

Waterloo Community Schools 2010 Restricted Dress Code Policy Survey

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Executive Summary

Prepared by the Center for Social and Behavioral Research, University of Northern Iowa
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Background & Methodology

In May 2010, the Waterloo Community Schools 2010 Restricted Dress Code Policy Survey was conducted by the Center for Social and Behavioral Research (CSBR) at the University of Northern Iowa (UNI) and funded by the Waterloo Community Schools. The purpose of the survey was to measure awareness, attitudes and concerns related to the possible implementation of a restricted dress code policy in the Waterloo Community Schools. Staff at CSBR completed 402 telephone interviews with parents or guardians of K-12 students in the Waterloo Community Schools.

Key Findings

There was broad awareness about the District's consideration of implementing a restricted dress code policy with almost nine in ten respondents reporting that they were aware of the consideration. Prior to being provided with details about the policy, three-fourths of the parents/guardians (75%) indicated that they at least somewhat supported a stricter dress code policy in the District.

In an uncued pair of questions, parents most frequently reported the most positive aspect of a restricted dress code policy would be reduced competitiveness about clothing. The most negative aspect most frequently offered was infringing on students' freedom of expression. When respondents were asked about their attitudes regarding a number of arguments for and against a restricted dress code policy, they agreed most strongly that the dress code policy would reduce competitiveness about clothing, enhance a school's image, and reduce peer pressure. Respondents disagreed most strongly with the statements that the proposed policy would improve attendance or harm the student's transition into adulthood when they will make their own clothing decisions and be judged on them.

After respondents had received a summary of the proposed policy and had been asked their levels of agreement regarding positive and negative aspects of a restricted dress code policy, 72% reported at least some support for the policy with nearly half (47%) voicing strong support. Just under three in ten (29%) opposed the policy after hearing about it with approximately one-fifth (19%) indicating that they strongly opposed the policy. Respondents were also asked if they would support the dress code policy in some grades and not others. Approximately one-fifth (21%) indicated support for some grade levels and not in others with elementary school being the preference of almost eight in ten of those who supported it only for some students. Overall, the provision of information resulted in slight polarization of original support/opposition.

Background & Methodology

Background

The purpose of the study was to measure knowledge, attitudes and concerns related to the possible implementation of a restricted dress code policy in the Waterloo Community Schools. Data were collected from parents and guardians who will have at least one student in the Waterloo Community Schools during the 2010-2011 school year. Elementary school, middle school, and high school categorization was based on the student's grade level for the 2010-2011 school year. The questionnaire was structured such that overall support for the restricted dress code policy was assessed both before and after information about the dress code policy was provided. Items assessing respondent awareness, perceptions of potential positive and negative impacts of a dress code policy, and a basic demographic profile were also included in the questionnaire. The results of this study will be used by the Board of Education and Superintendent to inform the possible implementation of a restricted dress code policy. The study was funded by the Waterloo Community Schools and conducted by the Center for Social and Behavioral Research (CSBR) at the University of Northern Iowa (UNI). All research activities were approved by the UNI Institutional Review Board to protect the rights of human research participants.

Methodology

The targeted population and sampling frame consisted of parents and guardians who will have at least one student in the Waterloo Community Schools during the 2010-2011 school year. The Waterloo Community School District provided a sample of 6,907 telephone numbers for parents or guardians of K-12 students in the Waterloo Community Schools. Duplicates were removed from the provided sample resulting in a final sample of 6,581 telephone numbers.

All data were collected via Computer Assisted Telephone Interviewing (CATI) technology at the CSBR at UNI. Interviewers were trained and supervised by CSBR professional staff. Data collection began on May 12, 2010 and was concluded on May 18, 2010.

A total of 1,017 numbers were attempted, yielding 402 completed interviews. Each respondent was provided with a brief description of the interview purpose, identity of the study sponsor, and informed that their participation was voluntary and confidential (See Appendix A for questionnaire). The response rate (RR3; American Association for Public Opinion Research, 2006)¹ was 53% with a cooperation rate of 94% (COOP3; American Association for Public Opinion Research, 2005). The response rate is the ratio of interviews to eligible numbers dialed, and the cooperation rate is the ratio of interviews to all eligible respondents contacted.

