

An abstract, three-dimensional geometric pattern of white, rounded, interconnected shapes resembling a honeycomb or cellular structure, set against a dark grey background.

New Hanover County Schools: Title IX Survey

Summary of Results from November 2021

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Consultant Background



Christopher Kolar M.S.Ed

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- 20+ years in K-12 administration and higher education institutional research
- Primary work uses mixed methods to evaluate program effectiveness
- Fields include STEM, gifted ed/talent development, strategic planning, school climate, and measurement of SEL and mental health programs
- In Palo Alto, worked with Title IX director and Office for Civil Rights to measure progress in resolution agreement



Participants

- 8046 Valid Responses

8669 submissions: 92% completion rate

13,907 enrolled: 62% participation rate

- Gender Diversity

Female	3500	43.5%
Male	3894	48.4%
Prefer not to answer	154	1.9%
TQQIA+	495	6.2%

- Students allowed to skip questions or end participation at will

TQQIA+ refers to persons identifying as transgender, genderqueer, questioning, intersexual, asexual, two spirit, or other nonconforming identity. Student responses were pooled to protect anonymity.

Participation by Grade Level

Grade	n	% of Enrollment
6	1,445	86%
7	1,450	79%
8	1,397	76%
9	1,358	55%
10	1,096	55%
11	815	43%
12	485	31%

Participation by Middle School Site

School	Responses	% of Enrolled Students
Gregory	103	85%
Holly Shelter	723	82%
Mosley	44	36%
Murray	645	77%
Myrtle Grove	641	91%
Roe	13	41%
Roland Grise	555	66%
Trask	604	89%
Williston	597	84%

Participation by High School Site

School	Responses	% of Enrolled Students
Ashley	678	35%
Mosley	44	36%
Hoggard	1,298	61%
Isaac Bear	117	51%
Laney	950	45%
New Hanover	664	44%
SeaTech	126	59%
WECHS	102	44%
Roe	13	41%

Definitions of Sexual Harassment Provided to Students

Examples of **Sexual Harassment** under Title IX include:

- unwelcome sexual advances or requests for sexual favors
- deliberate, unwelcome touching that has sexual connotations or is of a sexual nature
- suggestions or demands for sexual involvement accompanied by implied or over promises of preferential treatment or threats
- pressure for sexual activity
- continued or repeated offensive sexual flirtations, advances or propositions
- continued or repeated verbal remarks about an individual's body (sexual in nature)
- sexually degrading words used toward an individual or to describe an individual
- sexual assault, sexual violence, dating violence, relationship violence
- the display of sexually suggestive drawings, objects, pictures or written material
- posting sexually suggestive pictures of a person without the person's consent
- sending pornographic material depicting a classmate or other member of the school community
- other verbal or physical conduct of a sexual nature.

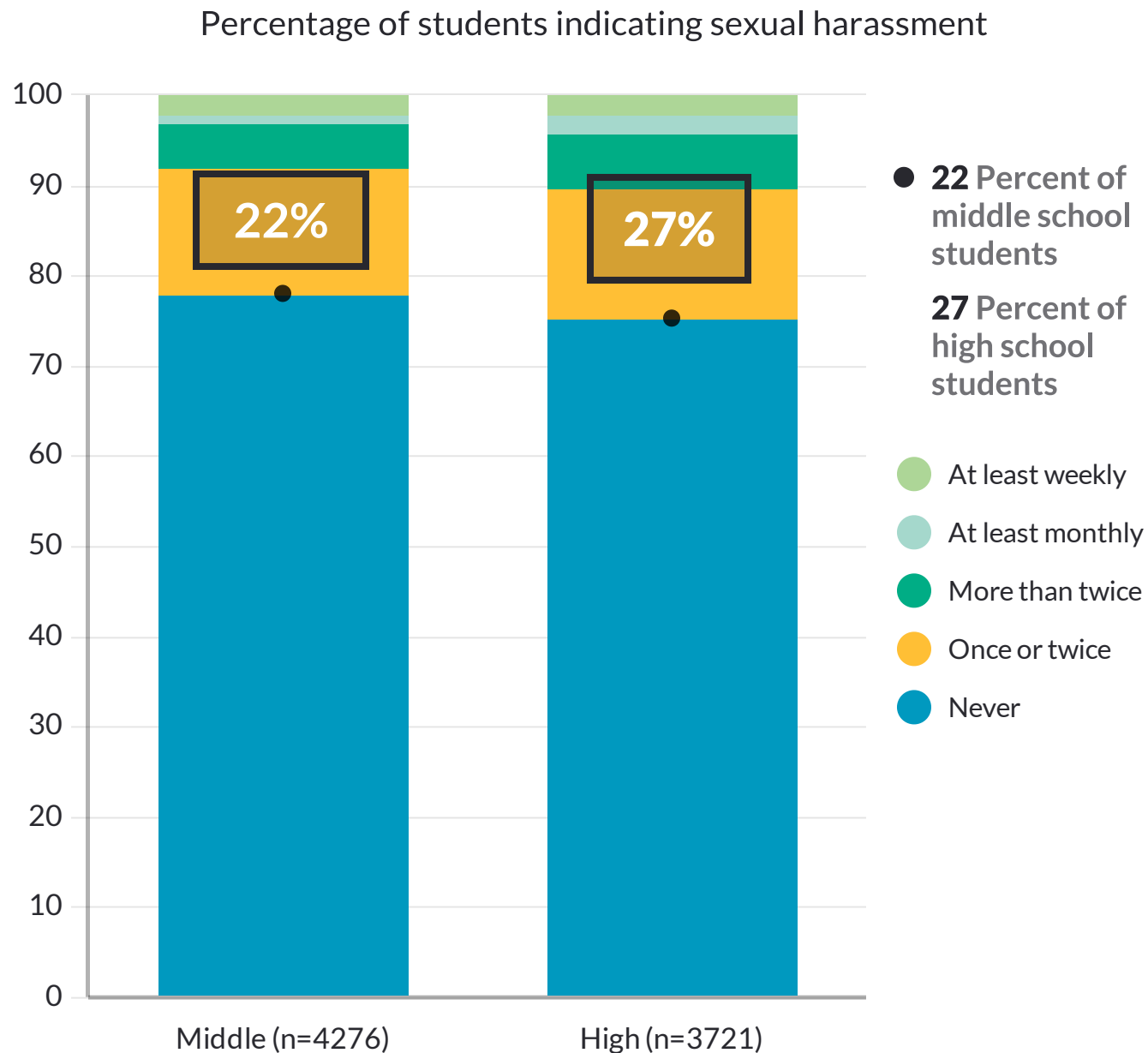
Definition of Gender-Based Harassment Provided to Students

