

**Pilot Report:**  
**BP/AR 5132 - Student Dress Code**

**December 13, 2018**

**Teaching and Learning, Educational Services**

# Presentation Goals

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- Provide background for process to date
- Review key goals and basic principles
- Summarize implementation outcomes to date including:
  - Community/media response
  - Discipline and survey data
  - Additional input received
- Outline proposed timeline and next steps

# Background

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2017-18	Student/staff advocacy at LMS
	Stakeholder input at BOE
Spring 2018	Workgroup process and pilot approval
August 2018	Implementation
November 2018	Survey
December 2018	Report to BOE

# Workgroup Process

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- Reviewed current AUSD Policies
- Conducted ‘policy and practice crosswalk’ across sites
  - Majority of proposed language aligns with recent pilot at LMS and current practices across high schools
- Reviewed model policies including:
  - Evanston Township High School
  - Oregon National Organization for Women (NOW) model language
- Drafted proposed revisions based on model language
- Shared with stakeholders for input
- Revised proposed language
- Developed training materials for sites
- Reviewed input from internal/external community
- Conducted survey of students, staff, and parents/guardians

# Goals Stated in LMS Presentation to SSC/Staff

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- Students should be able to dress comfortably for school and engage in the educational process without fear of or actual unnecessary discipline or body shaming
- Specific groups of people should not be singled out – Everyone belongs here!
- Minimize barriers to student success and maximize learning time

# Proposed Policy: Basic Principles

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All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

# Implementation Outcomes

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While not by design, AUSD's policy work became national news and advocates in this area continue to monitor and contact staff.

## **Community/Media Response:**

- A wide range of media coverage followed initial communication to the AUSD community. In addition to Alameda media entities, organizations that covered the policy change included ABC7, KRON4, Yahoo Lifestyle, National Public Radio (NPR), Fox News, Associated Press, and Teen Vogue. These stories ranged in their approach to the issue with many celebrating the change and others opposing some/all aspects.

## **Requests for Information/Support:**

- Staff have been contacted multiple times by students, staff, or community members in other districts who are seeking to begin or are in the process of considering policy change in this area.

# Implementation Outcomes: Discipline

Discipline for dress-related violations has reduced since implementation of the new policy:

School	2015-16*	2016-17	2017-18	2018 to date
AHS	10	2	0	0
EJSHS	11**	10	1	3
LMS	21	23	3	0
WMS	4	1	0	0

\*Beginning in 2016-17 all dress code-related violations were classified under ‘inappropriate dress.’ Prior to this there were several sub-categories in addition including: exposure, hat, bad message, shoes, gang attire, and sunglasses. Also included was the code ‘Uniform Violation’ which has been used by both Physical Education instructors as well as Encinal Junior Jets for their standard uniform policy.

\*All 11 incidents classified under ‘Uniform Violation’ code



# Implementation Outcomes: Survey

The workgroup developed and conducted a survey of students, staff, and parents/guardians in November to assess experiences and perceptions following implementation of the pilot policy. A summary of who responded is below:

Group	Students	Staff	Family
<b>Total Respondents</b>	<b>300</b>	<b>150</b>	<b>260</b>
<b>K-5 Respondents</b>	<b>94</b>	<b>44</b>	<b>71</b>
<b>6-8 Respondents</b>	<b>250</b>	<b>66</b>	<b>161</b>
<b>9-12 Respondents</b>	<b>51</b>	<b>57</b>	<b>71</b>

NOTE: Bay Farm responses are counted in both the ‘K-5’ and ‘6-8’ groupings and Encinal Junior/Senior High School responses are counted in both the ‘6-8’ and the ‘9-12’ groupings.

Staff Role	% of Total Staff Responses
<b>Classroom Teacher</b>	<b>70.7</b>
<b>Other Classroom Position</b>	<b>6.7</b>
<b>Site Admin/ Other Manager</b>	<b>2.7</b>
<b>Office Staff Position</b>	<b>11.3</b>
<b>Other Non-Classroom Position</b>	<b>8.7</b>

# Survey Results: Awareness

Overall, respondents demonstrated a very high level of awareness of the policy prior to the survey and a moderate to very high rate of having read the new policy prior to the survey.

