

AAUW EDUCATIONAL FOUNDATION
SEXUAL HARASSMENT TASK FORCE

HARASSMENT- FREE HALLWAYS

How to Stop Sexual Harassment in School



A Guide for Students, Parents, and Schools



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1111 Sixteenth St. N.W.
Washington, DC 20036
Phone: 202/728-7602
Fax: 202/463-7169
TDD: 202/785-7777
E-mail: foundation@aauw.org
Web: www.aauw.org

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Table of Contents

Foreword	ii
Section 1: For Students.....	1
Survey: Have You Been Harassed?	2
Strategies for Students to Prevent Sexual Harassment.....	4
Section 2: For Parents and Schools.....	7
Survey: Is Sexual Harassment a Problem in Your School?.....	10
Checklist for Schools or School Districts: What Has Been Done to Prevent Sexual Harassment in Your School.....	13
Strategies for Parents to Prevent Sexual Harassment.....	16
Strategies for Schools to Prevent Sexual Harassment	17
Section 3: Sexual Harassment Prevention Models	21
Guidelines for Developing a Sexual Harassment Policy	23
Sample Policies.....	24
Unofficial, Easy-to-Understand Policy	24
User-Friendly Policy.....	25
Formal Policy.....	27
Sample Forms	31
Model Complaint Form	31
Model Teen Safety Plan.....	33
Best Practices.....	34
Students Rewrite Their District’s Sexual Harassment Policy	34
A Student Leadership Program—Contemporary Issues Organization.....	34
Expect Respect Bullying Prevention Program.....	35
Section 4: Resources and Links.....	37
Acknowledgments	44
AAUW Equity Library and Order Form.....	45

Foreword

In 2001 the American Association of University Women Educational Foundation released the research report *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in Schools*. According to the report, in the eight years since the original AAUW study, *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools* (1993), not a lot had changed. In both 2001 and 1993, “eight in 10 students experience some form of sexual harassment at some time during their school lives.”

But the 2001 study found one striking difference: “Students today are more likely to say their schools have a policy or distribute literature on sexual harassment.” On one hand, it is encouraging to see that many schools have created and implemented sexual harassment programs and students know about those programs. On the other hand, the results are distressing—if students are more aware of the policies to protect them from sexual harassment, why is it still such a problem?

To follow up on the *Hostile Hallways* survey, the AAUW Educational Foundation convened a task force of educators, researchers, and experts on the issue of school-based sexual harassment. The task force developed this resource guide, *Harassment-Free Hallways*, 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 for reporting and responding to reports of sexual harassment
- Develop an attitude of leadership on the issue of sexual harassment in schools

The guide has evolved during the past two years. An online version of *Harassment-Free Hallways* has been available free at www.aauw.org since 2002. Now, thanks to generous support from the AAUW Mooneen Lecce Giving Circle in California, the guide has been updated and print copies have been produced. The giving circle's contribution has also made it possible to distribute the guide and a package of accompanying materials to school districts across the country.

The AAUW Educational Foundation thanks the task force members and other contributors listed in the acknowledgments. Special thanks go to Dana Balick who wrote the original guide.

We hope that you will use the assessment tools, strategies, resources, and best practices in this guide to help transform our nation's schools from hostile to harassment-free hallways.



Mary Ellen Smyth, President
AAUW Educational Foundation
January 2004

Section 1

For Students



Many kids and teenagers don't feel safe in school or elsewhere. These children fear sexual harassment, which should not be a part of anyone's life. Have you experienced sexual harassment or do you 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 ...

- ❖ Most students (81 percent) will experience some form of sexual harassment during their school lives, with 27 percent experiencing it often.
- ❖ Nearly nine in 10 students (85 percent) report that students harass other students at their schools.
- ❖ Almost 40 percent of students report that teachers and other school employees sexually harass students in their schools.

—*Hostile Hallways* (AAUW Educational Foundation, 2001)

Survey: Have You Been Harassed?

Complete the following survey to see if you have been sexually harassed. Give the survey to friends or students who may be suffering from harassment.

If you decide you have been harassed, talk to a parent, teacher, coach, pastor, or other trusted adult. Some adult in your school should be assigned to handle sexual harassment complaints. Find out who that person is and talk to her or him. These adults can help you decide what your next steps should be. Show them your completed survey to help them better understand the problems you are facing.

The strategies on page 4 and the resources in Section 4 have tips on how to prevent sexual harassment and what to do if it is a problem. The more you know, the better prepared you will be to defend yourself against unwanted behaviors.

This survey was adapted from one developed at Glenbard East High School in Illinois and given to all high school students in 1998 as part of a school-wide student institute on sexual harassment. Survey results helped confirm that harassment was, in fact, a problem on campus. Glenbard East followed up with another institute in winter 2002.

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?

(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.
- I have had 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 or given 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 school.
- I have been penalized, threatened, or further harassed as a result of complaining about or reporting sexual harassment.

2. Where did the incident(s) take place?

(Check all that apply.)

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

3. When did the incident(s) take place?

(Check all that apply.)

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

Strategies for Students to Prevent Sexual Harassment

These strategies may be duplicated and shared.

- If someone harasses you, tell him or her to stop. Say you do not like what he or she is doing to you. If you are uncomfortable confronting the person directly, do it in writing.
- If you are harassed, tell an adult—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.
- Interrupt any harassment you observe and tell an adult you trust. Don't be a bystander.

There were two or three boys touching me ... I'd tell them to stop but they wouldn't. This went on for about six 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.

— Mexican American girl, age 12, in *Secrets in Public: Sexual Harassment in Our Schools* (Wellesley Center for Research on Women, 1993)

- 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 federal law that prohibits sex discrimination in education.) If you have tried talking to the appropriate people and nothing has been done, consider seeking help from someone outside the school, such as the U.S. Department

of Education 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. If no such student group exists, organize your peers to address this and other related issues, such as body image and dating violence.
- Get involved in preventing sexual harassment in your school. Students at Avondale Middle School in Rochester Hills, Michigan, rewrote their school's sexual harassment policy, and complaints have declined significantly since the policy was adopted. For more information on this project and others, see page 34.
- Use the resources beginning on page 37 to learn about sexual harassment and how to prevent it. Share these resources with your friends.