Gender-based harassment is:

- unwelcome conduct based on a student's sex
- harassing conduct based on a student's failure to conform to sex stereotypes
- **Gender-based harassment** can be carried out by school employees, other students, and third parties
- All students can experience gender-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages
- Title IX protects all students from gender-based harassment, regardless of the sex of the parties, including when they are members of the same sex

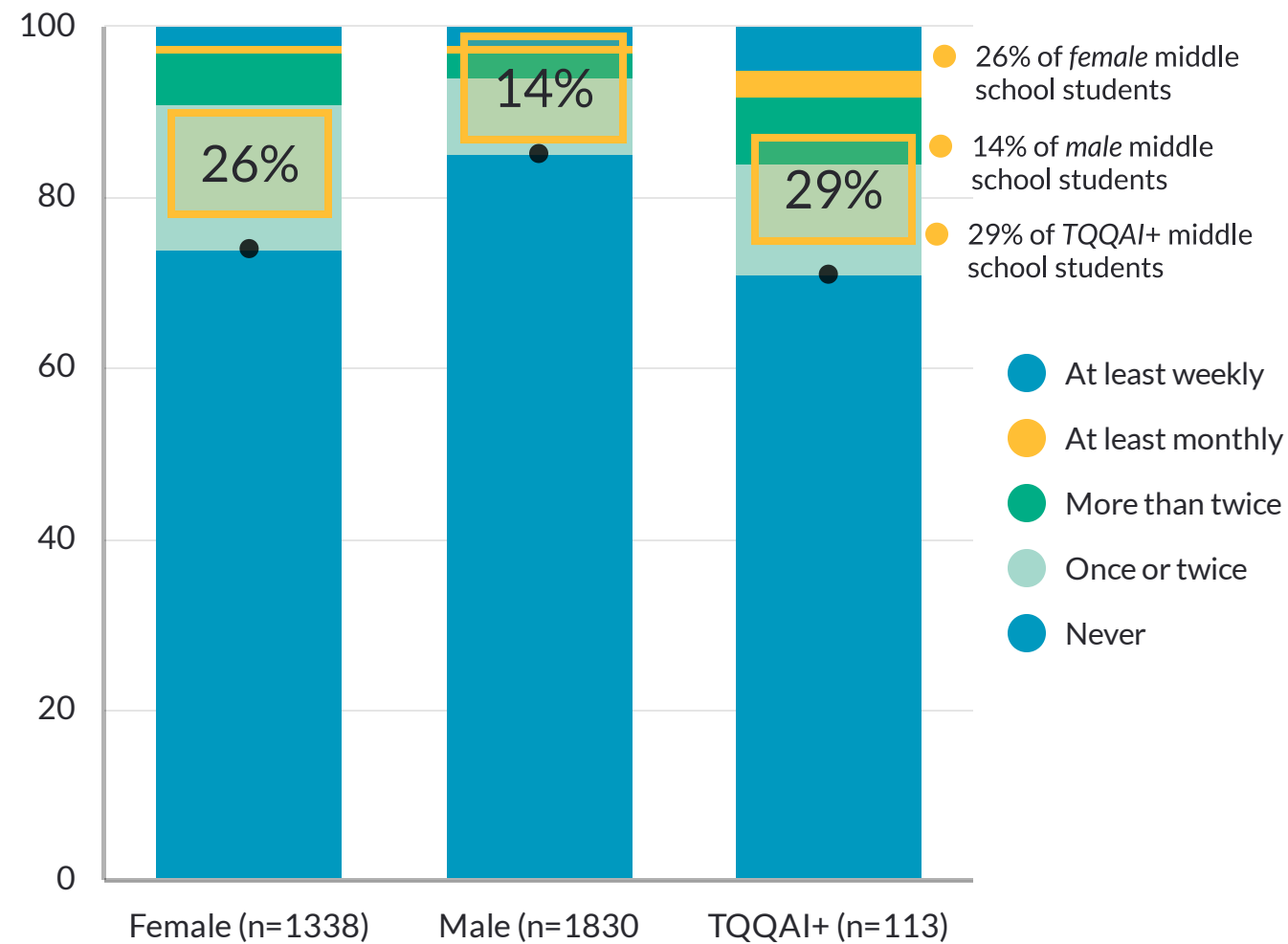
Students Experiencing
Sexual Harassment

Student responses to
“During your middle/high
school years, have you
personally experienced
behavior that could be
considered sexual
harassment?”



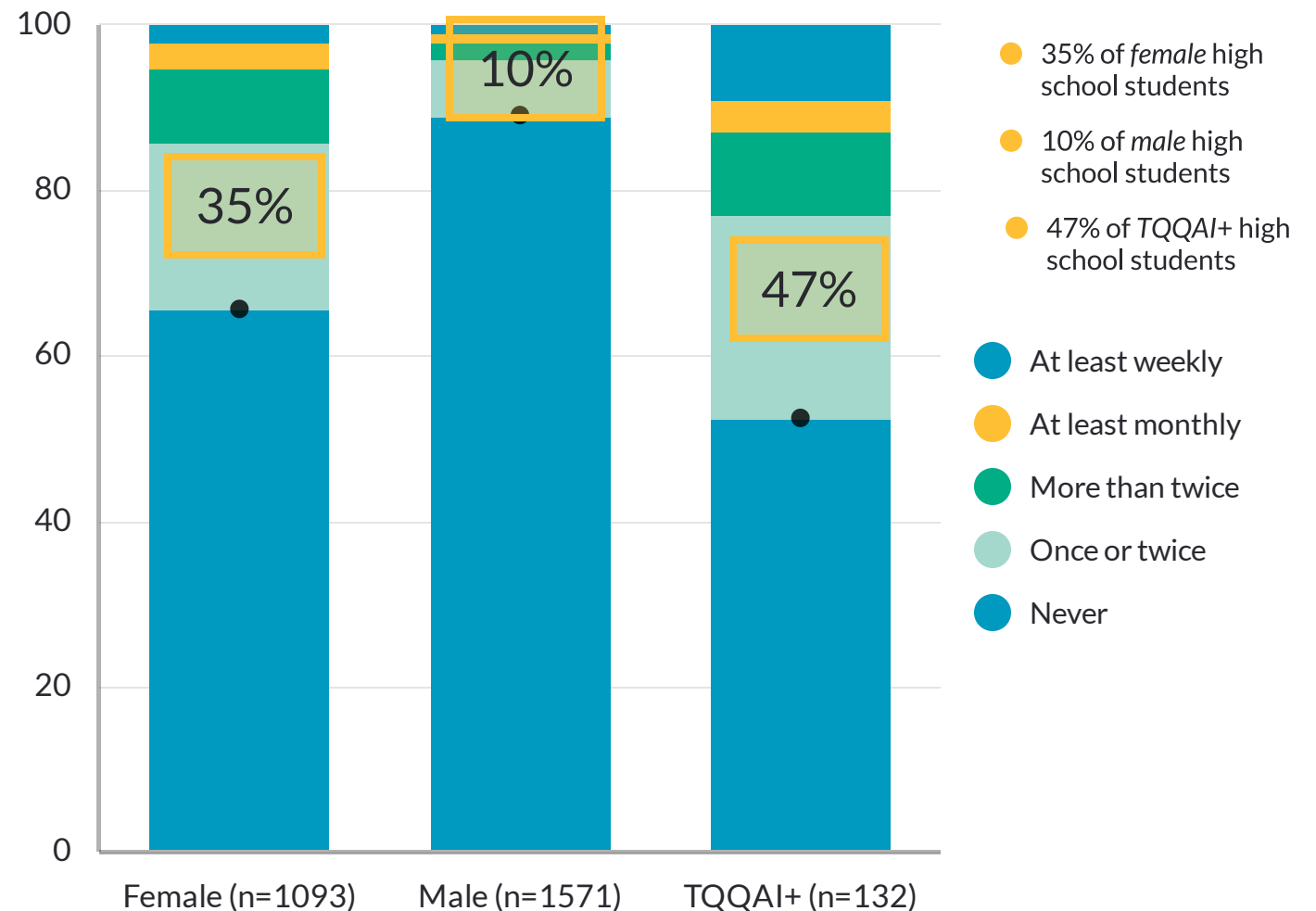
Middle School Sexual Harassment by Gender Identity

Student responses to “During your middle/high school years, have you personally experienced behavior that could be considered sexual harassment?”



