Harassment-Free Hallways: How to Stop Sexual Harassment in Schools

A Guide for Students, Parents, and Teachers
AAUW Educational Foundation Sexual Harassment Task Force
Section I: For Students

Introduction
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Strategies to Prevent Sexual Harassment
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Introduction for Students

Many kids and teenagers don't feel safe in school or elsewhere. People like you fear sexual harassment, which shouldn't be a part of your life. Have you experienced sexual harassment or know someone who has? Sexual harassment is people saying or doing sexual things that you don't want or feel uncomfortable about. Are you curious to find out more about it?

Here's some info about things you can do to prevent sexual harassment in your school or other places. Take a look around and use this helpful information.

Remember you're not alone.

Ruthie Young and Melissa Pelayo
Girls Editorial Board, New Moon: The Magazine for Girls and Their Dreams
Student Members, AAUW Educational Foundation Sexual Harassment Task Force

Did You Know… .

❖ that 81 percent of students will experience some form of sexual harassment during their school lives, with 27 percent experiencing it often? (Hostile Hallways, 2001)
❖ that nearly nine in 10 students (85 percent) report that students harass other students at their schools? (Hostile Hallways, 2001)
❖ that almost 40 percent of students report that teachers and other school employees sexually harass students in their schools? (Hostile Hallways, 2001)

Acknowledgements

Commissioned by the AAUW Educational Foundation Sexual Harassment Task Force

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The AAUW Educational Foundation provides funds to advance education, research, and self-development for women and to foster equity and positive societal change. In principle and in practice, the AAUW Educational Foundation values and supports diversity. There shall be no barriers to full participation in this organization on the basis of gender, race, creed, age, sexual orientation, national origin, disability, or class.

"'There were two or three boys touching me and I'd tell them to stop but they wouldn't. This went on for months. Finally I was in one of my classes when all of them came back and backed me into a corner and started touching me all over. After the class I told the principal, and he and the boys had a little talk. And after the talk was up, the boys came out laughing because they got no punishment.'"

(From Harassment in the Halls, Massachusetts Center for Research on Women, Wellesley College)
Survey for Students

This survey can help you better understand the problem of sexual harassment, identify its occurrence, and consider possible solutions. Schools might want to begin by having students complete a survey and an administrator or other staff fill out the school checklist. Individual schools can print the surveys from this website, duplicate and administer them, and use the results to demonstrate the scope of the problem on their own campus.

If the survey is used schoolwide, responses can be tallied using Scantron or other optical mark reader technology, in conjunction with special survey response forms that make it possible to disaggregate the data by gender and grade level while maintaining the anonymity of respondents. Surveys can also be administered via the web or e-mail; gender, age, and other demographic information would need to be specifically requested.

The following survey was adapted from an assessment developed at Glenbard East High School, Illinois, given to all high school students in 1998 as part of a schoolwide student institute on sexual harassment. Survey results helped illustrate to members of the school community that harassment was in fact a problem on their campus. Glenbard East followed up with another institute in winter 2002.

"Most days when I walk to school, three or four boys bug me. They act like I'm really dumb, and they yell dumb things. A couple of times they have said some pretty bad stuff, and I know it's sexual harassment, but I don't know what to do. For one thing, I walk alone, and if I said something that they didn't like, they could easily hurt me. I've told my friends and parents, but I don't think that it's within their reach to do something. I really want it to stop."

(Girl, New Moon Magazine, July/August 1995.)
Survey for Students: Have You Been Harassed?

Instructions: Fill out the survey as honestly as possible. The survey is anonymous.

1. Have any of the following things happened to you at school when you did not want them to? Please write the appropriate letter in the space before each question.

   A = Very often
   B = Often
   C = Occasionally
   D = Rarely
   E = Never

   _____ I have been the target of sexual comments, jokes, teasing, gestures, or looks
   _____ I have had my clothing pulled in a sexual way.
   _____ There have been sexual rumors spread about me.
   _____ I have had my way blocked in a sexual way.
   _____ I have been touched, grabbed, or pinched in a sexual way
   _____ I have been shown, given, or left sexual pictures, photographs, illustrations, messages, or notes.
   _____ I have been physically intimidated by another student.
   _____ I have stayed home or cut a class because I felt intimidated.
   _____ I have felt unsafe in the school.
   _____ I have been penalized, threatened, or further harassed as a result of complaining about or reporting sexual harassment.

2. Referring to your answer to question 1, where did the incident(s) take place? (Mark all that apply.)

   __ In the hall
   __ In a classroom
   __ Outside the school/on school grounds (other than the parking lot)
   __ In the gym/playing field/pool area
   __ In the cafeteria
   __ On school transportation on the way to school/on the way home/on a school trip
   __ At a field trip location, including another school for away games
   __ In the parking lot
   __ In the locker room area
   __ On public transportation on the way to school or on the way home
   __ In the rest room
   __ In the driver education car

3. When did this take place? (Mark all that apply.)

   __ Before school
   __ Between classes
   __ In class
   __ During lunch
   __ During recess
   __ After school
Strategies for Students to Prevent Sexual Harassment

These strategies can be duplicated and distributed.

• If someone harasses you, tell that person to stop. Say you do not like what they are doing to you. If you are too uncomfortable confronting the people directly, do it in writing.

• If you are harassed, tell a grown-up—a parent, a teacher you trust, or someone in your school who has been designated to handle issues of sexual harassment. Be persistent. If the first school official doesn't respond, go to someone else until you are taken seriously. Whether a fellow student or an adult is harassing you, the school is required by law to listen to your claim and take action.

• Remind yourself that sexual harassment is wrong, is illegal, and should stop. Don't tell yourself (or believe it if anyone else tells you) it's your fault. Don't ignore what is happening to you and just hope it will stop.

• Remember that someone you date, someone you used to date, or someone who wants to get involved with you can harass you. If you feel scared, uncomfortable, or threatened by the way someone is “flirting” with or treating you, tell a trusted friend or adult and get help.

• Keep a journal of your experiences with sexual harassment. This will help you if you ever need to remember particular details. Getting your feelings on paper also might make you feel better. If the person harassing you or that person's friends send you any notes or e-mails, keep them. Your records might later help substantiate the harassment.

• Step in and interrupt any harassment you observe and tell an adult you trust. Don't be a bystander.

• Ask to see your school's sexual harassment policy. Read it and see what it tells you to do if you experience or witness sexual harassment. The policy might also help you understand what behaviors are considered harassment.

• Identify the sexual harassment or Title IX officer for your school or district and ask that person questions you may have about your legal rights. (Title IX is the law that prohibits sex discrimination in education.) If you have tried talking to the appropriate people and nothing has been done, you might consider seeking help from someone outside the school such as the U.S. Department of Education's Office for Civil Rights. As a last resort, pursue other avenues such as filing a lawsuit against the school in either state or federal court.

• Meet or get involved with a leadership or other student group that works on sexual harassment issues. The more you know about preventing harassment, the better off you'll be if it ever happens to you. If no such student group exists, organize your peers to address this issue. Many resources can help you begin a club or student group focusing on harassment and other related issues such as body image and dating violence. (See the resource section.)
Resources for Students


Tune In to Your Rights...A Guide for Teenagers About TURNING OFF Sexual Harassment (English); Agarra La Onda de tus Derechos...Una guía para jóvenes de cómo COMBATIR el acoso sexual (Spanish); ‘Irif Hqooqak (Arabic) (1985). This booklet for grades seven to 12 uses a student handbook approach to learning about and preventing sexual harassment. The Spanish version is a culturally sensitive translation. The Arabic version is a direct translation of the English version. To order, contact www.umich.edu/~eqtynet, 734/763-9910.

www.apa.org/pi/pii/teen/homepage.html, “Love Doesn’t Have to Hurt Teens,” a colorful site created by the American Psychological Association that provides teens with information about abuse and respect in dating relationships and how to get help for themselves and friends.

www.girlspace.org, has information, advice, and bulletin boards on growing up, created specifically for girls.

www.glsen.org, the website for the Gay, Lesbian, and Straight Education Network, has information about protecting lesbian, gay and transgender students from sexual harassment and discrimination. This site includes a fact sheet of frequently asked

"I don’t feel safe from abuse at my high school. I am relentlessly persecuted for being gay. By the time I was in ninth grade, listening without responding to others bashing homosexuals was more painful than the harassment I deal with now. Up to now, a person has masturbated in front of me while I was in the school lavatory. I have had cigarettes thrown at me, students have driven their car within a foot of me to drive me off the road while I was walking, and people call me vulgar names almost daily. What I am describing now is not simple child’s play and name calling. It is very specific harassment that threatens my safety at school."

questions, resources, sample policies, and links to related organizations. GLSEN is the largest national network of parents, students, educators, and others working to end lesbian, gay and transgender bias in K–12 schools.

www.ncpc.org/teens.htm, developed by the National Crime Prevention Council, has information and links relating to violence prevention, school safety, date rape, hotlines, and other resources.

www.newmoon.org, a website for the girl-edited, girl-run New Moon: The Magazine for Girls and Their Dreams, provides a forum for girls and adults to work together to allow girls to explore themselves, their dreams, and their ideas.

www.smartgirl.org is an online forum specifically for teenage girls to communicate with each other about issues that are important to them including love and friendship.

For further technical assistance:

If you think you have a legal issue related to sexual harassment that you would like to pursue, contact the National Women's Law Center at 202/588-5180 or www.nwlc.org.

For assistance in preventing sexual harassment in schools, contact the Equity Assistance Center that serves your area. Many of these centers have staff who consult with or provide training to schools in the area of sexual harassment. For a list of the 10 Equity Assistance Centers, visit: www.equitycenters.org.