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.

—Student, *Creating Safe Schools for Lesbian and Gay Students: A Resource Guide for School Staff* (Youth Pride Inc., 1997)

Section 2

For Parents and Schools



Parents and educators want our children to have a positive school experience in every way. Many parents fear for their child's safety at school, and educators wrestle every day with the challenge of helping students learn in a harassment-free environment in U.S. schools.

Many of us aren't sure what we can do to make schools safer, especially for students in middle and high school. At those ages, children may be reluctant to talk to adults about sexual harassment. Our children's silent suffering negatively affects school

performance and often makes students want to avoid school, and their grades suffer. Neither parents nor educators want children to feel the pain and confusion of sexual harassment. Both our children and their schools need our help to prevent and stop sexual harassment.

Efforts to Prevent Sexual Harassment

During the past several years, schools and organizations have conducted significant work on the issue of sexual harassment.

- In 2001 the American Association of University Women Educational Foundation released *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School*, which reported the findings of a nationwide survey of students in grades eight through 11. This study followed up on a similar study published in 1993.
- In 1999 the U.S. Department of Education and the National Association of Attorneys General published *Protecting Students From Harassment and Hate Crime: A Guide for Schools*, a comprehensive guide for schools seeking information on how to protect 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 in Schools*, by Verna L. Williams and Deborah L. Brake.
- Schools throughout the country have developed sexual harassment 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.

Did You Know ...

- ❖ Students most often experience sexual harassment for the first time during sixth to ninth grade ... but some instances occur before third grade.
—*Hostile Hallways* (AAUW Educational Foundation, 2001)
- ❖ 91.5 percent of LGBT students report hearing homophobic remarks frequently or often at school—but 82.9 percent report that faculty never or only sometimes intervene when they overhear such remarks being made.
—J.G. Kosciw, *The GLSEN 2003 National School Climate Survey* (Gay, Lesbian, and Straight Education Network)
- ❖ Targets of bullying and harassment experience anxiety, distress, confusion, loss of self-esteem, depression, and loss of concentration on schoolwork. ... Severe consequences [of sexual harassment] include developing psychosomatic symptoms, avoiding school, and committing suicide.
—Dan Olweus, Sue Limber, and Sharon Mihalic, *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program* (Center for the Study and Prevention of Violence, 1999)

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 single 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.

These experiences have serious consequences: 16 percent of students said they avoided school or cut classes, 20 percent found it hard to pay attention, and 24 percent reported that they talked less in class.

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

Time for Action

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 thrive. Students cannot learn when they are scared, and too many students are, in fact, scared on school grounds because every day, students are sexually harassed in our nation's schools.

Research shows that efforts to prevent harassment must start at the earliest ages and continue throughout the time children are in school. Ongoing antiharassment programs will give children the courage to speak up for themselves and the knowledge to recognize behavior that is unacceptable. In that same

I dropped out of school at 17, after being at different schools in Providence. I am gay and was made fun of so much that I got sick of being in school. I couldn't stand worrying about what was going to happen to me each day when I got there, so I stopped going. I was beaten up all during my time in school, and the fights and threats started when I was pretty young. ... I did try different schools including a private one. The last one was pretty good, but by then I was so fed up that I had lost any interest in school.

—Student, *Creating Safe Schools for Lesbian and Gay Students: A Resource Guide for School Staff* (Youth Pride Inc., 1997)

light, training opportunities for parents and school staff must occur regularly. The more knowledge adults have on the issue of sexual harassment, the better they will be prepared to prevent it.

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.

Survey and Checklist

Use the following survey and checklist to better understand the problems of sexual harassment, identify harassment, and consider possible solutions. Assess your school by having students or parents (or both) complete the following survey and an

"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

administrator or other staff fill out the school checklist. Print the survey and checklist from the AAUW website at www.aauw.org, duplicate and administer them, and use the results to demonstrate the scope of the problem on your campus.

If the survey is used school wide, responses can be tallied using 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 requested.

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

Survey: Is Sexual 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 the incident(s) occur?
(Check all that apply.)

- In the hall
- In a classroom
- On school grounds outside the school (other than the parking lot)
- In or near the gym/playing field/pool
- In the cafeteria
- At a field trip location, including another school for away games
- In the parking lot
- In or near the locker room

- In the rest room
- In the driver education car
- On school transportation on the way to school/on the way home/on a school trip
- On public transportation on the way to school or on the way home

When did the incident(s) take place?
(Check all that apply.)

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

2. In the cases that you know about, what did the victims do?

(Check all that apply.)

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

3. Do you know students who have had the following experiences?

(Check all that apply.)

- 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?

(Check 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. If the victim you know of did nothing, why do you think he or she did nothing?

(Check 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 or her
- Didn't know it violated policy
- Was afraid the harasser would get even
- Thought it would make him or her uncomfortable with the harasser

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

- It doesn't happen.
- It happens to only 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) _____

Checklist for Schools or School Districts: 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” (on page 15) 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 harassment and orientation harassment?
- Does the policy clearly state that retaliation against those who report sexual harassment violates 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 throughout the school, and distributed at parent-teacher organization meetings)?
- If you distribute a student handbook, does it include information on the sexual harassment policy and how you will handle incidents of harassment?
- If you distribute an employee handbook, does it refer to the sexual harassment policy?
- Do union contracts and affirmative action plans for the district reference the school's policy on sexual harassment?
- Are student job-training work sites notified of the sexual harassment policy and how incidents of harassment should be reported?

