Informational Paper

Sexual Harassment of Students by Adults
Clarifying and Addressing the Issue

By

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ABSTRACT

In September 2005, over 3700 students in grades seven through twelve in fifteen school districts in the Cooperative Educational Service Agency (CESA) #3 District participated in the UW-Extension Southwest Wisconsin Youth Survey (SWYS). The 160-question survey assessed teen perceptions of the community and school; teen aspirations, concerns and attitudes about various aspects of their lives; teen mental and physical health; and the frequency with which teens reported engaging in dangerous and/or desirable behaviors. The data, along with the data from the prior two surveys (1997, 2001), showed the percentage of teens reporting frequent sexual harassment by an adult at school shows a marked increase. UW-Extension partnered with UW-Platteville and one area school district to determine what was behind this increase and to develop recommendations for addressing the issue. This paper examines the process and results of this UW-Extension effort and the implications for youth development education.
STATEMENT OF NEED

In September 2005, over 3700 students in grades seven through twelve in fifteen school districts in the CESA #3 District participated in the Southwest Wisconsin Youth Survey (SWYS). The 160-question survey assessed teen perceptions of the community and school; teen aspirations, concerns and attitudes about various aspects of their lives; teen mental and physical health; and the frequency with which teens reported engaging in dangerous and/or desirable behaviors. Similar surveys have been administered in Southwest Wisconsin schools every four years since 1989 providing valuable longitudinal data.

One question in the 2005 survey raised some particular concerns among the schools participating in the survey. The question was: “How often in the past year have you experienced some form of sexual harassment from an adult at school? (Sexual harassment is unwanted sexual attention such as sexual comments, jokes, graffiti, touching, blocking or cornering.) Students selected from four responses (often, occasionally, rarely and never).

Examining the data, along with the data from the prior two surveys (1997, 2001), the percentage of teens reporting frequent sexual harassment by an adult at school showed a marked increase. The graph below tracks the percent of students who responded “often” when asked: “How often in the past year have you experienced some form of sexual harassment from an adult at school?” (Schmitz et. al., 1998, Schmitz et. al., 2002, Schmitz et. al. 2006)
Frequent Sexual Harassment By An Adult At School

![Bar chart showing percentage of males and females reporting frequent harassment by an adult at school from 1997 to 2005.]

The data also revealed that the percentage of students reporting any sexual harassment by an adult at schools rose. Among males the rates rose from 15% in 1997 to 16% in 2001, and 22% in 2005. Among females the rates rose from 12% in 1997 to 15% in 2001, and 21% in 2005 (Schmitz et. al., 1998, Schmitz et. al., 2002, Doll et. al. 2006).

Were school climates becoming more sexualized overall or was this an aberration in the data? Also asked in the three surveys was “How often in the past year have you experienced some form of sexual harassment from a student at school? (Sexual harassment is unwanted sexual attention such as sexual comments, jokes, graffiti, touching, blocking or cornering.)

The data from that survey showed a slight decrease in overall reporting of teens that experienced sexual harassment from a student at school. For males the percent of teens reporting any student to student sexual harassment went from 29% in 1997 to 30% in 2001, and 24% in 2005. Females reported a downward trend from 43% in 1997 to 41% in 2001, and 32% in 2005 (Schmitz et. al., 1998, Schmitz et. al., 2002, Doll et. al. 2006). The following graph depicts the percentage of all teens who responded “often” when asked “How
often in the past year have you experienced some form of sexual harassment from a student at school?"

Frequent Sexual Harassment By Student At School

As a result of these findings, one school contacted UW-Extension and together they developed a plan to clarify the issue so that targeted steps could be taken to respond effectively to the issue. The plan was to conduct conversations or focus groups with the district’s faculty and students. UW-Extension worked with UW-Platteville’s Community University Partnership and UW-Platteville’s Psychology Department to recruit support for the effort. UW-Extension faculty conducted conversations with the district staff while UW-Platteville students conducted conversations with the high school students. A brief survey was also conducted with students to further clarify the issue.
OBJECTIVES

As a result of this effort:

1. Reasons for the increase in reported sexual harassment of youth by adults at school will be clarified.

2. Recommendations for helping schools address sexual harassment of youth by adults at school will be developed.

METHODS

UW-Extension partnered with UW-Platteville and one area school district to develop a comprehensive approach to learn more about what was happening and to come up with recommendations to address the issue. Several planning meetings were held with the School and with UW-Platteville faculty and students. Once all the information was collected, the team wrote the report and developed specific recommendations applicable to the partner school and to the schools in the area.