“Recently, a girl in my class was assaulted. She didn’t want the adults to find out. But I told a teacher and he got her some help from the school nurse.”

(Letter, New Moon Magazine, January-February 2001.)
Section II: For Parents

Introduction
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Introduction for Parents

As parents, we want our children to have a positive school experience in every way. But nearly half of all parents fear for their child's safety at school (Public Agenda, 1999). And many of us aren't sure what we can do to make schools safer, especially as our children enter middle and high school. Particularly at those ages, sexual harassment is an issue our child may be reluctant to talk with us about. Their silent suffering has proven negative effects on school performance and is often a reason kids want to avoid school and their grades suffer. None of us want our children to feel the pain and confusion of sexual harassment. Both our kids and their schools do need our help to prevent and stop sexual harassment.

Over the past several years, schools and organizations have conducted significant work on the issue of sexual harassment, including—

• In 2001 the American Association of University Women Educational Foundation released Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School, based on a nationwide survey of students in grades 8 through 11. A follow-up to a 1993 survey, it found that four in five students—boys and girls—experience sexual harassment, with one-third experiencing it often.

• In 1999 the U.S. Department of Education in collaboration with the National Association of Attorneys General published Protecting Students From Harassment and Hate Crimes, a comprehensive guide for schools seeking information on protecting their students from these devastating experiences.

• In 1998 the National Women's Law Center published Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment.

• Schools throughout the country have developed policies, making it clear that harassment is illegal and a punishable behavior.

Despite these important efforts, sexual harassment remains a serious problem in our schools.

Policies Aren't Enough

The findings in AAUW's 1993 and 2001 studies were disturbing. In 2001, as in 1993, four out of five students—both boys and girls—said they had experienced sexual harassment at some point during their school lives, with one-third reporting they experienced it often. The remarkable difference between the two surveys was that in 1993, only 26 percent of students reported being aware that their school had a sexual harassment policy; in 2001, that percentage jumped to 69 percent.

Obviously, there is a troubling paradox at play. If so many more students are aware of anti-harassment policies, and if so much work has been done to prevent sexual harassment in schools, then why are the same numbers of students being harassed?

Did You Know... .

- that most often students experience sexual harassment for the first time during sixth to ninth grade ... but some instances occur before third grade? (Hostile Hallways, 2001)
- that a typical high school student hears anti-gay comments 25.5 times each day — but faculty intervene in just 3 percent of those instances? (Gay Lesbian and Straight Education Network Report, 1997)
Schools Still Need Help Preventing Harassment

As a follow-up to the Hostile Hallways survey, AAUW convened a national task force of educators, researchers, and experts on the issue of school-based sexual harassment. The task force developed this user-friendly resource guide to help parents, students, schools and school districts—

- assess their strengths and weaknesses with regard to existing sexual harassment policies
- develop user-friendly sexual harassment policies based on existing models
- understand their respective rights and responsibilities as they relate to reporting and responding to reports of sexual harassment
- develop an attitude of leadership on the issue of sexual harassment in schools

This resource guide is the culmination of the task force's work and reflects dozens of collective years of work that task force members have conducted on this subject. The task force hopes this informative, concise, and action-oriented resource guide will contribute to the positive transformation of the nation's schools from hostile to harassment-free hallways.

Sexual harassment is unacceptable. It is unacceptable in the workplace, and it is unacceptable in school. Students should not fear for their lives or safety on school grounds, just as they should not fear being bullied or harassed. Schools need to be safe zones where all students are given every opportunity to learn and to thrive. It is clear that students cannot learn when they are scared. And it is clear that too many students are, in fact, scared on school grounds. Every day, kids are sexually harassed in our nation's schools. We hope you will use this guide to change this reality.

Time for Action

The research tells us that efforts to prevent harassment must start at the earliest ages and continue throughout the time children are in school. Ongoing anti-harassment programs will give chil-
dren the courage to speak up for themselves and the knowledge to recognize behavior that is unacceptable. In that same light, training opportunities for parents and school staff must also occur regularly. The more knowledge adults have on the issue of sexual harassment, the better they will be prepared to prevent it from occurring.

Policies alone are not enough. Everyone involved in educating and caring for children must step up to the challenge of making our schools safe places for students. Now is the time for action.

Together, we can make our schools harassment-free.

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Survey For Parents:

This survey can help you better understand the problem of sexual harassment, identify its occurrence, and consider possible solutions. Schools might want to begin by having students complete a survey and an administrator or other staff fill out the school checklist. Individual schools can print the surveys from this website, duplicate and administer them, and use the results to demonstrate the scope of the problem on their own campus.

If the survey is used schoolwide, responses can be tallied using Scantron or other optical mark reader technology, in conjunction with special survey response forms that make it possible to disaggregate the data by gender and grade level while maintaining the anonymity of respondents. Surveys can also be administered via the web or e-mail; gender, age, and other demographic information would need to be specifically requested.

The following survey was adapted with permission from materials developed by Marta Larson of Programs for Educational Opportunity at the University of Michigan School of Education.

“The more I talked to teachers, the superintendent, and the principal, the more they just kept throwing up brick walls and trying to convince me I would have to let my son go through this," Ms. Cooper said. "But no child should have to go through this, whether he’s gay or not. When [harassment] gets to the point where a kid wants to quit school and give up his future, something has to be done.”

(Parent, Ed Week, June 6, 2001)
Harassment-Free Hallways: How to Stop Sexual Harassment in School

Survey for Parents: Is Harassment A Problem in Your School?

Instructions: Read this definition of sexual harassment and then answer each question as best you can.

Sexual harassment is unwanted and unwelcome sexual behavior that interferes with your school life. Sexual harassment is not behaviors that you like or want (such as wanted kissing, touching, or flirting).

1. Do you know of instances of sexual harassment that have happened at your school?

__ Yes __ No

If yes, what kind of harassment was it? (Check all that apply.)

__ Male student on female student
__ Female student on male student
__ Male student on male student
__ Female student on female student
__ Teacher on student
__ Other staff member on student
__ Staff member on staff member

How many instances have you heard of in the past year?

__ One __ Two to five __ Six or more

Where did these incidents occur? (Mark all that apply.)

__ In the hall
__ In a classroom
__ Outside the school/on school grounds (other than the parking lot)
__ In the gym/playfield/pool area
__ In the cafeteria
__ On school transportation on the way to school/on the way home/on a school trip
__ At a field trip location, including another school for away games
__ In the parking lot
__ In the locker room area
__ On public transportation on the way to school or on the way home
__ In the rest room
__ In the driver education car

When did these incidents take place? (Mark all that apply.)

__ Before school
__ Between classes
__ In class
__ During lunch
__ During recess
__ After school

2. In the cases of harassment that you know about, what did the victims do? (Mark all that apply.)

__ Ignored it
__ Complained to school authorities
__ Told harasser to stop
__ Complained to someone outside the school (e.g., a parent or friend)
__ Went along with it

3. Do you know of students who have had these experiences?

__ Had difficulty concentrating because they have been or are being harassed
__ Had difficulty completing their work because of harassment
__ Dropped a class because of harassment
__ Had their grades affected because of harassment
4. What happened when cases of harassment were reported to school authorities? (Mark all that apply.)

- Charge was found to be true
- Support was provided to the victim
- Remediation was provided to the harasser
- Action was taken against the harasser
- Action was taken against the victim
- Charge was found to be false
- Charge is still being processed
- Nothing happened
- Do not know what happened

5. In cases of harassment that you know of, if the victim did nothing, why do you think the victim did nothing? (Mark all that apply.)

- Didn't know what to do
- Didn't want to hurt the harasser
- Didn't think it was necessary to report
- Was too embarrassed
- Didn't think anything would be done
- Didn't think anyone would believe him/her
- Didn't know it was against policy
- Was afraid the harasser would get even
- Thought it would make him/her uncomfortable with the harasser

6. How widespread do you think harassment is in your school?

- It doesn't happen.
- It only happens to a few people.
- It happens to a fair number of people.
- It goes on all the time.

Please answer the following:

I am __ male __ female

Race/ethnicity:_________________________________________

Main language you speak: _____________________________

I am a

- student
- staff member
- parent
- other (specify) _____________________________
Strategies for Parents to Prevent Sexual Harassment

These strategies can be duplicated and distributed.

- Encourage your children to discuss school life with you, including grades, sports, extracurricular activities, and friends. Let your children know you are interested and available to talk, no matter what the topic.

- Encourage your children to speak up for themselves. Promoting self-confidence in children is the first step to prevent their becoming victims of harassment or abuse.

- Model appropriate behavior. For example, refuse to laugh at sexist comments or jokes. Use language that is inclusive of both genders and avoids stereotyping individuals based on gender, sexual orientation, race, ethnicity, or other characteristics.

- Suggest that your children participate in leadership training opportunities at school or elsewhere. This will help your child gain the confidence needed to ward off abuse and harassment.

- Raise your children's awareness of other people's feelings. Fostering a sense of respect, empathy, and compassion will help prevent your child from hurting others.

- Talk to your children about healthy dating relationships and the fact that a great deal of sexual harassment occurs within current, past, or perceived dating relationships.

- Request a copy of your school's sexual harassment policy. Keep it on hand as a reference. If any part is unclear to you, make an appointment with an administrator or Title IX coordinator and clarify any concerns you may have.

- Find time to sit down with your children to discuss the policy. Let your kids know you are aware that sexual harassment in schools is a big problem and that you are available to talk about it.