- Are vendors, salespeople, contractors (such as bus drivers), and other visitors 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?
- Have you held training on sexual harassment for school/district administrators in the past two years?
- Have you held sexual harassment training for school/district employees (including those responsible for job training) in the past two years?
- Have you held sexual harassment training for students in the past two years?
- Do staff members model the use of appropriate language and behavior at all times?
- Are pamphlets or posters advising students and employees about the nature of sexual harassment and its legal implications easily found around the school?
- Has a school-wide conference or “speakout” been held to sensitize the school community to the issue of sexual harassment?
- Is information about preventing sexual 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 sexual harassment?
- Are students and staff members comfortable talking about harassment 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 noninstructional sites such as the bus garage or district administration building?
- Are complaint managers diversified by gender, ethnicity, race, 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 identify their needs for further training and support?
- Are complaint managers given release time from their regular duties to manage complaints and perform record-keeping tasks?
- Do complaint managers have access to training and legal advice regarding processing complaints and potential legal liability?

- Do administrators work cooperatively with complaint managers (e.g., 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 sexual harassment?

- Is there a school/district grievance procedure for sexual harassment?
- Does the grievance procedure provide opportunities for both sides of a sexual harassment complaint to express their side of the story? Are procedures in place for impartial investigations that include fact-finding, careful review, and opportunity for appeal?
- Where there is a finding of sexual 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, contractors, and other visitors to the school or district?

5. How effective has your school/district been in implementing its antiharassment policy?

- Have events where sexual 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 sexual harassment policy promptly removed?

___ Have past incidents of sexual harassment been resolved fairly and appropriately?

6. Has your school/district reached out to populations of students known to be especially vulnerable to sexual 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 or lesbian students who might feel particularly vulnerable at school?

___ Are students who drop classes that are not traditional for their gender, race, or ethnicity routinely surveyed to establish the reason for dropping classes and determine whether sexual harassment played any role in their decision?

___ Are student-placement work sites routinely evaluated for freedom from sexual harassment?

Scoring the Checklist

37–43 points: Your school or district has obviously embarked on a well-planned and determined effort to eliminate sexual harassment.

27–36 points: Although your school or district has made good inroads in its efforts to prevent sexual 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 sexual harassment in your school or district, you need to supplement your efforts in many areas. Consider administering

the "Is Sexual Harassment a Problem in Your School?" survey on page 11 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 or district should examine sexual harassment from the standpoint of legal liability. Assess district policies and work toward basic awareness of the problem within the school or 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 Parents to Prevent Sexual Harassment

These strategies may 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 them from becoming victims of sexual 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 sexual 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. (Title IX is the federal law that prohibits sex discrimination in education.)
- Discuss the school policy with your children. Let them know that 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 organization meetings or parent discussion topic lists. If you are qualified, offer to lead a discussion group or series of talks for the parent community.
 - Create and distribute materials to help parents and their children discuss issues like 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, talk to your school administrator or school board representative. You have the right and responsibility to make sure your children 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

Strategies for Schools to Prevent Sexual Harassment

These strategies may 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 civil rights, diversity, tolerance, or other units, providing opportunities for students to discuss their ideas and feelings. (See Section 4 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 consider the perspectives of all those involved—victims, perpetrators, and bystanders.
- Show a video addressing sexual harassment (such as *Flirting or Hurting*), and follow up with a classroom discussion. (See Section 4 for a list of videos.)
- Compile a list of resources for students who may be experiencing sexual harassment. Include articles, websites, and hot lines. Make the list and resources accessible in your classroom and office. (See Section 4 for a list of resources.)
- Encourage students to form or join school groups that work to educate others about and prevent sexual harassment.
- Support and validate students' feelings about their sexuality. Make yourself approachable or 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 by avoiding sexual references, innuendo, and jokes.
- Report any sexual harassment that you witness directly or indirectly to a complaint manager. Do not be a passive bystander.

What School Administrators and School Boards Can Do

- Create a clear and accessible sexual harassment policy. (See Section 3 for models.)
 - Be sure your school's sexual harassment policy is written clearly and is easy to understand.
 - 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 that are clever and eye-catching (such as cartoons or comic strips), 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, training, and workshops about the policy in assemblies, staff meetings, and classrooms. Plan various venues to discuss the policy and the punishment for sexual harassment in your school.
 - Plan periodic in-service sessions on the policy. Include discussions to help teachers and staff members understand the policy and know what to do when sexual harassment is 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 any sexual harassment they witness or learn about.
 - Bring in national experts to train staff on how to recognize, respond to, and prevent sexual harassment. 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—one male and one female—per building. One person per building or district is not enough!

To help those who believe that harassment happens only in other schools, survey your own students. The results will personalize the problem and show that harassment is indeed a problem at “home”—one that needs to be addressed. ... 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 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
and AAUW Educational Foundation
Sexual Harassment Task Force Chair

- Train staff to work with victims of sexual harassment as well as harassers and bystanders; remediation is necessary for students and bystanders. Remember that training should emphasize the importance of 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

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

- 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. Training 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 sexual harassment and retaliation against those who report harassment will not be tolerated.
- Educate parents about sexual harassment through meetings and workshops that explain your sexual harassment policy. 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.

Section 3

Sexual Harassment Prevention Models



This section provides sample guidelines for creating a sexual harassment policy, model policies and forms, and best practices that can be adapted to your school or district. For more resources, see Section 4.

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, faculty, staff, and other people spending time in the school or on school grounds. The policy should clarify expectations and spell out 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 ethnicity-based), the guidelines that follow 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 Crime*, by the U.S. Department of Education Office for Civil Rights (1999), and “Preventing Student Sexual Harassment,” by Wendy Schwartz, *ERIC Clearinghouse on Urban Education Digest*, No. 160, December 2000.

