list-style-type: none"> a. Cheerleading/ dance teams, etc. b. computer club c. debate team d. future career clubs e. interscholastic sports f. others
Educational Policies/Practices				
				15. There is a written policy for selecting bias-free instructional materials.
				16. Personnel responsible for the selection of instructional materials receive training to make bias-free decisions.
				17. Activities within courses are open to both males and female and both are encouraged to become proficient.
				18. All classrooms and school jobs or honors are distributed evenly among male and female students (e.g. patrol, guides, students of the week, etc.).
				19. Gender is not used as a criterion to separate students.
Administrative Policies/Practices				
				20. There are fair, objective criteria for employment practices.
				21. The district has an affirmative action policy for promotion fair employment practices.
				22. Our school/district has the same standards for males and females with regard to swearing.
				23. Our school has written policies that explicitly prohibit discrimination, harassment, and abuse of students based on their sex.
				24. School policies define sexual harassment to include unwelcome verbal, written, or physical conduct, such as negative name calling or imitating mannerisms, directed at a person because of his or her actual or perceived sexual orientation or gender identity.
				25. School policies prohibit such harassment by all employees and students, providing graduated consequences, proportionate to the seriousness of the harassment, for violations of this policy.
				26. School policies cover harassment by persons who are not employees or students when they are engaged in school-sponsored activities.
				27. There are established procedures for addressing complaints.
				28. A school official or officials is/are responsible for handling complaints.
				29. Staff is required to report harassment when they become aware of it.

YES	SOME- WHAT	NO	N/A	
				30. School policies prevent retaliation against those who report harassment or who take part in disciplinary proceedings (for example, as witnesses). School advises students of the steps to take to report further harassment, and school officials follow up with students to see if they have suffered additional harassment or retaliation.
Administrative Policies/Practices				
				31. All incidents of harassment are documented and the ways in which the harassment was addressed are recorded. Documentation includes physical evidence of the harassment, if any. For example, school officials photocopy threatening or discriminatory letters or notes and photograph graffiti. When harassment results in physical injuries to the student, the school arranges for the student to receive medical attention. School officials note the physical injuries and the need for medical attention in the incident report. If the student consents, school officials include the medical report and photographs of the injuries among the documentation of the incident.
				32. Referral to law enforcement officials is required by the school when a reported incident of harassment appears to be a crime.
				33. There are the same standards for males and females with regard to taking risks and showing emotion.
				34. There are the same standards for males and females with regard to fighting, aggressiveness, and hitting.
				35. Dress and appearance standards are the same for male and female students (for example, boys and girls may wear their hair as they choose.)
				36. Policies, codes, and rules are not based on sexist assumptions (e.g. girls not being allowed to wear spaghetti straps because it is too "distracting for boys").
				37. Tests for vocational interests are <ul style="list-style-type: none"> a. administered fairly, and b. reviewed annually for bias c. interpreted without gender bias.
				38. Males and females have comparable opportunities to take part in interscholastic sports.
				39. The school provides girls and boys interscholastic sports with equitable resources, such as coaching time, equipment, facilities, and money for travel.
				40. Female and male students have equal access to facilities. <ul style="list-style-type: none"> a. playground b. gym c. restrooms
				41. Personnel policies and practices do not discriminate on the basis of <ul style="list-style-type: none"> a. pregnancy; b. the need for family leave; or c. marital status and family unit.
				42. Leadership positions (for example, class and school officers) are evenly distributed among male and female students.
				If positions to which students are elected are sex stereotyped, school personnel are attempting to change this.
				43. Punishment is fair and unbiased. <ul style="list-style-type: none"> a. It is the same for males and females for the same offenses.

YES	SOME- WHAT	NO	N/A	
				b. Contact with or proximity to the other sex is not used as a form of punishment.
				44. School/District has policies to ensure that students who are pregnant, have children, and/or who are married have equal educational opportunities as other students.
Student Attitudes, Awareness, & Behavior				
				45. Both male and female students are encouraged to consider a broad range of choices for jobs and careers by their peers.
				46. Competition between male and female students – for example, spelling bees, lining up quickly, sports – is discouraged. Neither group is ever held up as an example for the other.
School Staff Attitudes, Awareness, & Behavior				
				47. Teachers have similar expectations for male and female students in these areas: a. Reading b. Mathematics c. Science d. Athletics e. Family and Consumer Education f. Technology Education g. Other
				48. The teacher intervenes to reduce derogatory comments about behaviors toward students of one sex by students of the other.
				49. Both male and female students are encouraged to consider a broad range of choices for jobs and careers a. by teachers. b. by counselors.
				50. Faculty members encourage both male and female enrollment in courses that traditionally have been taken by student of only one gender.
				51. Teachers present good models to students in that they work and socialize at school in sex-integrated groups.
				52. Male and female teachers have the same extra responsibilities or jobs, such as hall or playground duty.
Parent/Guardian Attitudes, Awareness, & Behavior				
				53. Similar roles for and relations with male and female parents are maintained (for example, both mothers and fathers are invited to attend conferences, be room parents, attend PTA, go on field trips.)
				54. Both male and female students are encouraged to consider a broad range of choices for jobs and careers by parents/guardians.
				55. Parents are aware of school policies about harassment and know how / who to contact if they become aware of incidents of harassment of their children or other children.
				56. Parents have access to education and resources regarding prevention of and intervention to stop sexual harassment, assault, and teen dating violence.
				57. Parents support school/district efforts to promote address issues of sexual harassment, assault, and teen dating violence.

YES	SOME- WHAT	NO	N/A
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District Attitudes, Awareness, & Behavior				
				58. Staff and administrators do not discriminate (through expectations, treatment, opportunities provided, etc.) against students who are pregnant, have children, and/or who are married.
				59. Parents have access to education and resources regarding prevention of and intervention to stop sexual harassment, assault, and teen dating violence.
Community Involvement				
				60. The school is aware of and actively working with community groups that provide prevention education about and services to support students who have experienced harassment or violence, and educational programs about harassment, violence, sexual assault, eating disorders, and sexism.
				61. Local guides to organizations that support youth dealing with sexual harassment, assault, and teen dating violence., and their family members are developed and available.
				62. Local speakers' bureaus or university groups are invited to make presentations or conduct workshops on sexual harassment, assault, and teen dating violence.
				63. Students have access to contact information of local community groups that can provide support, resources, and education about these issues.