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June 30, 1994

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

Anti-Harassment Policy

Re: School Committee Order C94-172

The Anti-Harassment Policy attached will be the foundation for the Superintendent's plan to establish a harassment-free school system. Together with the Sexual Harassment Policy and Procedures and the Rights and Responsibility Students' Handbook, section 24, all Cambridge Public Schools' staff and students will be informed of the School System's prohibition of any form of harassment.

Training to reinforce the intent of these policies will be conducted during the 1994/95 school year.

Respectfully submitted,

Mary Lou McGrath
Superintendent of Schools

ANTI-HARASSMENT POLICY

07/01/94

ANTI-HARASSMENT POLICY

The Cambridge Public Schools, in conformity with federal, state and local law, prohibits discrimination on the basis of race, color, sex, religion, disability, national origin, or ancestry and sexual orientation. Activities which are intended to promote these laws are encouraged in every area of the schools and work place.

The purpose for the formulation of anti-harassment guidelines is to assist all school department employees in becoming aware of behavior and activities by employees which are in violation of and contrary to the anti-discrimination policies and prevent the Cambridge Public Schools from achieving its equity goals. In particular, sexual, racial, ethnic, religious, disability-related, national origin-related, and a homophobic type of harassment will not be tolerated in the work place. Swift and appropriate action will be taken to eliminate all evidence of sexual, racial, national origin-related, disability-related, homophobic, ethnic and religious types of harassment. Violations will result in discipline up to and including discharge.

RIGHTS PROTECTED AGAINST DISCRIMINATION/HARASSMENT

1. SEXUAL HARASSMENT

Definition

Conduct which includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

Submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment;

Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work or school environment.

2. RACIAL HARASSMENT

Definition

Words, actions or other verbal, written or physical conduct which are offensive because of their racial connotation, prejudice, stereotyping or bigotry constitutes racial harassment when such conduct has the purpose or effect of unreasonably

interfering with an individual's work or school performance or creating an intimidating, hostile or offensive working or school environment.

3. DISABILITY-RELATED HARASSMENT

Definition

Harassment on the basis of an individual's disability is a violation of the Cambridge Public Schools' Anti-Discrimination Policy. Conduct which ridicules, scorns, mocks, intimidates, threatens, or coerces any individual due to his/her physical or mental disability, real or perceived, or which has the effect of unreasonably interfering with the work or school performance or creating an offensive, hostile, intimidating working or school environment will be considered disability-related harassment.

4. HOMOPHOBIC HARASSMENT

Definition

Harassment on the basis of an individual's sexual preference or orientation is prohibited. Words, actions or other verbal, written or physical conduct which ridicules, scorns, mocks, intimidates or otherwise threatens any individual because of his/her sexual orientation/preference constitutes homophobic harassment when it has the purpose or effect of unreasonably interfering with the work or school performance or creating an intimidating, hostile or offensive environment.

5. ETHNIC HARASSMENT

Definition

Words, actions or other verbal, written or physical conduct which are offensive because of their ethnic connotation, prejudice, stereotyping or bigotry constitutes ethnic harassment, when such conduct has the purpose or effect of unreasonably interfering with an individual's work or school performance or creating an intimidating, hostile or offensive working or school environment.

6. RELIGIOUS HARASSMENT

Definition

Harassment on the basis of an individual's religious affiliation is a violation of the Cambridge Public Schools' Anti-Discrimination Policy. Words, actions or other verbal, written or physical conduct which are offensive because of their religious

connotation, prejudice, stereotyping or bigotry constitutes religious harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's work or school performance or creating an intimidating, hostile or offensive working or school environment.

7. NATIONAL ORIGIN HARASSMENT

Definition

Harassment on the basis of an individual's accent or manner of speaking or other characteristic of national origin is prohibited. Words, actions or other verbal, written or physical conduct which are offensive because of their connotation as they related to the employee's national origin, surname or accent constitutes harassment based on national origin when such conduct has the purpose or effect of unreasonably interfering with an individual's work or school performance or creating an intimidation, hostile environment.

8. RESPONSIBILITIES

- a) Administrative/supervisory and teaching staff are responsible for ensuring that harassment based on race, sex, ethnic or religious affiliation, national origin-related, disability, and sexual orientation does not occur in the work place or schools.

Administrative/supervisory and teaching staff will be held responsible for conduct which is known or should have been known to have created or could create racial, ethnic, religious, national origin-related, sexual or disability -related harassment whether perpetrated by an employee , student or a third party (regardless of control), unless immediate and appropriate corrective action has been taken.