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

- State the school’s commitment to prevent sexual harassment.
- Offer examples of 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 sexual harassment.
- Make clear that the school will take action to stop sexual harassment from recurring.
- Outline specific procedures to address formal complaints of sexual harassment.
- Provide the names, positions, and contact information for people responsible for accepting and managing complaints (complaint managers).
- Require staff and other individuals working on school grounds to report sexual harassment that they witness or learn about.
- Prohibit retaliation against those who report harassment or participate 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 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, parents, faculty, staff).
- Seek participation by all members of the school community (e.g., the school attorney, state agencies, and other individuals or agencies who know about harassment and civil rights issues).
- Make sure that individuals involved in the development of the policy receive training and have access to experts who can advise them on designing a fair and comprehensive policy.
- Thoroughly publicize the policy throughout the school and community through public posting, in discussions with students and adults, at parent-teacher organization meetings, and in languages spoken by 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 state and federal nondiscrimination laws.

Sample #1: Unofficial, Easy-to-Understand Policy

Adapted from a policy developed by the ACLU Lesbian and Gay Rights Project, this easy-to-understand version 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 violates 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 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 or appropriate discipline or both.

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

Task force note: Always follow school policy regarding reporting sexual harassment. Failure to appropriately report instances of sexual harassment could create a legal liability for the school district.

Sample #2: User-Friendly Policy

Adapted from a policy developed by the National Women's Law Center, this policy is designed in a user-friendly, question-and-answer format and is intended to be used in addition to a more formal school policy on sexual harassment. This policy is addressed to students and covers only sexual 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 sexual 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 misconduct that could be considered sexual harassment; other similar behaviors also may be prohibited under this school's policy and by federal and state 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, such as classrooms, hallways, athletic fields, school offices, school buses, co-op sites, and school-sponsored trips and activities.

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

A: You have 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 classrooms. If you don't want to file a formal complaint, consider these ways of dealing with sexual 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. They can work with you and school officials to stop the harassment.
- Get outside assistance from someone such as an attorney or an advocate to complain to the U.S. Department of Education 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 handles complaints confidentially as much as possible. That means only school officials with a need to know about your complaint can get that material. But the school can’t guarantee complete confidentiality. It may be necessary to tell the people accused of sexual harassment that a complaint has been filed against them.

Q: What happens during the complaint process?

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 witnesses, can tell their side of the story. Within 30 days after the sexual harassment has occurred, impartial investigators selected by the principal to handle complaints will make a finding about whether the school’s policy was violated and, if so, what disciplinary action the harasser will receive. Any party dissatisfied with the outcome of the school’s investigation can appeal to the principal within 10 days of 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 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 this behavior violates the school’s rules. Students who continue to harass others may receive even stiffer punishment, such as detention or suspension. For serious sexual 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 sexual harassment and for improving the school environment for everyone. Don’t stand by when you see someone sexually harassing another student. Speak up! Work with teachers and other students to develop strategies to stop harassment. Write articles about it for the school paper to increase student awareness. These are just some ideas—share others with students, teachers, and administrators. Stopping sexual harassment means a better school for everyone.

Sample #3: Formal Policy

This sample policy is adapted from one developed by the National Women's Law Center. The policy can be used as a template by 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.

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 by peers, teachers, administrators, or anyone you must interact with to pursue school activities. For 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

A. Submission to or rejection of such conduct 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

B. 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 thereof 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, subjecting or threatening to subject an employee or student to unwelcome sexual conduct, or intentionally making performance of the employee's 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 for, 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 CONSIDERED A POLICY VIOLATION AS SERIOUS AS THE HARASSMENT ITSELF

IV. Confidentiality

Confidentiality will be maintained throughout the investigation to the extent practicable and appropriate under the circumstances to protect the privacy of persons involved. This means that the people investigating the complaint will discuss it 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 students and staff, including teachers, teaching assistants, coaches, administrators, contract employees, guest speakers, volunteers, janitors, and cafeteria staff, are bound by this policy. The policy protects male and female students equally from sexual harassment, and it protects both from same-sex harassment.

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 such individuals 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 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 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 before a school can discipline 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 confronting the harasser, use formal reporting procedures.

2. Write the harasser a letter describing the behavior you find offensive and how it makes you feel. [The task force recommends keeping a copy of the letter.]

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. Formal Complaint Procedures

A. Form of Complaint. Complaints 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, guidance counselor's, Title IX coordinator's, and student activities offices. A complaint need not be made on an official form. [Note: All schools are required to appoint a Title IX coordinator responsible for ensuring that the school complies with the federal law that prohibits sex discrimination in education.]

B. Reporting the Complaint. A student who believes she or he has been 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 must report the incident in writing to the principal or Title IX coordinator within 24 hours.

C. Content of Complaints. Individuals who believe they are being or have been harassed in violation of this policy should file a complaint including the following information, if known: 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 harasser; and the names or descriptions of any witnesses.

D. Processing of Complaints. The principal oversees the processing of sexual harassment complaints. She or he shall schedule and complete a discussion of the allegations with the complainant within five 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 sexual harassment complaint form, the principal shall conduct or appoint someone to conduct an investigation.

2. Timing. Within 30 days of receiving the complaint, the principal shall determine 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 a 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 designate someone impartial to do so.

4. Hearing Procedures. The following hearing procedures must be followed:

(a) The victim and defendant are entitled to be present at the hearing and to bring one representative, such as a lawyer, parent, teacher, or friend;

(b) The victim and defendant are expected to speak for themselves; and

(c) The victim and defendant are entitled to testify or present 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 conduct occurred will be investigated. Allegations will be evaluated using a preponderance of the evidence standard (i.e., before imposing sanctions, the principal or his or her designee must conclude that it is likely that sexual harassment occurred).

6. Notice of Outcome. Within five days of reaching a decision, the principal or his or her designee shall report the findings to the parents of any students involved, the parties to the proceeding, and, in the case of teacher-student harassment, the employee-defendant.

7. Appeals. A student or defendant who is not satisfied with the investigation or resolution may appeal in writing to the principal within 10 days of receiving written notice of the outcome.