Summary of the Findings

A synthesis of the findings shows that inappropriate contact or inappropriate advances toward students by adults were not responsible for the increase in sexual harassment reporting. There are some key issues that did arise that schools may consider addressing. They include how adults at school deal with and report dress code violations, share jokes and emails of a questionable nature, make comments about student’s sexuality, and deal with public displays of affection. The final key finding is that students feel staff is too nosey
about student’s relationships. The following breaks down the result of the staff conversations, student survey and the student conversations.

**Staff Conversations**

UW-Extension faculty members facilitated conversations with district staff. Three group sessions were held in August 2006 with the group size averaging about twenty-three participants. The need for confidentiality was stressed, and the group was asked not to use names. Data from the three surveys was shared with each group before asking staff members to respond to the following questions/statements:

1. *We would like your input on why you think students responded this way. Help us fill in the blanks.*
2. *Can you think of any incidents that may have contributed to students feeling they may have been sexually harassed by an adult?*
3. *Why do you think there is such a drastic change from the survey that was done four years ago?*
4. *If we are able to do discussions with students what would you want us to ask?*
5. *What are your recommendations for how to address the issue here in your school?*

Summaries of the responses for each question/statement follow:

**#1 - We would like your input on why you think students responded this way. Help us fill in the blanks.**  
Staff reported e-mails and sexual jokes were shared with students, students are more aware and sensitive now, students interpret things differently, outside influences such as media video games, etc. play a role. Also the staff pointed to student wardrobe and dress code issues (i.e. shorter skirts, sayings on t-shirts), society getting looser, parents not accountable, teachers are easy targets, more student contact outside of school, Generation Y.
#2 – Can you think of any incidents that may have contributed to students feeling they may have been sexually harassed by an adult? Staff commented on student wardrobe, locker room issues, helping a student by bending over the student and putting their hand over student’s hand on the computer mouse, taping hurt students or rubbing out cramped muscles, putting arms around an upset student, human interaction – hugging misinterpreted, coaches or teachers patting on the back or rear, teacher breaking up public display of affection, teachers saying things like cutie, honey, guys don’t wear pink, etc., male teacher too touchy, teacher telling jokes, and students taking things the wrong way.

#3 - Why do you think there is such a drastic change from the survey that was done four years ago? Reason given included more awareness, media, TV, internet, MTV, satellite dishes with more access to many different programs, enforcing dress codes not specific enough, provocative dress, teacher more like parents to the student, students want attention, media role models, defiance of authority, and more awareness of alternative sexual orientation.

#4 – If we are able to do discussions with students what would you want us to ask? If students are being touched, where are they being touched? Do students know what sexual harassment is, (ie. what is blocking, touching, etc.)? Are there specific incidents? What makes students feel uncomfortable in the classroom? Where are their perceptions coming from, is it because of the dress code changes, is it male to male, male to female, etc.? Define inappropriate. Do students feel they can report an incident, and if students dress inappropriately at school, how does the student want to be told?
#5 - What are your recommendations for how to address the issue here in your school?

Teachers felt it was important to address the dress code and provide for consistent enforcement. They also wanted to find out what students say before engaging in training because if teachers are harassing a student something needs to be done. The school’s leadership needs to know and be clear in their minds what sexual harassment is and what they are going to do about it.

**Student Survey**

After meeting with UW-Platteville students and faculty, it was decided to ask the district to conduct a quick survey with high school students. The idea behind the survey was to see what, if any, information could be gathered to shape the course of the student conversations that would follow. A survey was developed based on the initial questions asked. The twenty-four question school climate survey was administered by the school district to high school students a few days prior to the student conversations, which were to be conducted by UW-Platteville students. Questions focused on whether they experienced a variety of comments or behaviors by an adult at their school or witnessed an adult engaged in a variety of verbal or physical behaviors with another student. Parents were given the option not to have their child participate and students were given the option not to participate as well.

A total of 188 students were surveyed. One survey was not considered in the final total as the responses showed that the student did not take the survey seriously. This brought the number of useable surveys to 187. An oversight in survey layout and administration
instructions were seen as major reasons that seventy-nine youth failed to respond to the question of their gender. In the end forty-eight of the usable surveys were male, sixty were female and seventy-nine were non-gender specific.

