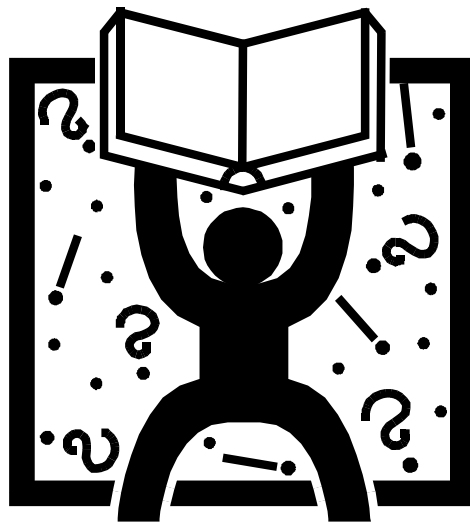


# STUDENT CRISIS HANDBOOK

What to Do And  
How to Help in  
Crisis Situations



Concord-Carlisle High School  
Concord, MA 01742

## **Equal Educational Opportunities**

No person shall be excluded from or discriminated against in admission to the public schools of Concord and the Concord-Carlisle Regional School District, for admittance to State and Federally funded grant programs, or in obtaining the advantages, privileges, and courses of study presented in these schools, on account of race, gender, homelessness, disability, sexual orientation, religion or national origin. This non-discrimination applies to all persons, whether or not the individual is a member of a conventionally defined “minority group”. The system promotes a positive learning environment in which individual differences are valued and harassment, of any form, is not tolerated.

## DECLARATION OF COMPLIANCE

All Concord-Carlisle High School operations and procedures comply with applicable state and federal legislation. All programs, activities and employment opportunities are offered without regard to race, color, sex, homelessness, religion, national origin, sexual orientation and disability. Provided below are those statutes that are particularly relevant. Any questions about the legislation, school policies and practices referenced in this section and/or other legislation or school policies and practices may be directed to the Coordinator or Contact Person indicated or to the Principal at (978) 341-2490, X7101. Individual concerns may also be directed to one of the Assistant Principals.

### **1. Section 504 of the Rehabilitation Act of 1973 (Federal)**

“No otherwise qualified, handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance. **(Coordinator: Ms. Jessica Murphy, Director of Special Education, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8142)**

### **2. Chapter 282 of the Acts of 1993, General Laws Chapter 76**

(§\_ amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. **(Coordinator: Ms. Kelly McCausland, Director of Human Resources, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8117)**

### **3. Title I of the Americans with Disabilities Act of 1990**

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment. **(Coordinator: Ms. Kathy Codianne, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

### **4. Title II of the Americans with Disabilities Act of 1990**

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities. **(Coordinator: Ms. Kathy Codianne, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

### **5. Title VI of the Civil Rights Act of 1964**

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin. **(Coordinator: Ms. Kathy Codianne, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

### **6. Title IX of the Educational Amendments of 1972**

(Prohibition of discrimination on the basis of sex). No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. **(Coordinator: Ms. Kathy Codianne, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

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## **PHONE CONTACTS FOR CRISIS SITUATIONS**

### **Runaways and Suicide**

National Center for Missing and Exploited Children Hotline:	1-800-843-5678
Bridge Over Troubled Waters:	1-617-423-9575
National Child Abuse Suicide Hotline:	1-800-422-4453
Samaritans (Suicide Hotline):	1-617-247-0220
Samariteens (3:00 – 9:00 p.m.):	1-800-252-8336

### **Crisis Help and Counseling Services**

Concord Area Crisis Center (Crisis Team):	1-800-540-5806
	Crisis Team Bus. Line: 1-781-860-0570
	Bus. Line 1-781-862-3600
Battered Women Hotline:	1-800-899-4000
Department of Social Services (Framingham):	1-508-424-0100
	1-800-782-0073
	1-800-445-6020
	HOTLINE after 5:00 p.m.: 1-800-792-5200
Eliot Mental Health Center:	1-978-369-1113
Mass Eating Disorders Association (MEDA)	1-617-558-1881

### **Hospitals**

Emerson Hospital Emergency Room:	1-978-287-3690
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### **Resources for Gay/Lesbian/Bisexual Youth**

BAGLY (Boston Alliance of Gay and Lesbian Youth):	1-617-227-4313
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### **Other Resources**

Youth Only AIDS Line (3:00 – 9:00 p.m. Mon. – Fri.): (Statewide hotline for information, support, and referrals about HIV/AIDS)	1-800-788-1234
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# suicide prevention resources

## National Suicide Prevention Lifeline: 1-800-273-TALK

### Local Hotlines – *Talk with someone anonymously*

#### Samaritans

Toll Free Massachusetts: 1-877-870-HOPE (4673)

Boston: 617-247-0220

Framingham: 508-875-4500

Merrimack Valley: 866-912-4673

Teen Line: 1-800-252-TEEN (8336); 978-688-TEEN (8336)

#### Fenway Community Health Center

(for gay, lesbian, bisexual, trans; ages 25 and under): 1-800-399-7337

**Boston Area Rape Crisis Center:** 1-800-841-8371

### State funded mental health emergency services – *24 hour emergency numbers*

#### Concord Emergency Service Providers:

Advocates: 1-800-540-5806 – *Mobile Crisis Intervention for All Ages*

**Boston Medical Center/Boston Emergency Medical Services (B.E.S.T.):** 1-800-981-4357

**Other areas of the state:** Statewide Toll Free 1-877-382-1609

### Outpatient Counseling Sites – *Make an appointment to meet with a counselor*

**The Eliot Center:** 978-369-1113 Cuming Building/Emerson Hospital, 24 hour a day referral

**Boundaries Therapy Center:** 978-263-4878 Great Road, Acton

**MetroWest Behavioral Health Center:** 978-264-3500 380 Mass Ave, Acton

Or contact your pediatrician or private physician for a referral.