- b) Administrative/supervisory and teaching staff must take all steps necessary to prevent racial, ethnic, religious, national origin-related, disability-related and homophobic harassment from occurring. Such steps include trouble-shooting within the department, expressing strong disapproval for harassment or developing appropriate corrective action.

9. PROCEDURES

- a) Employees may either notify the immediate supervisor or administrator or the Affirmative Action Office, and students the principal or any member of the teaching staff, of any incident which creates the basis for racial, sexual, ethnic, religious, national origin-related, disability-related or homophobic type of harassment. Employees or students who do not feel comfortable discussing the situation with a

supervisor or administrator may confer with the Affirmative Action Officer or counselor, respectively, as an alternative.

- b) When administrative or teaching staff are notified of incidents which create or would tend to create racial, sexual, ethnic, religious, disability-related, national origin-related, or homophobic type of harassment, they have a responsibility to notify the Director of Affirmative Action.
- c) Employment, educational opportunities or benefits may not be denied to a complaining employee in retaliation for submitting or participating in the resolution of a grievance. Any retaliation will be considered a serious offense and will be subject to disciplinary action.
- d) A standard complaint process will be used by the Affirmative Action Officer to initiate an investigation and resolution procedure.

10. INVESTIGATION

- a) Harassment complaint will be handled expediently.
- b) All inquiries of harassment will be kept confidential by the Office of Affirmative Action.
- c) Gathering of data and written statements shall be handled by the Office of Affirmative Action.
- d) After receiving a harassment complaint, the Affirmative Action Office shall contact the Superintendent and department chair. Thereafter, an interview will be held in order to resolve the matter expediently.
- e) Within 15 days after receiving the complaint, the Superintendent will be notified of the determination made by the Affirmative Action Office.

11. REMEDIES

- a) Appropriate remedies, using progressive disciplinary procedures, will be used against the aggressor and/or appropriate supervisory personnel.
- b) Disciplinary action will be applied on a case by case basis.
- c) The policy will not infringe upon rights guaranteed in collective bargaining agreements, city ordinance or law, nor the constitution or regulations of the Massachusetts or the federal government.

12. FILING OF DISCRIMINATION COMPLAINTS

- a) The filing of a harassment complaint with the Cambridge Public Schools via the Affirmative Action Plan-Harassment Policy is not the same as filing a discrimination complaint.
- b) Through the complaint process the Affirmative Action Office will not attempt to make findings or conclusions of law. Instead, this procedure attempts only to mediate problems in an expedient manner.
- c) The filing of a discrimination complaint may be made through federal, state and local agencies empowered to enforce anti-discrimination laws or with State or Federal Courts.

CAMBRIDGE PUBLIC SCHOOLS SEXUAL HARASSMENT POLICY STATEMENT

The mission of the Cambridge Public Schools is to promote and achieve an environment where educational opportunity for students and the contribution and support of the professional staff to education can be realized. The Cambridge Public Schools resolve to accomplish this mission by requiring students and staff to practice and display at all times respect for self and others. All members of the Cambridge Public School community, therefore, are expected to treat each other with respect and dignity.

Sexual harassment is an offensive and insidious form of disrespectful behavior and it is explicitly prohibited in the Cambridge Public Schools. Sexual harassment by means of "**quid pro quo**" behavior or by conduct creating a "**hostile environment**," as described by the government, by or of any student, employee, applicant or associated official will not be tolerated or condoned.

Hostile environment harassment occurs when unwelcome sexual advances, requests for sexual favors, and other offensive, verbal, visual, or physical conduct of a sexual nature is allowed to occur and it interferes with an employee's job performance or a student's ability to learn. Such conduct includes, but is not limited to, unwelcome sexual flirtations, verbal abuse of a sexual nature, subtle pressures or requests for sexual activities, unnecessary touching of an individual, graphic verbal comments about an individual's body, sexually degrading words used to describe an individual, a display in the workplace or school environment of sexually suggestive objects or pictures, sexually explicit or offensive jokes, or physical assault.

No student or employee shall threaten or insinuate, either explicitly or implicitly, that another employee's or student's refusal to submit to sexual advances will adversely affect that person's academic standing, safety, employment, work status, evaluation, wages, advancement, assigned duties or any other condition of school-related academic progress or career development. Similarly, no employee shall promise, imply or grant any preferential treatment in connection with a student or employee, with whom he/she engages in sexual conduct. Such conduct is **quid pro quo harassment** and it will not be tolerated.

