

# **Community Conversation**

## **Thursday 12/13/18**



# ***How successful is CRLS in living up to its motto/ core value of “Respect”?***

## 12-13-18 Community Conversation Objectives

1. *Strengthen connections between students and staff in Community Meeting groups.*
2. *Begin to develop shared understanding of respect and concrete actions that demonstrate respect*
3. *Develop common understanding of harassment, sexual harassment, and related behaviors*

# Discussion Norms

*These guidelines come from the Center for Research on Learning and Teaching at the University of Michigan, focusing on how to conduct difficult conversations in a healthy and effective way.*

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups.  
Do not ask individuals to speak for their (perceived) social group.

# **Session Opening**

Think individually about the 2 prompts below. Then pair up with a student to share your thoughts in a pair. After sharing with in a pair, talk with another duo and share reflections in your group of 4.

**Name 3 ways you have shown respect to members of the CRLS community (students and staff).**

**Identify 3 actions that CRLS community members (students and staff) have taken to show respect for you.**



**“Real change comes from having enough comfort to be really honest and say something very uncomfortable.” — Michelle Obama**

**We will be discussing sensitive topics of harassment, sexual harassment, and other inappropriate, disrespectful behaviors at CRLS.**

If at any point you want to leave, there are staff members in each Learning Community office that you can talk to. If you need to leave the room for a period of time, that is all good.

## **Reminder Definitions from 10-18-18 Community Conversation- Definitions and Terms To Know**

**Harassment** is 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.

## **Reminder Definitions from 10-18-18 Community Conversation- Definitions and Terms To Know**

**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.

- 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.



**Turn and talk with a partner about why the situation below is an example of inappropriate behavior. What might be the definition for Jesse's actions described below?**

While walking to your next class, you observe a student you know 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, and says “no” each time Jesse moves to 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.

**Turn and talk with a partner about why the situation below is an example of inappropriate behavior. What might be the definition for the group's actions described below?**

While eating lunch outside you observe two male students walking together holding hands. As they pass a group of students engaged in conversation, you notice that everyone in the group stops talking, stares at the two boys, and then laughs loudly after they have walked further away from the group.

# Case Study: Watch the Video & Engage in Discussion

## ***Harvard Men's Soccer Team Is Sidelined for Vulgar 'Scouting Report'***

<https://drive.google.com/open?id=17HbWI2YgfrvneD-11aLxY5jCzbs0Z46A>

If the above link does not work, try this one:

<https://www.cbsnews.com/news/harvard-soccer-team-suspended-over-sexually-explicit-scouting-report/>

What did you see in the video?

Do you have any questions about what you saw?

Why was the men's soccer team suspended?

# Case Study: Watch the Video & Engage in Discussion

***Many LGBT students bullied,  
harassed at school- WGAL TV***

[https://drive.google.com/file/d/1pSowZNCct2-EGSPfnKogSTQa2\\_qmhxZ7/view?ts=5c113458](https://drive.google.com/file/d/1pSowZNCct2-EGSPfnKogSTQa2_qmhxZ7/view?ts=5c113458)

If the above link does not work, try this one:

<https://www.youtube.com/watch?v=feDhuHvydto>

What did you see in the video?

Do you have any questions about what you saw?

Why was the men's soccer team suspended?



# **How can we as a community stop incidents of inappropriate behavior, and come together as a more respectful, and inclusive community?**

What concrete steps can you individually take? Access the link 10 Ways to Be An Upstander from BullyBust- <https://goo.gl/8fa7BN>

Remember, if you, or a student you know, witnesses or experiences harassment, sexual harassment, bullying, violence, sexual violence, and/ or discrimination, the reporting process is included in the last 3 slides of this presentation along with a resource document about Dealing with Microaggressions and Harassment in School. This slide presentation has been shared with all students.