### Websites with resources and information on suicide, depression, grieving:

[www.samaritanshope.org](http://www.samaritanshope.org)

[www.suicidology.org](http://www.suicidology.org)

[www.sprc.org](http://www.sprc.org) (suicide prevention resource center; many good resources, info)

[www.mentalhealthscreening.org](http://www.mentalhealthscreening.org)

[www.nimh.nih.gov/health/topics/depression/index.shtml](http://www.nimh.nih.gov/health/topics/depression/index.shtml)

[www.familyaware.org](http://www.familyaware.org) (Families for Depression Awareness)

[www.trevorproject.org](http://www.trevorproject.org) (resource for LGBTQ youth)

[www.childrensroom.org](http://www.childrensroom.org) (resources related to grieving and youth)

[www.dougy.org](http://www.dougy.org) (resources related to grieving and youth)

[www.reachout.com](http://www.reachout.com) (targeted for teens and young adults)

[www.masspreventssuicide.org](http://www.masspreventssuicide.org)

[www.4sans.org](http://www.4sans.org)

[www.afsp.org](http://www.afsp.org)

[www.projectinterface.org](http://www.projectinterface.org)

[www.familyserviceinc.com/Samaritans](http://www.familyserviceinc.com/Samaritans)

**If someone needs immediate medical attention, call 911**

CRISIS	DEFINITION	WHAT CAN YOU DO OR HOW CAN YOU HELP	WHO TO INFORM AT CCHS	WHAT ACTION WILL SCHOOL STAFF TAKE	WHAT ELSE MAKES SENSE TO DO
<b>CHILD ABUSE/ DOMESTIC VIOLENCE</b>	Any student who experiences abuse including neglect, physical, emotional or sexual abuse or who witnesses physical abuse in the home.	<p><b>If you have the experience</b> - share this information with an adult with whom you are comfortable.</p> <p><b>If you have the concern about a friend or acquaintance-</b></p> <ul style="list-style-type: none"> <li>• listen without making judgments</li> <li>• encourage the friend to share this with a trusted adult.</li> <li>• If necessary, report the concern yourself.</li> </ul>	Talk to a school adjustment counselor, a guidance counselor, the school nurse, teacher, coach, or trusted adult.	The chosen adult must inform specially trained school staff who will meet to determine how best to support the student and the referring individual. This support will include a plan to provide for the safety of the student, involvement of at least one parent or guardian, and a report which outlines the known facts to the Department of Social Services.	<p><b>If you have the experience</b> - stay involved and work with the adults who are trained to handle the situation and to provide for your safety.</p> <p><b>If you have the concern about a friend or acquaintance</b> -</p> <ul style="list-style-type: none"> <li>• continue to support your friend.</li> <li>• encourage him/her to work with the adults who are involved to improve the situation.</li> </ul>
<b>DATING VIOLENCE</b>	Any student who has experienced actual or attempted physical harm, who has been raped, or who has been placed in fear of serious imminent harm by a person with whom they have had a dating relationship.	<p><b>If you have the experience-</b></p> <ul style="list-style-type: none"> <li>• speak to a trusted adult or to the police</li> <li>• don't assume it won't happen again</li> </ul> <p><b>If you have the concern about a friend or acquaintance</b> -</p> <ul style="list-style-type: none"> <li>• listen without making judgments and maintain appropriate confidentiality</li> <li>• encourage your friend to share this with a trusted adult or the police</li> <li>• reassure your friend he/she is not to blame</li> <li>• don't inform the other party of your friend's concern</li> <li>• don't assume it won't happen again</li> </ul>	Talk to a school adjustment counselor, a guidance counselor, the school nurse, teacher, coach, or trusted adult.	The chosen adult must inform specially trained school staff who will meet to determine how best to support the student and the referring individual. For individuals under the age of 18, this support will include a plan to provide for the safety of the student, involvement of at least one parent or guardian, and a report which outlines the known facts to the Department of Social Services. The student may also be encouraged to report the incident(s) to the police.	<p><b>If you have the experience</b> - stay involved and work with the adults who are trained to handle the situation and to provide for your safety.</p> <p><b>If you have the concern about a friend or acquaintance</b> -</p> <ul style="list-style-type: none"> <li>• continue to support your friend</li> <li>• encourage him/her to take necessary steps to ensure his/her safety and well being</li> <li>• continue to respect his/her need for confidentiality</li> <li>• respect your friend's need to make his/her own decisions without intervening</li> </ul>

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<b>SUBSTANCE ABUSE</b>	Any student who possesses and/or uses alcohol or non-prescribed drugs.	<p><b>If you have the experience -</b> share this information with an adult with whom you are comfortable.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>encourage the friend to share this with an adult whom they trust.</li> <li>If necessary, report the concern yourself.</li> </ul>	Talk to the school nurse, dean of students, intervention/prevention counselor, or any other member of the guidance department.	The chosen adult must inform the dean of students and the intervention/prevention counselor who will review the situation. They will also determine who needs to be informed, what further steps to take for the student and referring individual, and who will inform the parents.	<p><b>If you have the experience -</b> make use of the resources and supports identified by the appropriate adults.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>continue to listen and support your friend.</li> <li>encourage your friend to make use of available supports.</li> </ul>
<b>PREGNANCY</b>	Any student concerned about pregnancy.	<p><b>If you have the experience -</b> speak to a trusted adult or appropriate community agency.</p> <p><b>If you have the concern about a friend or acquaintance-</b></p> <ul style="list-style-type: none"> <li>listen in a supportive, non-judgmental manner</li> <li>encourage the friend to share this with a trusted adult or to contact an appropriate community agency</li> <li>understand that no student will be required to disclose information to a member of the school staff about a suspected pregnancy.</li> <li>be aware that once this information is revealed, specific steps will be taken as outlined in the policy.</li> </ul>	Talk to the school nurse, school adjustment counselor, guidance counselor, teacher, coach or other trusted adult.	The chosen adult will inform specially trained school staff who will provide support. If the pregnancy is <i>suspected</i> but not confirmed, the student will be referred to an appropriate resource to <i>confirm</i> the pregnancy. The student may choose whether or not to involve her parents.	<p><b>If you have the experience -</b> make use of resources appropriate to your circumstances.</p> <p><b>If you have the concern about a friend or acquaintance-</b></p> <ul style="list-style-type: none"> <li>continue to support your friend through the decision making process.</li> </ul>

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<p><b>HARASSMENT</b></p> <p>-</p> <p><b>SEXUAL HARASSMENT</b></p>	<p>Words, gestures or written materials that are demeaning in nature and are based on the race, religion, gender, sexual orientation, or handicap of another person or group.</p> <p>Unwanted sexual advances of a written, verbal or physical nature which create an intimidating, hostile or offensive educational environment.</p>	<p><b>If you have the experience -</b> share this information with an adult with whom you are comfortable.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>listen without making judgments.</li> <li>encourage the friend to share this with a trusted adult.</li> <li>if necessary, to go with your friend to report the concern.</li> <li>reassure your friend they are not to blame.</li> <li>if necessary, share <u>your</u> concern with a trusted adult.</li> </ul>	<p>Talk to an administrator, faculty member or any other trusted adult.</p>	<p>The chosen adult will help the student clarify whether harassment/sexual harassment has occurred, however, the ultimate decision rests with the student. The adult will outline the responses available to the student. These responses include</p> <ul style="list-style-type: none"> <li>a meeting between the student and the offender within the school setting to resolve the issue.</li> <li>a written complaint discussed between the chosen adult and the offender within the school setting.</li> <li>a report of the incidence to the administration with a request for an official intervention as outlined in the student handbook.</li> <li>a decision to take no action.</li> </ul>	<p><b>If you have the experience -</b> make use of the available options to resolve the issue.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>encourage your friend to make use of the available options to resolve the issue.</li> </ul>