Any student or employee who feels that he or she is the victim of sexual harassment by any supervisor, management official, other employee, other student or anyone contracted by the School Department, should bring the matter to the immediate attention of his or her counselor or supervisor. A student or employee may also report the matter to his or her assigned in-house sexual harassment coordinator, the Affirmative Action Officer or the Executive Director of Human Resources for the School Department. Any questions about this policy or potential sexual harassment should be brought to the attention of the same persons.

The Cambridge Public Schools will promptly investigate all allegations of sexual harassment in as confidential a manner as possible and take appropriate corrective action if warranted. We will also treat seriously any act of retaliation against a complainant or witness in any claim or investigation of sexual harassment.

Any student or employee who is determined, after an investigation, to have engaged in sexual harassment in violation of this policy, will be subject to appropriate disciplinary action up to and including expulsion or termination.

SEXUAL HARASSMENT COMPLAINT PROCEDURES

I. Introduction/Governing Laws-

The laws that protect employees and students against sexual harassment include: **Title VII of the Civil Rights Act of 1964**, protecting employees against sex discrimination; **Title IX of the Federal Education Amendments of 1972**, prohibiting sex discrimination against employees or students in schools; **Mass. General Laws (M.G.L.) Chapter 115C, section 2(g)**, protecting students from sexual harassment in an educational institution; **Mass. General Laws Chapter 76, section 5 (Chapter 622)**, providing for equal access regardless of sex; and **Mass. General Laws C151B** (prohibiting sex discrimination). Adherence to these laws, and the **1981 Executive Order #200 of the Commonwealth of Mass.**, requires that the Cambridge Public Schools adopt and distribute adequate complaint and grievance procedures for employees and students to assure prompt resolution of complaints.

Procedures-

Grievance procedures for employees and students provide **Informal and Formal Procedures** to be used to file complaints of sexual harassment. It is our hope that with increased faculty and student awareness about sexual harassment, the Informal Procedure can be utilized in most situations. In more serious cases the accuser may wish to by-pass the Informal Procedure and go directly to the Formal Procedure. The Affirmative Action Officer may be consulted prior to or during the Formal or Informal proceedings.

II. Student Complaint Procedure

Note - These General Student Procedures are expanded for specific application in the Students Rights and Responsibilities Policy Handbook, Section 24.

A. Informal Procedure:

In the case of an unclear situation or misunderstanding, a sexual harassment issue may be resolved through a conversation between the accuser and the accused or a letter from the accuser notifying the accused of his/her displeasure over the accused's verbal or physical conduct. The accused, especially if a student, and accuser should feel free to have the counsel of an adult and should feel free to seek out and consult with a designated faculty member trained to deal with sexual harassment issues. Through this conversation or letter, the accused may apologize or acknowledge that his or her actions or words were inappropriate or objectionable and understand the seriousness of the act and the importance of not repeating it; or the accuser may understand that he or she misconstrued the situation and be relieved of his or her concern.

If the accuser, accused and designated faculty/staff member, if involved, feel that a resolution has been achieved, then the conversation may remain confidential and no further action need be taken.

B. Formal Procedure:

If the accuser, the accused and/or the designated faculty member, if one is involved, feel that the informal procedure is inadequate, one or both may report the incident to the Principal or Senior Administrator. The report ordinarily should be kept in the Principal's/Administrator's office.

1. The report should detail the facts and circumstances of the incident.
2. If a student under 18 years of age is involved, his/her parents should be notified immediately, after consultation with the student.
3. The Principal/Administrator or his/her designee will conduct an investigation of the allegations with the assistance, as appropriate, of the Assistant Superintendent of Administration, a designated faculty member, or other School Department officials and parents or representatives if the student is under 18 years of age.
4. Following the investigation, the Principal/Administrator or the Assistant Superintendent for Administration or his/her designee will decide what, if any, action is necessary. If the accused is a student, the Principal/Administrator will take such disciplinary action as he/she deems appropriate. In the case that the accused is a non-student or a CPS employee, the Principal/ Administrator will refer the matter to the Assistant Superintendent of Administration for further action. Report of the incident, in the case of an accused employee, should be made to the Executive Director of Human Resources and the Affirmative Action Officer.
5. Ordinarily, the Principal/Administrator or the Assistant Superintendent for Administration will prepare a confidential report of the investigation which will be maintained in his/her office and filed with the Affirmative Action Office.
6. If appropriate, the Principal/Administrator or Assistant Superintendent for Administration will notify DSS and determine with their assistance if the incident falls under the provisions of the child abuse law, MGL Chapter 119, section 51A. The Principal will also seek guidance from DSS as to what further action is necessary if child abuse is determined.
7. Any form of retaliation against a student for reporting an act of sexual harassment will be considered a very serious offense requiring significant disciplinary action. No student should avoid or delay reporting an offense of sexual harassment for fear of reprisal.