The analyses presented in the report reflect unweighted values. Unless otherwise noted, the percentages reflect the proportions of respondents who answered the question.

¹ American Association for Public Opinion Research (2006). *Standard definitions: Final dispositions of case codes and outcome rates for surveys*. Ann Arbor, Michigan: AAPOR.

Sample Profile

Of the 402 respondents, 61% had students in elementary school, 39% in middle school, and 37% had students in high school (see Table 1). As seen in Table 2, the majority of respondents (83%) had one or two school-age children currently attending the Waterloo Community Schools (WCS).

Table 1. Grade levels of parent/guardian’s students

Grade Levels of Students	Percent
Elementary	61
Middle School	39
High School	37

**Note: values do not sum to 100 due to multiple mentions

Table 2. Number of School-Aged Children Currently Attending WCS

# of Children	Percent
1	47
2	36
3	11
4	04
5	01
7	<1

As seen in Tables 3-5, 42% of respondents had one elementary school student enrolled in the WCS, 32% had one middle school student, and 31% had one high school student enrolled. All schools in the district were represented in the sample. The largest proportion of parents/guardians reported having at least one student at West High (22%), followed by East High (13%), Hoover Middle School (11%) and Central Middle School (11%) (see Table 6).

Table 3. Number of elementary students currently enrolled in WCS

# Elementary Students	Percent
0	37
1	42
2	18
3	04
4	<1

Table 4. Number of middle school students currently enrolled in WCS

# Middle School Students	Percent
0	63
1	32
2	05
3	<1

Table 5. Number of high school students currently enrolled in WCS

# High School Students	Percent
0	62
1	31
2	06
3	01

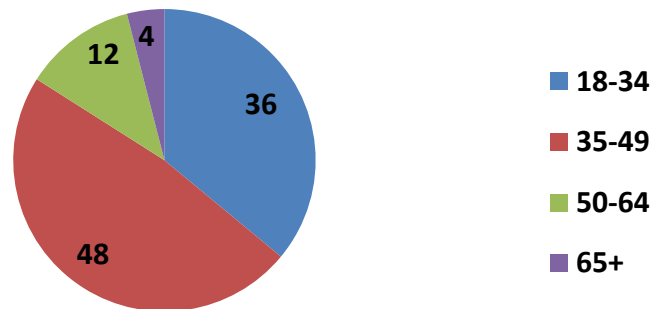
Table 6. Schools attended

School	Percent
Black Hawk Elementary	05
Cunningham School for Excellence	07
Edison Elementary	04
Highland Elementary	05
Irving Elementary	04
Kingsley Elementary	08
Kittrell Elementary	05
Lincoln Elementary	07
Lou Henry Elementary	08
Lowell Elementary	05
Orange Elementary	03
Poyner Elementary	06
Bunger Middle School	09
Central Middle School	11
George Washington Carver Academy	06
Hoover Middle School	11
East High	13
Expo High	04
West High	22
Elk Run Preschool	<1
Longfellow Preschool	01

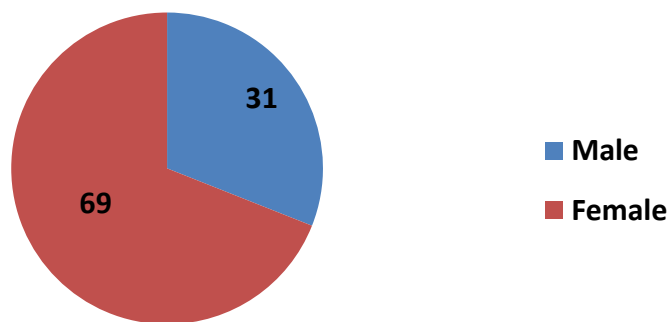
**Note: values do not sum to 100 due to multiple mentions

Of the 402 respondents, the largest proportion (48%) were 35-49 years of age, while the smallest proportion (4%) were 65 years of age or older. Just over one-third of respondents (36%) were 18-34 years of age (see Figure 1). Over two thirds (69%) of respondents were female and 31% were male (see Figure 2).

**Figure 1.
Respondent Age**



**Figure 2.
Respondent Gender**



Two percent of respondents were Hispanic (see Table 7). Nearly three-fourths (74%) of respondents were white, and just under one-fourth (22%) were African American. Smaller proportions of other races were also represented in the sample (see Table 8).