Twenty-eight percent of teens reportedly witnessed an adult make a comment to another student about that student’s wardrobe. The survey also showed that 21% of all students reported an adult at school had made comments about their wardrobe, another 8% of students reported that they were sent home or asked to change by an adult at school because of their wardrobe. Females were more likely to report these incidents than males.

Written comments on the survey by the respondents showed that most of these comments had to do with the appropriateness of the dress. For example one student wrote, “The teacher thought I wasn’t wearing appropriate wardrobe.” Two students reported that the adult(s) told the students that their wardrobe was “inappropriate for school.” Students were asked if they had ever witnessed an adult at their school make a comment to another student about that student’s wardrobe. If the students responded yes, they were asked to share the comment. Students wrote they witnessed adults telling students their wardrobe “was against the school code,” “told them to change because their outfit was inappropriate” and the adult’s comment dealt with “inappropriate clothing, the shirt promoted alcohol and smoking.”

There were several written comments that raised questions about whether the best approach was being taken by adults to address inappropriate student wardrobe. For example, one student wrote that an adult at their school “asked if my pants were going to fall down.”
Another student wrote that an adult at their school told them “they looked trashy” while another wrote that the adult said “my boobs were showing (right in front of the whole class).” In addition students wrote they had witnessed adults at school make the following comments about other students: “the students (girls) looked trashy or slutty or cheap,” “it looks gay on you, only retards wear that.”

Other findings from the school climate survey include:

- Twenty-seven percent of teens reported that an adult at their school told an inappropriate sexual joke in the student’s presence, males reported this at a higher rate than females.
- Twelve percent of teens reported that they witnessed an adult at their school make comments about another student’s sexuality. Seven percent indicated this happened to them.
- One in ten teens reported that they witnessed an adult at their school make a sexual comment to another student. One in twenty said this happened to them.

A summary of the survey results is found in Appendix A.

**Student Conversations**

Four students from UW-Platteville were recruited to conduct conversations with high school students in the school district. Three psychology students and one education student facilitated the conversations; two facilitators were female and two were male. The conversations were conducted under the direction of the school. Parents were given the
option not to have their child participate and students were given the option not to participate as well.

Discussion groups were held with high school students who were selected according to their free periods. During each class period, female facilitators held conversations with the female high school students, as male facilitators held conversations with the male high school students in a separate room. The facilitators had helped develop an outline to use as a guide to their discussions. That discussion outline can be found in Appendix B. At the start of each group, the facilitators introduced themselves and informed students that their school had invited them and that they were following up with the surveys that raised concern about the interaction between students and adults in the school.

Students were informed that the facilitators would keep their individual comments confidential and with any information they shared, no names would be used. Facilitators also encouraged the students to keep information shared in these sessions confidential. As the discussion groups began, they examined the results from the school climate survey and discussed some of the major issues with the students. Students were given time to discuss what they have heard, seen, witnessed, or been a part of as it related to sexual harassment by an adult at school. Then students were asked their thoughts on what is happening in their school that would lead students to respond this way?

The students gave varying degrees of feedback during these discussions. The females seemed more willing to engage in the process than the males. The sessions lasted between twenty and
forty-five minutes depending on the level of interaction. At the end of each session the students were thanked for sharing their thoughts and opinions and reminded about the need for confidentiality. Facilitators suggested talking to a teacher, counselor, or friend if they needed to talk further after the groups. Before the groups departed, students received “Need to Talk” business cards. These cards provide options for the students to seek out if they needed help or someone to talk with.

**Findings - Males**

Facilitators discussed a number of possible issues with the groups, and found that there were a few areas of concern that appeared across the board. Among these were the students perception that there was a tendency for the teachers and staff to be “too nosey” about the personal relationships of the students. The students felt that the teachers gossiped about them (overheard them talking) and interjected their thoughts in conversations they were not involved in. There was also one instance of a coach making inappropriate jokes to one of his players about the girlfriend of that player.