Percentage of respondents who were aware of the policy change prior to the survey	Students	Staff	Family
YES	86.7	96.7	90.4
NO	13.3	3.3	9.6

Percentage of respondents who had read the pilot policy prior to the survey	Students	Staff	Family
YES	61	92.7	88.1
NO	39	7.3	11.9

# Survey Results: Impact on Educational Experience

An increased number of respondents in all groups indicated that the new policy has had a positive impact on student educational experience relative to the same question about the old policy.

How did the OLD dress code policy impact the educational experience of students?	Students (%)	Staff (%)	Family (%)
Positively	4	12	11
Neutral/No Impact	80	57	74
Negatively	16	31	10
Don't Know	N/A	N/A	5
How has the NEW dress code policy impacted the educational experience of students?	Students (%)	Staff (%)	Family (%)
Positively	36	23	21
Neutral/No Impact	60	42	60
Negatively	4	35	12
Don't Know	N/A	N/A	7

# Survey Results: Impact of the OLD/NEW Policy

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Of students who report (a) having been negatively impacted by the old policy and (b) having been positively impacted by the new policy, the majority identify as female.

- Of the 16% of student respondents who reported being negatively impacted by the old dress code policy, 71% identify as female. An additional 10% identify as non-binary/third gender or preferred not to say.
- Of the 36% of student respondents who reported being positively impacted by the new dress code policy, 61% are female. An additional 10% identify as non-binary/third gender or preferred not to say.

# Survey Results: Discipline

Fewer students, staff, and family report that students are being publicly called out in class/on campus for dress code violations under the new policy.

Percentage of respondents reporting that they were publicly called out (called out students) in class or on campus for violation of old dress code.	Students (%)	Staff (%)	Family (%)
YES	21	31	8
NO	79	69	87
Don't Know	N/A	N/A	5
Percentage of respondents reporting that they were publicly called out (called out students) in class or on campus for violation of new dress code.	Students (%)	Staff (%)	Family (%)
YES	2	9	2
NO	98	91	96
Don't Know	N/A	N/A	2

# Survey Results: Discipline

Fewer students, staff, and family report that students are being removed from class for dress code violations under the new policy.

Percentage of respondents reporting that they were/their student was removed (have removed students) from class for violation of old dress code.	Students (%)	Staff (%)	Family (%)
YES	7	10	4
NO	93	77	94
Don't Know	N/A	N/A	2
Percentage of respondents reporting that they were/their student was removed (have removed students) from class for violation of new dress code.	Students (%)	Staff (%)	Family (%)
YES	2	9	2
NO	98	91	96
Don't Know	N/A	N/A	2

# Survey Results: Discipline

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Of the students who reported being called out publicly or removed from class under old dress code, the majority identify as female.

- Of the 21% of student respondents who reported being publicly called out under the old dress code policy, 66% identify as female. An additional 8% identify as non-binary/third gender or preferred not to say.
- Of the 7% of student respondents who reported being removed from class under the old dress code policy, 57% identify as female. An additional 5% preferred not to say.

Of the 2% (6) of students who reported being called out publicly under the new dress code, 3 identify as male, 2 identify as female, and 1 preferred not to say.

Under the new dress code the single student who reported being removed from class identifies as male.

# Survey Results: Changes in Dress

The majority of students report that the new dress code has not changed the way they dress for school. The majority of staff and parents/guardians report that it has changed the way students dress for school.

Has the new dress code changed the way you dress/your student(s) dress for school?	Students (%)	Staff (%)	Family (%)
YES	34	70	20
NO	66	30	77
Don't Know or N/A	N/A	N/A	3



# Survey Results: Hats and Hooded Shirts/Jackets

The majority of students strongly agree or agree that it is important they have the ability to wear hats and hooded shirts/jackets in class. The majority of staff disagree or strongly disagree.