- Ask your school to put sexual harassment on the agenda for parent-teacher organizations or parent discussion topic lists. If you are qualified, offer to lead a discussion group or series of talks on sexual harassment for the parent community.

- Create and distribute materials for discussions that parents can have with their children on issues such as sex education, gender equity, and sexism.

- If you are concerned that your school does not have a sexual harassment policy or has a policy that is confusing or inaccessible, tell your school administrator or school board representative. Remember that these are your children, and it is your right and responsibility to make sure they are protected from violence and harassment at school.

“Dear Beth: I'm 18 and in high school. I have this really cute math teacher. One day he asked me to a fancy restaurant to talk about my grades. He just kept telling me how beautiful I was and asked if I could come over to his house next week. ... He told me it would bring up my grades. I get very bad grades in math. What should I do?”

(Beth Winship, Ask Beth, San Francisco Chronicle, March 2, 1997)
Resources for Parents

But I Love Him: Protecting Your Teen Daughter From Controlling, Abusive Dating Relationships, Jill Murray, Harper Collins (2001). According to counselor and parent Jill Murray, more than one in three girls will be involved in an abusive relationship. This book shows what some destructive patterns are and how teens can break free.


Daughters. This newsletter, created by New Moon Publishing for parents of girls, provides parents and adults who work with girls information, guidance, and support to raise strong, self-confident girls. It includes discussions of many issues facing 8- to 16-year-old girls, including sexual harassment. To order, contact New Moon Publishing at 888/849-8476 or www.daughters.com.

Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment in Schools, National Women's Law Center in collaboration with the Council of Chief State School Officers and the National School Boards Association (1998). This manual can help educators, parents, and students understand the complex issue of sexual harassment in schools. Do the Right Thing focuses on harassment of students and the legal obligations placed on schools to address and prevent it. To order, contact the National Women's Law Center at 202/588-5180 or www.nwlc.org.

Hostile Hallways: Bullying, Teasing and Sexual Harassment in School, American Association of University Women Educational Foundation (2001). One student in five fears being hurt or bothered in school; four students in five personally experience sexual harassment. These are among the findings of this nationally representative survey of 2,064 students in grades eight through 11. The report investigates sexual harassment in public schools, comparing the findings with AAUW’s 1993 survey and exploring differences in responses by gender, race/ethnicity, grade level, and area. To order, contact AAUW at 800/225-9998 or www.aauw.org.


www.glsen.org, the website for the Gay, Lesbian, and Straight Education Network, has information about protecting lesbian, gay and transgender students from sexual harassment and discrimination. This site includes a fact sheet of frequently asked questions, resources, sample policies, and links to related organizations. GLSEN is the largest national network of parents, students, educators, and others working to end lesbian, gay and transgender bias in K–12 schools.

For further technical assistance:

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Section III: For Schools

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Educators wrestle every day with the challenge of helping students feel safe in U.S. schools. Violence like the Columbine shootings is only one of the many school safety issues facing students, educators, parents, and policy-makers.

The reality is that school violence takes many forms. An often overlooked aspect of school safety that continues to be a serious problem in the nation’s schools is sexual harassment.

As recently as 2001, 80 percent of students participating in a national survey commissioned by the AAUW Educational Foundation said they experienced sexual harassment at school. The impact of this reality is particularly troubling: As a result, 16 percent of students said they avoided school or cut classes; 20 percent found it hard to pay attention; and 24 percent of students reported that they talked less in class.

Over the past years, schools and organizations have conducted significant work on this issue, yet sexual harassment persists in our schools. In response, the AAUW Educational Foundation sexual harassment task force developed this guide.

Efforts to Prevent Sexual Harassment

These are just a few examples of the work schools and organizations have done to address this serious problem.

- In 2001 the American Association of University Women Educational Foundation released Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School, based on a nationwide survey of students in grades 8 through 11. A follow-up to a 1993 survey, it found that four in five students—boys and girls—experience sexual harassment, with one-third experiencing it often.

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Did You Know… .

- that targets of bullying and harassment experience anxiety, distress, confusion, loss of self-esteem, depression, and loss of concentration on schoolwork? (Olweus, Limber, and Mihalic, Blueprints for Violence Prevention, 1999)

- that severe consequences include developing psychosomatic symptoms, avoiding school, and committing suicide? (Olweus, Limber, and Mihalic, Blueprints for Violence Prevention, 1999)
experienced it often. The remarkable difference between the two surveys was that in 1993, only 26 percent of students reported being aware that their school had a sexual harassment policy; in 2001, that percentage jumped to 69 percent.

Obviously, there is a troubling paradox at play. If so many more students are aware of anti-harassment policies, and if so much work has been done to prevent sexual harassment in schools, why are the same numbers of students being harassed?

Schools Still Need Help Preventing Harassment

As a follow-up to the Hostile Hallways survey, AAUW convened a national task force of educators, researchers, and experts on the issue of school-based sexual harassment. The challenge posed to the task force was to develop a user-friendly resource guide to help schools, school districts, parents, and students:

- Assess their strengths and weaknesses with regard to existing sexual harassment policies.
- Develop user-friendly sexual harassment policies based on existing models.
- Understand their respective rights and responsibilities as they relate to reporting and responding to reports of sexual harassment.
- Develop an attitude of leadership on the issue of sexual harassment in schools.

This resource guide is the culmination of the task force’s work and reflects dozens of collective years of work that task force members have conducted on this subject. The task force hopes this informative, concise, and action-oriented resource guide will contribute to the positive transformation of the nation’s schools from hostile to harassment-free hallways.

Sexual harassment is unacceptable. It is unacceptable in the workplace, and it is unacceptable in school. Students should not fear for their lives or safety on school grounds, just as they should not fear being bullied or harassed. Schools need to be safe zones where all students are given every opportunity to learn and to thrive. It is clear that students cannot learn when they are scared. And it is clear that too many students are, in fact, scared on school grounds. Every day, kids are sexually harassed in our nation’s schools. We hope you will use this guide to change this reality.

Time for Action

The research tells us that efforts to prevent harassment must start at the earliest ages and continue throughout the time children are in school. Ongoing anti-harassment programs will give children the courage to speak up for themselves and the knowledge to recognize behavior that is unacceptable. In that same light, training opportunities for parents and school staff must also occur regularly. The more knowledge adults have on the issue of sexual harassment, the better they will be prepared to prevent it from occurring.
Policies alone are not enough. Everyone involved in educating and caring for children must step up to the challenge of making our schools safe places for students. Now is the time for action.

Acknowledgements

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Checklist for Schools or Entire School Districts

These surveys can help you better understand the problem of sexual harassment, identify its occurrence, and consider possible solutions. You might want to begin by having students complete a survey and an administrator or other staff fill out the school checklist. Individual schools can print the surveys from this website, duplicate and administer them, and use the results to demonstrate the scope of the problem on their own campus.

If the survey is used schoolwide, responses can be tallied using Scantron or other optical mark reader technology, in conjunction with special survey response forms that make it possible to disaggregate the data by gender and grade level while maintaining the anonymity of respondents. Surveys can also be administered via the web or e-mail; gender, age, and other demographic information would need to be specifically requested.

The following checklist was adapted with permission from materials developed by Marta Larson of Programs for Educational Opportunity at the University of Michigan School of Education.
What Has Been Done to Prevent Sexual Harassment in Your School?

Instructions: Mark each action your school has taken, count the number of marks, and turn to “Scoring the Checklist” to see how your school rates.

1. Does your school/district have a specific policy against sexual harassment?
   __ Do you have such a policy?
   __ Is that policy publicized for all members of the school community?
   __ Does the policy address sexual and sexual orientation harassment?
   __ Does the policy clearly state that retaliation against those who report harassment is against school policy and will be treated as seriously as harassment itself?
   __ Is there a procedure to inform new employees, students, and parents of the policy (e.g. is the policy mailed to parents, posted on bulletin boards, and distributed at parent-teacher meetings)?
   __ If you distribute a student handbook, does it include information on the school’s sexual harassment policy and how incidents of harassment will be handled?
   __ If you distribute an employee handbook, does it reference the school policy on sexual harassment?
   __ Do union contracts and affirmative action plans for the district reference the school’s policy on harassment?
   __ Are student job training worksites notified of the harassment policy and how incidents of harassment should be reported?
   __ Are vendors, salespeople, and other contractors (such as bus drivers) visiting the district made aware of the policy?

2. Does your school/district foster an atmosphere of prevention by sensitizing students and staff to issues of sexual harassment?
   __ Does the school/district mission statement reflect a commitment to respect for all people?
   __ Has there been a training program on sexual harassment for school/district administrators in the past two years?
   __ Has there been a sexual harassment training program for school/district employees (including those responsible for job training) in the past two years?
   __ Has there been training for students in the past two years?
   __ Do staff members model the use of appropriate language and behavior at all times?
   __ Are pamphlets and/or posters advising students and employees about the nature of harassment and its legal implications easily found around the school?
   __ Has a schoolwide conference or “speakout” been held to sensitize the school community to the issue of harassment?
   __ Is information about preventing harassment and what to do if it occurs a routine part of the K–12 curriculum?
__ Do student leaders take an active role in the effort to prevent harassment?

__ Do students and staff members feel comfortable talking openly about harassing incidents, problematic areas, and attitudes (e.g., harassment against gays and lesbians and teachers using grades to coerce students into sexual behavior)?

3. Is your school/district prepared to receive and respond to complaints?

__ Is there at least one complaint manager in every building in the district, including non-instructional sites such as the bus garage or district administration building?