The second area of concern, which seemed to be a pertinent factor across the board, was the difficulty the faculty and staff has differentiating between what is appropriate on a personal level and what is appropriate on a professional level. The small size of the school and community lead to dual relationships for the students and faculty, which creates a gray area as to where to draw that line. Things like conversations about relationships and inappropriate jokes seemed to be a common occurrence. The jokes did not seem to be offending anyone in the groups. It was almost as if they were normalized to it.
The third area that the students voiced concern over was the discrepancy in the handling of public displays of affection (PDA) in the hallways. Some students felt faculty members were overzealous in their policing of PDA; while other students, felt faculty were never around to stop the PDA. There were also concerns voiced about the teachers making comments such as, “If that’s what you do in public, I can imagine what you do in private.”

The final area that came up in the discussions with the majority of the groups was the dress code. Very few of the males had experienced issues with the dress code policy, but they referred to instances where their female friends had been reprimanded for their attire (skirt being too short or their shirts were showing too much midriff). The boys said that they had not seen any faculty go about it in an inappropriate way, however. They said that there was an assembly the first day of school in which the principal went over the specifics of the dress code, and they said that the dress code was also in the student handbook which none of the students had actually read. Had they read the handbook they would have found an extremely brief version of the seemingly specific dress code they were told to abide by.

**Findings - Females**

Every group was well aware of the school dress code. They explained to the facilitators that they could not wear shirts with obscene sayings or advertisements for alcohol, they could not wear chains or hats, men could not wear black fingernail polish, they could not wear low cut shirts, their skirts had to reach their fingertips if they put their arms down to their sides, they could not have any midriff showing, and their shirt sleeves could be no less than three finger
widths wide. They said that this was described to them at an assembly on the first day of school. The students said that the dress code had become a lot stricter the last couple of years. Some students said this was due to teachers dating students. Others thought students’ wardrobes were just getting out of hand.

Students were asked how the dress code was enforced. Some students said that they would be told it was inappropriate and asked to put on something else and if they did not have anything else they would be asked to go home and get something. Others said that if they didn’t have anything to change into they would get one of their ten excused days taken away, but not be sent home. Other students said there was no punishment for violating the dress code, they were just told it was inappropriate and did not have to change. One student said she knew someone who was suspended for not following the dress code.

Some students felt that there was inconsistency in the enforcement of the dress code indicating that students who were overweight or less attractive were not approached and asked to change and the students thought this made it seem like the teachers were looking at them inappropriately. The participants also thought that the dress code was ignored for students who did well in sports. One example they shared was that a teacher called a group of girls trashy and cheap because their skirts were too short on a day that they had dress up for basketball but it was not clear if any action was taken.

Other comments reportedly made by teachers included the students were “making it difficult for others to learn when they were dressed that way,” “they let you walk around like that,”
“those pants are ugly,” “your short shorts are touching my chair,” and “this school is getting ‘sluttier.’” Some students said that teachers would report dress code violation to the principal instead of telling the student directly. Students seemed to like this approach rather than being called out in front of their class or in the hall in front of their peers. Some students stated that they did not understand why short skirt policies were enforced, but policies on showing cleavage were not. Some students felt this was because teachers were afraid to mention it. Students also felt that the dress code needed to be enforced for teachers as well.

When we asked the students about adults telling or sharing inappropriate jokes, they commented that it happens a lot but this did not bother them. Teachers also shared inappropriate e-mails. They found them funny and thought the teachers were just using these as a way to get students to wake up and pay attention.

Facilitators asked students if adults at school ever made fun of a student’s choices with regard to sexual orientation. The groups shared that one student did have problems with this and is now going to alternative school. Students also told facilitators that one teacher yelled at a couple of girls for sitting on each other’s laps, saying that girls should not be doing that. Some students said that teachers would ask students if other students were gay. Also, the students shared that there are rumors being told by adults, as well as students, that one of the adults at school is a lesbian.
Some students were very upset about a senior skit that made fun of a gay person in their community. They felt that the students should have been punished. They thought the school did not punish them as they should have and they felt that this was due to the students being favored because of their names and their ability to play sports.

Some females hoped that the school would crack down on PDA (Public Displays of Affection). One student felt that if PDA were not allowed then students would not feel pressured to do things with their boyfriends or girlfriends. Others just felt it was gross. Some students did not mind it. One student said she only heard a teacher say anything about PDA once, reportedly the teacher said, “Don’t be doing that in my hall.”