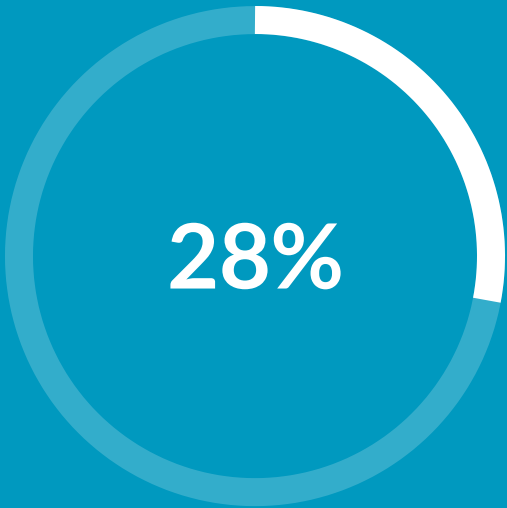
High School Sexual Harassment by Gender Identity

Student responses to “During your middle/high school years, have you personally experienced behavior that could be considered sexual harassment?”

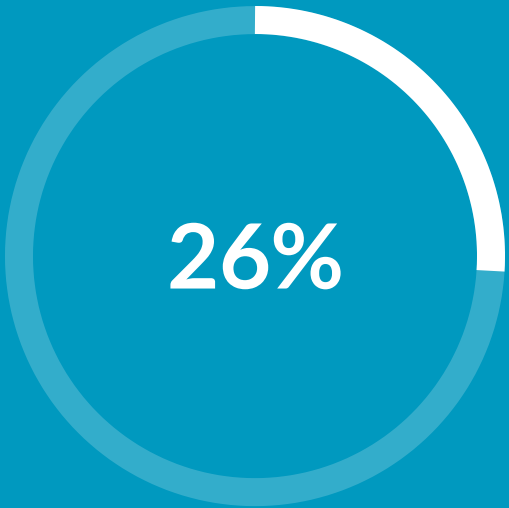


Middle School Did you tell a trusted adult who works for New Hanover County Schools about the sexual harassment?

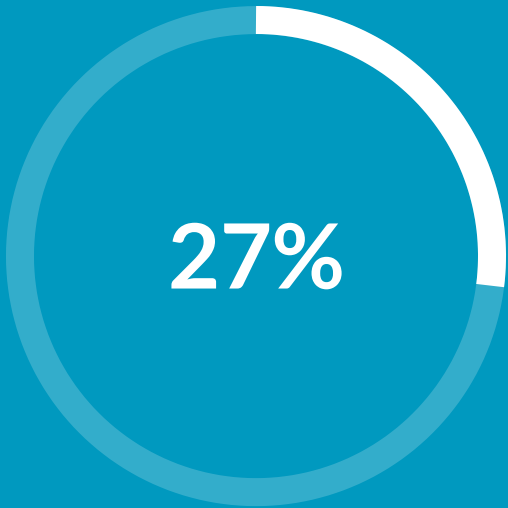
Percentage of harassed students answering yes, by gender identity



Female
(n=336)



Male
(n=221)



TQQAI+
(n=95)

High School Did you tell a trusted adult who works for New Hanover County Schools about the sexual harassment?

Percentage of harassed students answering yes, by gender identity



Female
(n=487)



Male
(n=145)



TQQAI+
(n=101)

Reporting How comfortable were you with the staff response?

	Not comfortable at all	Slightly comfortable	Moderately comfortable	Very comfortable	Extremely comfortable
Middle School (n=184)	13%	25%	33%	21%	9%
High School (n=98)	21%	22%	34%	11%	11%

Middle School Why did you not report the behavior?

Top reasons for non-reporting of harassment (n=676)	n	% of non-reporters
I didn't need help	239	35%
I didn't want attention or publicity	206	31%
I didn't want to make things worse or be retaliated against	159	24%
It was all in good fun, playful	155	23%
I didn't want the person to get into trouble	148	22%
At the time, I didn't know that it was something that I could / should report	129	19%
It is just normal behavior	109	16%
I felt embarrassed, ashamed or that it would be too emotionally difficult	104	15%
I didn't think anyone would believe me	88	13%