__ Are complaint managers diversified by gender, ethnicity, race, and/or linguistic group?

__ Do all students and staff know the name and location of at least two complaint managers?

__ Are those wishing to file a complaint allowed to go to any complaint manager they feel comfortable with rather than being required to see one in their building?

__ Have the complaint managers and investigators received regular yearly training?

__ Do complaint managers meet on a regular basis to engage in group problem-solving and to identify their needs for further training and support?

__ Are the complaint managers given released time from their regular duties to attend to complaint management and record-keeping tasks?

__ Do the complaint managers have access to training and legal advice regarding the proper processing of complaints and potential legal liability?

__ Do administrators work cooperatively with complaint managers. For example, are sanctions and remedies actually applied?

__ Do the administration and school board receive regular statistical reports by building and district regarding the number and type of formal and informal complaints filed and their disposition?

4. Does your school/district have a grievance procedure for harassment?

__ Is there a school/district grievance procedure for harassment?

__ Does the grievance procedure provide opportunities for those involved on both sides of a sexual harassment complaint to express their side of the story? Are there procedures in place for impartial investigation that include fact-finding, careful review, and opportunity for appeal?

__ Where there is a finding of harassment, does the grievance procedure include the appropriate remedy based on the severity of the offense and institutional corrective action?

__ Has information about this procedure been distributed to employees, parents, and students?

__ Is a similar grievance procedure written into union contracts?

__ Has the grievance procedure been distributed to vendors, salespeople, and other contractors visiting the school/district?
5. How effective has your school been in implementing its anti-harassment policy?

__ Have events where harassment flourishes such as “flip-up” days (when male students flip up the skirts of female students) and pep rally cross-dressing skits been eliminated?

__ Do staff members promptly intervene in situations where they observe harassment?

__ Is offensive graffiti that violates the harassment policy promptly removed?

__ Have past incidents of harassment been resolved fairly and appropriately?

6. Has your school reached out to populations of students known to be particularly vulnerable to harassment?

__ Have support groups been established for students enrolled in vocational or academic classes that are nontraditional for their gender, race, or ethnicity?

__ Have support groups been established for gay/lesbian students who might feel particularly vulnerable at school?

__ Are students who drop vocational or academic classes that are nontraditional for their gender, race, or ethnicity routinely surveyed to establish the reason for dropping and to determine whether harassment played any role in their decision?

__ Are student placement worksites routinely visited and evaluated for freedom from harassment?

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**Scoring the Checklist**

**37-44 points:** Your school/district has obviously embarked on a well-planned and determined effort to eliminate harassment.

**27-36 points:** Although your school/district has many good inroads in its efforts to prevent harassment, a few areas still need improvement. Identify the areas you didn’t check and consider how you can improve.

**17-35 points:** While you are making some efforts to prevent harassment in your school/district, you need to supplement your efforts in many areas. Consider administering the “Is Sexual Harassment a Problem in Your School?” survey to determine the level of harassment in your district, and use the results of the survey to begin identifying areas on which to concentrate.

**1-16 points:** Your school/district should examine this issue from the standpoint of legal liability. Assess district policies and work toward basic awareness of the problem within the school/district. Set specific deadlines for completing each phase of the effort. Consider asking for assistance from an outside agency to guide your efforts.
Strategies for Schools to Prevent Sexual Harassment

These strategies can be duplicated and distributed to key education stakeholders.

What Teachers, Counselors and School Staff Can Do

• Borrow or create your own sexual harassment curriculum. Integrate it into a civil rights, diversity, tolerance, or other unit, providing opportunities for students to discuss their ideas and feelings. (See the resource section for curriculum ideas.)

• Use case studies to help students better understand sexual harassment. Divide students into groups, each taking a particular aspect of the case to discuss and present to the rest of class. Follow up with group discussions designed to think through the perspectives of all those involved—victims, perpetrators, and bystanders.

• Show a video addressing sexual harassment (such as Flirting or Hurting), following up with a classroom discussion. (See the resource section for additional videos.)

• Compile a list of resources for students who may be experiencing harassment. Include articles, websites, and hotlines. Make the list and resources accessible in your classroom and office.

• Encourage students to form or join school leadership groups that work to educate others about and prevent sexual harassment.

• Support and validate students’ feelings about their sexuality. Make yourself approachable or, if you are not comfortable doing so, refer students to someone who is. Educate yourself on sexuality and homophobia by reading or talking to peers who understand these issues and can communicate with young people about them.

• Assure students that you will guarantee their confidentiality to the extent that you are able to do so and that they will never be penalized for reporting sexual harassment. Create a trustworthy environment within your classroom, your office, the locker room, the hallways, and other school places. Students need to know that there are people they can confide in about these issues.

• Discuss sexual harassment in the workplace and the fact that the perpetrator could be fired or sued. If you have a school-to-work curriculum, include a discussion on sexual harassment. Stress that sexual harassment is no more acceptable in school than it is in the workplace.

• Discuss sexual harassment and sexual violence that occur in current, past, or perceived dating relationships, stressing the fact that a great deal of sexual harassment is perpetrated by someone with whom a victim may be or has previously been involved.

• Model appropriate behavior with your students by avoiding sexual references, innuendoes, and jokes.

• Report any sexual harassment that you witness, directly or indirectly, to the appropriate complaint manager. Do not allow yourself to be a passive bystander.
What School Administrators and School Boards Can Do

• Create a clear and accessible sexual harassment policy. (See the section on models.)
  - Make sure your school’s sexual harassment policy is written in clear, easy-to-understand language.
  - Post the policy in an accessible place in the school and print it in your student handbook.
  - Include sexual harassment in your school’s discipline policy.
  - Include provisions for protecting students from harassment that occurs within current, past, or perceived dating relationships.
  - Translate the policy into the languages that are spoken in your students’ homes. Make sure every student and family has a copy of the policy in a format they can understand.
  - Create student-friendly versions of the policy that are clever and eye-catching (such as cartoons or comic strips) and that illustrate what sexual harassment is and explain how the school handles complaints.
  - Clarify that retaliation as well as the underlying sexual harassment are strictly forbidden.

• Have conversations, trainings, and workshops about the policy in assemblies, staff meetings, and classrooms. Plan various venues to discuss the policy and the punishment for harassment in your school.

• Plan periodic in-service sessions on the policy. Include discussions to help teachers and staff members fully understand the policy as well as what to do once harassment has been reported. Repeat staff training; avoid the one-shot approach!

• Make clear to all staff members and school personnel that they have an obligation to report to the appropriate person any harassment they witness or learn about.

“From my perspective as an administrator, a key responsibility is to help create a school environment that is physically and emotionally safe for all students. Doing that means ensuring that students are safe from harassment in any form—physical, verbal, emotional. Harassing behaviors are not born in the workplace. They are born in schools, homes, and communities where such behaviors and attitudes are accepted or tolerated. Schools have a duty to help students learn the importance of respectful behavior.”

(Jackie DeFazio, retired high school principal, AAUW Educational Foundation sexual harassment task force chair)
• Bring in national experts to train staff on the issue of sexual harassment and how to recognize it, respond to it, and prevent it. Send groups of staff members to training sessions on the subject.

• Designate staff members (teachers, guidance counselors, etc.) with in-depth knowledge of sexual harassment and the school's grievance procedures as the “go-to” people on harassment and Title IX (the federal law prohibiting sex discrimination in education). Make sure all students and teachers know who these people are. Provide the designated staff with training on recognizing and responding to sexual harassment. Designate at least two people per building—one male and one female. One person per building or district is not enough!

• Train staff to work with victims of harassment as well as harassers and bystanders; remediation is necessary for students and bystanders. Remember that all training should impress upon staff the school's policy on retaliation and the fact that retaliation will be treated as seriously as the harassment itself.

• Encourage students to form organizations focused on preventing sexual harassment and other related issues. Consider recruiting a staff member to start such a group and then aggressively encourage students to become involved.

• Provide training to student leaders on how to educate their peers about sexual harassment. Trainings should outline the school's harassment policy, the process for filing a formal complaint, and strategies to deal with the outcomes. As you would with any similar training, offer regular and ongoing sessions.

• Make it clear to students, teachers, and staff that harassment and retaliation against those who report harassment will not be tolerated.

• Educate parents about sexual harassment through meetings and workshops that explain your anti-harassment policy and enlist their support and listen to their ideas. Give parents strategies for gender-fair parenting.

• Partner with community agencies that provide counseling and support for victims of sexual harassment in all its forms, including domestic violence and dating violence.

“We have done the prudent thing in our schools to inform students of their rights to a safe education without fear of harassment of any kind. Yet, the words ‘gay,’ ‘fag,’ ‘dyke,’ ‘queer,’ ‘lesbo,’ and others ring through our hallways, locker rooms, and classrooms as a way to stop those students who ‘dare to be different’ in how they self-identify or how they relate to someone romantically. We have not been able to stop the control of a culture that continues to label, demean, and sort through who ‘belongs’ and who is ‘outside’ the gender box.”

(Mary Grady, high school teacher and coach, Illinois)
Resources for School Staff

“Abolishing Harassment,” Equity Coalition, Vol. IV, Number 1, Spring 1996, published by Programs for Educational Opportunity, University of Michigan School of Education. This issue contains articles about various issues related to sexual, racial, and racial/ethnic harassment; a checklist and survey; tips for parents; basic complaint investigation; successful harassment prevention programs; and resources. To order, contact www.umich.edu/~eqtynet, 734/763-9910.