III. Employee Complaint Procedure

A Informal Procedure:

In the case of an unclear situation or misunderstanding, a sexual harassment issue may be resolved through a conversation between the accused and the accuser. If through the conversation, the accused acknowledges the inappropriateness of his/her actions or words, understands the seriousness of the behavior and resolves not to repeat the objectionable behavior in the future, or if the accuser determines that he/she misconstrued the situation and is relieved of his/her concern, no further action is needed.

B. Formal Procedure:

1. The individual can file a complaint through his/her Department supervisor or manager or with the sexual harassment coordinator, if one is appointed. The recipient of the complaint will investigate the complaint or will refer it to the Executive Director of Human Resources or the Affirmative Action Officer for assistance with the investigation. These administrators may involve other School Department officials as necessary.
2. The complaint will be handled expediently and will be given priority. Although a strict timeline cannot be set, since each set of complaint circumstances are different, the investigation will be handled as quickly as feasibly possible. If the investigation supports the complaint of sexual harassment, the matter will be referred to the appropriate administrator for action. Such action can include counseling, retraining or discipline up to and including suspension or termination for cause.
3. All complaints will be handled as confidentially as possible and will involve only those individuals necessary to support the investigation. All employees are encouraged to report any acts of sexual harassment of which he/she is a victim or which he/she has witnessed. The assistance of all employees is required to assure an environment free from sexual harassment.
4. No employee should avoid or delay reporting an incident of sexual harassment for fear of retaliation. The Cambridge Public Schools prohibit any form of retaliation or reprisal for reporting or cooperating in the investigation of a sexual harassment act or complaint. Any attempted retaliation will be considered a very serious offense, and if substantiated will lead to significant disciplinary action.

IV. Comments:

A. General Guidelines:

These procedures provide the general guidelines for addressing sexual harassment complaints. School administrators shall apply these procedures, within their respective elementary or secondary schools, making the necessary assignments and adjustments, as appropriate, for their specific environments.

B. Update:

These procedures will be reviewed periodically. Revisions and updates will be made as required.

SEXUAL HARASSMENT COMPLAINT FORM

Employee/Student

Name: _____ **Job Title:** _____

Department/School(House): _____

Name of Immediate Supervisor/Hse. Admin.: _____

Statement of Complaint:

Date of Incident: _____

Name(s) of Person(s) Accused of Harassment: _____

Name(s) of Witness(es):

Description of Incident: (Briefly describe specific action of person(s) involved including yourself. Use additional sheets as necessary)

If incident was previously reported, indicate when and to whom:

Remedy Requested:

Employee/Student Signature: _____ **Date:** _____ **Time:** _____ am/pm

Complaint Submitted To: (Check One)

Title: _____
(Signature)

Date Received: _____

For Family and Educators of Students in Grades Six through Eight

GAY, LESBIAN, BISEXUAL and TRANSGENDERED FAMILY ISSUES

How do gay, lesbian, bisexual or transgendered people have children?

Sometimes they adopt, give birth, or have children from previous heterosexual relationships.

Are children of gay, lesbian, bisexual or transgendered parents more likely to be gay, lesbian or bisexual?

No. In fact, most gay, lesbian and bisexual people have heterosexual parents.

Isn't it hard for a child to have gay, lesbian, bisexual or transgendered parents?

Loving families come in all shapes and forms. A family is a group of people that care for, support and love each other. Children of gay, lesbian, bisexual or transgendered parents may have to deal with the added stress of being teased or put down because their parents are gay, lesbian, bisexual or transgendered.

What if I am concerned that my child/student is gay, lesbian, bisexual or transgendered?

It is most important that this young person feels supported and listened to. Gay, lesbian, bisexual and transgender youth may feel bad about themselves, due to society's prejudices against gays and lesbians. A supportive counselor or group can help them accept and respect their sexuality. There are many local resources that can be helpful for both adults and youth. (See resources below.)

HARRASSMENT

How can putdowns be handled?