Table 7. Ethnicity

Hispanic/Latino	Percent
Yes	02
No	98

Table 8. Race

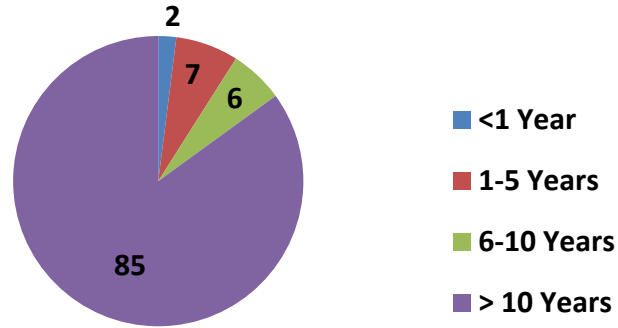
Race	Percent
White	74
Black/African American	22
Asian	01
Native Hawaiian/PI	<1
American Indian, AK Native	01
Other	02

Less than ten percent (7%) of respondents were employed by the Waterloo Community Schools (WCS) (see Table 9). The large majority (85%) of respondents had lived in the Waterloo area for more than ten years (see Figure 3). A small proportion (2%) of respondents reported that they had lived in the Waterloo area for less than one year.

Table 9. Respondent employed by Waterloo Community Schools

Employed by WCS	Percent
Yes	07
No	93

**Figure 3.
Length of Residence in Waterloo**



One quarter of respondents (25%) reported an annual gross household income of less than \$20,000 per year, while about one third reported an annual gross household income of \$50,000 or more (see Table 10).

Table 10. Annual gross household income

Income	Percent
< \$10,000	06
\$10,000-\$14,999	08
\$15,000-\$19,999	11
\$20,000-\$24,999	12
\$25,000-\$34,999	15
\$35,000-\$49,999	16
\$50,000-\$74,999	20
\$75,000+	13

Primary Findings: Results by Topic

Awareness & Support Prior to Receipt of Dress Code Information

Overall, approximately three-fourths (76%) of respondents believe that it matters what students wear to school (see Table 11). Nearly nine out of ten respondents (89%) were aware that the Waterloo Community School District is considering implementing a stricter dress code policy for students (see Table 12). Prior to hearing a summary of the restricted dress code policy being considered, three-fourths (75%) of respondents indicated that they somewhat support or strongly support the policy ($M = 3.04$, $SD = 1.06$) (see Table 13).

Table 11. Do you think it matters what students wear to school?

Do you think it matters what students wear to school?	Percent
Yes	76
No	24

Table 12. Aware that district is considering stricter dress code policy

Aware of Dress Code Consideration	Percent
Yes	89
No	11

Table 13. Overall support for policy (prior to receipt of dress code information)

Support (Prior to Information)	Percent
1 Strongly oppose	15
2 Somewhat opposed	11
3 Somewhat support	31
4 Strongly support	44
MEAN = 3.04, SD = 1.06	

Perceived Positive & Negative Impacts of Restricted Dress Code

After hearing a summary of the proposed restricted dress code policy, participants were asked to indicate what they believed to be the most positive impacts of implementing such a dress code policy. Just under one half (44%) of respondents felt that the proposed dress code policy would reduce competitiveness about clothing, while 14% felt that it would help students stay focused on academics. Thirteen percent indicated that they thought there would be no positive benefits. Approximately one-tenth (9%) of respondents cited positive impacts that were classified under the “other” category. This category included a variety of miscellaneous impacts such as the dress code would increase the appropriateness of student dress, would result in less bullying, teasing and discrimination, and would allow teachers the ability to focus on academics (see Table 14).

