

## **INSTRUCTION**

### **Instructional Materials and Equipment**

#### **Treatment of Women and Minority Groups in Instructional Materials**

This regulation supersedes Regulation 3011.

#### **I. PURPOSE**

To provide guidelines for evaluating treatment of women and minority groups in instructional materials considered for use in the Fairfax County Public Schools.

#### **II. PHILOSOPHY**

Only materials that are free of sex bias and/or minority stereotyping should be used in instruction. Instructional materials should support the development of a positive self-image in students. Materials should enable students to recognize problems of bias and discrimination, evaluate their own and society's attitudes, and explore ways to effect change.

#### **III. GUIDELINES**

In reviewing materials, reviewers should ascertain if materials are free from sex bias and/or minority stereotyping by asking the following questions:

1. Is the material free from obvious distortion of fact?
2. Does the material avoid outmoded roles and/or behavior patterns?
3. Do the graphics, side bars, and written exercises (including case studies, problems, experiments) avoid minority stereotyping and sex bias?
4. Do descriptions avoid showing women and/or minorities as being limited or inferior as to capabilities, talent, or participation in society?
5. Is the material free of sex bias and/or minority stereotyping by omission?
6. Does the material show men and women and members of minority groups in roles of equivalent status?

7. Does the material indicate the social forces that have operated to keep men, women, and minorities from functioning on an equal basis in society?
8. Are women and members of minority groups shown in leadership positions or in nontraditional roles?
9. Are contributions of women and members of minority groups in a variety of fields recognized?
10. Is life in urban, rural, and suburban environments depicted to demonstrate the diverse character of a society or country?