Bullyproof: A Teacher’s Guide on Teasing and Bullying for Use With Fourth and Fifth-Grade Students, Nan Stein and Lisa Sjostrom (1996). Bullyproof your classroom with the ideas in this practical teachers guide, which was evaluated in a three-year study funded by the Centers for Disease Control. You’ll get concrete answers to the dilemmas faced by targets, perpetrators, and so-called bystanders. This curriculum contains 11 engaging lessons that will get students to think about the distinctions between playful and harmful behavior. In addition, you’ll get pilot-tested writing activities, reading assignments, class discussion questions, suggested role plays, case studies, and homework assignments you can use right away in your classroom. To order, contact the Wellesley Centers for Research on Women at 781/283-2510 or www.wcwonline.org.

Classrooms and Courtrooms: Facing Sexual Harassment in K–12 Schools, Nan Stein (1999). This book brings together information about sexual harassment in schools through summaries of legal cases and research as well as personal stories of students who have been harassed. Chapters include “Sexual Harassment in Schools: Surveys Reveal the Public Performance of Gendered Violence,” “Lawsuits and Complaints: New Sources of Evidence of Sexual Harassment in Schools,” “Bullying as Sexual Harassment in Elementary Schools,” and “Misapplication of Sexual Harassment.” To order, contact the Wellesley Centers for Research on Women at 781/283-2510 or www.wcwonline.org.

Drawing the Line: A Guide to Developing Effective Sexual Assault Prevention Programs for Middle School Students, American College of Obstetricians and Gynecologists (2001). This guide takes the approach that reaching students during the earlier adolescent years is critical to reducing sexual assault among older youth and adults because statistics indicate that most sexual assault victims are children and adolescents. The resource offers advice on implementing programs in schools, youth-serving organizations, and community and juvenile justice settings. To order, contact the American College of Obstetricians and Gynecologists.

Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment in Schools, National Women’s Law Center in collaboration with the Council of Chief State School Officers and the National School Boards Association. (1998). This manual can help educators, parents, and students understand the complex issue of sexual harassment in schools. Do the Right Thing focuses on harassment of students and the legal obligations placed on schools to address and prevent it. To order, contact the National Women’s Law Center at 202/588-5180 or www.nwlc.org.
Obstetricians and Gynecologists at 202/638-5577 or www.acog.org.

Expect Respect: A Sexual Harassment Prevention Module, Irene Beck in association with the Illinois American Association of University Women (1998). These models for middle and high schools help students learn to respect themselves and others in an effort to curb harassing behaviors. The goal is to protect the civil rights of students in a safe school environment free of sexual discrimination. To order, contact www.aauw-il.org/equity/xpct_frm.htm.

Flirting or Hurting: A Teacher's Guide on Student to Student Sexual Harassment in Schools (Grades 6 Through 12), Nan Stein and Lisa Sjostrom, National Education Association (1994). This curriculum includes classroom lessons, suitable for social studies, English, psychology, or health. It includes student handouts (case studies, ethnography assignments, quizzes, a survey, definitions, and legal information) as well as teacher materials (background teaching notes, troubleshooting, and supplemental readings, including Supreme Court cases and articles from teen magazines and the popular education press). To order, contact the Wellesley Centers for Research on Women at 781/283-2510 or www.wcwonline.org, or the NEA Professional Library at 800/229-4200 or home.nea.org/books.

Hostile Hallways: Bullying, Teasing and Sexual Harassment in School, American Association of University Women Educational Foundation (2001). One student in five fears being hurt or bothered in school; four students in five personally experience sexual harassment. These are among the findings of this nationally representative survey of 2,064 students in grades eight through 11. The report investigates sexual harassment in public schools, comparing the findings with AAUW’s 1993 survey and exploring differences in responses by gender, race/ethnicity, grade level, and area. To order, contact AAUW at 800/225-9998 or www.aauw.org.

How to Stop Sexual Harassment in Our Schools: A Handbook and Curriculum Guide for Administrators and Teachers, Robert Shoop and Debra Edwards (1994). This book defines sexual harassment and examines its extent, causes, consequences, and legal aspects. It offers a framework for investigating a complaint, conducting a hearing, and implementing a prevention program at the building and district levels. It also contains detailed curriculum guides, class activities, and sample bibliographies. Appendices contain sample policies and forms, a summary of Equal Employment Opportunity Commission (EEOC) guidelines, a description of selected court cases, a Kid’s Bill of Rights, and a glossary of terms. To order, contact Allyn and Bacon at 800/666-9433 or www.ablongman.com.

Love—All That and More: A Six-Session Curriculum and Video Series on Healthy Relationships for Youth and Young Adults, Center for the Prevention of Sexual and Domestic Violence. This video series offers guidance to teenagers, parents, teachers, social workers, and advocates on creating healthy relationships. It features the clear and powerful voices of diverse youth speaking directly to their peers about the complexities of teen dating relationships. This curriculum accomplishes the difficult task of addressing teenagers’ questions and confusion about relationships and educating them about abusive behaviors at the same time. To order,

Protecting Students From Harassment and Hate Crimes: A Guide for Schools, Department of Education, Office for Civil Rights and the National Association of Attorneys General (1999). This guide provides elementary and secondary schools with practical guidance to help protect students from harassment and violence. Part I explains basic concepts and strategies to eliminate harassment and hate crimes. Part II assists in the development of an anti-harassment policy. The appendices include sample school policies, protocols, checklists, reference materials, sources of technical assistance, and resources. To order, contact the U.S. Department of Education’s Office for Civil Rights at 800/421-3481 or www.ed.gov.

Quit It: A Teacher’s Guide on Teasing and Bullying for Use With Students in Grades K–3, Merle Froschl, Barbara Sprung, Nancy Mullin-Rindler, Nan Stein, and Nancy Gropper (1998). This curriculum contains 10 lessons focused around three sequential themes. Each lesson is divided into activities geared to the developmental needs of students in kindergarten through grade three. Class discussions, role plays, creative drawing and writing activities, physical games and exercises, and connections to children’s literature give children a vocabulary and a conceptual framework that allows them to understand the distinction between teasing and bullying. Ideas for communicating with parents are also included. To order, contact the Wellesley Centers for Research on Women at 781/283-2510 or www.wcwonline.org, or the NEA Professional Library at 800/229-4200 or home.nea.org/books.

Righting the Wrongs: A Legal Guide to Understanding, Addressing, and Preventing Sexual Harassment in Schools, Verna L. Williams and Deborah L. Brake, National Women’s Law Center (1998). This manual is intended to help attorneys, schools, educators, administrators, and advocates better understand the law concerning sexual harassment in elementary and secondary schools and, in so doing, guide the formulation of effective strategies for addressing and preventing it. The manual explains and provides guidance regarding the legal definition of sexual harassment, schools’ obligations when sexual harassment occurs, enforcement mechanisms available to victims of harassment, development of policies and strategies to prevent harassment, and ensuring fairness to persons accused of sexual harassment. To order, contact the National Women’s Law Center at 202/588-5180 or www.nwlc.org.

Sexual Harassment by School Employees, National School Boards Association (2001). School leaders and school lawyers faced with the task of preventing and responding to sexual harassment by employees will find the information they need here. This resource covers harassment that occurs between employees as well as employee harassment of students. It addresses federal case law, effective policy development, internal investigations, training advice, resources, and agency (Office for Civil Rights and Equal Employment Opportunity Commission) investigations. The appendices contain regulations, agency guidance, sample policies, and checklists. To order, contact the National School Boards Association at 703/838-6722 or www.nsba.org/pubs.
Sexual Harassment: It's Not Academic, U.S. Department of Education Office for Civil Rights (1997). This pamphlet addresses issues of sexual harassment of students by school employees and other students. It is designed to help school administrators and other employees understand a school's obligations under Title IX and to help students and their parents understand student rights. The pamphlet answers questions about sexual harassment, including how to file a complaint with the Office for Civil Rights. It also provides information that can be used in developing or evaluating an institution's sexual harassment grievance procedure. To order, contact OCR at 800/421-3481 or www.ed.gov/offices/OCR/ocrshpam.html.

Sexual Harassment and Schools episode #28. National Education Association (1993). In this video, two schools with successful sexual harassment programs show how they have approached awareness and sensitivity with their students and school staff. To order, contact NEA at 800/229-4200 or home.nea.org/books.

Straight Talk About Sexual Harassment: What You Don't Know CAN Hurt You. This video and book offer helpful information about topics ranging from creating a sexual harassment policy, recognizing the difference between flirting and harassment, and understanding the implications of filing a false harassment claim, among others. To order, visit www.oakland.k12.mi.us and follow the link for publications or call 248/209-2059.

Student-to-Student Sexual Harassment: A Legal Guide for Schools, National School Boards Association (2000). Addressing a complex legal and social issue, this monograph offers school law practitioners and leaders information on how to prevent, respond to, analyze, and defend student-to-student harassment claims. In addition to discussing federal case law, it includes a section on policy development; advice on conducting an investigation; tips on training, an analysis of the Office for Civil Rights guidelines; and appendices containing OCR documents, sample policies, forms, and checklists. To order, contact the National School Boards Association at 703/838-6722 or www.nsba.org/pubs.

www.cfchildren.org, the website for the Committee for Children, has resources for elementary and middle school anti-harassment education, including pilot-tested curricula materials.

For technical assistance in preventing sexual harassment in schools, contact the Equity Assistance Center that serves your area. Many of these centers have staff who consult with or provide training to schools in the area of sexual harassment. For a list of the 10 Equity Assistance Centers, visit: www.equitycenters.org.
Section IV: Best Practices

Students Rewrite Their District’s Sexual Harassment Policy
A Student Leadership Program: Contemporary Issues Organization
Expect Respect Elementary School Project
Students, parents, faculty, and other education stakeholders can get involved in innovative strategies to combat sexual harassment. Here are profiles of model programs, with suggestions for ways faculty and students can launch similar programs in local communities.