VIII. Third-Party Reporting

Any employee who receives any information concerning employee-student sexual harassment must immediately report such information 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. Nonexclusivity

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. A complainant may use the school's grievance procedure and then, whether or not she or he obtains a satisfactory finding, 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, file a grievance under the relevant collective bargaining agreement or, where allowed, file a civil lawsuit.

A. U.S. Department of Education Office for Civil Rights. OCR is charged with investigating complaints of sexual harassment under Title IX. Contact the regional office at [insert address] or the U.S. Department of Justice at Coordination and Review Section, Civil Rights Division, U.S. Department of Justice, PO Box 66560, Washington, DC 20035-6560.

B. U.S. Equal Employment Opportunity Commission. EEOC is charged with investigating complaints of sexual harassment under Title VII, which governs harassment of school employees by co-workers and supervisors. Prior to filing a complaint in a court of law, complainants must file a Title VII claim with the EEOC or, in some cases, a state agency that has entered into a work-sharing agreement with the EEOC. Contact the regional office at [insert address].

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 whether that behavior constitutes sexual harassment.

XIII. Retaliation

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

XIV. Dissemination of Policy

When 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 nonstudent recipients of this policy, now or in the future, shall be required to sign a form indicating that they have read this policy and understand and agree to abide by it.

Model Complaint Form

This model form is adapted from one developed by the National Women's Law Center and published in *Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment in Schools*, by Verna L. Williams and Deborah L. Brake (1998).

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. The district takes charges of sexual harassment seriously because of both the harm caused to the person harassed and the potential sanctions that may be imposed against the harasser. The district will make every effort 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. Provide as much information as possible so that the complaint may be properly investigated. Report the facts as accurately and completely as possible and cooperate with the person(s) designated to investigate the complaint.

Where to File: Return the form to [x] or [y]. If the complaint concerns someone in either of these offices, file it with [z].

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

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 about it. By 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.

RETALIATION AGAINST A PERSON WHO FILES A FORMAL CHARGE OR COMPLAINT FOR SEXUAL 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 incident being reported:

Date of incident _____ Time of incident _____

Location of incident _____

Describe 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 appropriate discipline. I authorize the district to disclose the information I provide as necessary in pursuing 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 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 it 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 member responsible for schedule changes and assessing whether or not this plan is working or other changes need to be made)

The safety plan includes the following:

1. Schedule changes (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)

Best Practices

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 an existing policy addressed that problem, and determining whether the policy was effective. The students concluded that there was a policy, but it was not effective, did not educate students about what constitutes sexual harassment, and did not go far enough to prevent harassment from occurring in their school. The students revised the policy to address these deficiencies. The revision defines mild, moderate, and severe harassment and calls for stricter punishments for those who sexually harass students.

Complaints of sexual harassment have declined significantly since this policy was adapted, from 40 cases reported in 1998 to just a handful in the 2001–02 school year. Maria Kopicki, the teacher responsible for creating this project, took this work a step further by collaborating with the Oakland School District to create *Straight Talk About Sexual Harassment*, 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 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 modeling a project after the Avondale Middle School project, contact Maria Kopicki at Kopicki Consulting Services at maria@kopickiconsulting.com or 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 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 before audiences ranging from 100 to 600 people. In the 2000–01 school year, 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 programs to prevent such 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. 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 CIO evolved over many years. As the issues in their school changed, the students adapted the play.

For help getting started, contact Contemporary Issues Organization staff adviser Laurel Hoeth at 715/345-5651 or lhoeth@wsp.k12.wi.us.

Expect Respect Bullying Prevention Program

Designed by SafePlace and funded by the U.S. Centers for Disease Control and Prevention from 1997 to 2000, the Expect Respect Elementary School Project addressed bullying and sexual harassment in elementary schools. This program has since evolved into the Expect Respect Bullying Prevention Program and now includes middle schools. The program is 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. It is active in 23 schools.

The project's whole-school approach includes staff training, classroom education, parent education, and assistance with policy development and support services. The classroom 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

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: The Women's Anthology for the New Millennium*, edited by Robin Morgan (Washington Square Press, 2003)

Wellesley Center for Research on Women and a member of the AAUW Educational Foundation's Sexual Harassment Task Force.

Expect Respect strategies

- 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*, by SafePlace Director of School-Based Services Barri Rosenbluth (National Resource Center on Domestic Violence, 2002). Developed for schools and community-based agencies that are beginning or expanding school-based sexual and domestic violence prevention and intervention programs, these resources are posted at www.austin-safeplace.org. For additional information, contact Barri Rosenbluth at 512/356-1628.

For a more detailed description of the Expect Respect Elementary School Project, see the following articles:

- Sanchez, Ellen; Robertson, Trina Reed; Lewis, Carol Marie; Rosenbluth, Barri; Bohman, Tom; & Casey, David M. (2001). "Preventing bullying and sexual harassment in elementary schools:

The Expect Respect model." *Journal of Emotional Abuse* 2(2/3), 157–180.

- Meraviglia, Martha G.; Becker, Heather; Rosenbluth, Barri; Sanchez, Ellen; & Robertson, Trina. (2003, November). "The Expect Respect project." *Journal of Interpersonal Violence*, 18(11), 1347–1360.

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.

Section 4

Resources and Links



Print Resources

“Abolishing harassment.” (1996, Spring). *Equity Coalition*, 4(1).

This issue includes articles about issues related to sexual, racial, and racial/ethnic harassment; a checklist and survey; tips for parents; basic complaint investigations; successful harassment prevention programs; and resources. To order, contact Programs for Educational Opportunity, University of Michigan School of Education, at www.umich.edu/~eqtynet or 734/763-9910.

American Association of University Women Educational Foundation. (2001). *Hostile hallways: Bullying, teasing, and sexual harassment in school*.

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 ShopAAUW at 800/225-9998 or www.aauw.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: The Magazine for Girls and Their Dreams*, January-February 2001.

