



McHenry Elementary School District 15

1011 N. Green Street, McHenry, Illinois 60050

www.d15.org

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SEX EQUITY EVALUATION

Federal Regulations implementing Title IX and the Illinois Sex Equity Rules require that each school district conduct a sex equity evaluation within one year of the effective date of the Rules and at least every four years thereafter.

The Sex Equity Evaluation in McHenry Community Consolidated School District 15 includes the following sections: Section 3:10 Administration; Section 7:220 Treatment of Students; Section 6:220 Educational Programs and Activities; Section 6:270 & 7:250 Counseling Services; and Section 6:190, 7:240, 7:300 Extracurricular Programs and Activities.

Section 200.40 **Administration**

1. Has the Board of Education 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 extracurricular programs and activities?

BOE Policy 7:10 Equal Education Opportunities/Sex Equity.

2. Does the district have a written Grievance Procedure that specifies steps, timelines, and individuals involved, and that provides for written decision whose final appeal at the local level is to be the Board of Education?

The revised policy states that any grievance can be filed by following the District's Uniform Grievance Procedure—2:260.

3. Does the district's grievance procedure inform complainants of their right to further appeal local grievance decisions to the Regional Office of Education Superintendent and to the State Superintendent of Education?

This provision is contained in the March 1999 revision of the Equal Education Opportunity/Sex Equity Policy.

4. Has the district taken reasonable measures to inform employees, students and parents of the sex equity policy and the grievance procedure? (List all publications which contain these policies and procedures).

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BOE Policy Manual

District 15 Parent/Student Handbook

5. Have district sex equity evaluations been conducted in accordance with the timelines established in the rules? (Copy or copies on file).

Yes

6. Has the district included in its evaluations an examination of course enrollment data to identify any instances of disproportionate enrollment on the basis of sex?

Scheduling of elementary school students include the attempt to have an equal number of males and females in each section at each grade level.

Scheduling at the middle school level requires that all students take the courses offered.

7. Has the district developed a sex equity plan that responds to any evaluation findings of noncompliance?

The sex equity evaluation did not reveal any areas of non-compliance.

8. Has the sex equity plan been implemented and updated appropriately? (Copy or copies on file).

Not applicable

9. Has sex equity inservice for district personnel been provided since the completion of the last evaluation?

Sex Equity inservice will be provided to staff through faculty meetings and will include equal educational opportunities, district policy statement, and grievance procedure. All new staff are inserviced at the beginning of each school year.

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)?

District supply/materials acquisition is implemented on a standard, consistent basis in each school throughout the district. Building principals follow a modified, zero-based budgeting approach as directed by the Chief Financial Officer.

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11. Has the district assured itself that the use, accommodations, support and maintenance of all permissibly separate facilities (see question 10, above) are comparable for both sexes?

The acquisition/budgeting process followed in the district assures this compliance. The only separate facilities in District 15 are the shower and toilet facilities. These facilities are maintained and supplied using the same standards.

12. Has the district assured itself that it does not provide significant assistance to, or enter into any agreement with, any organization, group, business or individual that discriminates against students on the basis of sex?

To the best of our knowledge.

13. Has the district assured itself that no organizational changes or employment practices have resulted or will result in discrimination against students of either sex?

District policies are in place and observed in employment practices. Organizational changes will always be monitored to ensure compliance with present policies.

14. Are all necessary and pertinent records of compliance maintained by the system?

Yes.

Section 200.50
Treatment of Students

1. Does the district employ one set of system and program admission standards for both sexes?

Both district policies and procedures on entrance to school and participation in activities assures this.

2. Does the district employ one set of graduation requirement for both sexes?

Yes. In our K-8 system, this is dictated in the policy/procedures on grading as opposed to graduation requirements.

3. Has the district taken steps to ensure that students are not discriminated against because of their actual or potential or parental status?

BOE Policy on Equal Education Opportunities/Sex Equity assures this compliance.