Some students felt that they did not have anyone to talk to at school if they were having problems, except friends. Some of the reasons they gave were that teachers would tell all the other teachers if they told them, and there were a lot of ‘dual’ relationships. Students were worried that talking about their problems with adults at the school might affect grades and/or their place in sports. They also felt that the adults at school only wanted to talk about college and sports. The students did not feel that adults would be interested in personal issues. They said they should have some younger adult to talk to that was not also their teacher or their coach.

A couple of students said that there was a coach that flirted with the girls all the time. Students also felt that teachers in general but one in particular gossip about them. Also they
felt that the school was too involved with sports and teachers often picked favorites based on a student’s status.

Overall, students wanted someone they felt they could talk too (maybe some younger adult that did not have another connection with students), more consistency in enforcing the dress code, as well as rules regarding public displays of affection. Generally, they were happy with their school and did not feel that there were any major issues at this time. In fact, some of the students that had recently moved to this area stated that it was better than the school they came from.

**Recommendations**

Based on the work done with students and staff, the following recommendations have been developed for schools to consider as a way of addressing the issue of sexual harassment of students by adults at school raised by the 2005 Southwest Wisconsin Youth Survey.

*Review Student Policies/Handbooks and Modify If Needed*

- Is the dress code clearly and explicitly spelled out in the student handbook in terms of what is acceptable dress, what are the consequences for violating the dress code and how will the school handle violations to the code?
- Does the student handbook define sexual harassment and provide for methods of reporting? More than one method is needed in case the person handling the reports is accused of sexual harassment.
• Does the student handbook clearly define what are acceptable displays of public affection, what the consequences for unacceptable displays of public affection and how violations will be handled?

**Review Staff Policies/Handbooks and Modify If Needed**

• Are there clear policies and procedures for reporting dress code violations? Is calling students on dress code violations in class or with other students present acceptable? Should teachers directly address dress code violations or should they report them to the office?
• Is sexual harassment clearly defined? Are the consequences of staff sexually harassing students clearly spelled out? Does the policy layout the procedures for reporting and addressing sexual harassment of students by staff?
• Are there clear policies and procedures for handling and reporting public displays of affection? Do these policies spell out the procedures for handling violations?
• Are there clear guidelines for what are appropriate boundaries between student and teachers? What about sharing jokes of a sexual nature or jokes with sexual overtones? What about guidelines for leaving personal relationships at the school door?

**Consistently Apply Consequences For Violating School Policies**

• Students clearly felt that who you are makes a difference in how you are treated. Does the school enforce their policies consistently? What can be done to ensure that this is done?
Examine Roles Staff Play To Ensure Students Have Someone To Talk With

- Some students reported that they felt they had no one to talk with about personal issues because of the multiple roles staff played. For example, if the coach is also involved with student services, will students find it difficult to share personal challenges for fear of losing their status on the team? As schools struggle with staffing issues, is the need for having someone each student can talk to going unmet?

What To Consider When Training Staff

- **Consider training in student and staff policies and procedures.** Obviously this is especially true when policies have been changed or with new staff. Look at how much time has elapsed since the last such training. Is it time to train again?

- **Consider training to help staff separate their out of school relationships with students.** Help staff understand the need to maintain a professional relationship with all students during the school day and during school activities. This can be especially important with those who are family or family friends. Also stress the importance of discretion when discussing student’s personal affairs and maintaining student confidentiality. Students in the project shared that staff had been overheard talking with other staff about the personal lives of students. While some of these conversations may be legitimate, having the conversations out of earshot of the students is a better course of action.

- **Consider training focused on best practices to avoid being accused of sexual harassment.** Being accused of sexually harassing a student, even if it is not true, can
permanently damage reputations. Training to help staff avoid even the appearance of sexual harassment could be an effective approach for your school.

- **Consider training that helps to clarify appropriate interactions with students.**

  How does staff balance the need to connect with the students to fulfill their educational mission without crossing boundaries that are better left in place?

These recommendations were offered to address some of the issues raised through our project. A complete report was provided to the school district in December. According to the administrator, district personnel are working through the five major recommendations which include reviewing student policies and handbooks, reviewing staff policies and handbooks, consistently applying consequences for violating school policy, ensuring students have an adult at school they can talk with confidentially. They will likely refine their dress code and procedures for addressing dress code violations. According to the district superintendent, “the process was useful for students and staff to reflect on their behaviors and interactions and it opened the door to communicate about a very tough issue”. Plans are being made to share the findings with other schools and to evaluate the efforts undertaken as a result of this extension program. Schools will decide for themselves whether any of these are applicable to their situation.
IMPLICATIONS

⇒ By providing schools with localized data on teen issues, UW-Extension Faculty and Academic Staff are seen as a resource to address issues raised through youth surveys.