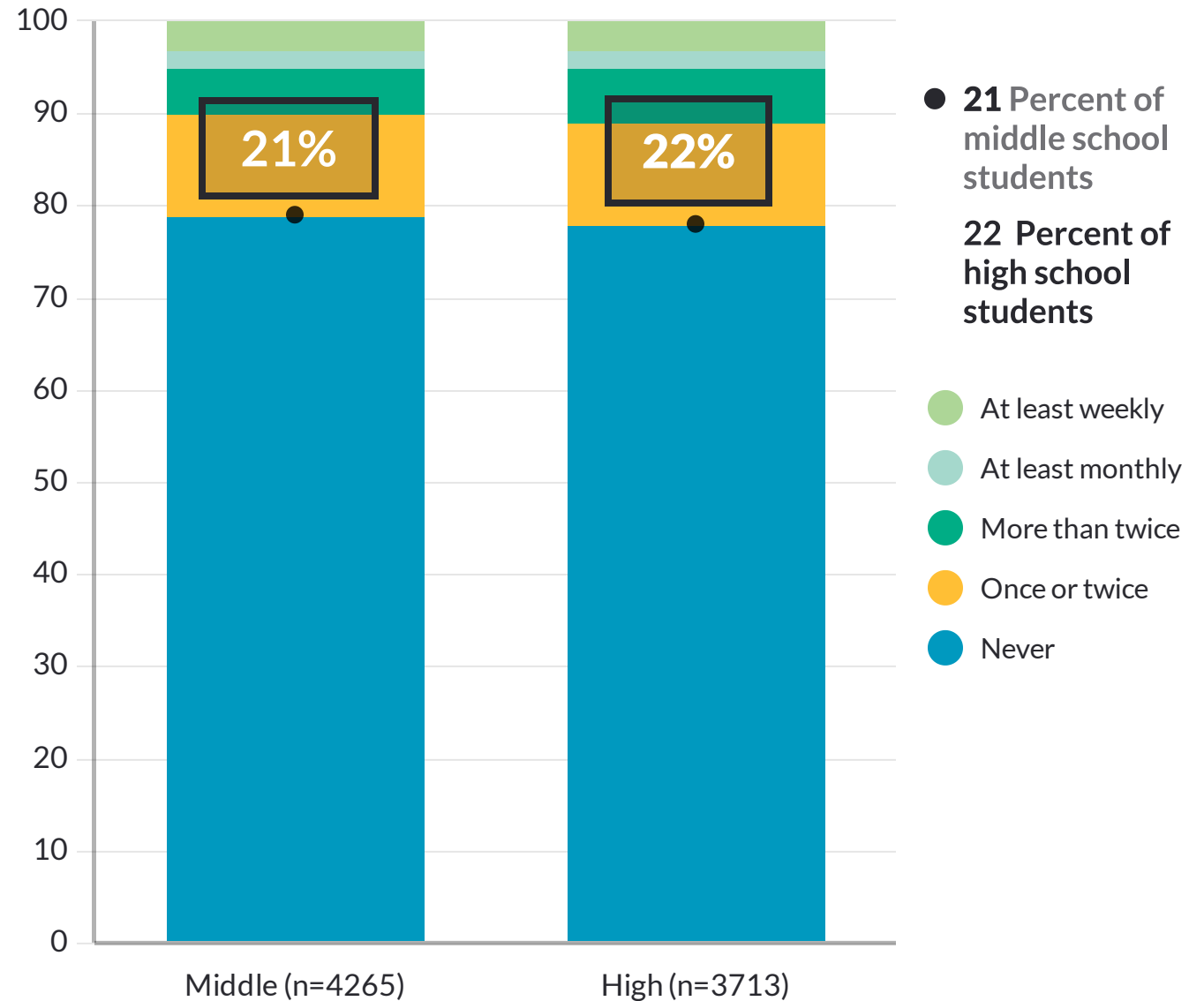
High School Why did you not report the behavior?

Top reasons for non-reporting of harassment (n=750)	n	% of non-reporters
I didn't need help	311	42%
I didn't want attention or publicity	245	33%
I didn't want to make things worse or be retaliated against	187	25%
The process doesn't work/isn't effective	183	24%
It is just normal behavior	177	24%
At the time, I didn't know that it was something that I could / should report	175	23%
The incident occurred off campus or outside of school hours	167	22%
It was all in good fun, playful	151	20%
I feared it would not be kept confidential	148	20%