Table 14. Positive impacts of the dress code policy

Positive Impacts of Dress Code Policy	Percent
Reduce competitiveness about clothing	44
Help students stay focused on academics	14
No positive impacts	13
Reduce peer pressure	09
Other	09
Enhance the school’s image	07
Prevent gang color affiliation	07
Cheaper/Will save money	07
Will increase appropriateness of student dress	07
Boost morale among students	05
Reduce disciplinary problems	04
Increase student achievement/Academic performance	04
Increase safety in the schools	02
Improve attendance	01

**Note: values do not sum to 100 due to multiple mentions

In addition to being asked about the potential positive impacts of the proposed restricted dress code policy, respondents were also asked to indicate potential negative impacts of the proposed policy. Just over one-third (35%) of respondents believed that the policy would infringe upon students' freedom of expression, while 15% felt it would be more expensive because parents would have to buy two sets of clothes, and 13% felt it would impose cost burdens on low-income families. Nearly one-fourth (24%) of respondents indicated that the policy would not result in any negative impacts. Approximately one-tenth (7%) of respondents cited negative impacts that were classified as "other." This category included a variety of miscellaneous responses including the proposed dress code is too strict, may cause students to drop out of school, students would miss class because they were not dressed properly, and the rules would be more readily enforced with some teachers than others (see Table 15).

Table 15. Negative impacts of the dress code policy

Negative Impacts of Dress Code Policy	Percent
Infringe upon students' freedom of expression	35
No negative impacts	24
More expensive	15
Impose cost burdens on low-income families	13
Be potentially uncomfortable for some students	08
Other	07
Rebellion/resistance	04
Difficult to enforce	02
Difficult to find clothing	02
Harm transition into adulthood	01

**Note: values do not sum to 100 due to multiple mentions

Respondents were asked to rate 15 items which assessed various attitudes toward the implementation of the proposed dress code policy on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Overall, respondents agreed most strongly that the dress code policy would reduce competitiveness about clothing ($M = 4.07, SD = 1.26$), enhance a school's image ($M = 3.81, SD = 1.32$), and reduce peer pressure ($M = 3.72, SD = 1.39$). Respondents disagreed most strongly with the statement that the proposed policy would improve attendance ($M = 2.71, SD = 1.35$) or harm the student's transition into adulthood when they will make their own clothing decisions and be judged on them ($M = 2.26, SD = 1.40$) (see Table 16).

Table 16. Attitudes toward the implementation of a restricted dress code policy

Attitudes Toward Policy	Percent
Enhance a school's image	
1 (Strongly disagree)	10
2	08
3	16
4	25
5 (Strongly agree)	42
MEAN = 3.81, SD = 1.32	
Reduce peer pressure	
1 (Strongly disagree)	12
2	10
3	11
4	27
5 (Strongly agree)	40
MEAN = 3.72, SD = 1.39	
Reduce competitiveness about clothing	
1 (Strongly disagree)	08
2	06
3	09
4	24
5 (Strongly agree)	53
MEAN = 4.07, SD = 1.26	
Boost morale among students	
1 (Strongly disagree)	14
2	14
3	22
4	26
5 (Strongly agree)	24
MEAN = 3.33, SD = 1.35	
Help students stay focused on academics	
1 (Strongly disagree)	14
2	13
3	13
4	25
5 (Strongly agree)	36
MEAN = 3.56, SD = 1.43	

Attitudes Toward Policy	Percent
Increase safety in the schools	
1 (Strongly disagree)	17
2	12
3	16
4	27
5 (Strongly agree)	28
MEAN = 3.37, SD = 1.44	
Prevent gang color affiliation	
1 (Strongly disagree)	10
2	07
3	10
4	19
5 (Strongly agree)	54
MEAN = 3.40, SD = 1.36	
Improve attendance	
1 (Strongly disagree)	24
2	23
3	26
4	12
5 (Strongly agree)	15
MEAN = 2.71, SD = 1.35	
Reduce disciplinary problems	
1 (Strongly disagree)	18
2	13
3	22
4	25
5 (Strongly agree)	22
MEAN = 3.19, SD = 1.40	
Increase student achievement	
1 (Strongly disagree)	14
2	13
3	22
4	22
5 (Strongly agree)	28
MEAN = 3.37, SD = 1.39	