American College of Obstetricians and Gynecologists. (2001). *Drawing the line: A guide to developing effective sexual assault prevention programs for middle school students*.

This guide takes the approach that reaching students during early 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 guide offers advice on implementing programs in schools, youth-serving organizations, and community and juvenile justice settings. To order, contact ACOG at 202/638-5577 or www.acog.org.

Beck, Irene, in association with AAUW of Illinois. (1998). *Expect respect: A sexual harassment prevention module*.

These models for middle and high schools help students learn to respect themselves and others. 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/expect.htm.

***Daughters*.**

This newsletter 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 eight- to 16-year-old girls, including sexual harassment. To order, contact New Moon Publishing at 888/849-8476 or www.daughters.com.

Froschl, Merle; Sprung, Barbara; & Mullin-Rindler, Nancy. (1998). *Quit it! A teacher's guide on teasing and bullying for use with students in grades K-3*. Education Equity Concepts.

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 playing, creative drawing and writing activities, physical games and exercises, and connections to children's literature give children a vocabulary and 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 Center for Research on Women at 781/283-2510 or www.wcwoonline.org or the NEA Professional Library at 800/229-4200 or www.nea.org.

Levy, Barrie. (1993). *In love and in danger: A teen's guide to breaking free of abusive relationships*. Seal Press.

Using stories, checklists, and charts, this guide addresses what constitutes abusive relationships—emotional, physical, and sexual.

Levy, Barrie, & Giggans, Patricia Occhiuzzo. (1995). *What parents need to know about dating violence*. Seal Press.

This book is designed to help parents prepare their daughters for dating.

Murray, Jill. (2001). *But I love him: Protecting your teen daughter from controlling, abusive dating relationships*. Regan Books.

According to counselor and parent Jill Murray, more than one in three girls will be involved in an abusive relationship. This book describes some destructive patterns and suggests how teens can break free.

National School Boards Association. (2000). *Student-to-student sexual harassment: A legal guide for schools*.

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 U.S. Department of Education Office for Civil Rights (OCR) guidelines; and appendices containing OCR documents, sample policies, forms, and checklists. To order, contact NSBA at 703/838-6722 or www.nsba.org.

National School Boards Association. (2001). *Sexual harassment by school employees*.

School leaders and school lawyers faced with preventing and responding to sexual harassment by employees will find the information they need here. This resource addresses federal case law, effective policy development, internal investigations, training, resources, and federal investigations. The appendices contain regulations, sample policies, and checklists. To order, contact NSBA at 703/838-6722 or www.nsba.org.

Oakland (MI) Schools. *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 to recognizing the difference between flirting and harassment to understanding the implications of filing a false harassment claim. To order, visit www.oakland.k12.mi.us and follow the link for publications in the About Us section or call 248/209-2059.

Shoop, Robert J., & Edwards, Debra L. (1994). *How to stop sexual harassment in our schools: A handbook and curriculum guide for administrators and teachers*. Allyn & Bacon.

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 includes detailed curriculum guides, class activities, and sample bibliographies. Appendices contain sample policies and forms, a summary of U.S. Equal Employment Opportunity Commission (EEOC) guidelines, a description of selected court cases, a Kid's Bill of Rights, and a glossary.

Stein, Nan. (1999). *Classrooms and courtrooms: Facing sexual harassment in K-12 schools*. Teacher's College Press (1999).

Using summaries of legal cases, research, and personal stories of students who have been harassed, this book presents information about sexual harassment in schools. 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 Teacher’s College Press at 800/575-6566 or store.tpress.com.

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: The Magazine for Girls and Their Dreams*, July/August 1995

Stein, Nan, & Sjostrom, Lisa. (1994). *Flirting or hurting? A teacher’s guide to student-to-student sexual harassment in schools (Grades 6 through 12)*. National Education Association & the Wellesley Center for Research on Women.

This curriculum includes classroom lessons suitable for social studies, English, psychology, or health; student handouts (case studies, assignments, quizzes, a survey, definitions, and legal information); and teacher materials (background notes, troubleshooting tips, and supplemental readings, including Supreme Court cases and articles from teen magazines and the popular education press). To order, contact the Wellesley Center for Research on Women at 781/283-2510 or www.wcwonline.org or the NEA Professional Library at 800/229-4200 or www.nea.org.

Stein, Nan, & Sjostrom, Lisa. (1996). *Bullyproof: A teacher’s guide on teasing and bullying for use with fourth and fifth grade students*. National Education Association and the Wellesley Center for Research on Women.

Bullyproof your classroom with the ideas in this practical teacher 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 lessons to get students to think about the distinctions between playful and harmful behavior. You’ll also get pilot-tested writing activities, reading assignments, class discussion questions, role-playing ideas, case studies, and homework assignments. To order, contact the Wellesley Center for Research on Women at 781/283-2510 or www.wcwonline.org or the NEA Professional Library at 800/229-4200 or www.nea.org.

Strauss, Susan, & Esplanade, Pamela. (1993). *Sexual harassment and teens: A program for positive change*. Free Spirit Publishing.

This comprehensive program teaches students what they need to know about sexual harassment—in just three days!

***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 como combatir el acoso sexual* (Spanish); *Trif hqooqak* (Arabic). (1985). Programs for Educational Opportunity.**

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 Programs for Educational Opportunity, University of Michigan School of Education, at 734/763-9910 or www.umich.edu/~eqtynet.

U.S. Department of Education, Office for Civil Rights. (1997). *Sexual harassment: It's not academic.*

This pamphlet addresses 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 (the federal law that prohibits sex discrimination in education) and to help students and their parents understand student rights. It answers questions about sexual harassment, including how to file an OCR complaint, and provides information for developing or evaluating an institution's sexual harassment grievance procedure. To order, contact OCR at 800/421-3481 or www.ed.gov.