Percentage of respondents agreeing with the statement: It is important that students have the ability to wear hats in class.	Students (%)	Staff (%)	Family (%)
<b>Strongly Agree</b>	<b>23</b>	<b>8</b>	<b>4</b>
<b>Agree</b>	<b>33</b>	<b>13</b>	<b>10</b>
<b>Neutral</b>	<b>37</b>	<b>25</b>	<b>36</b>
<b>Disagree</b>	<b>5</b>	<b>21</b>	<b>23</b>
<b>Strongly Disagree</b>	<b>3</b>	<b>33</b>	<b>27</b>
Percentage of respondents agreeing with the statement: It is important that students have the ability to wear hooded shirts/jackets in class.	Students (%)	Staff (%)	Family (%)
<b>Strongly Agree</b>	<b>41</b>	<b>7</b>	<b>10</b>
<b>Agree</b>	<b>28</b>	<b>13</b>	<b>24</b>
<b>Neutral</b>	<b>26</b>	<b>19</b>	<b>28</b>
<b>Disagree</b>	<b>3</b>	<b>20</b>	<b>17</b>
<b>Strongly Disagree</b>	<b>3</b>	<b>41</b>	<b>22</b>

# Survey Results: Hats and Hooded Shirts/Jackets

The majority of students do not find hats or hooded shirts/jackets disruptive to the classroom environment. The majority of family finds both, hats and hooded shirts/jackets, disruptive to the class while staff report hooded shirts/jackets more disruptive than hats.

Are hats disruptive to the classroom environment?	Students (%)	Staff (%)	Family (%)
YES	9	38	45
NO	91	62	55

Are hooded shirts/jackets disruptive to the classroom environment?	Students (%)	Staff (%)	Family (%)
YES	7	63	37
NO	93	37	63

# Survey Results: Hats and Hooded Shirts/Jackets

For staff that report finding hats and/or hooded shirts/jackets disruptive to the classroom environment, the majority report that student earbud/headphone use plays a significant role or is the sole reason for their belief.

If you believe hats and/or hooded shirts/jackets are disruptive, which of the following best describes how much of a role student earbud/headphone use affects your belief?	% of Respondents
Not at all	16
Small role	19
Significant Role	45
Sole Reason	21

# Survey: Narrative Responses

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A number of open-ended questions were included on the survey to enable respondents the opportunity to provide more extended answers.

Questions included:

- Describe the impact the old dress code had on \_\_\_ educational experience.
- Describe the impact the new dress code has had on \_\_\_ educational experience.
- How has the dress code changed the way \_\_\_ dress for school?
- Describe why you believe hats and/or hooded shirts/jackets are disruptive to the classroom environment.
- Besides hats and/or hooded shirts/jackets, please provide any additional input you have on our district's student dress code pilot policy.

Answers ranged from emphatic support for all changes to strong opposition to specific elements or the policy at large. This narrative data will be used by the workgroup to inform additional discussions and potential revisions.

# Policy Language Considerations: Hats and Hooded Shirts/Jackets

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Potential guidance and/or revising existing language regarding hats and hooded shirts/jackets. Key considerations:

- Allowing for religious/other head coverings
- Minimizing student class time missed and avoiding unnecessary discipline
- Maintaining socially and emotionally safe classroom environments
- Minimizing need for teachers to engage in subjective discipline

Potential next steps:

1. Develop policy language providing guidance on appropriate practices in classrooms without explicit ban
2. Develop policy language that prohibits hats and hooded items - but not other specific head coverings - that allows for objective, consistent enforcement and does not lead to missed class time

# Policy Language Considerations: ‘May Wear’

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Specific terminology in the ‘MAY Choose to Wear’ section has resulted in a range of feedback and, in some cases, confusion.

Potential next steps might include modifying/eliminating some language that, while not impacting the actual implementation of the policy, would reduce confusion about what students ‘may’ wear vs. what students ‘should’ wear.

Examples include:

- Pajamas
- Midriff baring shirts

# Proposed Next Steps: Timeline

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Jan/Feb 2019	Workgroup discussion/revision
Mar/Apr 2019	Revised draft shared with stakeholders Stakeholder input reviewed Final revisions made to draft
May 2019	Final policy presented to BOE
Aug 2019	Final policy implemented (if approved)

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**QUESTIONS?**