Attitudes Toward Policy	Percent
Infringe upon freedom of expression	
1 (Strongly disagree)	20
2	13
3	20
4	21
5 (Strongly agree)	26
MEAN = 3.20, SD = 1.47	
Impose cost burdens on low-income families	
1 (Strongly disagree)	19
2	16
3	17
4	20
5 (Strongly agree)	28
MEAN = 3.24, SD = 1.48	
Result in lower clothing costs	
1 (Strongly disagree)	17
2	12
3	20
4	17
5 (Strongly agree)	34
MEAN = 3.40, SD = 1.48	
Harm transition into adulthood	
1 (Strongly disagree)	44
2	18
3	16
4	11
5 (Strongly agree)	11
MEAN = 2.26, SD = 1.40	
Uncomfortable for some students	
1 (Strongly disagree)	17
2	14
3	24
4	25
5 (Strongly agree)	20
MEAN = 3.18, SD = 1.36	

Support After Dress Code Information Received

After respondents had received a summary of the proposed policy and been asked their levels of agreement regarding positive and negative aspects of a restricted dress code policy, they were again asked to rate their overall level of support for the restricted dress code policy. Nearly half (47%) said that they strongly supported the proposed policy, while 25% said they somewhat supported it. Approximately one-fifth (19%) indicated that they strongly opposed the policy (see Table 17). Respondents were also asked if they would support the dress code policy in some grades and not others. Approximately one-fifth (21%) indicated support for some grade levels and not others. Of those who said they would support the policy in some levels but not others, respondents were most likely (79%) to support the dress school at the elementary school level (see Table 18).

Table 17. Overall level of support for restricted dress code policy (after information)

Level of Support (After Information)	Percent
1 Strongly oppose	19
2 Somewhat oppose	10
3 Somewhat support	25
4 Strongly support	47
MEAN = 2.99, SD = 1.50	

Table 18. Support for dress code policy in some grade levels but not others

Support for Policy in Some Grade Levels but not Others	Percent
Yes	21
Elementary	79
Middle School	54
High School	17
No	79

Support Before & After Receipt of Dress Code Information

The overall level of support decreased slightly after respondents were presented with a summary of the proposed dress code policy ($M_{before} = 3.04, SD 1.06$ compared to $M_{after} = 2.99, SD, 1.50$). After being presented with a summary of the policy, the proportion of respondents indicating they would strongly oppose the policy (19%) increased, as did the proportion of respondents indicating they would strongly support the policy (47%) (see Table 19).

Table 19. Comparison of overall level of support before and after receipt of policy information

Support for Policy	Before Information	After Information
1 Strongly oppose	15	19
2 Somewhat opposed	11	10
3 Somewhat support	31	25
4 Strongly support	44	47
Oppose	25	29
Support	75	71
MEAN	$M = 3.04, SD = 1.06$	$M = 2.99, SD = 1.50$

Policy Support x Income & Time in District

Support for the policy did not vary substantially across income groups. A strong majority of all groups reported at least some initial support. Support was highest among middle income groups, with 80% of respondents reporting an annual household income of \$25,000-\$49,999 indicating support before receiving information about the policy. Support was tempered slightly across all groups following provision of details about the policy and presentation of positive and negative attitude statements. But even after some modest shift, nearly three-fourths (74%) of respondents in the middle income category reported support for the policy after receiving policy information. Following receipt of information, support was lowest among respondents reporting an annual household income of \$50,000 or more (see Table 20).

Table 20. Comparison of overall support before and after receipt of policy information by income

Support BEFORE Info. x Income	<\$25,000	\$25,000-\$49,999	\$50,000+
Oppose	28	20	27
Support	72	80	73
Support AFTER Info. x Income	<\$25,000	\$25,000-\$49,999	\$50,000+
Oppose	29	26	32
Support	71	74	68

When examining support based on length of time a respondent had lived in the district, support was highest among those who had lived in the district less than one year. Nearly nine out of ten (89%) respondents who had lived in the district for less than one year reported support for the policy both before and after receipt of specific policy information. Support was lowest among those who had lived in the district for more than ten years. Once again, support was tempered slightly across all groups following provision of details about the policy and presentation of positive and negative attitude statements. Those living in the district the longest evidenced the greatest shift following provision of the policy information (see Table 21).