U.S. Department of Education, Office for Civil Rights & the National Association of Attorneys General. (1999). *Protecting students from harassment and hate crime: A guide for schools.*

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 developing an antiharassment policy. It includes sample school policies, protocols, checklists, reference materials, sources of technical assistance, and resources. To order, contact OCR at 800/421-3481 or www.ed.gov.

Williams, Verna L., & Brake, Deborah L. (1998). *Do the right thing: Understanding, addressing, and preventing sexual harassment in schools.* National Women's Law Center.

This manual explains the complex issue of sexual harassment in schools, focusing on student harassment and the legal obligations of schools to address and prevent it. To order, contact the National Women's Law Center at 202/588-5180 or www.nwlc.org.

Videos

***Love—all that and more: A six-session curriculum and video series on healthy relationships for youth and young adults.* Faith Trust Institute.**

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. The curriculum accomplishes the difficult task of addressing teenagers' questions and confusion about relationships and educating teens about abusive behaviors at the same time. To order, contact the Faith Trust Institute at 206/634-1903 or www.cpsdv.org.

National Education Association. (1993). *Sexual harassment and schools, Episode #28.*

In this video, two schools with successful sexual harassment programs show how they approached awareness and sensitivity with their students and school staff. To order, contact NEA at 800/229-4200 or www.nea.org.

Oakland (MI) Schools. *Straight talk about sexual harassment: What you don't know CAN hurt you.*

See page 39 for a description.

Stein, Nan, & Sjostrom, Lisa. (1994). *Flirting or hurting? A teacher's guide to student-to-student sexual harassment in schools (Grades 6 through 12).* National Education Association & the Wellesley Center for Research on Women.

See page 40 for a description.

Websites

www.apa.org/pi/pii/teen/homepage.html

“Love Doesn’t Have to Hurt Teens,” a colorful site created by the American Psychological Association, provides teens with information about abuse and respect in dating relationships and how to get help for themselves and friends.

www.cfchildren.org

This website for the Committee for Children, has resources for elementary and middle school antiharassment education, including pilot-tested curricula materials.

www.glsen.org

The website for the Gay, Lesbian, and Straight Education Network provides information about protecting lesbian, gay, and transgender students from sexual harassment and discrimination. The site includes a fact sheet of frequently asked questions, resources, sample policies, and links to related organizations.

www.ncpc.org

Developed by the National Crime Prevention Council, this website has information and links relating to violence prevention, school safety, date rape, hot lines, and other resources.

www.newmoon.org

This 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

This online forum for teenage girls helps them talk with each other about issues that are important to them, including love and friendship.

Technical Assistance

If you think you have a legal issue related to sexual harassment and you would like to pursue it, 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 U.S. Department of Education Equity Assistance Center that serves your area. Many of these centers have staff who consult with or provide sexual harassment training to schools. Visit www.equitycenters.org for a list of the centers.

AAUW Educational Foundation Resources for Teachers

For more information, visit www.aauw.org.

Eleanor Roosevelt Teacher Fellowships

Available to women public school teachers, these fellowships are designed to provide professional development opportunities for women public school teachers; improve girls’ learning opportunities, especially in math, science, and technology; and promote equity and long-term change in classrooms, schools, and school systems.

Community Action Grants

These grants provide seed money to individual women and local community-based nonprofit organizations for innovative programs or nondegree research projects focused on K–12 and community college women’s and girls’ achievements in math, science, and technology.

Research Reports

Since the release of *How Schools Shortchange Girls: The AAUW Report* (1992), AAUW has maintained its commitment to cutting-edge research relevant to the struggle for gender equity in school and in society. AAUW research draws national attention to issues of gender equity and education; influences policy-makers as well as educators, parents, and students; and, most importantly, serves as a catalyst

for action. For a list of research reports, see the AAUW Equity Library on page 45 or visit www.aauw.org.

Action Guides

AAUW also publishes action guides, such as *Community Coalitions Manual*, a guide to help local groups establish and sustain effective coalition-based programs; *Signposts*, a pamphlet providing a road map to becoming a gender-fair school; *AAUW Tech Check for Schools*, a guide to help schools assess the technology opportunities they offer female students; and *Tech-Savvy Girls* video, a resource for educators and parents who want to bridge the digital divide between girls and boys.

Database of School and Community Projects for Women and Girls

Available on the AAUW website, this database highlights promising practices, exemplary materials, and lessons learned from Eleanor Roosevelt Teacher Fellowships and Community Action Grants.

Acknowledgments

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AAUW Educational Foundation Sexual Harassment Task Force

Julie Arrighetti, Information Specialist, National School Boards Association (VA)
Gaye Barker, Senior Professional Associate, Human and Civil Rights, National Education Association (DC)
Andrea Bell, Associate Legal Counsel, National Association of Secondary School Principals (VA)
M. K. Cullen, Policy Director, Gay, Lesbian, and Straight Education Network (DC)
Jackie DeFazio, High School Principal (Retired) and Past AAUW National President (WA)
Nancy Gruver, Founder and Publisher, New Moon Publishing (MN)
Marsha Guenzler-Stevens, Director of Student Activities, University of Maryland College Park, and Representative, National Association of Student Personnel Administrators (MD)
Marta Larson, Field Service Specialist, Programs for Educational Opportunity, School of Education, University of Michigan (MI)
Melissa Pelayo, Student Member, New Moon Publishing Editorial Board (MN)
Jocelyn Samuels, Vice President for Educational Programs, National Women's Law Center (DC)
Nan Stein, Senior Research Scientist, Wellesley Center for Research on Women (MA)
Ruthie Young, Student Member, New Moon Publishing Editorial Board (MN)

Outside Reviewers

Pat Donohue, Counselor, Glenbard East High School (IL)
Glennis Powell Gill, High School Principal (Retired) (MD)
Mary Grady, Teacher, New Trier High School (IL)
Kirsten Kingdon, Executive Director, Parents, Families and Friends of Lesbians and Gays (DC)
Kelly Parker, Teacher, Tilden Middle School (PA)
Barri Rosenbluth, Director of School-Based Services, SafePlace (TX)