The purpose of a putdown is to make another person feel bad about themselves or their family. "Gay," or "faggot," are often used as putdowns with a negative meaning attached to them. Putdowns, whether based on race, gender, or sexual orientation, should not be tolerated in any environment, home or school. It is important to intervene when these words are used, in order to promote discussion and understanding. Explaining proper definitions for words counteracts negative stereotypes.

What is the Cambridge School Policy on gender or sex putdowns?

All people in the Cambridge school community deserve to be treated with respect. In order to have a safe environment for all, the Cambridge School Department Sexual Harassment Policy forbids the use of any sex or gender putdowns. (See information brochure).

RESOURCES

Boston Lesbian and Gay Help Line	267-9001 (Monday-Friday, 6-11pm)
Boston Alliance of Gay and Lesbian Youth	523-7363 or 1-800-42-BAGLY
PFLAG (Parents and Friends of Lesbians and Gays)	547-2440
Cambridge Rindge and Latin: Project Ten East	349-6486

*This information sheet was prepared by a committee of students,
parents, teachers and community members.*

Members of the committee represented the diversity of the Cambridge community.

For Family and Educators of Students in Grades Six through Eight*

What is a family?

Families come in every size, shape, and color. The celebration of families in grades 6-8 curriculum is inclusive, representing all possible configurations of families, including families with gay and lesbian parents. The underlying concept in the theme is that different is not bad; that we can celebrate differences and not be afraid of them. In this context, family is defined as "the people who nurture and love you."

What is sexual orientation?

Sexual orientation is the part of one's identity that defines to whom one is sexually, emotionally and romantically attracted to at that time in their life. One's sexual orientation develops over time.

What is gender identity?

Gender Identity is a person's sense of themselves as male or female. Some people are born one gender but identify as the other. This is often referred to as Transgendered.

What does "gay" mean?

A gay man is someone who has emotional feelings of love and sexual attractions to other men.

What does "lesbian" mean?

A lesbian is a woman who has emotional feelings of love and sexual attractions to other women.

What does "bisexual" mean?

A bisexual person is someone who has emotional feelings of love and sexual attractions to either gender.

What does "transgendered" mean?

Transgenderism mean transgressing gender norms. A transgendered person is someone whose gender identity at least sometimes runs contrary to what other people in the same culture would normally expect.

What does "heterosexual" mean?

A heterosexual person is someone who has emotional feelings of love and sexual attractions to someone of the other gender.

To support your child's learning about families...

- When talking about children and their families with your child, remember that not all children come from families with one mom and one dad. Use words like, "parents," "families," or "the people who care for you" instead of assuming that everyone has a mom and dad.
- When young children ask for definitions of gay or lesbian, we can simply say that it means that when you're a man, you fall in love with another man and when you're a woman you fall in love with another woman. The answers to young children's questions need not be sexual in nature, but rather about how people live their lives and feel about one another.
- Help children not to be limited by gender roles: that girls can be strong leaders; that boys can be sensitive or like the color pink; that two girls can both play mom, or two boys can both play dad.
- Introduce children to a variety of dolls or puppets so that they can represent all kinds of families during play.

Additional information on other side

*This information sheet is also available in the following languages: Chinese, French, Haitian Creole, Korean, Portuguese, and Spanish

For Family and Educators of Students in Grades Three through Five

Myth

If two boys or two girls hug each other or hold hands, they automatically are gay.

Children of lesbian or gay parents are also lesbian/gay.

Girls who play sports such as football, hockey, or wrestling are lesbians.

Gay/lesbian people are child molesters.

Kids who look at other kids in the locker room, or shower are gay.

Fact

Being close to someone does not define one's sexuality.

Gay and lesbian parents are no more likely to have homosexual children than heterosexual parents are.

People play sports for enjoyment and this is not related to their sexual orientation.

Gay and lesbian people are no more likely than heterosexuals to be child molesters. Molestation is due to mental instability or emotional illness and, in fact, has nothing to do with a person's sexual orientation.

Boys being curious about other boys' bodies or girls being curious about other girls' bodies is developmentally appropriate curiosity.

What happens if your child comes home from school and has been called a faggot, lezzie, queer, or dyke?

You can ask your child if he/she knows what the words mean. These are negative words used to describe gay and lesbian people and we don't want to use words that hurt people.

How do lesbians and gay men have/get children?

Some women give birth; some women and men adopt.

Can two boys or two girls be close to each other or best friends and not be gay?

Of course. Children need to know that friendship is caring for any other person. It's important for both girls and boys to learn to support and nurture each other.