⇒ UW-Extension Youth Development Faculty and Academic Staff can partner with area resources to develop methodology to address a variety of local issues.

⇒ The utilization of college students to lead discussion groups with high school students facilitates greater openness and honesty in conversations.

⇒ The willingness of the school district to turn to UW-Extension to help address such a sensitive issue shows the importance and the reward for investing time in developing trust-based relationships with key community partners.

⇒ This process reminds Extension professionals of the need to maintain a professional relationship with all clientele while engaging in Extension activities including programming, phone conversations, emails, etc. This can be especially true when working with those who are family or family friends.

⇒ While the recommendations found in this paper are aimed at schools and school personnel, the underlying themes of professionalism, clear policies with consistent application, and appropriate boundaries are also applicable to UW-Extension Youth Development Faculty and Academic Staff.

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REFERENCE LIST


Appendix A  
School Climate Survey and Results

School Climate Survey
This survey is designed to help provide a better understanding of how adults at this school interact with students. The confidential results of the survey will be used to determine what steps can be taken to improve the school's climate. It is completely anonymous; therefore do not put your name anywhere on the survey. Please answer the questions honestly. If you cannot answer a question honestly or if you do not wish to answer any or all of the questions, please leave the survey blank. Your honesty and participation is appreciated. Please circle your responses.

Gender:  Male  Female

Has an ADULT at your school ever:

1. Made a sexual comment to you?  YES  NO
2. Told an inappropriate sexual joke in your presence?  YES  NO
3. Made a sexual gesture towards you?  YES  NO
4. Looked at you in a way that made you feel uncomfortable?  YES  NO
5. Shown, given, or left sexual pictures or messages for you?  YES  NO
6. Made comments about your sexuality?  YES  NO
7. Touched, grabbed, or pinched you in a sexual way?  YES  NO
8. Intentionally brushed up against you in a sexual way?  YES  NO
9. Pulled at your clothing in a way that made you uncomfortable?  YES  NO
10. Blocked your way or cornered you in a sexual way?  YES  NO
11. Forced you to kiss him/her?  YES  NO
12. Forced you to do something other than kissing?  YES  NO
13. Sent you home or asked you to change because of your clothing?  YES  NO
14. Made sexual comments to you about your clothing?  YES  NO
    If YES, please share the comment(s):
Have you ever WITNESSED AN ADULT at your school:

1. Make a sexual comment to another student?
   YES   NO

2. Make a sexual gesture towards another student?
   YES   NO

3. Show, give, or leave sexual pictures or messages for another student you know?
   YES   NO

4. Make comments about another student’s sexuality?
   YES   NO

5. Touch, grab, or pinch another student in a sexual way?
   YES   NO

6. Intentionally brushed up against another student in a sexual way?
   YES   NO

7. Block the way of another student or corner another student in a sexual way?
   YES   NO

8. Force another student to kiss him/her?
   YES   NO

9. Force another student to do something other sexual than kissing?
   YES   NO

10. Make a sexual comment to another student about their wardrobe?
    If YES, please share the comment(s):
    YES   NO

Thank you for your participation and honesty in filling out this survey.
<table>
<thead>
<tr>
<th>Question</th>
<th>Male N=48</th>
<th>Females N=60</th>
<th>No Gender N=79</th>
<th>Total N=187</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 Made a sexual comment to you?</td>
<td>3 6%</td>
<td>1 2%</td>
<td>6 8%</td>
<td>10 5%</td>
</tr>
<tr>
<td>E2 Told an inappropriate sexual joke in your presence?</td>
<td>17 35%</td>
<td>14 23%</td>
<td>19 24%</td>
<td>50 27%</td>
</tr>
<tr>
<td>E3 Made a sexual gesture towards you?</td>
<td>1 2%</td>
<td>2 3%</td>
<td>3 4%</td>
<td>6 3%</td>
</tr>
<tr>
<td>E4 Looked at you in a way that made you feel uncomfortable?</td>
<td>2 4%</td>
<td>8 13%</td>
<td>7 9%</td>
<td>17 9%</td>
</tr>
<tr>
<td>E5 Shown, given, or left sexual pictures or messages for you?</td>
<td>2 4%</td>
<td>0 0%</td>
<td>2 3%</td>
<td>4 2%</td>
</tr>
<tr>
<td>E6 Made comments about your sexuality?</td>
<td>3 6%</td>
<td>5 8%</td>
<td>6 8%</td>
<td>14 7%</td>
</tr>
<tr>
<td>E7 Touched, grabbed, or pinched you in a sexual way?</td>
<td>0 0%</td>
<td>1 2%</td>
<td>1 1%</td>
<td>2 1%</td>
</tr>
<tr>
<td>E8 Intentionally brushed up against you in a sexual way?</td>
<td>2 4%</td>
<td>0 0%</td>
<td>1 1%</td>
<td>3 2%</td>
</tr>
<tr>
<td>E9 Pulled at your clothing in a way that made you uncomfortable?</td>
<td>0 0%</td>
<td>0 0%</td>
<td>5 6%</td>
<td>5 3%</td>
</tr>
<tr>
<td>E10 Blocked your way or cornered you in a sexual way?</td>
<td>1 2%</td>
<td>2 3%</td>
<td>2 3%</td>
<td>5 3%</td>
</tr>
<tr>
<td>E11 Forced you to kiss him/her?</td>
<td>1 2%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 1%</td>
</tr>
<tr>
<td>E12 Forced you to do something other than kissing?</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 1%</td>
<td>1 1%</td>
</tr>
<tr>
<td>E13 Sent you home or asked you to change because of your wardrobe?</td>
<td>4 8%</td>
<td>9 15%</td>
<td>2 3%</td>
<td>15 8%</td>
</tr>
<tr>
<td>E14 Made comments to you about your wardrobe?</td>
<td>4 8%</td>
<td>16 27%</td>
<td>19 24%</td>
<td>39 21%</td>
</tr>
<tr>
<td>W1 Make a sexual comment to another student?</td>
<td>7 15%</td>
<td>5 8%</td>
<td>7 9%</td>
<td>19 10%</td>
</tr>
<tr>
<td>W2 Made a sexual gesture towards another student?</td>
<td>3 6%</td>
<td>3 5%</td>
<td>4 5%</td>
<td>10 5%</td>
</tr>
<tr>
<td>W3 Show, give, or leave sexual pictures or messages for another student you know?</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 1%</td>
<td>1 1%</td>
</tr>
<tr>
<td>W4 Make comments about another students' sexuality?</td>
<td>5 10%</td>
<td>2 3%</td>
<td>15 19%</td>
<td>22 12%</td>
</tr>
<tr>
<td>W5 Touch, grab, or pinch another student in a sexual way?</td>
<td>2 4%</td>
<td>1 2%</td>
<td>2 3%</td>
<td>5 3%</td>
</tr>
<tr>
<td>W6 Intentionally brushed up against another student in a sexual way?</td>
<td>3 6%</td>
<td>0 0%</td>
<td>3 4%</td>
<td>6 3%</td>
</tr>
</tbody>
</table>
W7 Block the way of or corner another in a sexual way? | 2 | 4% | 1 | 2% | 3 | 4% | 6 | 3% 
W8 Force another student to kiss him/her? | 1 | 2% | 0 | 0% | 1 | 1% | 2 | 1% 
W9 Force another student to do something other than kissing? | 0 | 0% | 0 | 0% | 2 | 3% | 2 | 1% 
W10 Make a comment to another student about their wardrobe? | 6 | 13% | 23 | 38% | 24 | 30% | 53 | 28% 

**KEY:**
E = Has an adult at your school ever:  
W = Have you ever witnessed an adult at your school:

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**SCHOOL CLIMATE SURVEY COMMENTS - FEMALES**

**Has an adult at your school ever:**

14. Made comments to you about your wardrobe? If YES, please share the comment(s):

- Shirt was too low in front
- Teacher thought I wasn’t wearing appropriate wardrobe
- Said my boobs were showing (in front of the whole class)
- Shorts too short (4)
- That is a very cute shirt. I like that color on you.
- It is disgustingly short. There’s no need for those shorts.
- It’s showing too much cleavage on the top, your underwear hanging out
- I looked trashy
- Shorts too short, shirt too tight/short
- Shirt too low cut or shorts too short

**Have you ever witnessed an adult at your school:**

10. Make a comment to another student about their wardrobe? If YES, please share the comment(s):

- Shorts/skirt too short (5)
- Stomach showing
- Shirt too low
- Some girls at my school dress too scandalous for school or even any public place
- It promotes sex
- Too much skin showing and asked them to change clothes
- Too short of shorts or too much cleavage (3)
- It was against school code
- Told them to change because their outfit was inappropriate
- That color makes you pop out. I don’t like holes in your jeans
- What was said on a shirt that the teacher felt was wrong or disrespected
- They’re too short, no need for them
- It’s too short, tops to low
- That students (girls) looked trashy or slutty or cheap
- Shorts too short, shirt too short/tight

SCHOOL CLIMATE SURVEY COMMENTS - MALES

Has an adult at your school ever:

14. Made comments to you about your wardrobe? If YES, please share the comment(s):

   - The shirt I wore said Fear Factor on the front and on the back, it said shut-up and drink, under that there is a glass that has worms, cockroaches and other bugs in it. I was told that the shirt was inappropriate. I see other students that wear more revealing clothing and are not asked to change.
   - Baggy clothes, swearing on shirts, drug type shirts

Have you ever witnessed an adult at your school:

10. Make a comment to another student about their wardrobe? If YES, please share the comment(s):

   - How somebody looked
   - Dress too short
   - Just saying it’s non-appropriate
   - Inappropriate clothing, the shirt promoted alcohol and smoking

SCHOOL CLIMATE SURVEY COMMENTS - GENDER NOT CIRCLED

Has an adult at your school ever:

4. Looked at you in a way that made you feel uncomfortable?

   - Anger!

14. Made comments to you about your wardrobe? If YES, please share the comment(s):

   - Wearing chain, having a shirt that says County + Rap = Crap, had to change it inside out.
   - “I like your hair clips”
   - I looked like a horn dog
   - Make your skirt longer, put shorts on
- Not school appropriate, made me take shirt off
- “The article is inappropriate”. “Remove it immediately”. “That’s not acceptable”.
- That is inappropriate for school (2)
- She asked if my pants were going to fall down
- They said my skirt was too short, but it was past fingertips

**Have you ever witnessed an adult at your school:**

10. Make a comment to another student about their wardrobe? If YES, please share the comment(s):

- Some people get into some trouble for wearing so-called “inappropriate” clothing. Most students don’t show bad clothing gestures, but some need to pay attention more to what they wear.
- If girls shirts are too low cut or to high on their stomach they say its inappropriate. Or if guys pants are so baggy that you can see their underwear.
- Saying their shorts are too short or their shirt is too low
- They were dressed like elves
- Only because their skirts are too short, and need to be longer. There is too much cleavage showing, so they have to change.
- Wondered how much effort would be taken to make pants fall off
- Pretty much the same
- It looks gay, only retards wear that!
- Go and change your shirt, it isn’t school appropriate
- Just that the girls clothes are too revealing
Appendix B
FACILITATOR’S OUTLINE
FOR CONDUCTING STUDENT FOCUS GROUPS

Introduce yourselves
- Use first names only to set the tone for confidentiality.
- Let them know that you are students at UW-P and your majors.

Why you are here
- The school has invited you.
- Recent surveys have raised concern about the interaction of students and adults at school.
- You want to engage them in in-depth discussions as to what is happening and what can be done to improve the school climate.

Ground rules
- The information they share will be handled confidentially, you will be summarizing what they say and sharing it with school officials. No names will be attached. They should not use names when sharing their thoughts
- Ask that they respect and keep confidential the discussion today.
- As a facilitator, you will be guiding the discussion. (Do you want them to wait until you recognize them before they talk? Remind them to allow others to speak without interruption.)
- See if they have any questions

A quick summary of what the 2005 SWYS survey showed and what a scan of the climate survey showed.

The first question – “What is happening in your school that would lead students to respond this way?”

Conclusion
- Thanks them for participating and their honesty
- Remind them about confidentiality
- Tell them what the school policy says about reporting sexual harassment.
- Share with them the need to talk cards (I will be providing these, they are a business card with phone numbers and suggestions on who they might call if the conversation has brought up issues they would like to talk about.)