Table 21. Comparison of overall support before and after receipt of policy information by time in district

Support BEFORE Info. x Time in District	<1 year	1-5 years	6-10 years	>10 years
Oppose	11	25	20	26
Support	89	75	80	74
Support AFTER Info. x Time in District	<1 year	1-5 years	6-10 years	>10 years
Oppose	11	24	23	30
Support	89	76	77	70

Summary & Conclusions

Overall, there was more support than opposition to a restricted dress code policy among Waterloo Community School parents and guardians with more than seven in ten parents/guardians expressing at least some support for the policy. Primary advantages were reducing competitiveness about clothing, helping students stay focused on academics and preventing gang color affiliation. Primary concerns about adoption of a restricted dress code policy were infringing on students' freedom of expression and costs. Support was highest among middle income groups and those new to the District. Provision of detailed information and having an opportunity to hear and respond to positive and negative attitude statements resulted in only slight changes in views; there was some evidence of slight polarization in both support and opposition. It is possible that many parents had not thought much about the issue and when they were provided with details about the policy and had an opportunity to respond to potential positive and negative impacts, their views became slightly more extreme but did not shift in direction. That is, if they were supportive at the outset, they became more supportive and if they opposed the policy at the outset, that level of opposition became a bit stronger following receipt of additional information and detail.

Appendix

WATERLOO COMMUNITY SCHOOLS Restricted Dress Code – Parent/Guardian Survey

INTRO1

Hello, my name is [YOUR NAME]. I'm calling from the University of Northern Iowa Center for Social and Behavioral Research. The Waterloo Community School District has asked us to gather input from families about the possible implementation of a restricted dress code policy. The Board of Education and Superintendent will use this information to help in their decision making. Your household has been chosen to participate in the study and to represent many other families in the district.

DISTRICT

In which levels do you currently have children in the Waterloo Community School District?

[SELECT ALL THAT APPLY]

1. Elementary
2. Middle School or
3. High School

8. None [We are only calling people who have children in the Waterloo Community School District. I won't need any further information from you. Thank you for your time. Good bye.]

7. DK
9. REF

ADULT

In order to determine who we need to interview from your household, I need to know how many adult parents or guardians, 18 years of age or older, live in your household?

___ Enter number of adults [If greater than 1, skip to RESPONDENT]

77. DON'T KNOW/NOT SURE

88. NONE (READ: For the purposes of our study, we are only interviewing people age 18 years of age or older. Thank you very much for your time.)

Then you are the person I need to speak with [GO TO CONFIDENTIAL]

RESPONDENT

Of those adults, could you please tell me the first name only of the adult who had the most recent birthday?

_____ [FIRST NAME ONLY] [IMPORT TO CONTACT NAME FIELD]

Is that you?

1. Yes **[GO TO CONFIDENTIAL]**
2. No

May I speak to that person?

1. Yes, coming to phone **[GO TO INTRO2]**
2. Not available **[GO TO INTRO2 AND SCHEDULE BEST TIME TO CALLBACK]**

INTRO2

Hello, my name is [YOUR NAME]. I'm calling from the University of Northern Iowa Center for Social and Behavioral Research. The Waterloo Community School District has asked us to gather input from families about the possible implementation of a restricted dress code policy. The Board of Education and Superintendent will use this information to help in their decision making. You have been chosen from among the adults in your household to participate in the study and to represent many other families in the district.

CONFIDENTIAL

This study includes questions about your knowledge, attitudes and concerns regarding the possible implementation of a restricted dress code requirement in the Waterloo Community Schools. There are no direct benefits to participation and risks are similar to those typically encountered in your day-to-day life. Your responses are anonymous. We have no information on your identity. District household phone numbers were provided by the Waterloo School district but we do not have names. Your household was called randomly so that your interview will represent many others in your area. I can provide the name and telephone number of the project manager or of the University Research Protections Office if you have any questions about the study. On average, the interview takes about 7-8 minutes. If we come to any question you do not wish to answer, please let me know and we will move on.

Q1. How many of your school-aged children currently attend school in the Waterloo Community School district?

___ ___ NUMBER OF CHILDREN [1 - 20]

Q2. Of these children, how many are in elementary school (PreK-5)?

___ Number of Children

77. DON'T KNOW / NOT SURE

99. REFUSED

Q3. How many are in middle school (6-8)?

_____ Number of Children

77. DON'T KNOW / NOT SURE

99. REFUSED

Q4. How many are in high school (9-12)?