Students Experiencing
Gender-Based Harassment

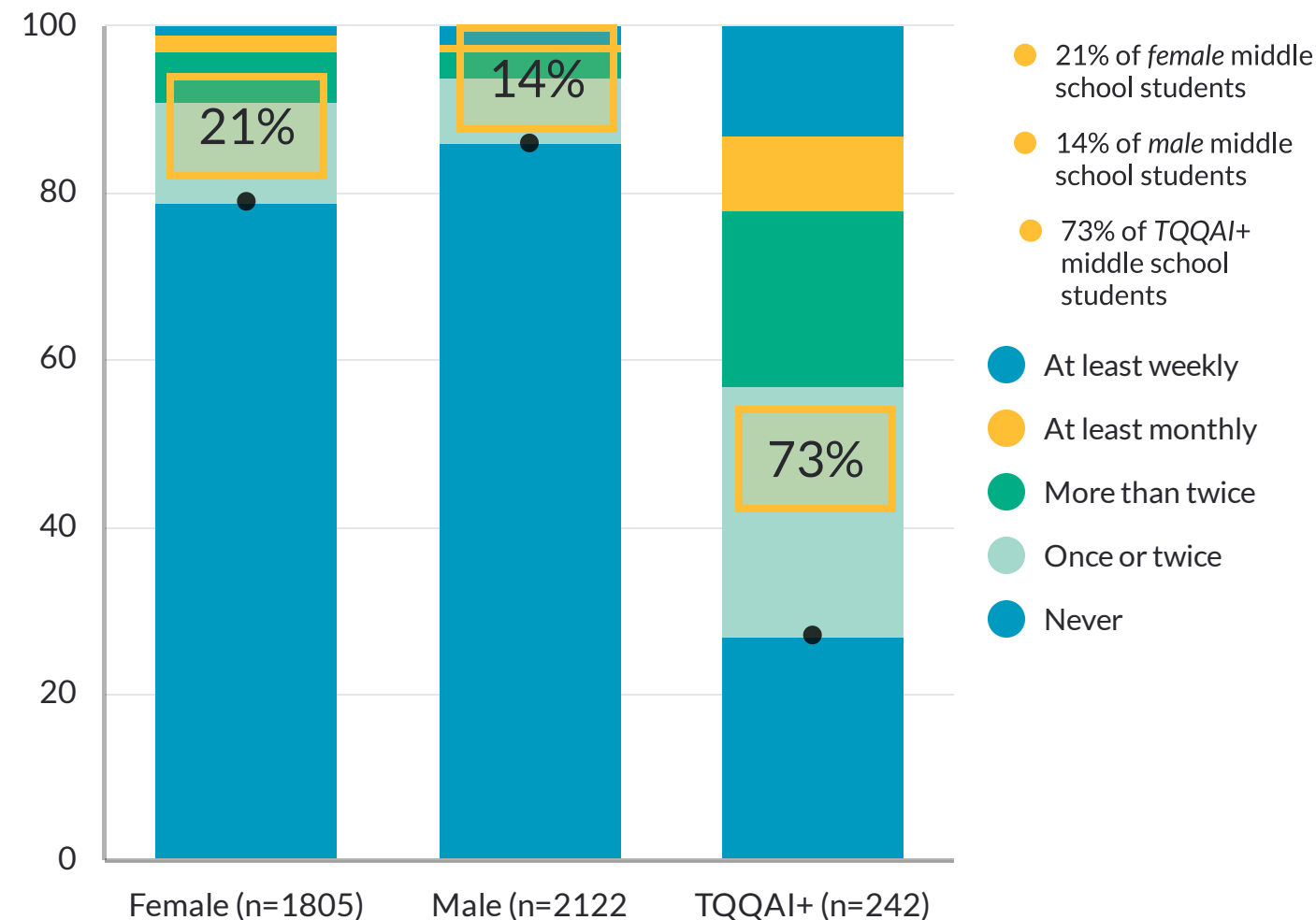
Student responses to
“During your middle/high
school years, have you
personally experienced
behavior that could be
considered gender-based
harassment?”

Percentage of students indicating gender-based harassment



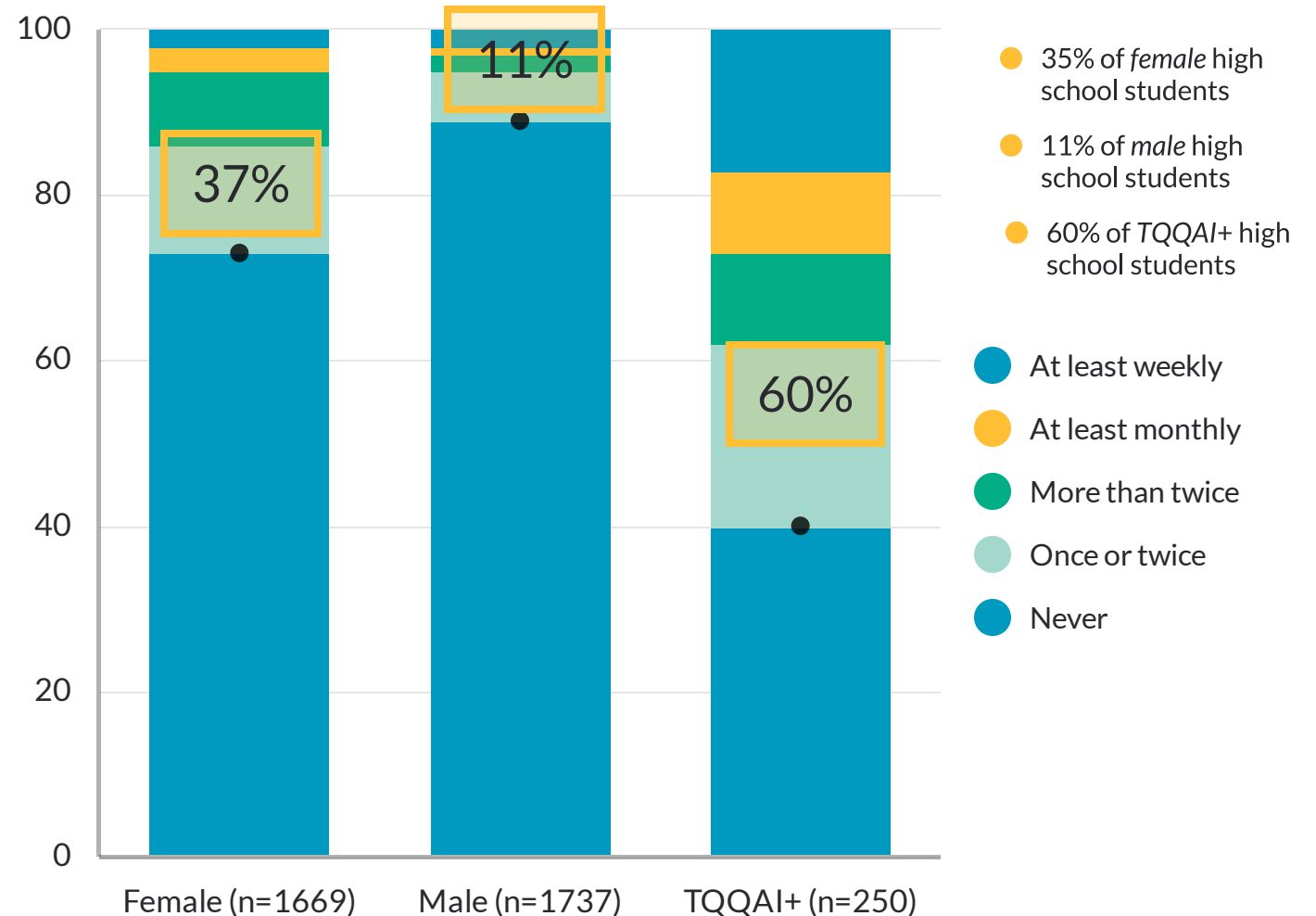
Middle School Gender-Based Harassment by Gender Identity

Student responses to “During your middle/high school years, have you personally experienced behavior that could be considered gender-based harassment?”



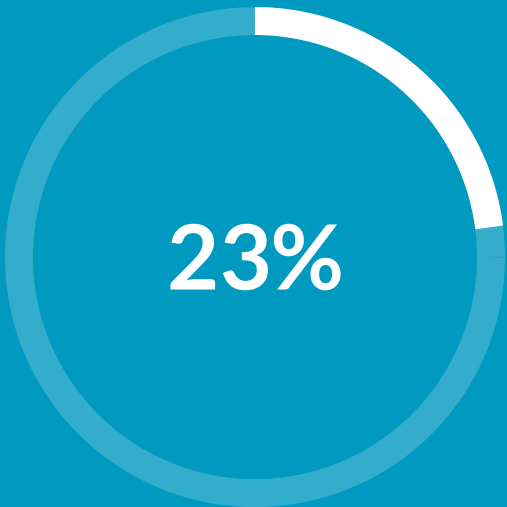
High School Gender-Based Harassment by Gender Identity

Student responses to “During your middle/high school years, have you personally experienced behavior that could be considered gender-based harassment?”

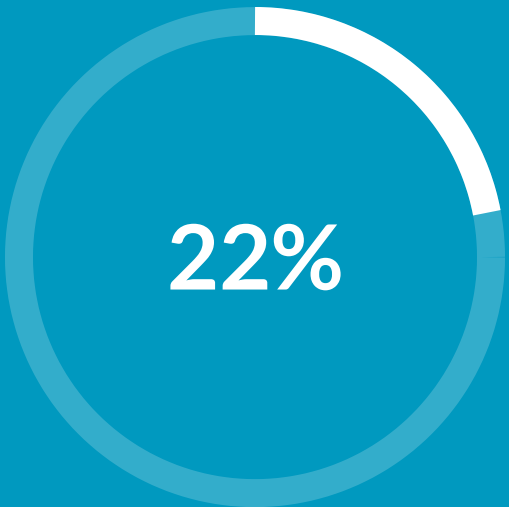


Middle School Did you tell a trusted adult who works for New Hanover County Schools about the gender-based harassment?