**Students Rewrite Their District’s Sexual Harassment Policy**

In 1998 several students at Avondale Middle School in Rochester Hills, Michigan were suspended for sexual harassment. Students in an eighth-grade criminal law class were troubled that, even after being suspended, the students did not understand that their actions could be considered sexual harassment. The criminal law students took it upon themselves, under the guidance of their teacher and as part of a unit on civic education, to rewrite the school’s sexual harassment policy. The students’ charge from their teacher was to “change the world” by identifying an existing problem in their community, finding out whether there was an existing policy in place addressing that problem, and determining whether that policy was effective. Students concluded that there was a policy but it was not fully effective, did not educate students about what constitutes sexual harassment, and did not go far enough to prevent harassment from occurring in their school. Middle-school students revised the policy to address these deficiencies in the existing policy. The revision clearly defines mild, moderate, and severe harassment and calls for stricter punishments for those who perpetrate sexual harassment against other students.

Complaints of sexual harassment have declined significantly since this policy was adapted, from 40 cases reported in 1998 to just two or three in 2001-02. Maria Kopicki, the teacher responsible for creating this project, took this work a step further by collaborating with her local intermediate school district to create Straight Talk About Sexual Harassment (see resources), a video series that helps schools take a closer look at the issue of sexual harassment and develop policies for its prevention. The students’ policy has now been adopted by the Michigan State Board of Education and become a national model.

**Adapting this program to your school**

Projects like Avondale’s policy revision can be integrated into classes or curricular units such as civics, humanities, law, or health. Students can use the surveys provided in this resource guide or develop their own to determine whether their school’s policy is effective and then work with the school on the revision.

For help getting started with a class or school project modeled after the Avondale Middle School project, contact Maria Kopicki at Kopicki Consulting Services, maria@kopickiconsulting.com, www.kopickiconsulting.com.

**A Student Leadership Program: Contemporary Issues Organization**

High school students in Wisconsin founded Contemporary Issues Organization to take action against discrimination and harassment. Since its inception, the group—focusing on students in grades six through 12—develops projects on sexual harassment and other topics such as anti-smoking, body image, and multicultural issues.

The group’s first project in 1990 was a play. Storybook characters depicted scenes of sexual harassment, sexual assault, and date rape and relayed information about ways to prevent these incidents. Audience discussion groups followed the presentation.

Each year at least 14 students perform two to three times a month, with audiences ranging in size from
100 to 600 people. In 2000–01, the performances reached some 3,650 students and 750 adults. CIO staff adviser Laurel Hoeth reports that schools often contact her to say that after the presentation, incidences of harassment decline. CIO cast members also appear on public television, reaching several thousand more people in the area, to discuss the program.

In addition to the presentations, CIO received a grant to launch a media campaign and teen leadership training on sexual harassment. Trained students went back to their schools and developed new programs designed to prevent harassment.

Adapting this program to your school

While Contemporary Issues Organization does not give out its script, interested students can take the idea of a similar group to a faculty member and follow guidelines for starting a club or student group. Work with a staff member to recruit other students, begin meeting regularly, and then develop an agenda and a script. Once you have a script, pilot it with audiences in your school or community. Remember that Contemporary Issues Organization evolved over many years. As the issues in their school changed, the play was adapted.

For help getting started, contact Contemporary Issues Organization staff adviser Laurel Hoeth, Stevens Point Area High School, 1201 N. Point Drive, Stevens Point, WI 54481, 715/345-5651, lhoeth@wsp.k12.wi.us.

**Expect Respect Elementary School Project**

Designed by SafePlace and funded by the U.S. Centers for Disease Control and Prevention, Expect Respect addresses bullying and sexual harassment in elementary schools. The program focuses on younger children based on the belief that without intervention, unchecked bullying and harassing behaviors in young children lay the groundwork for more serious and ongoing forms of abuse as children grow older. The project’s whole-school approach includes staff training, classroom education, parent education, and assistance with policy development and support services. The classroom

"It's terrible that many girls experience harassment, assault, or date rape, but we can help each other deal with these things. A friend of Emma's was being verbally harassed at school. The things that were said to her made her feel so awful, and it made her suffer a great deal. She became self-conscious and withdrawn. Her friends helped her, and with their extra encouragement she felt courageous enough to take the situation to the principal."

(Essay written by two girls on the New Moon editorial board in Sisterhood Is Forever, edited by Robin Morgan, to be published fall 2002)
education piece of the program was based on Bullyproof: A Teacher’s Guide on Teasing and Bullying for Use With Fourth- and Fifth-Grade Students (1996), a curriculum written and developed by Nan Stein, senior researcher at the Wellesley College Center for Research on Women and a member of the AAUW Educational Foundation’s Sexual Harassment Task Force.

**Expect Respect strategies include—**

- Increase awareness of bullying, sexual harassment, and gender violence at school through school-sponsored activities for all members of the school community

- Increase the ability of school staff to ensure a safe and gender-equitable learning environment for all students through policy development and training

- Develop students’ skills for preventing and responding to bullying, sexual harassment, and gender violence by integrating prevention curricula into classrooms

- Increase the ability of parents to respond effectively to children who are bullying and harassing others, children targeted by these behaviors, and children who witness these behaviors at school

**Adapting this program to your school**

To get a solid understanding of this type of program, review Expect Respect: A School-Based Program Promoting Safe and Healthy Relationships for Youth, written by SafePlace Director of School-Based Services Barri Rosenbluth and published by the National Resource Center on Domestic Violence. Developed for schools and community-based agencies that are beginning or expanding school-based domestic violence prevention and intervention programs, the guide can be ordered from 800/537-2238 or www.vawnet.org.

Contact SafePlace and violence prevention programs in your community to identify resources and local services. Take a whole-school approach by committing to train teachers, parents, and students on sexual harassment and its prevention. SafePlace materials can walk you through this process. Local programs may offer trained volunteers to conduct workshops for teachers, parents, or students. SafePlace also provides training.

Use a curriculum unit based on the ages of your students such as Bullyproof: A Teacher’s Guide on Teasing and Bullying for Use With Fourth- and Fifth-Grade Students; Quit It: A Teacher’s Guide on Teasing and Bullying for Use With Students in Grades K-3; or Flirting or Hurting: A Teacher’s Guide on Student to Student Sexual Harassment in Schools (Grades 6 Through 12).
Section V: Sexual Harassment Models

Guidelines for Developing a Sexual Harassment Policy

Sample Policies

Model Complaint

Model Teen Safety Plan
This section provides you with guidelines for creating a sexual harassment policy, model policies, a complaint form, and a teen safety plan that can be adapted to your school or district.

Every school and school district should have a policy prohibiting all forms of sexual harassment. Policies should be clearly written and distributed to all members of the school community including students, parents, staff, and any other individuals spending time in the school or on school grounds. The policy should clarify expectations as well as ramifications. Ideally, schools should revisit their policies annually and revise them as needed. While many schools have one policy that encompasses many kinds of harassment (e.g., sexual, racial, gender-based, and ethnic-based), these guidelines speak specifically to sexual harassment.

Consult a school board attorney to determine the best way to draft a sexual harassment policy in your community.

**Guidelines for Developing a Sexual Harassment Policy**

These guidelines for developing a sexual harassment policy were adapted from Protecting Students From Harassment and Hate Crimes (1999), by the U.S. Department of Education Office for Civil Rights, and Preventing Student Sexual Harassment (2000), by Wendy Schwartz.

A school or district’s sexual harassment policy should do the following:

- State the school’s commitment to prevent sexual harassment.
- Offer examples of the kinds of harassing behaviors covered by the policy.
- Identify the kinds of activities and sites where prohibited conduct could occur.
- Explain the methods the school will use to investigate incidents of harassment.
- Make clear that the school will take action to stop harassment from recurring.
- Outline specific procedures to address formal complaints of harassment.
- Identify the names and positions of all people responsible for accepting and managing complaints (complaint managers) and how to contact them.
- Require staff and any other individuals working on school grounds to report harassment that they witness or learn about.
- Prohibit retaliation against those reporting harassment and/or participating in related proceedings.
- Explain that confidentiality will be maintained as much as possible (for victims, bystanders, etc.) and that victims or witnesses will not be required to face their harassers.
- State that the goal of any investigation or proceedings will be a fair resolution that includes appropriate and corrective action.

In developing a policy on sexual harassment, schools should do the following:

- Include all categories of people affected by the policy in the development process (students, school staff, parents, etc.).
- Make sure that those individuals involved in the development of the policy have received training and have access to experts who can advise them on the process of designing a high-quality policy.
• Seek participation by all members of the school community (e.g. the school attorney, state agencies, and other individuals or agencies who have specific knowledge about harassment and civil rights issues).

• Thoroughly publicize the policy throughout the school and community, through public posting, discussions with students and adults, at PTA meetings, and in as many languages as are represented in the school population.

• Designate time and resources to implement the policy including training for staff members.

• Align the policy with other district policies such as written codes of conduct and personnel and student handbooks.

• Make sure your policy conforms at a minimum to the requirements of state and federal nondiscrimination laws.
Sample #1: Unofficial, Easy-to-Understand Policy

Developed by the ACLU Lesbian and Gay Rights Project, this policy is an easy-to-understand version that can be distributed to several audiences within your school community. It is not meant to serve as the school or district’s official policy on sexual harassment.