_____ Number of Children

77. DON'T KNOW / NOT SURE

99. REFUSED

Q5. **[IF Q1=1]** What school is your child currently attending?
[IF Q1>1] What schools do your children currently attend?

[SELECT ALL THAT APPLY]

11. Black Hawk Elementary
12. Cunningham School For Excellence
13. Edison Elementary
14. Highland Elementary
15. Irving Elementary
16. Kingsley Elementary
17. Kittrell Elementary
18. Lincoln Elementary
19. Lou Henry Elementary
20. Lowell Elementary
21. Orange Elementary
22. Poyner Elementary
23. Bunger Middle School
24. Central Middle School
25. George Washington Carver Academy, formerly Logan Middle School
26. Hoover Middle School
27. East High
28. Expo High
29. West High
30. Elk Run Preschool
31. Longfellow Preschool

77. DON'T KNOW / NOT SURE

99. REFUSED

[ON Q5, WHEN OPTION 12 AND/OR 25 IS SELECTED THE FOLLOWING STATEMENT NEEDS TO FOLLOW We recognize that this school already has a dress code, but I'd like to get your opinion on an expansion of that current policy.]

]

Q6. Do you think it matters what students wear to school?

1. Yes
2. No
- 7. DK**
- 9. REF**

Q7. Are you aware that the district is considering implementing a stricter dress code policy for students?

1. Yes
2. No

7. DON'T KNOW/NOT SURE
9. REFUSED

Q8. Overall, would you say that you strongly oppose, somewhat oppose, somewhat support or strongly support implementing a stricter dress code policy in the Waterloo School District?

1. Strongly oppose
2. Somewhat oppose
3. Somewhat support
4. Strongly support
- 7. DK/NOT SURE**
- 9. REF**

SUMMARY

I'd like to give you a summary of the restricted dress code policy being considered by the Waterloo Community School District.

The dress code would allow simple tailored, navy, black or khaki/tan colored pants, skirts, shorts or jumpers in a cotton, cotton blend or corduroy fabric. Tops could be solid colors with collars and with sleeves. The styles would be polo-type, dress shirts or turtlenecks. School t-shirts would be allowed on designated days. Shirts must be tucked into pants or skirts.

The dress code would not allow clothing with colored trim, stripes, check or plaids, embroidery, decoration, etc. It also would not allow jeans of any color, overalls, sweat pants, knit pants/skirts, leggings, cargo or carpenter pant styles. Pants and skirts must be worn at the waist, and simple belts without decorative belt buckles must be worn on pants with belt loops. No hoods would be allowed on shirts. A very small logo is acceptable on otherwise approved clothing items. Undergarments must not be visible. Clothes must not be overly tight or overly loose.

Shoes must be closed toe – no flip flops, sandals, wheelies or Crocs.

Financial assistance and a clothing exchange will be available for families as needed.

INTERVIEWER NOTE: A student's IEP (Individualized education plan) would supersede the policy. If only certain kinds of clothing are required, for example, sweat pants, then the student could wear them.

Q9. What do you think the most positive impacts of implementing such a dress code policy would be?

[DO NOT READ - SELECT ALL THAT APPLY]

- 11. Enhance the school's image
- 12. Reduce peer pressure
- 13. Reduce competitiveness about clothing
- 14. Boost morale among students
- 15. Help students stay focused on academics
- 16. Increase safety in the schools
- 17. Prevent gang color affiliation
- 18. Improve attendance
- 19. Reduce disciplinary problems
- 20. Increase student achievement/academic performance
- 21. Other - _____
- 77. DK**
- 99. REF**

Q10. What do you think the most negative impacts would be?

[DO NOT READ - SELECT ALL THAT APPLY]

- 1. Infringe upon students' freedom of expression
- 2. Impose cost burdens on low-income families
- 3. Harm transition into adulthood when they will make clothing decisions and be judged on them
- 4. Be potentially uncomfortable for some students
- 5. Be more expensive in that parent have to buy two sets of clothes, school and casual
- 3. Other _____
- 7. DK**
- 9. REF**

Q11. On a scale of 1 to 5 where 1 represents strongly disagree and 5 represents strongly agree, please tell me how much you agree or disagree with each of the following statements. Implementing a strict school dress code policy will...