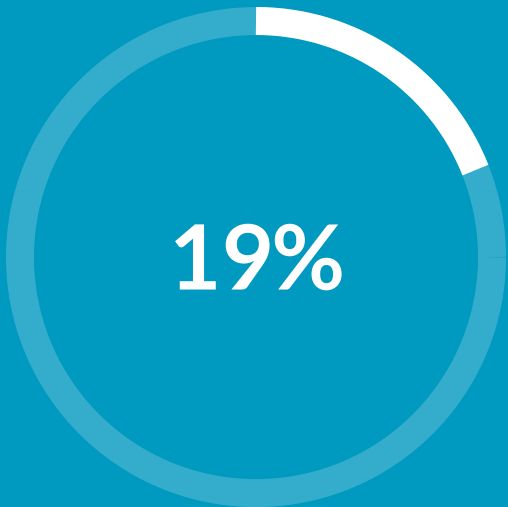
Percentage of harassed students answering yes, by gender identity



Female
(n=374)



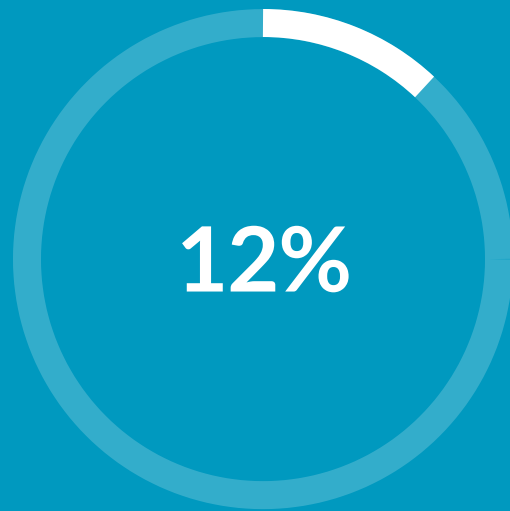
Male
(n=288)



TQQAI+
(n=176)

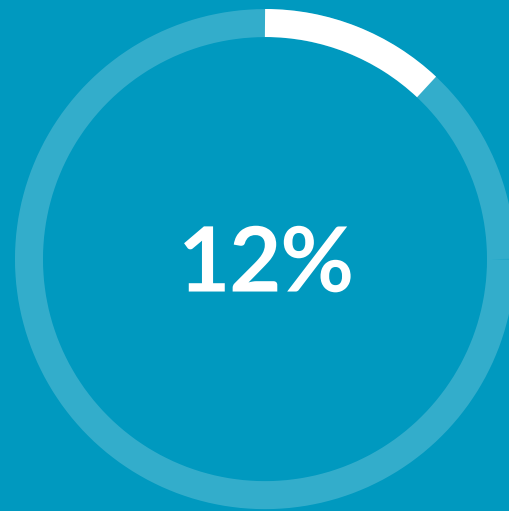
High School Did you tell a trusted adult who works for New Hanover County Schools about the gender-based harassment?

Percentage of harassed students answering yes, by gender identity



Female

(n=454)



Male

(n=190)



TQQAI+

(n=147)

Reporting How comfortable were you with the staff response?

	Not comfortable at all	Slightly comfortable	Moderately comfortable	Very comfortable	Extremely comfortable
Middle School (n=248)	15%	29%	32%	16%	9%
High School (n=132)	21%	21%	30%	20%	8%

Middle School Why did you not report the gender-based harassment?

Top reasons for non-reporting of harassment (n=654)	n	% of non-reporters
I didn't want attention or publicity	197	29%
I didn't need help	182	27%
I didn't want the person to get into trouble	111	16%
I felt embarrassed, ashamed or that it would be too emotionally difficult	101	15%
It was all in good fun, playful	100	15%

High School Why did you not report the gender-based harassment?

Top reasons for non-reporting of harassment (n=692)	n	% of non-reporters
I didn't need help	235	33%
It is just normal behavior	178	25%
I didn't want attention or publicity	168	23%
The process doesn't work/isn't effective	168	23%
I didn't want to make things worse or be retaliated against	163	23%
The reporting process is a pain	118	17%
At the time, I didn't know that it was something that I could / should report	104	15%

Opportunities

- Provide a clear articulation of the process, as well as what to expect before, during, and after reporting.
- Student confidence in school staff is low, particularly around confidentiality; students may be afraid that staff will reveal them as the informant if reported.
- Utilize staff and student programming to counter normalization of harmful attitudes and behaviors (ex. “it was all in good fun”). Model intervention and “bystander” behavior through staff.
- Ensure community discussion of these results includes student voice via clubs or organizations, focus groups are recommended.
- Review student supports and services to remove barriers to student use and accessibility of school and district resources.
- Staff review procedures for identification of students in need of mental health supports and services.

Sources

- CDC: Creating Safe Schools for LGBTQ+ Youth
<https://www.cdc.gov/healthyyouth/safe-supportive-environments/PD-LGBTQ.htm>
- NHCS student survey, administered November 2021
- NHCS enrollment data, November 2021
- North Carolina Coalition Against Sexual Assault
<https://nccasa.org/our-work/initiatives-projects/title-ix-information/>
- North Carolina Equality Profile
https://www.lgbtmap.org/equality-maps/profile_state/NC