Martha Steger, Counselor, Wewoka Middle School (OK)
Randy Stevens, Administrator, Northfield Mount Hermon School (MA)
Sue Today, Director of Student Support Services & Equity Coordinator, Green Bay Area Public Schools (WI)
Patricia Williams, Consultant, Pupil Nondiscrimination, Wisconsin Department of Public Instruction (WI)

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Nancy Eynon Lark, Director
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Susan Hanold, Program Associate
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Other Contributors

Denice Jobe, Consultant
Janalee Jordan-Meldrum, Consultant

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Beyond the "Gender Wars": A Conversation About Girls, Boys, and Education

Report of a symposium convened by the AAUW Educational Foundation to foster a discussion among scholars who study both girls' and boys' experiences in and out of school. Participants talk about gender identity and difference, challenge popular views of girls' and boys' behavior, and explore the meaning of equitable education for the 21st century.

AS49 ■ 60 pages/2001 ■ \$9.95

Gaining a Foothold: Women's Transitions Through Work and College

Examines how and why women make changes in their lives through education. Profiles women going from high school to college, from high school to work, and from work to college using qualitative and quantitative methods. Includes an analysis of women's educational decisions, aspirations, and barriers.

AS37 ■ 100 pages/1999 ■ \$6.49

Gender Gaps: Where Schools Still Fail Our Children

Measures schools' mixed progress toward gender equity and excellence since the 1992 publication of *How Schools Shortchange Girls: The AAUW Report*.

AS35 ■ Report ■ 150 pages/1998 ■ \$6.99

AS36 ■ Executive Summary ■ 24 pages/1998 ■ \$3.99

Girls in the Middle: Working to Succeed in School

Engaging study of middle school girls and the strategies they use to meet the challenges of adolescence. Report links girls' success to school reforms like team teaching and cooperative learning, especially where these are used to address gender issues.

AS29 ■ 128 pages/1996 ■ \$7.49

Growing Smart: What's Working for Girls in School

Comprehensive academic review of more than 500 reports identifies approaches that promote girls' achievement and healthy development. Urges experimentation with single-sex programs, cooperative learning, and other nontraditional approaches.

AS26 ■ Report ■ 97 pages/1995 ■ \$14.50

AS25 ■ Summary/Action Guide ■ 48 pages/1995 ■ \$6.49

Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School (2001)

Investigates sexual harassment in public schools, comparing the findings with AAUW's original survey in 1993 and exploring differences in responses by gender, race/ethnicity, grade level, and area (urban or suburban/rural). Conducted by Harris Interactive.

AS50 ■ 56 pages/2001 ■ \$9.95

Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools (1993)

The first national study of sexual harassment in public schools. Includes gender and racial/ethnic data breakdowns. Conducted by Louis Harris and Associates.

AS17 ■ 28 pages/1993 ■ \$5.99

How Schools Shortchange Girls: The AAUW Report

A startling examination of how girls are disadvantaged in U.S. public schools. Includes recommendations for educators and policy-makers as well as concrete strategies for change.

AS22 ■ Report ■ 224 pages/Marlowe, 1995 ■ \$6.49

AS14 ■ Executive Summary ■ 8 pages/1992 ■ \$2.50

A License for Bias: Sex Discrimination, Schools, and Title IX

Examines uneven efforts to implement the 1972 civil rights law that protects some 70 million students and employees from sex discrimination in schools and universities.

AS48 ■ 84 pages/AAUW Legal Advocacy Fund, 2000 ■ 12.95

SchoolGirls: Young Women, Self-Esteem, and the Confidence Gap

Shows how girls in two racially and economically diverse California communities suffer the painful plunge in self-esteem documented in *Shortchanging Girls, Shortchanging America*.

AS27 ■ 384 pages/Doubleday, 1994 ■ \$12.95

Separated by Sex: A Critical Look at Single-Sex Education for Girls

The foremost educational scholars on single-sex education in grades K-12 compare findings on whether girls learn better apart from boys.

AS34 ■ 99 pages/1998 ■ \$12.95

Shortchanging Girls, Shortchanging America Executive Summary

Summary of the 1991 poll that assesses self-esteem, educational experiences, and career aspirations of girls and boys ages 9 to 15.

AS20 ■ 20 pages/AAUW, 1994 ■ \$5.99

¡Sí, Se Puede! Yes, We Can: Latinas in School

Comprehensive look at the status of Latina girls in the U.S. public education system. Explores conflicts between institutional expectations and the realities of student lives and discusses the social, cultural, and community factors that affect Hispanic education.

AS46 (English) ■ 84 pages/2001 ■ \$12.95

AS47 (Spanish) ■ 90 pages/2001 ■ \$12.95

Tech-Savvy: Educating Girls in the New Computer Age

Explores girls' and teachers' perspectives on today's computer culture and technology use at school, home, and work.

AS45 ■ 84 pages/2000 ■ \$12.95

The Third Shift: Women Learning Online

Through distance education, technology offers new opportunities for women to achieve educational goals. This report explores why women pursue education; how they balance work, family, and education; and what would make distance learning easier for them.

AS51 ■ 80 pages/2001 ■ \$9.95

Voices of a Generation: Teenage Girls on Sex, School, and Self

Compares the comments of roughly 2,100 girls nationwide on peer pressure, sexuality, the media, and school. Explores differences by race, ethnicity, and age, and offers the girls' action proposals to solve common problems.

AS39 ■ 95 pages/1999 ■ \$7.50

Women at Work

Combines interview and survey data with recent U.S. census statistics to explore how women are faring in today's work force and what their prospects are for future job success and security.

AS55 ■ Report ■ 56 pages/2003 ■ \$15.95

AS56 ■ Action Guide ■ 20 pages/2003 ■ \$6.95

AS57 ■ Set (Report and Action Guide) ■ \$19.95

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