# Schedule for remainder of day

X-Block (58 Min.)	9:14 - 10:20 AM
Block 2	10:24 - 11:29 AM
Lunch A Block 3	11:33AM - 12:03 PM 12:07 - 1:17 PM

Block 3	11:33 AM - 12:07 PM
Lunch	12:10 - 12:40 PM
B	12:43 - 1:17 PM
Block 3	
Block 3	11:33 AM - 12:44
Lunch	PM
C	12:48 - 1:18 PM
Block 4	1:22 - 2:30 PM

# CRLS Incident Reporting Process

If you, or a student you know, witnesses or experiences harassment, sexual harassment, bullying, violence, sexual violence, and/ or discrimination, remember

**Tell a CRLS staff member.** CRLS staff take allegations of harassment, sexual harassment, bullying, violence, sexual violence, and/ or discriminatory behavior seriously. The school will respond promptly, and follow up on reported incidents involving CRLS students and/or staff.

# CRLS Incident Reporting Process

Reporting serious incidents can be difficult. Please know-

- **CRLS staff will address matters confidentially, but please know CRLS staff are mandated reporters.** If you report yourself 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 CRLS staff member you are comfortable with,** not just your Learning Community Dean of Students.
- The CRLS staff member you tell should accompany you to any Dean of Students to support your reporting about the incident(s)
- **If you want, you may also have a friend present to support you when you're making a report.**



# CRLS Incident Reporting Process

After receiving an incident report-

**the staff member you made the report to, and the Dean of Students in your Learning Community, will help determine follow up steps.**  
**They will discuss the next steps with you and your family/caregivers, and keep you informed and involved in additional follow up.** Depending on the incident, follow up steps might include 1) contacting the CRLS Safety Office, 2) filing a report with the Massachusetts Department of Children and Families, 3) contacting the CPS Title IX Officer- Ramon Dejesus 4) contacting the Cambridge Police Department



## 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 supportive 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.

What are the next steps?

- The person you talk to may be able to address the situation, or they may need to ask a school or district leader for help.
- Sometimes, school staff need to talk with other students and adults to understand the situation. This might be referred to as an investigation.

How will the situation be resolved?

- A plan will be developed to address the situation while protecting your privacy, safety, and well-being.
- This might include counseling and/or disciplinary actions for the person or persons involved, development of a personal safety plan, additional individual or group meetings, and/or legal actions depending on the situation.
- The objective will be to put an immediate stop to the unwanted behavior and ensure it does not happen again.

How soon can I expect to see a change in my situation?

- Sometimes, situations can be quickly resolved through open dialogue, discussion and directives.
- In other cases, more intensive interventions may be necessary.
- The goal is always to resolve problems as quickly as possible.

### WHAT ARE MICROAGGRESSIONS?

Brief and commonplace verbal, behavioral, or environmental incidents that communicate hostility, derogatory, or negative prejudicial slights and insults toward any marginalized group.

(SIE, 2020)

### 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.

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If you are uncomfortable discussing the issue with the Principal, or believe the issue hasn't 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 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 for Human Resources.

### Helpful Contacts

We recommend that you begin by speaking with someone at the school level, such as the Principal, Assistant Principal, or Learning Community Dean. If you need more help, you may also contact:

**Dr. Carolyn L. Turk**  
Deputy Superintendent for Teaching and Learning  
617.349.6418, ctkrg...@psd.us

Ramon De Jesus



The full content of Cambridge Public School

policies on non-discrimination, bullying,

sexual harassment and other related

topics are available online at:

Director of Diversity Development 617.349.6456, r.dejesus@cpsd.us

Melody Erazo  
Bullying and/or LGBTQ+ Issues Welcoming  
School Climate 617.349.6727

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

Kenneth N. Salim, Ed.D. Superintendent of Schools 617.349.6494, k.salim@cpsd.us

Outside of CPS

Students, families and staff have the right to request assistance or file a complaint with a State agency or local law enforcement. More information about your rights and how to file a complaint can be found in the Equity section of our website.

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