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<p><b>THREAT OF VIOLENCE TO OTHERS</b></p>	<p>Any student who threatens violent behavior toward another individual or to the school as a whole. Any student who is in possession of a weapon on school grounds.</p>	<p><b>If you have the experience -</b></p> <ul style="list-style-type: none"> <li>Immediately seek help from a trusted adult. Share your concerns and he/she will assist you in finding help to resolve issues or concerns that you are experiencing.</li> <li><b>Never</b> bring a weapon onto school grounds.</li> </ul> <p><b>If you have the concern about a friend -</b></p> <ul style="list-style-type: none"> <li>encourage your friend to share his/her concerns with an adult.</li> <li>if your friend will not seek help immediately, report what you have seen or heard to an adult <u>at once</u>.</li> </ul>	<p>Talk to a school administrator, school adjustment counselor, guidance counselor, nurse, teacher, coach, or other adult in the building. <b>Never</b> assume your friend is joking. <b>Always</b> seek help immediately.</p>	<p>A building administrator will investigate and take immediate steps to provide for the safety of the targeted individual(s) or the school as a whole, to inform parents, and to arrange for a risk assessment. Other staff members may assist the administrator in this process. Depending on the threat, it may be necessary to request help from the police in order to ensure the safety of all members of the school community.</p>	<p><b>If you have the experience -</b></p> <p>cooperate with the adults who are trained to provide assistance in these circumstances.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>continue to support your friend.</li> <li>continue to encourage him/her to work with the adults who are involved to improve the situation.</li> </ul>
<p><b>SUICIDE</b></p>	<p>Any student who indicates through actions, speech or writing that he or she may be at risk of harming himself/herself physically.</p>	<p><b>If you have the experience -</b></p> <p>speak to a trusted adult or friend.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>never assume your friend is just trying to get attention</li> <li>don't argue with or demean your friend's feelings.</li> <li>do not leave the person alone.</li> <li>as soon as possible, inform a trusted adult.</li> <li>Consult Suicide Prevention Resources (blue pg.) of this booklet for numbers to call</li> </ul>	<p>Talk to a school adjustment counselor, a guidance counselor, the school nurse, teacher, coach or other trusted adult.</p>	<p>The chosen adult must inform specially trained school staff who will meet to determine how best to respond. This response will include parental involvement, a plan to provide for the student's safety, and support for the referring student.</p>	<p><b>If you have the experience -</b></p> <p>continue to share your feelings and concerns with appropriate adults.</p> <p><b>If you have the concern about a friend or acquaintance -</b></p> <ul style="list-style-type: none"> <li>continue to listen and support your friend</li> <li>encourage your friend to continue to confide in the adults who are involved.</li> </ul>

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<p><b>EATING DISORDERS</b></p>	<p>Eating disorders are characterized by a severe disturbance in eating behavior. There are two main types of eating disorders:</p> <p><b>Anorexia Nervosa</b> This disorder is characterized by a refusal to maintain a minimally normal body weight. The person is intensely afraid of gaining weight and exhibits a significant disturbance in the perception of the shape or size of his/her body.</p> <p><b>Bulimia Nervosa</b> This disorder is characterized by repeated episodes of self-induced vomiting, misuse of laxatives, diuretics or other medications, fasting or excessive exercise after binge eating or even after eating small amounts of food.</p>	<p><b>If you have the experience –</b> Share this information with an adult with whom you feel comfortable.</p> <p><b>If you have the concern about a friend –</b> Encourage the friend to share this with an adult whom they trust. Do not assume he/she is going through a phase or will “grow out of it.”</p> <p>If necessary, report the concern yourself. Eating disorders are serious, sometimes fatal conditions, which need to be addressed immediately.</p>	<p>Talk to the school nurse, a school adjustment counselor, a guidance counselor, teacher, coach or other trusted adult.</p>	<p>The chosen adult must inform specially trained school staff who will meet to determine how best to respond. This response will include parental involvement, a plan to address health and emotional needs, and support for the referring student.</p>	<p><b>If you have the experience –</b> Continue to work with health professionals and to share your feelings and concerns.</p> <p><b>If you have the concern about another person –</b>  <ul style="list-style-type: none"> <li>— continue to support your friend.</li> <li>— encourage that person to follow the recommended plan for treatment and to work with the adults who are providing this treatment plan.</li> <li>— do not attempt to monitor for food consumption or force your friend to eat.</li> </ul> </p>

<b>CRISIS</b>	<b>DEFINITION</b>	<b>WHAT CAN YOU DO OR HOW CAN YOU HELP</b>	<b>WHO TO INFORM AT CCHS</b>	<b>WHAT ACTION WILL SCHOOL STAFF TAKE</b>	<b>WHAT ELSE MAKES SENSE TO DO</b>
<p><b>MEDICAL EMERGENCY</b></p>	<p>Any student or other member of the school community who experiences a serious injury or illness.</p>	<p><b>If you have the experience -</b> seek assistance from the nearest individual as quickly as possible.</p> <p><b>If you have the concern about another person -</b></p> <ul style="list-style-type: none"> <li>• if that person is conscious, reassure him/her and advise him/her not to move unless he/she is presently in a dangerous situation.</li> <li>• immediately seek assistance from the nearest individual who should alert medical personnel if there is no one else nearby.</li> <li>• leave the person to summon help only if there is no one else nearby.</li> <li>• be sure to use Universal Precautions if in the presence of bodily fluids (blood, semen, urine, saliva, etc.) See question and answer section for definition of universal precautions.</li> </ul>	<p>Report the situation to the nearest individual who should immediately inform the school nurse or other responsible adult.</p>	<p>The school nurse will take steps to stabilize the individual and seek additional medical assistance, as needed. The nurse will inform the injured student's parents as soon as possible.</p>	<p><b>If you have the experience -</b> continue recommended plan for treatment.</p> <p><b>If you have the concern about another person -</b></p> <ul style="list-style-type: none"> <li>• provide support as needed.</li> <li>• encourage that person to follow the recommended plan for treatment.</li> </ul>