4. Does the district treat pregnancy as any other temporary disability?

Implementation/application of the BOE Policy on Equal Educational Opportunities/Sex Equity assures this compliance.

5. Has the district implemented policies and procedures to ensure that no student is dismissed or excluded from any program or activity because of pregnancy or parenthood?

BOE Policy on Equal Educational Opportunities/Sex Equity assures this compliance.

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?

BOE Policy on Equal Educational Opportunities/Sec Equity assures this compliance.

7. Has the district eliminated administrative or programmatic barriers to school attendance and school completion by pregnant students or students who are parents?

By implementing the current BOE policy, mentioned above, this is assured.

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8. Has the district implemented policies and procedures to protect students from sexual intimidation and sexual harassment?

Yes. This is assured by implementation of BOE Policy 7:20 Sexual Harassment.

9. Has a review of the district awards, honors, scholarships and financial aids demonstrated that they are bestowed in a manner that does not discriminate on the basis of sex?

Yes.

10. Does district data demonstrate that the district's discipline policies and practices do not discriminate on the basis of sex?

BOE Policy 7:190 STUDENT DISCIPLINE applies to all students in District 15.

11. Do all district codes of conduct apply equally to both sexes?

BOE Policy 7:190 STUDENT DISCIPLINE applies to all students in District 15.

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?

District 15 has no work study or cooperative employment agreements.

Section 200.60
Educational Programs and Activities

1. Has the district implemented a plan designed to alleviate identified instances of disproportionate course enrollment?

There have been no identified instances of disproportionate course enrollments.

2. Does the district admit students to all courses without regard to their sex? (Note and explain any exception).

In District 15, most courses are mandatory for all students.

3. Does the district advise students to take courses consistent with their interests and abilities, regardless of their sex?

Same as #2 , above.

4. Has the district assured itself that students are not discouraged from enrolling in any course because of course titles or course descriptions that discriminate on the basis of sex?

Same as #2, above.

5. Are course prerequisites and course requirements the same for both sexes?

Same as #2, above.

6. Has the district assured itself that a course content and course objectives do not discriminate on the basis of sex?

Course content and course objectives are standardized at each grade level in the district.

7. Are students assigned to participation in voice instruction without regard to their sex?

All elementary students are required to take general, vocal music. At the middle school level, choral music is optional for any student.

8. Are students encouraged to study musical instruments that suit their individual interests and abilities regardless of their sex?

Recruitment for band is conducted uniformly throughout the district, and students

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are permitted to take whatever instrument they choose.

9. Are all physical education classes open equally to both sexes?

See #2, above.

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 sport skills?

Yes

11. Where assignments to physical education 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?

All students follow the same physical education course activities.

12. In physical education classes using ability grouping, are students re-tested and re-grouped at appropriate intervals?

There is no ability grouping in district physical education classes.

13. Does the district use performance evaluation standards for measuring skill or progress which do not result in discrimination against either sex?

All assessments are applied in the same manner to all students.

14. Has the district ensured that neither physical education classes nor areas where classes are conducted are designated by sex?

Yes.

15. Has the district assured itself that special education referral, testing and placement practices do not discriminate on the basis of sex?

District 15 has a Pupil Personnel Services Team in each building. Through this PPS Team, referrals, testing and placement practices are implemented and applied in an equal and standard manner.

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

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discriminate on the basis of sex?

Yes.

17. Has the district assured itself that gifted education referral, testing and placement practices do not discriminate on the basis of sex?

All gifted education referrals, testing and placement procedures are uniformly applied.

18. Has the district assured itself that programs, classes, or related services for gifted students do not discriminate on the basis of sex?

Through the district-wide Gifted Committee, curriculum is written and implemented district-wide.

19. Has the district taken steps to ensure that all students are provided opportunities to acquire knowledge and understanding of vocational and career options without discrimination on the basis of sex?

Yes. This is accomplished through district-wide curriculum development.

20. Has the district reviewed materials used in vocational and career education to ensure that they do not discriminate on the basis of sex?

Yes.

