

Sexual Harassment and Assault Prevention Action Plan Recommendations

CRLS "Club 1" / Feminism Club / Student Recommendations - April 2016

Mayor's Sexual Harassment/Assault Prevention Committee Recommendations – April 2017

Objective: To create a policy order and make recommendations for implementation that meet the needs of CRLS students as outlined in the "Club 1" letter of April 2016.

Recommendations	Comments	Proposed Actions
A. REQUIRED TRAINING		
1. That CRLS and each Cambridge Upper School appoint a "Sexual Harassment and Assault Prevention Task Force" comprised of staff, students, and experts external to the community (not staff or students) to customize training requirements based on the assessed needs of each school 2. That learning should cover definitions of sexual harassment and assault, examples of inappropriate behavior and interactions, how to recognize sexual assault and harassment, models of intervention, the reporting process, and supports that will be given to both the alleged accused and the victim. 3. That all CRLS faculty, staff and students be required to complete learning modules that address sexual assault and harassment beginning in	Office of Civil Rights (OCR) Guidance: "Schools need to ensure that faculty, staff and students know how to report harassment to appropriate school officials, and that staff with the authority to address harassment know how to respond properly. Training for employees should include practical information about how to identify and report sexual harassment and violence. The OCR recommends that this training be provided to any employees likely to witness or receive reports of sexual harassment and violence, including teachers, school law enforcement unit employees, school administrators, school counselors, general counsels, health personnel, and resident advisors." OCR Dear Colleague Letter, April 4, 2011 https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html Title IX and Sexual Harassment, 1998 http://www2.edc.org/WomensEquity/pubs/digests/digest-title9-harass.html	- Establish an annual training cycle sufficient to develop CRLS staff capacity to receive disclosures from students and to support all families adequately and fairly through appropriate reporting, discovery, response and recovery protocols - Determine training needs, and establish Memoranda Of Understandings with appropriate providers - Review training protocols regularly through deliberate process (post-training evaluation? 360 degree survey on "climate of respect"? and implement changes deemed necessary and feasible Expand training to Upper Schools and Out of School Time community as deemed appropriate and feasible by the Superintendent of Schools Training needs may be expanded to other student groups as deemed feasible and appropriate.

2017-2018 as deemed appropriate, warranted, and feasible by the Superintendent of Schools. 4. That all Upper School faculty and staff be required to complete learning modules that address sexual assault and harassment beginning in 2017-2018 as deemed appropriate, warranted, and feasible by the Superintendent of Schools. 5. That student learning needs related to creating and maintaining a climate of respect regarding harassment or discrimination (including of a sexual nature), be assessed by Upper School stakeholders (faculty, staff and students) beginning in 2017, with recommendations presented to the Superintendent of Schools and provided for as appropriate, warranted, and feasible. 6. That learning modules utilize best practice models for teaching these topics including interactive components and clear information on reporting as well as how to access supports. 7. That elementary school student learning needs related to creating and maintaining a climate of respect be assessed by elementary school	Ongoing School Department Trainings: - Related training, for CPS principals and administrators, including Civil Rights training, is reviewed annually with teachers and staff, policies are reviewed during new employee orientation, and policies are posted on the CPS website -(Fall, 2016) District-wide administrative trainings were initiated with Attorney Richard Cole in September and October -(Fall 2016) The CPS Office of Legal Counsel and Office of Human Resources developed and conducted a district-wide staff training program on recognizing and preventing sexual harassment, including sexual assault. Twelve training sessions have been conducted for staff members from September 2016-March 2017. A webinar of this training is being developed and will be available on the CPS website effective September 2017. Resources: <u>Boston Area Rape Counseling Center (BARCC)</u> BARCC offers interactive, skill-building curricula for staff, faculty, administrators and students that cover: • Definitions • Recognizing sexual violence • Active bystander intervention training • How to create and implement policies and guidelines to support reporters of violations, survivors, those named in a report, and perpetrators, and to prevent sexual violence from occurring in the first place • Clinical training for providers working with staff and students <u>A Call to Men</u> offers a LiveRespect curriculum to guide interactive, skill-building workshops tailored for 10th and 11th grade male students that focus on understanding
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stakeholders (faculty, staff and students) beginning in 2017, and provided for by the respective schools as appropriate, warranted, and feasible. 8. That an annual review process involving all Cambridge Public School staff and students be facilitated by the respective Task Force or (at elementary schools) the faculty at each school, to determine if the existing policies/protocols are adequately serving the respective school community.	messages around masculinity and include content related to preventing violence and discrimination, including specifically against women and girls. - Nine CRLS staff members and the Mayor's Educational Liaison have been trained with the LiveRespect curriculum and its implementation in "Train the Trainers" workshops. - Approximately 30 CRLS male student athletes have participated in Live/Respect trainings as of April 2017. Peer-to-Peer training cycles, if established, could open up leadership opportunities to self-selected and staff-referred upper class (wo)men. Trained high school students could work with Upper School teachers to offer and facilitate age-appropriate trainings in the role of mentors to Upper School students.	
Recommendations	Comments	Action(s) Required
B. COMMUNICATION/ SERVICES		
1. That a Sexual Harassment and Assault Prevention task force be convened with student leadership at CRLS, and that this task force determines agreed-upon definitions of terms (including sexual assault, sexual harassment, and consent). That these terms be disseminated through publication, posters, and campaigns to community stakeholders including CRLS students, families, administrators, faculty, and staff, to encourage all stakeholders to use such terminology when discussing issues of sexual	Office of Civil Rights Guidance: The Dear Colleague Letter addresses the concern that "by limiting its response to a specific application of its anti-bullying disciplinary policy, [the] school may fail to properly consider whether the student misconduct also results in discriminatory harassment." Discriminatory harassment can fall under Title IX and other civil right statutes and thus may trigger additional responsibilities which are not covered by the anti-bullying policies adopted by schools. Schools should keep in mind that "the label used to describe an incident...does not determine how a school is obligated to respond. Rather the nature of the conduct itself must be assessed for civil rights implications." OCR Dear Colleague Letter, October 26, 2010	• Use appropriate terms and definitions ◦ A student task force that includes representation from Project 10, Club One, City Links, and Sisters on the Runway will work on a campaign to identify and promote the usage of common language related to SH and A ◦ Information will be disseminated through an Art/Poster campaign in schools and through the city ◦ This "campaign of respect" will be introduced to and reviewed with Upper Schools ◦ Appropriate content/language

harassment and assault. That school administration use appropriate language and not reference instances of sexual harassment and assault as "incidents" or "bullying".	https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html Sexual assault is a form of sexual harassment and thus must be addressed under Title IX. "Sexual violence...refers to physical sexual 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." "Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature."	regarding SHA will be integrated as a strand through multiple curricula
2. That CRLS ensure that our student body is familiar with Sexual Harassment and Assault reporting processes, by clearly stating and displaying these protocols in accessible language, in accessible places, around the school.	"The procedures for resolving complaints of sex discrimination, including sexual harassment, should be written in language appropriate to the age of the school's students, easily understood, easily located, and widely distributed. OCR recommends that grievance reporting procedures be prominently posted on school Web sites; sent electronically to all members of the school community; available at various locations throughout the school or campus; and summarized in or attached to major publications issued by the school, such as handbooks, codes of conduct, and catalogs for students, parents of elementary and secondary students, faculty, and staff." OCR Dear Colleague Letter, April 4, 2011 https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html	Clearly display SHA reporting protocol on flowcharts, posters, and pamphlets in accessible language and locations around CRLS Informational posters have been placed in women's and men's bathrooms around CRLS. Club One and CRLS administrators are working on clear and accessible language for the posters. (Fall 2016)
3. That CRLS have a clear plan to make rules and reporting protocols known to students and families, and that rules and reporting processes for sexual harassment and sexual assault be reviewed in multiple school		- Introduce and review Sexual Harassment and Assault rules and reporting protocols in multiple school programs. - Consider how students can

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programs.		report in a way that feels as safe and as comfortable as possible within each particular school. (Each school's SHAP Task Force could assume this responsibility.) • Make the reporting protocols as accessible as possible prior to launching a campaign to inform students about it. Suggested introductory and review points include Freshman Orientation, Freshman Mentoring, Health and Gym classes, the Required Coursework for Athletes, and at the Teen Health Center
Recommendations	Comments	Recommendations
C. REPORTING PROCEDURES 1. That trained staff will implement a thorough, transparent, non-traumatizing, and confidential process of reporting sexual harassment and assault, and that Title IX investigations result in fair and appropriate outcomes.		This first recommendation introduces guidance in areas of: • Student-centered, trauma-informed, and empowering reporting (recommendations 2-5); • Supports, accommodations, and resources for students who have been harassed or assaulted (recommendations 6 and 7); and • Support staff based in the

		• school (recommendation 8). • Clearly inform as to the reporting protocol at the start of any meeting, • Provide clear information to students regarding the reporting process, including information about who are the "need to know" staff and/or agencies. • Specify that guardians will not be contacted unless such notification is deemed a legal obligation or if student requests that their guardian(s) be notified.
2. That when a student reports an incident of sexual harassment or assault, before the meeting proceeds, the involved faculty clearly inform as to the reporting process- including specifics regarding when parents/guardians, police or other people are legally required to be informed	The OCR states that "a responsible employee should make every effort to ensure that the student understands" the employee's obligations before and during reporting.	• See guidance below regarding guardians and parents.
3. That parents/guardians not be contacted unless it is legally required that information be shared with them or if a student requests that they be notified.	The DOE's Office of Safe and Healthy Students, <u>Safe Place to Learn</u> recommends, "Policies can support adolescents who have been harassed or bullied in a way that gives them back some of the control taken from them through the abuse." CPS Non-Discrimination Policy and Prohibitions Against Sexual Harassment further recommend investigations	If school personnel are not able to provide support in sexual harassment situations without involving parents, that should be clearly communicated to students: • at the beginning of any potential disclosure before the student has

	that "maintain confidentiality to the extent practicable."	disclosed, and in general Tier 1 communication and education to the student body about the sexual harassment policy.
4. That students not be pulled from class, but be given options of when they can meet when administration hears about an incident or wants to speak with a student who is a potential victim of sexual harassment or assault.	The point of Title IX is to require schools to take immediate action in eliminating conduct that creates a hostile environment, "which interfere[s] with or limits a student's ability to participate in or benefit from the school's program." Finally, the OCR "strongly supports a student's interest in confidentiality in cases involving sexual violence" (Q&A on Title IX and Sexual Harassment p.18). However, it is not required that a school does not move forward with an investigation to preserve confidentiality. Still, in the case of pulling students out of classrooms for investigations, there are reasonable alternatives that would still protect a student's privacy. As mentioned in <u>Cambridge Public Schools Non-Discrimination Policy and Prohibition Against Sexual Harassment</u>, "Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs."	• Schedule meetings concerning sexual harassment/assault incidents outside of class time, including before or after school to minimize the risk of students feeling humiliated, starting rumors, inciting further conflict, or potentially subjecting the students involved to further harm. • However, consider that for some students, family or work obligations after school may lead them to prefer meeting during the school day. • Offer students options and choice regarding when to

5. That when reporting a case of sexual harassment or assault, students will be able to (a) choose whichever dean they would like (not to default to their own dean, as not all students have a comfortable relationship with their dean) to assist them, as well as (b) choose which additional faculty they would like to have in the room with them when they are reporting an incident, and (c) that there is a trauma-informed professional (such as the Title IX officer, if they are, or a counselor) present in the meeting.		meet. • Allow students to choose a dean and additional faculty member to assist them with reporting an incident. • Ensure that a trauma-informed professional (trained Title IX officer or counselor) is present at the meeting to minimize a risk of re-traumatization through the reporting process.
6. That when an incident has been reported, the student be offered the opportunity and supported in the process of changing their schedule if the perpetrator is in the same class or lunch period as the student, and if the student does not feel comfortable going back to the same class or lunch or lunch with the perpetrator (could be staff or student).	"Title IX requires a school to take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation. The school should undertake these steps promptly once it has notice of a sexual harassment or violence allegation. The school should notify the complainant of his or her options to avoid contact with the alleged perpetrator and allow students to change academic or living situations as appropriate. For instance, the school may prohibit the alleged perpetrator from having any contact with the complainant pending the results of the school's investigation. When taking steps to separate the complainant and alleged perpetrator, a school should minimize the burden on the complainant, and thus should not, as a matter of course, remove complainants from classes or housing while allowing alleged perpetrators to remain. In addition, schools should ensure that complainants are aware of their Title IX rights and any available resources, such as counseling,	• Supports and accommodations for students can increase physical safety as well as minimize trauma. Such supports under Title IX can include, but are not limited to changing class and lunch schedules, changing locker locations, and providing extensions on student work that was delayed following the harassment/assault.

	health, and mental health services, and their right to file a complaint with local law enforcement." (DCL 2011, p.15-16)	
7. That involved faculty/staff will let students know about free counseling services that are available to the student.	BARCC provides free individual, family, and group counseling to anyone over the age of 12 years old who have been affected by sexual violence including sexual assault and sexual harassment. Services are available to friends and family members of survivors as well as to other support people including faculty and staff. BARCC can provide on-site services to students if school administrators sign an MOU outlining the details of partnership to be reviewed every year. For more information, check out www.barcc.org , or contact Danielle Balocca, Adolescent Clinician, at dbalocca@barcc.org or call 617-492-8306 x 1284	Let students know that free counseling services that are available to all parties involved in an SHA report. For CRLS, HSEF, and Upper School students seeking information and support outside of the school, BARCC is available as a community resource. BARCC is also available as a supportive resource option if students need an alternative to campus-based support. Students can access support through our 24/7 hotline, 800-841-8371. A treatment resource for students with sexually abusive behaviors is MASOC, a statewide coalition promoting safety through specialized interventions with sexually abusive youth. More information is available at www.masoc.net .
8. That our school hire a trained Title IX officer to assist administration on following the national law and ensuring the reporting and following support process is correctly enacted.	CPSD Title IX Officer is Dr. Kahris McLaughlin Under Title IX, a school must "designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX." (DCL 2011, p.6) Schools "must ensure that employees designated to serve as Title IX coordinators have adequate training on what constitutes sexual harassment, including sexual	<u>Building on Cambridge Public Schools: Discrimination and Sexual Harassment Strategies and Resources</u> , adapt originally-proposed Sexual Harassment Allies to designated and trained Title IX point-person(s) at each school site.

	violence, and that they understand how the [school]'s grievance procedures operate." (p.7)	
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