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<b>HIV/AIDS</b>	Any student who has been tested for, diagnosed with, or suspects he/she might have contracted the HIV virus.	<p><b>If you have the experience -</b></p> <ul style="list-style-type: none"> <li>• seek the care of a competent medical professional or find a trusted adult who can help you find such care.</li> <li>• if you share this info with an adult within the CCHS community, they <b>will not</b> disclose the information to anyone else without your permission unless there is a threat to your immediate safety.</li> <li>• refrain from behaviors which could spread this condition to others.</li> </ul> <p><b>If you have the concern about a friend -</b></p> <ul style="list-style-type: none"> <li>• encourage your friend to seek medical care or testing as soon as possible.</li> <li>• encourage your friend to confide in a trusted adult who can help them find medical assistance.</li> <li>• talk to a trusted adult if you need help in supporting your friend.</li> </ul>	<ul style="list-style-type: none"> <li>• contact a medical doctor directly, if this is possible. (Medical personnel are also required to keep this information strictly confidential.)</li> <li>• talk to the school nurse, guidance counselor, school adjustment counselor, or any other trusted adult. Remember, this information <b>will not</b> be shared with anyone else without your permission.</li> </ul>	With your permission, a member of the school staff will help you or your friend to obtain information about testing and/or medical care.	<p><b>If you have the experience -</b></p> <ul style="list-style-type: none"> <li>• follow medical advice about the best way to safeguard your health.</li> <li>• take care not to put others at risk through behaviors which would exchange bodily fluids.</li> <li>• consider informing at least one adult in settings where you spend the most time (e.g. home, school, etc.) so he/she can help you resolve health/emotional issues.</li> </ul> <p><b>If your friend has the experience -</b></p> <ul style="list-style-type: none"> <li>• support your friend in his/her efforts to look after his/her own health and encourage him/her to take steps to protect others.</li> <li>• encourage your friend to inform appropriate adults in his/her life.</li> </ul>

## QUESTIONS AND ANSWERS CONCERNING THE STUDENT CRISIS HANDBOOK

### 1. What is the role of the Intervention-Prevention Counselor at CCHS?

The Intervention-Prevention Counselor referred to in some sections of the Student Crisis Handbook is a member of the CCHS Department who also functions as a school adjustment counselor. Areas of special expertise include developing programs to help students find ways to stay drug and alcohol-free and work with students and families where substance abuse has become a problem. As a trained social worker, this person's work involves helping students, their friends, and their families deal with a wide range of personal problems which impact on education.

### 2. What are the roles of the School Adjustment Counselors at CCHS?

The CCHS Guidance Department has two school adjustment counselors who work with students, their families, and their friends to help resolve social and emotional issues that impact on interpersonal relationships or that interfere with a student's ability to make effective use of their education. Both school adjustment counselors are trained social workers with a number of years of experience in working with students and families. One of the school adjustment counselors is also the Intervention Prevention Counselor referred to above. Both school adjustment counselors are available to all students at CCHS. Students may contact either school adjustment counselor directly or be referred by a friend, a teacher, a guidance counselor, or a parent.

## CHILD ABUSE/DOMESTIC VIOLENCE

### 1. What is defined as abuse and neglect?

Abuse/neglect is defined as a deliberate act that causes a substantial risk of physical, sexual or emotional harm to the well-being of a person under the age of 18. This definition also includes witnessing domestic violence.

### 2. What is the best way to support a friend who has revealed that he/she has experienced neglect or abuse or witnessed domestic violence?

If a friend has revealed that he/she has experienced neglect or abuse you can best provide support in the following ways:

- Let your friend tell you as much of his/her experience as he/she feels comfortable sharing.
- Do not press for additional information your friend may not be ready to share.
- Let your friend know you feel he/she is not to blame for what happened.
- Strongly encourage your friend to share this information with a trusted adult and offer to go with him/her to provide support.
- If your friend will not report, you should report the concern yourself to a teacher, guidance counselor, nurse, adjustment counselor or other trusted adult.
- After reporting the situation, encourage your friend to continue to work with the appropriate adults.

### 3. Why do school staff report a case of suspected abuse or neglect to a state agency?

Massachusetts law requires all school personnel and certain other individuals to report any information they have that suggests a student under the age of 18 might have been abused or neglected by someone in a caretaker role or has been a witness to domestic violence. The report does not constitute a judgment of child abuse but reasonable cause to believe that abuse might have taken place. The state agency to whom the report is made, the Department of Social Service, will make the decision whether or not to follow up the school's report with an investigation.

### 4. Why are parents notified when there is concern about possible child abuse or neglect?

Parents hold legal responsibility for the welfare of their children under the age of 18 and as such are presumed responsible for conditions that interfere with their children's well-being. By notifying parents that the school is

reporting possible child abuse to the Department of Social Services, the school is acknowledging this parental responsibility and offering to work with parents to improve the situation for the adolescent.

If there is reason to believe that notifying parents would present a risk to the physical safety of the adolescent, a specially-trained group of school staff will meet to decide if that notification should take place. In all cases, however, notification to the Department of Social Services would take place if school staff had reasonable cause to believe the adolescent has been the victim of some form of abuse or of neglect.

## **DATING VIOLENCE**

### **1. When do the actions described as dating violence constitute an arrestable offense?**

In the absence of a restraining order, the police have the final judgment on when to arrest, however, if the behaviors meet the definition, arrest is the preferred response. If a restraining order exists and has been violated, arrest is mandatory.

### **2. What is a restraining order and how will the school respond to such an order?**

A restraining order is a court ordered document, which prohibits the perpetrator from specified contact with the victim. In response to a restraining order (Mass. General Laws, Ch. 209A), the school will institute a plan that ensures that the victim and perpetrator are not in contact during the day, necessary staff are informed, and a safety plan, addressing the victim's needs, is in place.

## **SUBSTANCE USE/ABUSE**

### **1. Why does the school have to respond to possession and/or use of alcohol or non-prescribed drugs?**

The use of alcohol by individuals under the age of 21 or of non-prescribed drugs by a person of any age is illegal. As a state agency, the school is obligated to follow the law and to address instances of use by any member of the school community. In addition, the school has an investment in the well-being of the students at CCHS and believes that the use or abuse of alcohol and non-prescribed drugs is detrimental to the positive development of adolescents.

### **2. What kind of response is likely to be made to a student who is in possession of or using alcohol or non-prescribed drugs?**

The response of the school is determined by the particular student behavior. Please see **Appendix B** for a summary of the school's response to drug and alcohol-related behaviors.

### **3. When does the use of alcohol or non-prescribed drugs mean that a student has "a problem"? What kind of help is available to a student who has a drug or alcohol "problem"?**

Experts disagree on what level of use constitutes a drug or alcohol problem. The school's position is that any use of alcohol or non-prescription drugs creates a potential problem for the user. The disclosure or knowledge of this use will generate a response based on what is felt to be in the best interest of the student. Student Support Staff (Guidance, Health, Special Education) know about a wide range of programs and services, which are available to those who need them.

## **PREGNANCY**

### **1. What help can the school provide to a student who thinks she might be pregnant?**

The school nurse can help a student access her own health care provider or provide other resources to help a student determine whether or not she may be pregnant. School staff is not required to inform parents about the request for this information.

**2. What help can the school provide to a student who knows she is pregnant?**

School staff can support and help a student with feelings and thoughts about the pregnancy and will help her plan ways to inform her parents. In addition, the school will provide a list of full-service agencies, which can assist her in the decision-making process. A full-service agency is one which provides a student with a range of options which include preparation for parenting, facilitating an adoption, and accessing the legal right to terminate the pregnancy without parental consent. However, it is the school's policy to inform the parents and to work with students when school staff have knowledge of a confirmed pregnancy.

If a student chooses not to inform school personnel that she has a confirmed pregnancy, she has the legal right to petition the Court to terminate her pregnancy without parental knowledge or consent.

**3. Why are parents informed when a student is sure she is pregnant?**

The school regards a confirmed pregnancy as a health issue and as such feels an obligation to inform parents who are ultimately responsible for the health and well-being of their children. The obligation to inform parents does not exist if the pregnancy is unconfirmed or has been terminated prior to disclosure to school staff. If a student is 18 or over, school staff are not obligated to inform parents about a confirmed pregnancy.

**HARASSMENT AND SEXUAL HARASSMENT**

**1. What forms of harassment does school policy cover?**

School policy covers harassment on the basis of race, religion, national origin, age, sex, sexual orientation, and handicap. Behaviors such as unwelcome remarks, gestures or physical contact, display or circulation of written material or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicapped individuals or groups can constitute harassment.

**2. What sort of statements or behaviors constitute sexual harassment?**

Sexual harassment includes unsolicited remarks, gestures, physical contact, and display or circulation of written materials or pictures derogatory to individuals because of gender or sexual orientation.

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when such conduct has the purpose or effect of interfering with the individual's work or educational performance, or creating an intimidating, hostile, or offensive educational environment.

**3. What happens when a student reports any type of harassment?**

There are several options available to students who feel they have been the object of harassment. Please see **Appendix C** for a summary of these options.

**4. What happens if the harassed student prefers to take no action other than speaking with a member of the CCHS faculty?**

It is the student's right to determine which course of action he or she wishes to pursue, including none at all. If the student chooses to bring the complaint to the administration, one of the issues which will be addressed is whether to inform the parents of the student raising the complaint. Unless a student makes an administrator aware of the harassment he/she is experiencing, the administrator's initial response may be limited.

**THREAT OF VIOLENCE**

**1. What should I do if I am in class and we hear that there is one or more people threatening violence to members of the school community.**

Your teachers have been instructed on how to keep you safe. Follow their directions as quickly and quietly as possible. Do not attempt to leave the classroom or run outside unless told to do so by an adult.

**2. What if I am in the cafeteria or courtyard and someone starts shooting?**

Drop to the ground and seek cover immediately by turning over a table or hiding behind a tree or chair, etc. Try not to draw attention to yourself by shouting or talking to others. Do not attempt to get up or run away unless it is absolutely necessary, the immediate danger is over, or you are instructed to do so by an adult.

**3. What should I do if I hear someone joking about bringing a gun to school or hurting others.**

Never assume it is just a joke. Immediately seek out an administrator or other adult in the building and report what you have heard. An investigation will be undertaken to determine the facts and appropriate action will be taken based on this investigation. A primary responsibility of all students and staff is to help ensure the safety and well being of each and every member of the school community. When in doubt, report!!

## SUICIDE

**1. How do I know if my friend is considering suicide?**

Certain feelings and behaviors may indicate that an individual is seriously depressed. When several of these indicators appear together, an individual is often at greater risk for taking his or her life or physically harming him/herself in some way. Be aware that the use of alcohol often intensifies this risk.

Please see **Appendix A** for a list of indicators of depression and warning signs of suicide.

If you have concerns about a friend who you think might be considering suicide, don't be afraid to ask the person directly if he/she is considering suicide.

**2. What is the best way for me to support a friend who is suicidal?**

The best form of personal support you can offer a possibly suicidal friend is to listen seriously and non-judgmentally to him/her and to seek assistance as soon as possible from an adult whom you trust. It is not helpful to try to argue your friend out of his or her feelings, and attempts to "cheer the person up" usually leave the individual feeling no one really understands him/her. If possible, encourage your friend to speak to a trusted adult and offer to go with him/her to do this, if necessary. If your friend is unwilling to speak to an adult, it is important for you to alert an adult about the situation. Do not assume the responsibility for keeping your friend safe or assume that things will improve. Your friend is in a potentially life-threatening situation which requires **immediate** attention. Do not leave your friend alone in a period of possible isolation e.g. weekend, late night, etc. unless a responsible adult knows of his or her situation.

**3. Why are parents always notified if a student appears to be suicidal?**

Parents hold legal responsibility for the welfare of their children under the age of 18, and for this reason they are required to be involved in assisting the adolescent to obtain the help he or she needs to deal with depression or despair. Even if conditions at home are seen by the suicidal person as contributing to his or her feelings of hopelessness and despair, the parents must be informed about the seriousness of their son or daughter's feelings so they can work toward improving the overall situation.

## EATING DISORDERS

**1. How can I help my friend who has an eating disorder? Should I encourage him/her to eat or tell him/her he/she looks too thin?**

Individuals with eating disorders have complex and often distorted feelings about eating, body image, and weight gain. These feelings are based more on subjective beliefs rather than reality and are not apt to be positively influenced by feedback even from a friend. It is important, however, to continue to listen to your

friend, to encourage him/her to seek help from a responsible adult or health professional and to provide emotional support. It is not useful for you to try to control your friend's eating.

**2. Why does the school involve parents when a student is thought to have an eating disorder?**

In addition to the emotional distress, an eating disorder can have a significant impact on the physical health of the individual and in extreme cases, can even result in death. Students need the support of parents to obtain treatment for the emotional needs and potentially severe risk to physical health which an eating disorder presents.

**3. Can a boy have an eating disorder?**

While the large majority of individuals with eating disorders are female, a small percentage (approximately 10%) of males are diagnosed as having eating disorders.

### **MEDICAL EMERGENCY**

**1. If a student knows First Aid procedures, should he or she attempt to use them to help an injured classmate?**

If the student has had formal training in CPR/ First Aid Medical emergencies and is unable to get assistance from an adult, he or she should institute medical emergency procedures.

**2. If the Health Office is closed when a student is ill or injured, where should the student go for help?**

If a student is in need of non-emergency service, he or she should go to the Main Office or the Student Support Services area for assistance. In a medical emergency, a student should seek help from the first available adult.

**3. When is the Health Office open to students?**

The Health Office is open to students from 7:30 a.m. to 2:30 p.m. daily.

**4. What happens to a student who is too seriously ill or injured to be treated by the CCHS Health Office?**

In cases of a medical emergency, the school nurse or another responsible adult will contact town emergency personnel who will send an ambulance to transport the injured student to the hospital. The nurse will also contact the student's parents and notify them of the situation.

**5. In which cases are parents notified about a student's illness or injury?**

The nurse notifies a student's parents if the illness or injury warrants immediate medical attention or observation for a potential problem.

**6. Are there medical procedures which require a parent's permission for the school nurse to perform?**

The nurse must receive parental permission to administer any medication (prescribed and over-the-counter). She also must receive permission from a parent to send an ill student home.

**7. What are Universal Precautions which must be used in the presence of bodily fluids?**

Universal precautions refer to the usual and ordinary steps everyone needs to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as the Hepatitis B virus).

1. Treat blood and all body fluids with respect.
2. All blood and body fluid spills should be cleaned up promptly by trained personnel.

3. Latex gloves should be worn when dealing with blood and other body fluids. Gloves will be available in every classroom.
4. Blood spills should be cleaned up with a ten percent bleach solution (1 part bleach to 10 parts water) or similar antiseptic products. The custodial staff has the proper solution.
5. **Always** wash your hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of your body (be especially careful not to touch your eyes before washing up.) Soap and water will kill HIV.
6. Other body fluids (urine, vomitus, feces, saliva), unless grossly blood contaminated, need only be cleaned with a disinfectant or soap solution. They do not pose a significant risk of HIV infection.
7. Body fluids should be disposed of as trash in accordance with Massachusetts Department of Public Health guidelines.

### **HIV/AIDS**

**1. What should I do if my friend will not tell anyone about the fact he/she has contracted HIV/AIDS?**

Continue to encourage your friend to seek medical care and to confide in critical adults in his/her life. You may wish to seek help in supporting your friend by contacting an adult who can advise you on how best to access HIV/AIDS materials, information, and/or medical/counseling referrals.

**2. What should I do if my friend confides in me that he/she has HIV/AIDS and is going to kill him/herself?**

Threat of a possible suicide should be your primary concern. Contact a trusted adult immediately who, if he/she is a member of the school community, will get help for your friend as outlined in this booklet. Remember, in this instance, your friend's desire for confidentiality is far outweighed by your responsibility to try to help keep him/her safe.

**3. Why do school personnel have to keep the fact a student has or may have HIV/AIDS in confidence?**

Massachusetts law requires the specific, informed, written consent of any person 13 years or older before disclosing information about the fact that an AIDS test has been performed or the results of that test. Should it be determined, however, that a student's life is in jeopardy, school personnel will take steps to guarantee that individual's safety. (See suicide protocol)

## WARNING SIGNS OF SUICIDE

The feelings and behaviors below are typical indicators of depression and taken together may also indicate a potential for suicide.

### Indicators of Depression

Rejection by loved one (friend/parents/family members)  
Feeling of emptiness  
Sleep disturbance  
Change of eating habits  
Anger/Rage (rebellious refusal to cooperate)  
Poor self esteem  
Withdrawing from friends/family  
Feelings of helplessness, hopelessness, loss or despair  
Inability to concentrate  
Mood swings  
Pessimism about the future  
Feeling of insufficiency to satisfy ideals  
Recent sense of failure

### Behavioral and Personality Changes

Change in school work or attendance  
Somatic problems  
Giving away prized possessions  
Abrupt cutting off friendship  
Talking or writing about the desire to end life  
Violent or abusive behavior  
Purchase of pills, weapons, ropes, etc.  
"Accidental" poisoning/frequent accidents  
Crying spells/pervasive sadness  
Lessened verbal communication  
Making final arrangements (wills-insurance-funerals)  
Increased risk taking (e.g., drunk driving, driving too fast, etc.)

## URGENT WARNING SIGNALS

The behaviors below indicate an increased likelihood of suicidal or at risk behaviors. They are often urgent warning signs which signal a need for immediate response.

Giving away possessions  
Unexpected elation  
Suddenly not talking about suicide anymore  
Breaking off completely from important relationships  
Attempted suicide in the past  
Having a plan which is lethal and specific and a method of death which is available  
Having a person in the immediate family or a relative who attempted or committed suicide.

## SUGGESTIONS FOR INTERACTING WITH A SUICIDAL PERSON

Listen  
Take seriously every complaint and feeling the person is expressing  
Do not be afraid to ask directly if they have thoughts of suicide  
Do not be misled by the comments that the emotional crisis is over  
Be affirmative/supportive  
Consider available resources for assistance: Guidance, Nurse, Administrator  
Tell the student how you plan to help  
Ask for assistance; follow response procedures  
If suicide appears imminent, do not leave the individual  
Do not approach the problem with horror  
Do not try to deny the suicidal thinking  
Do not challenge or try to shock the individual out of suicide  
Do not try to "win" arguments about suicide (They cannot be "won")  
Give reassurance that depressed and helpless feelings are temporary and will pass  
Point out that death can not be reversed  
Focus upon valued family members and friends by reminding the youth about the feelings and rights of others

**SUBSTANCE ABUSE PROTOCOL**

<b>Behavior At School Or While Attending A School Function</b>	<b>School Response</b>	<b>Police Response</b>	<b>Intervention</b>
<b>Student voluntarily confides a drug problem to a staff member.</b>	<ul style="list-style-type: none"> <li>• Encourage student to confide in parents.</li> <li>• Advise student that parents must be informed.</li> <li>• There is no confidentiality protection under the law.</li> <li>• Refer case to counselor, health education teacher, administrator or school nurse.</li> <li>• Counsel and support student and family, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling for student and/or parent/guardian, urge consultation with a community agency.</li> <li>• Identify sources for help.</li> <li>• Notify Intervention/Prevention Counselor.</li> </ul>
<b>Student is suspected of being under the influence of drugs or alcohol. No contraband is found.</b>	<ul style="list-style-type: none"> <li>• Student referred to school nurse for diagnosis of health problem. Counselor and/or health education teacher included in the assessment.</li> <li>• Notification of administrator, if necessary.</li> <li>• Student dismissed from school under parent/guardian supervision if adequate suspicion or proof is presented.</li> <li>• Search of locker may be deemed appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>
<b>Student identified as under the influence of drugs or alcohol. No contraband is found.</b>	<ul style="list-style-type: none"> <li>• Referral to school nurse.</li> <li>• Administrator notified.</li> <li>• Counselor, health education teacher consulted.</li> <li>• Parent/guardian notified and student dismissed in custody of parent/guardian.</li> <li>• Student suspended from school and placed on social probation in accordance with school's Rules and Regulations.</li> <li>• In the case of controlled substance, student may be expelled. (See Rules and Regulations).</li> </ul>	<ul style="list-style-type: none"> <li>• Informal notification to police department juvenile officer.</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling.</li> <li>• Identify available services. Evaluation may be required.                             <ul style="list-style-type: none"> <li>▪ Recommendation for treatment program, if necessary.</li> </ul> </li> <li>• CHINS and/or care and protection order if necessary.</li> <li>• Joint meeting of school personnel, parent, student and juvenile officer when appropriate.</li> <li>• Notify Intervention/Prevention Counselor.</li> </ul>

Continued....

**SUBSTANCE ABUSE PROTOCOL (Continued)**

<b>Behavior At School Or While Attending A School Function</b>	<b>School Response</b>	<b>Police Response</b>	<b>Intervention</b>
<b>Student found to be in possession of alcohol or drugs.</b>	<ul style="list-style-type: none"> <li>• Administrator notified.</li> <li>• Notification to police department juvenile officer.</li> <li>• Student detained until dismissed in custody of parent/guardian.</li> <li>• Student suspended from school and placed on social probation in accordance with school’s Rules and Regulations.</li> <li>• Search of locker will be deemed appropriate.</li> <li>• In the case of controlled substance student may be expelled (See Rules and Regulations).</li> </ul>	<ul style="list-style-type: none"> <li>• Youth officer may participate in conference with parent and/or student.</li> <li>• Contraband remanded to police.</li> <li>• Determination if prosecution is made by police.</li> <li>• Investigating officer shall make a report to building administrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator/ counselor/school social worker/juvenile officer/probation officer will recommend counseling or treatment program to student and/or parent/guardian.</li> <li>• Special education evaluation may be required.</li> <li>• Joint meeting of school personnel, parent/guardian, student, and juvenile officer recommended when appropriate.</li> <li>• Notify Intervention/Prevention Counselor.</li> </ul>
<b>Student is found to be selling or distributing drugs or alcohol.</b>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Court action or consultation with juvenile officer, parents/guardians and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment and counseling.</li> <li>• Informal/formal probationary period established.</li> <li>• Notify Intervention/Prevention Counselor.</li> </ul>

**HARASSMENT/SEXUAL HARASSMENT**

**DECLARATION OF COMPLIANCE**

All Concord-Carlisle High School operations and procedures comply with applicable state and federal legislation. The following statutes are particularly relevant:

1. **Section 504 of the Rehabilitation Act of 1973** (Federal).  
"No otherwise qualified, handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
2. **Chapter 282 of the Acts of 1993, General Laws Chapter 76 §5** (Amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts).  
No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.
3. **Title IX of the Educational Amendments of 1972** (Prohibition of discrimination on the basis of sex).  
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.
4. **Chapter 269 of the General Law of Massachusetts** (Prohibition of Hazing).  
Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or their person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary school, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

5. **Section 703 of Title VII of the Civil Rights Act of 1964 and Chapters 151A and 151B of the Massachusetts General Laws** (Prohibition of sexual harassment) School Committee policy regarding sexual harassment is based on federal and state legislation. The full text of the School Committee policy follows:

“The Concord Public Schools and the Concord-Carlisle Regional District are committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, or handicap in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Concord Public Schools and the Concord-Carlisle District are also committed to maintain a school and work environment free of harassment based on race, color, religion, national origin, age, sex, sexual orientation, or handicap. The Concord Public Schools and the Concord-Carlisle Regional District expect all employees, students and other members of the school community to conduct themselves in an appropriate and professional manner.

Harassment on the basis of race, color, religion, national origin, age, sex, sexual orientation, and handicap in any form will not be tolerated. Such harassment includes unwelcome remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicapped individuals or groups.

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment, academic achievement, athletic opportunities, educational development or other opportunities, or
2. submission to or rejection of such conduct by an individual (employee, student or other) is used as the basis for employment or education decisions affecting such individual, or
3. such conduct or communications has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

Any violation of this policy should be brought to the attention of the Title IX Coordinator or the Superintendent or his/her designee, as soon as possible, who will conduct an investigation and take appropriate action. (See statement immediately following this policy statement for more specific information about reporting procedures.)

Any employee, student, or other member of the school community found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension, expulsion/termination subject to applicable procedural requirements.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts law, G.L. c. 119, §51A. The Concord Public Schools and the Concord-Carlisle Regional District shall comply with Massachusetts laws in reporting suspected cases of child abuse.” (Policy adopted November 11, 1993)

### **SEXUAL HARASSMENT REPORTING PROCEDURES**

Any student who feels that he/she is experiencing sexual harassment should speak with a member of the faculty or administration who will help the student determine an appropriate response. Potential sexual harassment will be taken very seriously by the school. As a community, we will have zero tolerance for such behavior.

If a student reports a concern about sexual harassment to a member of the faculty or administration at CCHS, the adult to whom the concern is reported will meet with the student, listen to the student's concern, inform the student of the ranges of responses he or she can make and help the student choose a response to be made. These responses include the following:

- a. A meeting takes place between the student reporting the incident and the accused person facilitated by an adult at CCHS. The purpose of the meeting is to communicate directly to the accused person the nature of the offending behavior and the reaction of the person experiencing it, to clarify any misunderstandings and/or to clarify for the accused person the consequences of sexual harassment and retaliation.
- b. The student, with the assistance of the adult, commits the complaint to writing, and the adult meets with the accused person to convey the complaint and ensure that the accused person understands the consequences of sexual harassment and retaliation.
- c. The student reports the incident to the Dean of Students, Assistant Principal or Principal and requests an official school response. If the student chooses this option, the adult to whom the student has confided will help the student make an appointment with one of the administrators. The administrator to whom the student reports for an official response from the school will conduct an investigation and take appropriate action.

If the student chooses a response other than reporting the sexual harassment to an administrator for an official school response, the adult to whom the student has spoken should arrange a follow-up meeting to determine if the situation has been resolved to the satisfaction of the student. The faculty member to whom a report has been made is to report the situation and the action taken to the Dean of Students. An official school response will not be made as the result of this report unless requested by the student.

Any member of the school community found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning and suspension, subject to applicable procedural requirements.

## **DISCRIMINATION GRIEVANCE PROCEDURES**

The School Committees of the Concord Public Schools and the Concord-Carlisle Regional School District, in compliance with the rules and regulations pertaining to total nondiscrimination, have established these procedures whereby a complaint related to the violation, interpretation or application of either Title IX or Chapter 622 (282) rules and regulations may be resolved. Students and/or their parents are encouraged to use the grievance procedures when they have a complaint.

The School Committees have designated a Title IX/Chapter 622 (282) Coordinator for the purpose of coordinating efforts to comply with Title IX/Chapter 622 (282) rules and regulations. This person is the Director of Personnel, and his responsibility is to act as an advisor to any/all parties at any stage of these procedures to ensure that proper steps are followed. The coordinator may also act as mediator when requested to do so by both parties.

### **A. Informal Procedures**

When you think you have a complaint you should first follow these informal steps. If you feel that someone has discriminated against you because of your race, sex, sexual orientation, religion, or ethnic background, you are encouraged to talk to that person directly about your feelings. If you find this difficult to do, you may wish to talk with a student advisor who can inform you of your rights and may go with you when you discuss your concerns. A student advisor is any teacher, counselor, or administrator employed by either the Concord Public Schools or the Concord-Carlisle Regional School District. Try to find out whether the discrimination you believe exists is the result of an individual's bias or a school-wide policy. Your concern may be a misunderstanding which can be cleared up by a simple informal conversation. If the person(s) involved have agreed to change the policy or practice, or if you are satisfied that no discrimination exists, you will not have to file a formal complaint. If these steps do not work, you may follow a formal procedure.

**B. Formal Procedures**

Write out a clear statement of your complaint including all the facts as you see them. The following information should be included:

- A. Your name and home address.
- B. A description of what happened including names and addresses of person involved, time, date and as many other details as you can remember.
- C. Name and address of your school.
- D. Any other information you think is important to help people understand your concerns.

The Principal will conduct an investigation of the formal complaint and give a written decision to both parties and to the Title IX/Chapter 622 (282) Coordinator (the Director of Personnel) within ten school days of its receipt.

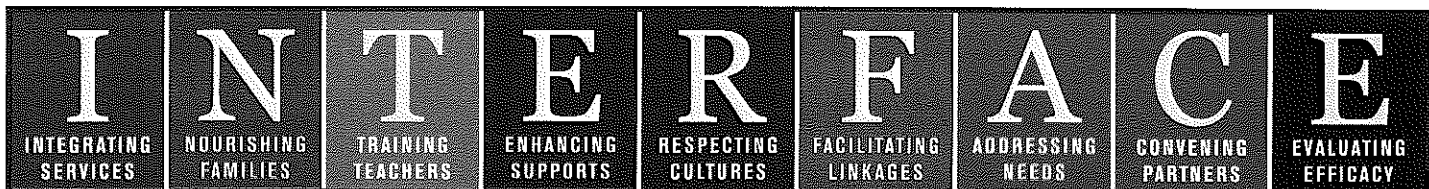
If you disagree with the decision of the Principal, you may appeal, in writing, to the Superintendent of Schools within five school days after you receive the written decision.

The Superintendent will, within ten school days of the receipt of the grievance, investigate the grievance and give a written decision. The Superintendent will submit a copy of the decision to both parties, the Principal, and the Title IX /Chapter 622 (282) Coordinator (the Director of Personnel).

If you disagree with the decision of the Superintendent, you may appeal the decision, in writing, to the School Committee within five school days after you receive the written decision. The School Committee will, within twenty school days of the receipt of the grievance, investigate the grievance and give a written decision. The School Committee will submit a copy of the decision and the reasons therefore to both parties, the Superintendent, the involved Principal and Title IX/Chapter 622 (282) Coordinator (the Director of Personnel).

The above time frames may be extended by mutual agreement.

Complaints alleging violations of Chapter 622 (282) may alternately be filed in writing with the Superintendent of Schools for immediate School Committee action. A parent, guardian or other person or group who feels that Chapter 622 (282) regulations have been violated may request a copy of the School Committee response be sent to the Bureau of Equal Educational Opportunity, Department of Education, 350 Main Street, Malden, MA 02148-5023. A parent, guardian or the person affected may also seek enforcement of these regulations in any court or administrative agency of competent jurisdiction. Complaints alleging violations of Title IX may also be filed with the Office of Civil Rights, Department of Education, 330 Independence Avenue, S.W., Washington, D.C. 20210.



# Wondering About Mental Health Services?

What services exist in and around your community?  
How do you navigate the mental health system in Massachusetts?  
Where can you find information about topics related  
to a child's or family's mental health?

**Find answers at Project INTERFACE**  
[www.projectinterface.org](http://www.projectinterface.org)

Project INTERFACE works to increase awareness of mental health issues impacting children and families and to facilitate access to appropriate services. Visit the website to learn more about anxiety, bullying, depression, divorce, eating disorders, grief/loss, and much more. In addition, several area communities have funded Helpline services for their residents:

**In Boston, Concord, Lincoln, Needham, Newton, Waltham or Wellesley:**

Call the Project INTERFACE Helpline at 617-332-3666 x411 for resource information and/or provider referrals from a mental health professional experienced in working with children and families.

**In Newton only:**

In-person consultations are also available.

*Project INTERFACE, based at WarmLines in Newton, is a program of the Massachusetts School of Professional Psychology, and works in collaboration with Riverside Community Care and The Newton Partnership. Contact Beth Rogan ([brogan@warmlines.org](mailto:brogan@warmlines.org)) to learn more about Project INTERFACE, including how to bring valuable Helpline services to your community.*

**Resource  
Information**

**WarmLines**  
The Freedman Center at MSPP

**Provider  
Referrals**