[RANDOMIZE]

- a. Enhance a school's image
- b. Reduce peer pressure
- c. Reduce competitiveness about clothing
- d. Boost morale among students

- e. Help students stay focused on academics
- f. Increase safety in the schools
- g. Prevent gang color affiliation
- h. Improve attendance
- i. Reduce disciplinary problems
- j. Increase student achievement/academic performance
- k. Infringe upon students' freedom of expression
- l. Impose cost burdens on low-income families
- m. Result in lower annual clothing costs for most families
- n. Harm the student's transition into adulthood when they will make their clothing decisions and be judged on them
- o. Be uncomfortable for some students

[___ ___] SCALE 1-5

77. DON'T KNOW/NOT SURE

99. REFUSED

Q12. Now, having heard more about the proposed restricted dress code policy and having thought about the advantages and disadvantages, overall, would you say that you strongly oppose, somewhat oppose, somewhat support or strongly support implementing the proposed restricted dress code policy in the Waterloo School District?

- 1. Strongly oppose
- 2. Somewhat oppose
- 3. Somewhat support
- 4. Strongly support

7. DK/NOT SURE

9. REF

[IF Q12>2, SKIP TO D1]

Q13a. Would you support the dress code policy in some grades and not others?

1. Yes

2. No **[SKIP TO D1]**

7. DK/NOT SURE [SKIP TO D1]

9. REF [SKIP TO D1]

Q13b. In what levels would you support the restricted dress code policy?

- 1. Elementary
- 2. Middle School or
- 3. High School

7. DK/NOT SURE

9. REF

DEMOGRAPHICS

D1. These last questions are about you and your household and then we'll be finished. These questions are for analysis purposes only and will be used to group the responses.
Do you or any member of your household work for the Waterloo Community Schools?

1. Yes
2. No

7. DON'T KNOW / NOT SURE

9. REFUSED

D2. How old are you?

__ __ __ YEARS [18-125]

777. DON'T KNOW

999. REFUSED

D3. And you are...

1. Male
2. Female

7. DON'T KNOW / NOT SURE

9. REFUSED

D4. Are you Hispanic or Latino?

1. Yes
2. No

7. DON'T KNOW/NOT SURE

9. REFUSED

D5. Which one or more of the following would you say is your race?

[SELECT ALL THAT APPLY]

1. White,
2. Black or African American,
3. Asian,
4. Native Hawaiian or Other Pacific Islander,
5. American Indian, Alaska Native, OR
6. Some other race? **[SPECIFY]**

7. DON'T KNOW/NOT SURE

9. REFUSED

[IF ONLY ONE RESPONSE TO D5, SKIP TO D7]

D6. Which one of these groups would you say BEST describes your race?

1. White,
2. Black or African American,
3. Asian,
4. Native Hawaiian or Other Pacific Islander,
5. American Indian, Alaska Native, OR
6. Some other race? **[SPECIFY]**

7. DON'T KNOW/NOT SURE

9. REFUSED

D7. How long have you lived in the Waterloo area, would you say ...

1. less than 1 year,
2. one to 5 years,
3. 6 to 10 years, or
4. more than 10 years?

7. DON'T KNOW / NOT SURE

9. REFUSED

D8. Is your annual gross household income from all sources...

[ITERATIVE QUESTION PROGRAMMING]

11. Less than \$25,000 (IF NO, ASK 15; IF YES, ASK 12)
12. Less than \$20,000 (IF NO, CODE 11; IF YES, ASK 13)
13. Less than \$15,000 (IF NO, CODE 12; IF YES, ASK 14)
14. Less than \$10,000 (IF NO, CODE 13)
15. Less than \$35,000 (IF NO, ASK 16)
16. Less than \$50,000 (IF NO, ASK 17)
17. Less than \$75,000 (IF NO, ASK 18)
18. \$75,000 or more

77. DON'T KNOW / NOT SURE

99. REFUSED

D9. So your annual gross household income is between _____ and _____?

1. Yes
2. No **[REASK INCOME]**

7. DON'T KNOW / NOT SURE

9. REFUSED

CLOSE

That's my last question. I want to thank you for your time and cooperation. Your answers will be very helpful. Good-bye.

INTERVIEWER COMMENTS: