

APT Session #1 9/18/19

Establishing and Maintaining a Safe and Positive Learning Environment for All CRLS Community Members

What you need to know to support CRLS students, and community members regarding forms of harassment, sexual violence, bullying and cyberbullying.

Why are we doing this? What are the objectives of this training?

- CRLS conducts this session to enhance staff capacity and understanding of policies and practices in order to support students and maintain a safe school environment focused on achievement.
- Understand the federal, state, and district legal definitions of Discriminatory Harassment, Sexual Assault, Bullying, and Cyberbullying and what these laws mean for our work at CRLS
- Identify ways to recognize, intervene, and report the above. Develop strategies for supporting victims and preventing further incidents

Notice, Intervene, & Report

Notice

- Get to know your students well
 - Check in with them about what's going on with them.
 - You have a better chance of recognizing when things seem to amiss
 - You increase the chance that a student will connect with you to share their experience.
- Greet students at the doorway of your class or position yourself right outside of your class during changes in Block periods.

Notice, Interact, & Report

Interact

- Check in with a student about a situation that you observed or one that is ongoing
- Focus on de-escalating
- Question not immediate judgment
 - Seeking to understand what is/has happened

Notice, Interact, & Report

Report

- Treat all complaints/reports seriously
- Promptly report complaint or inappropriate conduct witnessed to supervisor
- All complaints/reports are to be promptly and thoroughly investigated
- Maintain confidentiality to the extent practicable

Notice, Interact, & Report

Report

When a student reports to you...

- Disclose to student, that you are a mandated reporter if he/she reports to you that he/she is unsafe, or in harm's way, or reports someone else to be unsafe or in harm's way you need to share this information with a dean and the parent/guardian.
- Offer students the opportunity to join you in the conversation with the dean. Students do NOT have to report this information to their respective dean if they feel more comfortable with someone else.
- The Dean will work with their LC team to develop next steps for each unique situation. This plan will likely involve notifying a student's family.

Bullying is:

- ▶ Repeated use by one or more students or by a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target/victim that:
 - (i) causes physical or emotional harm to the target/victim or damage to the target/victim's property
 - (ii) places the target/victim in reasonable fear of harm to himself or herself or damage to his/her property
 - (iii) creates a hostile environment at school for the target/victim
 - (iv) infringes on the rights of the target/victim at school; or
 - (v) materially and substantially disrupts the education process or the orderly operation of a school

Cyberbullying is:

- Use of technology or any electronic communication, including, but not limited, to electronic mail, internet communications, instant messages or facsimile communications that creates any of the conditions enumerated in the definition of bullying
- Creation of a web page or blog in which the creator assumes the identity of another person; or
- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions in the definition of bullying

Harassment is:

- A discriminatory behavior
- May include oral, written, electronic or physical conduct;
- Discrimination can be based on actual or *perceived* characteristics.
- May take place in school or school-related activity;
- Must be sufficiently severe, persistent or pervasive;
- Creates a hostile environment by denying, interfering with or limiting the ability of a student(s) to participate in or benefit from educational activities and programs.

Sexual Harassment/ Sexual Violence:

“Sexual Harassment” is defined as unwelcome conduct of a sexual nature and includes:

- Sexual advances and requests for sexual favors
- Verbal, nonverbal or physical conduct of a sexual nature

“Sexual violence” includes “rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.” All acts of sexual violence are forms of sexual harassment covered under Title IX of the Education Amendments of 1972.

- Physical acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol, or is unable to give consent due to an intellectual impairment or other disability

Sexual Harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's' body, comments about an individual's sexual activity, deficiencies, or prowess
- Discussions of one's own sexual activities or inquiries into others' sexual experiences
- Displaying sexually suggestive objects, pictures, cartoons

(From Cambridge Public Schools Non-Discriminatory Policy and Prohibition Against Sexual Harassment)

Hostile Environments and “Third Party Harassment”:

Harassment need not be directed at a specific victim. *Discriminatory words and/or actions can be observed or overheard and create a hostile environment for students even if there was not a specific intent to offend.*

- Display or circulation of written materials or pictures that are degrading to a person or group
- Verbal abuse or insults... made in the presence of an individual or group
- **Any action or speech that is sufficiently, pervasive or persistent that it interferes with or limits the ability of an individual or group to participate in or benefit from an activity and/or creates an intimidating, threatening, or abusive...environment**

(From Cambridge Public Schools Non-Discriminatory Policy and Prohibition Against Sexual Harassment)

Scenario #1: How would you address this?

While standing in front of your room before class starts, you observe a student named Harper, trying to convince another student, Jesse for a hug. They are talking and laughing with each other but Jesse does not hug Harper. Jesse then attempts to move around Harper to go to class, but is blocked from entering the class until Jesse embraces and hugs Harper.

- What, if anything, is concerning in this scenario?
- In discussing this with your colleagues, how did they say they would respond?
- Input your response using the following google form link-
<https://forms.gle/Z8C67RJGH4hicAua8>

Scenario #2: How would you address this?

A transgender student, Sam walks past your classroom while it is in session. Another student, Charlie, notices Sam walking by and loudly states- “Was that a boy or girl?” After hearing Charlie’s rather loud question, a few students in the class start to laugh.

- What is concerning in this scenario?
- In discussing this with your colleagues, how did they say they would respond?
- Input your response using the following google form link- <https://forms.gle/9kxxpRVUKZEuLHeY7>
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Scenario #3: How would you address this?

Armani Snapchatted Luca an embarrassing selfie. Armani didn't expect that Luca would take a screenshot of the picture and upload it to Instagram. Armani didn't want to seem uptight, but Luca's posting of the selfie to Instagram was really upsetting. When Armani texted Luca to take it down, Luca replied, "Stop being extra, I'm just playing" but did not take the picture down. It already had over 150 likes and comments when Armani tells you about this incident.

- What, if anything, is concerning in this scenario?
- In discussing this with your colleagues, how did they say they would respond?
- Input your response using the following google form link-
<https://forms.gle/rsYTNUTScV7Ea7YU9>

Scenario #4: How would you address this?

Skyler, a student with a learning disability reports to you that he feels picked on by two students in your class. Skyler further states that over the summer he was harassed and picked on by a group of teens that included some CRLS students, but not the two students in your class. You notice bruising on Skyler's arm and scrapes on his knuckles. He does not remember how he bruised his arm or knuckles. He also doesn't want you to tell his Dean anything about being picked on.

- What, if anything, is concerning in this scenario?
- How did they say they would respond?
- Input your response using the following google form link-
<https://forms.gle/mLjZYpu4qCTSDVyF9>

Information Resources-



Dealing with Microaggressions, Harassment & Discrimination in School

...related to race, ethnicity, religion, age, disability, gender, gender identity, sexual orientation or any other aspect of identity

FOR STUDENTS

I'm experiencing a situation that makes me uncomfortable. Who can I talk to?

- You can share your concerns with any adult that you feel comfortable talking with about your situation.
- Some staff members may be especially prepared to help, such as counselors, teachers, Deans, the Assistant Principal, Principal, Head of Upper Schools, or a Safety staff member.
- Another option is to contact the Deputy Superintendent of Schools or a member of the CPS Human Resources department. You will find contact info at the end of this brochure.
- We encourage you to share the experience with your parent, guardian, or care-giver so that they can support you as well.

Can I bring someone with me?

- Yes. If you like, you can bring a family member, friend, or another supportive person.
- Please know that you can expect to be heard in a respectful manner.

What will happen when I express my concern?

- Every effort will be made to protect your privacy, including making sure that conversations about the situation will take place without drawing attention from others at school.
- The person you have chosen to reach out to will want to know what you have experienced, when it happened, who was involved and whether anyone else was present, and how it makes you feel. If you have ideas about the best way to resolve the situation, please let them know.
- You may be asked to write out your concerns, or the staff member might take notes during your conversation.

Cambridge Public Schools strives to provide a safe, respectful and welcoming educational atmosphere for all, free of harassment, microaggressions, or discrimination in any form. If you are experiencing inappropriate or unwelcome comments or behavior from another student or adult, please reach out.

CONTINUING ON REVERSE >>



Dealing with Microaggressions, Harassment & Discrimination in School (cont.)

FOR FAMILIES

If you or your child experience inappropriate or unwelcome comments or behavior related to your child or family's race, ethnicity, gender, sex, gender identity, sexual orientation, religion or disability, please contact the School Principal to share your concern.



If you are uncomfortable discussing the issue with the Principal, or believe the issue has not been resolved, the next step would be to contact the Deputy Superintendent for Teaching and Learning or the Director of Diversity Development.

You may also find additional resources through the Department of Elementary and Secondary Education or U.S. Department of Education's Office of Civil Rights.

Please know that your partnership in making our schools a safe and welcoming place for all is encouraged and valued.

FOR STAFF

If you are experiencing offensive, discriminatory or unfair treatment in the workplace related to your race, ethnicity, sex, gender, gender identity, sexual orientation, religion, age, genetic information, pregnancy or pregnancy-related condition, disability, or other category protected by federal or state law, support is available.

You are encouraged to immediately bring your concern to the attention of your Principal, Dean, or Department Head. You may also contact Director of Diversity Development Ramon De Jesus or Barbara Allen, Executive Director of Human Resources.

The full content of Cambridge Public Schools policies on non-discrimination, bullying, sexual harassment and other related topics are available online at:

equity.cpsd.us

A/EEO Employer



Reporting Sexual Assault/Sexual Violence at CRIS

Sexual Assault/Sexual Violence
What is it?

- "Sexual violence" includes "rape, sexual assault, sexual battery, sexual abuse, and sexual coercion." All acts of sexual violence are forms of sexual harassment covered under Title IX.
- Physical acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol, or is unable to give consent due to an intellectual impairment or other disability

If I am a victim of sexual assault, or I witness sexual violence, what should I do?

- If you experience, or witness sexual violence or harassment, **tell a CRIS staff member.** CRIS takes allegations of sexual assault, sexual violence, harassment, and discrimination seriously. The school will respond promptly to, and follow up on reports and incidents involving CRIS students and/or staff.

- Reporting incidents of sexual assault, sexual violence, and harassment can be difficult. Please know:
 - CRIS staff are mandated reporters, if you report your assault to be unsafe, or in harm's way, or report someone else to be unsafe or in harm's way, the staff and school must notify your parent/guardian, the Massachusetts Department of Children and Families, and possibly the Cambridge Police Department.
 - You can make an initial report to any CRIS staff member, not just your Learning Community Dean of Students
 - The CRIS staff member you tell can accompany you to any Dean of Students to speak about the incident.
 - If you want, you can have a friend present to support you when you're making a report.
 - After receiving the report, the Dean of Students in your Learning Community will determine immediate follow up steps and discuss them with you and your family. Immediate follow up steps may include 1) contacting the Cambridge Police Department, 2) filing a report with the Massachusetts Department of Children and Families, 3) Notifying the CPS Title IX Officer

What will happen after I make a report?

Reporting Sexual Harassment at CRIS

Sexual Harassment
What is it?

- Sexual harassment is defined as unwelcome conduct of a sexual nature. It includes sexual advances, requests for sexual favors, and verbal, non-verbal or physical conduct of a sexual nature

Sexual Harassment Also Includes:

- Unwelcome sexual advances, which they involve physical touching or not.
- Unwelcome kissing, whispering, brushing against the body, sexual gestures, suggestive or insulting comments
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussion of one's own sexual activities or inquires into others' sexual experiences
- Displaying sexually suggestive objects, pictures, cartoons

If personally experience, or witness harassment what should I do?

- If you experience, or witness sexual violence or harassment, **tell a CRIS staff member.** CRIS takes allegations of sexual assault, harassment, and discrimination seriously. The school will respond promptly to, and follow up on reports and incidents involving CRIS students and/or staff.

- Reporting incidents of sexual assault and harassment can be difficult. Please know:
 - CRIS staff are mandated reporters, if you report your assault to be unsafe, or in harm's way, or report someone else to be unsafe or in harm's way, the staff and school must notify your parent/guardian, the Massachusetts Department of Children and Families, and possibly the Cambridge Police Department.
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 - After receiving the report, the Dean of Students in your Learning Community will determine immediate follow up steps and discuss them with you. Immediate follow up steps may include 1) contacting the Cambridge Police Department, 2) filing a report with the Massachusetts Department of Children and Families, 3) Notifying the CPS Title IX Officer.

What will happen after I make a report?

Remember to:

- Maintain an educational and work environment free from discrimination, harassment & bullying
- Prohibit any form of discriminatory, harassing or bullying behavior that insults the dignity of others or interferes with the freedom of an individual to learn or work
- Prohibit retaliatory conduct towards persons who have filed complaints of alleged discrimination, harassment or bullying or who have assisted in investigations of alleged discrimination, harassment or bullying