The _____________ School District is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and staff are expected to teach and demonstrate by example that all members of the community are entitled to respect as human beings.

Harassment of a member of the school community by another member of the community is a violation of school policy. This includes (but is not limited to) harassment based on race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability. Harassment means conduct (including verbal conduct) that has the purpose or effect of substantially interfering with a student’s educational performance or creating an intimidating or hostile environment.

Sexual harassment is also against school policy. Sexual harassment includes unwelcome sexual advances or sexual behavior (including verbal behavior) that is tied to a student’s education or that has the purpose or effect of creating an intimidating or hostile environment.

The first response of any staff member to an act of harassment should be to teach: to teach why harassment is wrong and how tolerance and respect are essential to a free society. Serious or repeated violations of school policy may require more intense counseling and/or appropriate discipline.

Note: Federal law requires all schools to have a process for handling sexual harassment complaints.

Editor’s Note: Always follow school policy regarding reporting sexual harassment. Failure to appropriately report instances of sexual harassment could create a serious legal liability for the district.
Sample #2: User-Friendly Policy

Developed by the National Women's Law Center in a user-friendly, question-and-answer format, this policy is designed to be used in addition to a more formal school policy on sexual harassment. This policy is addressed to students and only covers harassment of students.

The _________________ School is committed to making sure that all students can learn in an environment that is free from all forms of sexual harassment. Sexual harassment is against the law. It hurts people and has no place in our school.

Therefore, _________________ School rules prohibit all forms of sexual harassment. The following questions and answers help explain the school's policy concerning harassment of students.

**Q: What is sexual harassment?**

**A:** Sexual harassment is unwelcome conduct of a sexual nature that interferes with a student's ability to learn, study, work, achieve, or participate in school activities. It includes a wide range of behavior, such as—

- Insults and name-calling
- Off-color jokes or displays of sexually suggestive objects or pictures
- Intimidation by words or actions
- Unwanted touching, such as pinching, patting, grabbing, poking, or rubbing against a student's body
- Pressure for sexual activity
- Sexual assault and rape
- Making a student's participation in sexual conduct a condition of taking part in school activities or getting an education

This list illustrates only some of the misconduct that could be sexual harassment; other similar behaviors also may be prohibited under the school's policy and by the law, including criminal laws.

The school's policy also prohibits retaliating against a student who complains about harassment or against students or others who cooperate in a school investigation of sexual harassment.

**Q: Are these rules just for students?**

**A:** No. The school policy applies to everyone: teachers, administrators, coaches, volunteers, cafeteria staff, and students, among others. All are prohibited from sexually harassing students. The school policy protects male and female students equally from harassment—even when boys sexually harass boys and when girls sexually harass girls.

**Q: Where do the school's rules apply? Just in classes? What happens if I'm harassed off school grounds, like on the bus?**

**A:** If sexual harassment occurs either on or off school premises, the school will take action to stop it. That means the school policy applies to the many locations sexual harassment can occur: classrooms, hallways, athletic fields, school offices, school buses, co-op sites, and school-sponsored trips and activities, for example.

**Q: What should I do if I've been sexually harassed?**

**A:** There are several options. You can complain—either in writing or orally—to any teacher or administrator and the Title IX
coordinator. Forms are available throughout the school in the principal's office, the guidance office, the Title IX coordinator's office, the library, and in classrooms. If you don't want to file a formal complaint, there are other ways to deal with harassment:

- Tell the harasser, “Your behavior is bothering me. Stop it!” Do this only if you feel comfortable talking directly to the harasser.
- Write the harasser a letter saying how you feel. Keep a copy of the letter.
- Tell your parents, who can work with you and school officials to stop the harassment.
- Get outside assistance, such as an attorney or an advocate to complain to the U.S. Department of Education's Office for Civil Rights, which is located at [each district should insert appropriate contact information here]. You can do this at any time.

Q: What if I'm too embarrassed to tell anyone? Do I have to reveal my name?
A: No. You can complain anonymously. School officials may be able to conduct a limited investigation or provide some assistance even if you complain anonymously. To fully investigate your complaint or take disciplinary action against the harasser, however, you will probably need to give school officials permission to disclose your name, at least to the harasser. If you choose to disclose your name, the school will protect your confidentiality to the fullest extent possible.

Q: I'm afraid to complain. What if everyone finds out what happened to me?
A: The school investigates complaints, which includes meeting with the complaining student, the accused harasser, and any witnesses to the incident. Depending on the seriousness of the charges, there may be a hearing in which the people involved, including presenting witnesses, can tell their side of the story. Within 30 days after the sexual harassment has happened, impartial investigators who were selected by the principal to handle complaints will make a finding about whether the school's policy was violated and, if so, what type of disciplinary action the person harassing will receive. Students complaining or the accused harassers dissatisfied with the outcome of the school's investigation can appeal to the principal within 10 days after being informed of the investigators' conclusions.

Q: What kind of discipline will persons who sexually harass students get?
A: Possible disciplinary actions the principal can take against persons found to have sexually harassed students will depend on the seriousness of the harassment. For example, if a student uses sexually harassing language once, the principal may warn the student that the behavior violates the school's rules. Students who continue to harass others may receive even stiffer punishment, such as detention or suspension. For very serious harassment, such as sexual touching or sexual assault, the principal may expel a student or fire an employee.

Q: How can I prevent sexual harassment?
A: Take a stand against harassment and for improving the school environment for everyone. Don't stand by if you see someone sexually harassing another student. Speak up! Work with teachers and other students to develop strategies to stop harassment. Write
articles for the school paper about it to increase student awareness. These are just some ideas—share other ideas with students, teachers, and administrators. Stopping sexual harassment means a better school for everyone.
I. Statement of Philosophy
School District X is committed to creating and maintaining a learning environment where all individuals are treated with respect and dignity. Each student has the right to learn in an environment free of sexual harassment. In this school district, sexual harassment—whether verbal, physical, or environmental—is unacceptable and will not be tolerated. Sexual harassment is unlawful and hurts all people. Each incident of harassment contributes to a general atmosphere where members of the victim’s sex suffer the consequences and in which all students may feel that their safety is compromised. Sexual harassment has no legitimate educational purpose. Any employee or student, male or female, who engages in such conduct shall be disciplined as provided by law, District policies, and applicable labor agreements.

II. Definition of Sexual Harassment
Sexual harassment is unwelcome behavior of a sexual nature by peers, teachers, administrators, or anyone you must interact with to pursue school activities. For the purposes of this policy, sexual harassment is defined as unwelcome advances, requests for special favors, and any other verbal, written, visual, or physical conduct of a sexual nature when:

1. Submission to or rejection of such conduct by an individual is used as a factor in decisions affecting a student’s ability to learn or participate in school activities, or in hiring, evaluation, retention, promotion, or any other aspect of employment; or

2. Such conduct substantially interferes with an individual’s ability to learn or work, or creates an intimidating, hostile or offensive school or work environment.

III. Statement of Prohibited Conduct
Conduct prohibited under this policy includes, but is not limited to, the following:

A. Physical assaults of a sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, poking, or brushing against another employee’s or student’s body.

B. Sexual advances, propositions, or other sexual comments, such as sexually oriented gestures, noises, remarks, jokes, or comments about a person’s sexuality or sexual experience directed at or made in the presence of any employee, student or member of the public who has indicated in any way that such conduct is UNWELCOME.

C. Display of sexually suggestive objects or pictures.

D. Preferential treatment or promises of preferential treatment to any employee or student, for submitting to sexual conduct, including soliciting or attempting to solicit any employee or student to engage in sexual activity for compensation or reward; and subjecting or threatening to subject an employee or student to unwelcome sexual conduct or intentionally making performance of the

Sample #3: Formal Policy

The National Women’s Law Center developed this policy as a template for school boards or districts seeking to create an official, legal document on sexual harassment. It can be easily adapted to individual schools. Note that a school or district should always consult an attorney when creating a legal document.
employees' job or the student's assignment more difficult because of the employee's or student's sex.

E. Retaliation for sexual harassment complaints, such as disciplining, changing classrooms or work assignments, providing inaccurate working information to, or refusing to cooperate or discuss school or work-related matters with any student or employee because that student or employee has complained about or resisted sexual harassment. RETALIATION FOR SEXUAL HARASSMENT COMPLAINTS WILL BE TREATED AS A VIOLATION OF THIS POLICY THAT IS EQUALLY SERIOUS AS THE HARASSMENT ITSELF.

IV. Confidentiality
Confidentiality will be maintained throughout the entire investigatory process to the extent practicable and appropriate under the circumstances to protect the privacy of persons involved. This means that the people charged with investigating the complaint will discuss the complaint or the underlying behavior only with persons involved in the case who have a need to know the information.

V. Individuals Covered by the Policy
All staff including teachers, teaching assistants, coaches, administrators, contract employees, guest speakers, volunteers, janitorial, and cafeteria staff, as well as current students are bound by this policy. This policy protects male and female students equally from sexual harassment and it protects both from same-sex harassment as well.

VI. Informal Complaint Procedures
Depending on the circumstances and the severity of the behavior, a student who believes she or he is being harassed by a fellow student may elect to pursue an informal resolution of the matter. The District encourages individuals who believe they are being harassed to notify the student offender firmly and promptly that his or her behavior is unwelcome. In the case of employee-student harassment, however, power and status disparities between the alleged harasser and the target of harassment make such a confrontation unwise. All cases of employee-student harassment therefore should be resolved according to the formal complaint procedures described in Section VII.