21. Has the district assured itself that the classroom practices do not discriminate on the basis of sex?

Yes.

22. Has the district taken steps to ensure that classroom teachers employ teaching methods that do not inhibit the participation of any student on the basis of sex?

Yes.

23. Has the district reviewed its curricula to ensure that the history, roles and contributions of both sexes are provided on a comparable basis?

Yes.

24. Has the district taken steps to ensure that teachers employ methods designed to

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counteract sex bias in instructional materials?

Yes.

25. Has the district implemented a review process to ensure that instructional materials do not result in discrimination on the basis of sex?

Yes. Core Council reviews subject areas on a regular basis.

Section 200.70
Counseling Services

1. Have counselors been involved in plans to alleviate any gender disproportionality in course enrollments?

There has been no disproportionality identified.

2. Are students assigned to counselors on a basis other than gender?

There are no counselors employed in District 15. Each school has both school social work and school psychological services provided to students on a need basis, regardless of sex.

3. Are students counseled to take courses and to pursue careers that are consistent with their individual interests and abilities, regardless of their sex?

Yes.

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?

Yes.

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?

Yes.

Section 200.80
Extracurricular Programs and Activities

1. Had the district ensured that students of both sexes have equal access to all extracurricular programs and activities? (Note and explain any exceptions).

Yes. Equal access is guaranteed by the implementation of BOE Policy 7:10 Equal Access.

2. Has the district ensured itself that extracurricular programs and activities are not designated by titles which imply that membership or participation is restricted on the basis of sex? (Note and explain any exceptions).

At the middle school level, certain courses are designated as “Girls” to indicate that equity is achieved through offering a total program that provides different opportunities for girls. Examples are: Girls Basketball; Girls Volleyball.

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?

To the extent that we belong to conference which are also regulated by the same rules regarding sex equity.

4. Does the district ensure that comparable activities are provided for both sexes in the event it cooperates with exempt single sex youth organizations? (List all organizations with which the district cooperates).

The district does not cooperate with any single sex youth organizations.

5. If the district fields any single-sex teams, are the interest and abilities of both sexes otherwise accommodated?

Yes.

6. 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?

Yes, while wrestling is generally a male sport at the middle school level, girls have been eligible to participate.

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7. If any coeducational teams are fielded by the district, do they accommodate the interest and abilities of both sexes?

Yes.

8. Has overall athletics interest (survey results) been measured for gender disparity and, if necessary, addressed in the district's sex equity plan?

Yes. No disparities were identified.

9. Has the district compiled data demonstrating that it provided comparable continuity in sports opportunities for students of both sexes? (By sex, compare sports offered, levels of competition within each, and grade level offered; include any community-sponsored district-assisted sports building or improvement program in which students participate).

Yes.

- 10 as the district compiled data describing the nature and extent of its athletics program 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 season
- (d) Scheduling of athletic 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 coach(es) to athletes
- (h) Quality of coaching and officiating (e.g., credentials, experience and 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

Yes.

11. Does the district's athletics program offer comparable opportunity to accommodate the interest and abilities of students of both sexes?

Yes.

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12. Do students have equal access to district choral groups regardless of their sex?

Yes.

13. Are instrumental music skill acquisition and performance opportunities provided to students without regard to their sex?

Yes.

14. Are competitive speaking events open to both sexes? (Note and explain any exceptions).

Yes.

15. If speech and drama materials limited to a single sex are used, are comparable opportunities provided for members of both sexes?

Speech and drama materials limited to a single sex are not used.

16. Are activities such as cheerleading, pompon squads, color guards, school safety patrol, teacher/office aides, and library assistants open to students of both sexes?

Yes.

17. In activities such as those listed in question 14 above, does the district employ participation criteria, selection procedures, uniform restrictions, and performance utilization standards which do not discriminate on the basis of sex?

Yes.

18. If a king or queen of a given activity is selected, are comparable opportunities offered during the course of the school year for both sexes?

District 15 does not have any activities where a king and queen are selected.

19. 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?

District 15 does not have such activities.

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