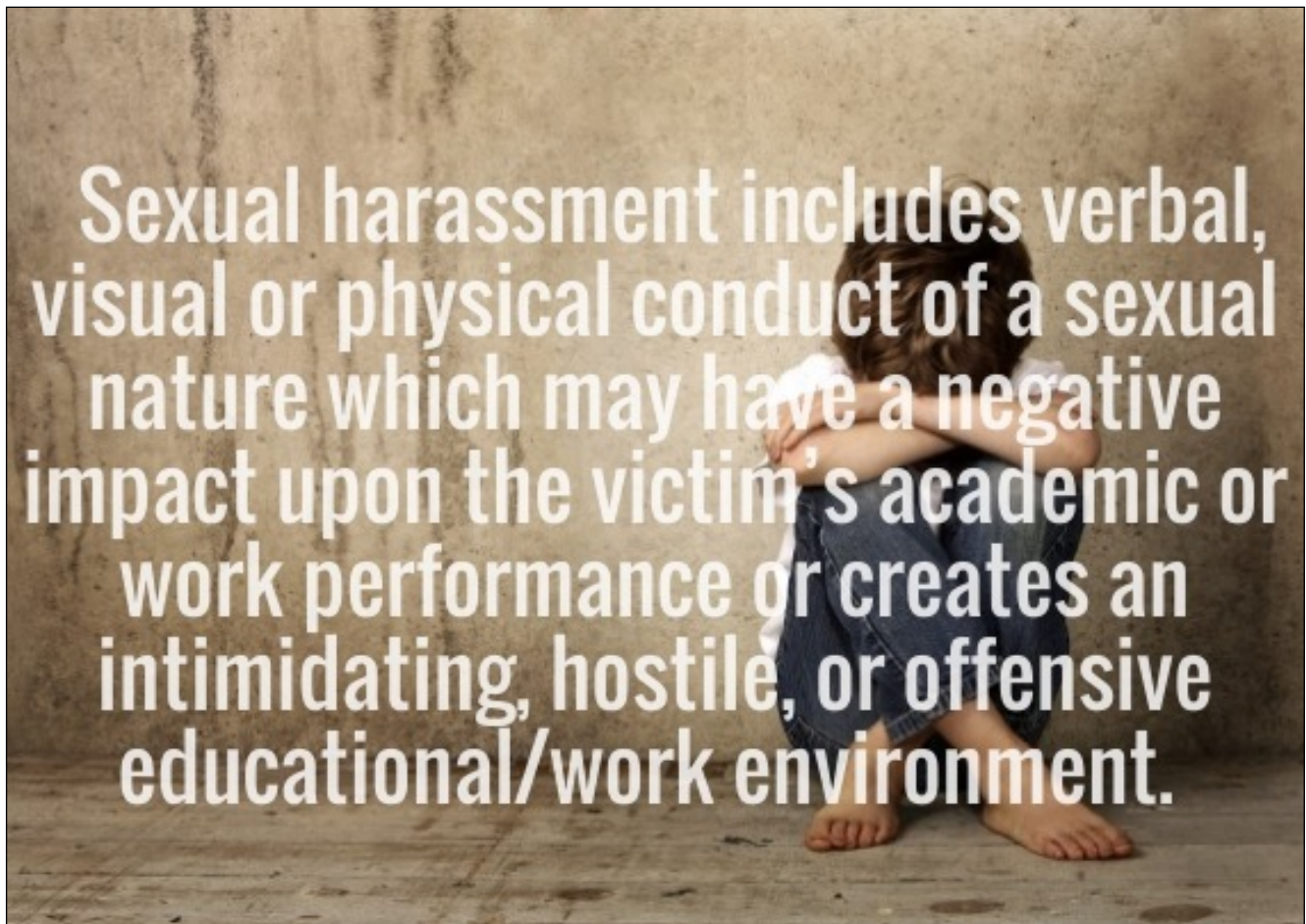

Facilitator's Guide

Sexual Harassment Prevention for 2nd - 12th Graders

Dora Dome Law - February 27, 2015



THE LAW

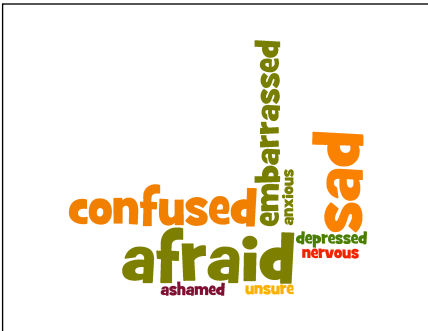
Sexual harassment is against the law in all schools in California (Education Codes 200, 212.6, 48900.2) and in the United States (Title IX).

INTRODUCTION

This guide provides school staff with the requisite information needed to conduct the school's sexual harassment training in compliance with Title IX of the Education Amendments of 1972 and the California Education Code.

PROHIBITED CONDUCT

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:



- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion

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WHO IS COVERED?

Sexual harassment can occur between people of the opposite or same sex and can involve sexual violence.

REPORTING SEXUAL HARASSMENT: WHAT STUDENTS & PARENTS NEED TO KNOW

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint. ****Please note that teachers are mandatory reporters for incidents of sexual abuse or violence. Check with your state's Child Protective Agency for more information.***

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

PREP

Additional considerations for you, as a facilitator, is your readiness to discuss sexual harassment. Some questions to consider as you prepare to lead this training.

Do I understand the legal requirements of sexual harassment in my school district?

Every school district must have a written policy on sexual harassment. It is important to familiarize yourself with this policy in addition to the information included in the training.

Am I comfortable talking about sex and harassment with ____ graders? Parents?

Creating a safe space for students to openly discuss sexual harassment depends on your comfort level. You want students to take the training seriously but, at the same time, open up and/or feel that they can approach you at a later time with more personal questions or concerns. The more you learn about sexual harassment and violence prevention, the more

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you can feel comfortable in facilitating these conversations with students and their parents as well as referring to additional resources, if needed.

Do I have triggers around the issue of sexual harassment?

When facilitating this training, it's important to put the needs of the students first. This can be draining when dealing with such a difficult subject so having a peer group or other supports in place can assist you in keeping the focus on the students even when you feel triggered. If you feel you need additional training or emotional support to best prepare, you should contact your administrator or other designated personnel within your school.

What challenges do I foresee in effectively delivering this training?

The challenges may be tactical, "Do I know enough about this subject to effectively facilitate it?" or emotional, "How do I feel about discussing sex, sexual harassment and sexual violence with students at this age?" Knowing the answers to these questions can help you best prepare to engage with students around this delicate subject.

How will I respond to students who act inappropriately during the training or ask questions that I believe are not grade-level appropriate?

Perhaps you'll want to begin the training by reviewing the classroom rules with students and discuss your expectations, having students hold questions until the end or even submit them in writing to allow you the opportunity to review them before they are asked aloud.

How will I address parental concerns that may arise before or after the training?

Parents may differ greatly in their comfort with discussing sex and sexual harassment with their own children. The parent flyer is designed as a pre-cursor for parents to prepare themselves and their children for the sexual harassment training, but some may still want reassurance that discussions of "sexual harassment" are not the same as providing "sex education" even though a discussion of what constitutes sexual behavior overlaps with helping students understand sex. You can assure parents that even if questions stray into issues of sexual gratification or desires, you will recenter the conversation to discuss appropriate touching, talking and writing only.

THE TRAINING

Recommendations:

- Prior to the initial training, ensure that all parents have received the sexual harassment training flyer and signed a note authorizing their child to participate in the in-school sexual harassment training.
- Have students complete the brief grade-level appropriate sexual harassment survey before (up to a week or two prior is fine) and immediately after the training.

BEYOND THE TRAINING: FACILITATOR & SCHOOL RESPONSIBILITIES

In addition to Title IX, the U.S. Department of Education has from time to time provided further guidance in the form of Dear Colleague letters and other Questions and Answers publications. These provide much needed clarification to help school districts understand and develop effective policies regarding sexual harassment and sexual violence.

Each school district may vary slightly, however, in its implementation. As a facilitator of this training, the following is a list of aspects of your school district's policy for which you should be able to advise students and parents, at a minimum.

Effective Policies include the following:

- Types of measures the school takes to respond to allegations of sexual harassment or violence, including interim measures.
- List of resources and contact information for counseling & victim services on and off school grounds as well as other community resources for both targets and harassers.
- Description of how to file a complaint and the subsequent steps included in an investigation, reporting options, including confidential disclosure.
- How to report sexual violence to campus or local law enforcement & simultaneous pursuit of a Title IX grievance.
- A copy of your school's statement prohibiting retaliation.
- How your school determines if a hostile environment has been created.
- How your school defines consent applicable to sexual conduct.
- Other ways beyond this training that your school encourages the reporting of incidents of sexual harassment and violence and other bystander intervention strategies.

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5th-8th Grade Sexual Harassment Training



**Some prezi slides have animated content. Use the forward arrow to control the speed of the animation. We recommend practicing several times to become comfortable with the pace and marking good places to pause for more discussion before presenting to students.*

NOTES

Feel free to use this section to add pre-training notes for school-specific information noted above that you wish to include in your classroom training.

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SURVEY

5th - 8th Graders

Date:

Grade:

1. I am a:

Boy

Girl

Trangender

Prefer not to choose

2. Sexual harassmt is any behavior that is:

(a) Fun and flirty

(b) Sexual and wanted

(c) Unwanted and sexual

(d) Verbally abusive

3. Susie has a crush on Rick. Her friends convince her that he likes her too but just acts as if he doesn't so she asks him out on a date. He says no but she keeps leaving notes in his locker saying that she likes him and wants them to be boyfriend and girlfriend. Susie's behavior is sexual harassmt. T or F

4. Which of the following is an example of sexual harassmt ?

(a) A student calls another student a "Ho" or "Whore."

(b) A student beats up another student

(c) A student tells another student that (s)he likes her and wants to be her girlfriend

(d) A student spreads rumors about another student having a boyfriend

5. Sexual harassmt only involves sexual touching. T or F

6. Sexual violence must be physical. T or F

7. The steps to reporting sexual harassmt are:

a) Tell an adult at school.

b) Tell an adult at home.

c) Write down what happened.

d) Tell an adult at school, Tell and adult at home, and Write down what happened.

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8. Who can be sexually harassed?

- a) Boys can sexually harass girls? T or F
- b) Girls can sexually harass boys? T or F
- c) Girls can sexually harass other girls? T or F
- d) Boys can sexually harass other boys? T or F
- e) Only boys can sexually harass girls. T or F

* You may need to provide concrete examples to help students understand girl/girl and boy/boy sexual harassment.

9. If a friend is sexually harassed and tells you not to tell anyone, you should not tell anyone. T or F



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ANSWER KEY

1. NA	5. F (Sexual harassment includes touching, writing, talking)	8(e). F
2. c	6. T	9. f
3. T	7. d	
4. a	8(a) - 8(d). T	

ACTIVITY

The final activity for the training will give students an opportunity to role-play assertive responses and proper follow-up (No! Stop! Tell!) actions. In particular, the facilitator should discuss the state of mind and emotions of each of the participants in the harassment scenario:

- 1) the harasser
- 2) the target of the harassment
- 3) the bystander

Scenario 5th-8th Graders: Titty-Twisting Tuesdays & Slap-Ass Fridays

Every week for the past few weeks, some girls and boys have been participating in what students are calling "Titty-Twisting Tuesdays" and "Slapp-Ass Fridays." This group of students randomly targets girls and boys and grabs their nipples, breasts or hits their buttocks. Some students who are targeted find it funny or don't complain about it. And, on one occasion, a student even slapped the bottom of a teacher. But other students don't like the behavior and have said so.

- **Do you think these are examples of sexual harassment? Sexual violence? Why or why not?**
- **If students don't complain, should we assume that they are okay with the behavior?**
- **Whose responsibility is it to stop this unwanted behavior? Students? Teachers? Parents?**

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RESOURCES

U.S. Department of Education handout, *Sexual Harassment: It's Not Academic*

National Association of School Psychologists handout on Sexual Harassment

<http://www.sexedlibrary.org/>

<http://www.kidpower.org/library/article/sexual-harassment-schools/>

National Guidelines Task Force: Guidelines for Comprehensive Sexuality Education K-12



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