A. Limits on Informal Procedures

1. Sexual Assaults. The informal procedures described herein are designed to supplement or provide an alternative to formal complaint procedures. Informal resolution is never appropriate in cases of assault. A student-victim of sexual assault, including any kind of sexual touching, should report the alleged incident immediately to a school official or teacher of the student's choosing. Students should not resort to self-help for protection from future assaults.

2. Limited Remedies. While dealing informally with a problem of sexual harassment may resolve the matter more expeditiously and without as much publicity, a formal grievance procedure must be followed for a school to impose any kind of discipline on the offender.

B. Suggested Informal Procedures

1. Tell the harasser, “Your behavior is bothering me. STOP IT!” This may be difficult. If you feel unsafe or uncomfortable in confronting the harasser, you should make use of the formal reporting procedures.
2. Write the harasser a letter describing the behavior you find offensive and how it makes you feel.

3. Other Measures
   (a) Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
   (b) Tell your parents immediately. They may have suggestions for ways to stop the behavior and may be able to help you take advantage of the school's complaint process.

VII. Description of the Formal Complaint Procedures

A. Form of complaint. Complaints of sexual harassment will be accepted in writing or orally. Anonymous complaints will be accepted and investigated to the extent possible. Complaint forms are available in several locations, including the principal's office, the guidance counselor's office, the Title IX coordinator's office, and the student activities' office. A complaint need not be made on an official form for the school to accept it. [Note that every school is required to designate a Title IX coordinator who is responsible for ensuring that the school complies with Title IX.]

B. Reporting the Complaint. A student who believes she or he has been sexually harassed or is being sexually harassed may report the alleged harassing behavior to any teacher, administrator, or counselor. A teacher, administrator, or counselor who receives such a complaint is obligated to report the incident in writing to the principal or Title IX coordinator within twenty-four (24) hours.

C. Content of Complaint. Any individual who believes she or he is being harassed or has been harassed in violation of this policy should file a complaint including the following information, if known to the complainant: the name of the complainant, a brief description of the offending behavior—including times, places, and names—the name of or identifying information about the alleged perpetrator, and the names or descriptions of any witnesses to the harassment.

D. Processing of Complaints. The principal is responsible for overseeing the processing of sexual harassment complaints. Specifically, the principal shall schedule and complete a discussion of the allegations with the complainant within five (5) school days after receiving the complaint or third-party report of alleged sexual harassment. The principal shall conduct an investigation of the charges and attempt to resolve the matter in a timely fashion.

   1. Investigator. After receiving a completed sexual harassment complaint form, the principal shall conduct, or appoint someone to conduct, an investigation of the complaint.

   2. Timing. Within 30 days of receiving the complaint, the principal shall make a finding of whether sexual harassment occurred. If the complaint cannot be resolved within that time, the principal must notify the Area Superintendent, who shall take over the investigation.

   3. Objectivity. The complainant is entitled to an investigation conducted by an impartial investigator. Thus, if the persons charged with overseeing or investigating sexual harassment complaints are implicated in the complaint, or have any personal or professional stake in the process that would cause a conflict of interest, the Title IX coordinator shall conduct the investigation and make findings or shall designate someone impartial to do so.
4. Hearing Procedures. The following procedures must be followed at hearings about sexual harassment complaints:
   (1) the victim and defendant are both entitled to be present at the hearing, and to bring one representative, who might be a lawyer, parent, teacher, or friend;
   (2) the victim and defendant both will be expected to speak on their own behalf; and
   (3) the victim and defendant are both entitled to testify or present other evidence relevant to the allegations.

5. Standard of Proof. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. Allegations of sexual harassment will be evaluated using a preponderance of the evidence standard—that is, before imposing any sanctions the principal or his designee must conclude that it is more likely than not that the harassment occurred.

6. Notice of Outcome. Within five (5) days of reaching a decision, the principal or his or her designee shall notify the parents of any students involved, the parties to the proceeding, and, in the case of teacher-student harassment, the employee-defendant, of his or her findings about whether or not sexual harassment occurred.

7. Appeals. A student or defendant who is dissatisfied with the investigation or resolution of an allegation of sexual harassment may appeal in writing to the principal within ten (10) days of receiving written notice of the outcome of the investigation.

VIII. Third-Party Reporting
   Any employee who receives any information from any source concerning employee-student sexual harassment is required to report such information immediately to the principal or designated investigator.

IX. Sanctions
   Individuals found to have engaged in sexual harassment shall be disciplined appropriately, which may include employee discharge or student suspension. Appropriate sanctions will be determined by the Superintendent or the Special State Administrator in accordance with the provisions of applicable statutes, collective bargaining agreements, employment contracts, District policies and student discipline codes.

X. Non-Exclusivity
   The internal procedures and remedies outlined in this policy are not the only options available to a complainant. Participation in the school's procedure is not a prerequisite to pursuing other legal or governmental remedies. In other words, a complainant may use the school's grievance procedure and then, whether she or he obtains a satisfactory finding or not, may file a suit in court under any applicable federal, state, or local law. She or he also may forego the internal procedure and directly pursue legal or administrative remedies, or may pursue both internal and external remedies simultaneously.

XI. Other Legal Remedies
   The procedures above apply to internal complaints of harassment. In addition to this internal complaint procedure, victims of sexual harassment may file a complaint with an appropriate government agency, or file a grievance under the relevant collective bargaining agreement or, where allowed, file a civil lawsuit.

A. Office for Civil Rights
   The Office for Civil Rights (“OCR”) is charged with investigating complaints of sexual harassment under Title IX.
XII. Intent

The fact that someone did not intend to sexually harass an individual is generally not considered a defense to a complaint of sexual harassment. In most cases, the effects and characteristics of the behavior determine if that behavior constitutes sexual harassment.

XIII. Retaliation

Retaliatory or intimidating conduct against any individual who has made a sexual harassment complaint or who has testified or assisted in any manner in an investigation is specifically prohibited and shall provide grounds for a separate harassment complaint.

XIV. Dissemination of Policy

When it is ratified, this policy will be distributed to all employees, students, administrators, independent contractors, volunteers, parents, and anyone else connected with School District X. Distribution of the policy will be accompanied by information and training concerning the implementation of the policy. All district employees and students who subsequently become part of the educational community shall be informed of this policy during their orientation. All non-student recipients of this policy, now or in the future, shall be required to sign an acknowledgment form indicating that they have read this policy and understand and agree to abide by it.
Model Complaint Form

The following model was developed by the National Women's Law Center and published in Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment.

CONFIDENTIAL SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of School District [X] that all of its students and employees be free from sexual harassment. Charges of sexual harassment are taken very seriously by the District both because of the harm caused to the person harassed and because of potential sanctions that may be imposed against the harasser. Every effort will be made to protect the due process rights of the victim and the alleged harasser. Complaint investigation procedures will be uniform for all levels of staff.

Instructions: Use this form to report sexual harassment so that the District may investigate and take appropriate steps when the facts show that there has been sexual harassment.

Complete the form on the back of this page, providing as much detailed information as possible so that the complaint may be properly investigated.

It is important that you report the facts as accurately and completely as possible, and that you fully cooperate with the person(s) designated to investigate the complaint.

Where to File: Upon completion, this form should be returned to [x] or [y]. If the complaint concerns someone in either of these offices, it should be filed with [z] instead.

When to File: The complaint should be filed within 60 days from the date of the incident of sexual harassment.

Witnesses: To conduct this investigation in a confidential manner, the District will disclose the contents of your complaint only to those persons having a need to know of your complaint. In signing the complaint form, you authorize the District to disclose as needed the information you have provided, and may in the future provide, regarding your complaint.

RETAIATION AGAINST A PERSON WHO FILES A FORMAL CHARGE OR COMPLAINT FOR HARASSMENT IS PROHIBITED AND IS GROUNDS FOR DISCIPLINE, UP TO AND INCLUDING TERMINATION AND EXPULSION.

School/Site: __________________________________________________________
Date:  _______________________________________________________________
Name of Complainant: ________________________________________________
Name of Individual/Situation: __________________________________________
The following information relates to the specific incident being reported:
Date of Incident: _________________ Time of Incident: _________________
Location of Incident: ________________________________________________

Description of the events or conduct that are the basis of this complaint (use additional sheets if necessary):

I acknowledge that I have read and understand the above statements. I certify that all statements made in the complaint are true and complete. Any misstatement of material facts will subject me to the appropriate discipline. I authorize the District to disclose the information I provide as it finds necessary in pursing the investigation.

________________________________ ________________________
Signature of Student Date
Model Teen Safety Plan

This model Teen Safety Plan for the Massachusetts Department of Education was developed by the office of the Essex County District Attorney Kevin Burke. It can be used to outline a specific plan for protecting a student from another who has been accused of abuse. This plan, which can be used alone or in conjunction with a court-ordered restraining order, makes clear that the school is aware of violence or harassment that has been reported and is taking steps to ensure that a victim remains safe.

**TEEN SAFETY PLAN**

This safety plan should be considered whether or not a restraining order has been issued by the court.

Student Name __________________________________
Grade _______      H.R. __________________________
Administrative Staff ______________________________   (Designated administrative staff responsible for schedule changes and assessing whether or not this plan is working or other changes need to be made)

Safety Plan to include the following:
1. Any Schedule Changes Made (attach revised schedule):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. School Arrival (change in time, entrance, transportation, with whom, etc.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Locker

______________________________________________________________________________
______________________________________________________________________________

4. Lunch

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. Route Changes (include places to avoid/watch for.)

______________________________________________________________________________
______________________________________________________________________________