This information sheet was prepared by a committee of students, parents, teachers and community members. Members of the committee represented the diversity of the Cambridge community.

For Family and Educators of Students in Grades Three through Five*

What is a family?

Families come in every size, shape, and color. The celebration of families in grades 3-5 curriculum is inclusive, representing all possible configurations of families, including families with gay and lesbian parents. The underlying concept in the theme is that different is not bad; that we can celebrate differences and not be afraid of them. In this context, family is defined as "the people who nurture and love you."

What is sexual orientation?

Sexual orientation is the part of one's identity that defines to whom one is sexually, emotionally and romantically attracted to at that time in their life. One's sexual orientation develops over time.

What is gender identity?

Gender Identity is a person's sense of themselves as male or female. Some people are born one gender but identify as the other. This is often referred to as Transgendered.

What does "gay" mean?

A gay man is someone who has emotional feelings of love and sexual attractions to other men.

What does "lesbian" mean?

A lesbian is a woman who has emotional feelings of love and sexual attractions to other women.

What does "bisexual" mean?

A bisexual person is someone who has emotional feelings of love and sexual attractions to either gender.

What does "transgendered" mean?

Transgenderism mean transgressing gender norms. A transgendered person is someone whose gender identity at least sometimes runs contrary to what other people in the same culture would normally expect.

What does "heterosexual" mean?

A heterosexual person is someone who has emotional feelings of love and sexual attractions to someone of the other gender.

To support your child's learning about families...

- When talking about children and their families with your child, remember that not all children come from families with one mom and one dad. Use words like, "parents," "families," or "the people who care for you" instead of assuming that everyone has a mom and dad.
- When young children ask for definitions of gay or lesbian, we can simply say that it means that when you're a man, you fall in love with another man and when you're a woman you fall in love with another woman. The answers to young children's questions need not be sexual in nature, but rather about how people live their lives and feel about one another.
- Help children not to be limited by gender roles: that girls can be strong leaders; that boys can be sensitive or like the color pink; that two girls can both play mom, or two boys can both play dad.
- Introduce children to a variety of dolls or puppets so that they can represent all kinds of families during play.

Additional information on other side

*This information sheet is also available in the following languages: Chinese, French, Haitian Creole, Korean, Portuguese, and Spanish

For Family and Educators of Students in Grades Pre-K through Two*

What is a family?

Families come in every size, shape, and color. The celebration of families in preK-2 curriculum is inclusive, representing all possible configurations of families, including families with gay and lesbian parents. The underlying concept in the theme is that different is not bad; that we can celebrate differences and not be afraid of them. In this context, family is defined as "the people who nurture and love you."

What is sexual orientation?

Sexual orientation is the part of one's identity that defines to whom one is sexually, emotionally and romantically attracted to at that time in their life. One's sexual orientation develops over time.

What is gender identity?

Gender Identity is a person's sense of themselves as male or female. Some people are born one gender but identify as the other. This is often referred to as Transgendered.

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To support your child's learning about families...

- When talking about children and their families with your child, remember that not all children come from families with one mom and one dad. Use words like, "parents," "families," or "the people who care for you" instead of assuming that everyone has a mom and dad.
- When young children ask for definitions of gay or lesbian, we can simply say that it means that when you're a man, you fall in love with another man and when you're a woman you fall in love with another woman. The answers to young children's questions need not be sexual in nature, but rather about how people live their lives and feel about one another.
- Help children not to be limited by gender roles: that girls can be strong leaders; that boys can be sensitive or like the color pink; that two girls can both play mom, or two boys can both play dad.
- Introduce children to a variety of dolls or puppets so that they can represent all kinds of families during play.

See book list for suggested titles about families for this age group on other side

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Suggested books for PreK-2 students and their families

Anna and the O-ring, by Elaine Wickens

listening: PreK-2; reading: 1-2

Evan needs an O-ring to assemble his birthday present. He hunts for it with his two mommies. He tells the story of his hunt to his friends at his party.

Zinnia and Dot, by Lisa Campbell Ernst

listening: Prek-2; reading: 1-2

Two hens discover that two hens working together can defend the chicken house and share in raising one chick.

The Paper Bag Princess, by Robert N. Munsch

listening: PreK-3; reading: 1-3

Elizabeth was a beautiful princess with a perfect life. A dragon came and destroyed everything and stole the prince. Elizabeth was angry and set out for revenge. Instead she found out how clever she was and discovered her own freedom.

Oliver Button is a Sissy, by Tomie dePaola

listening: PreK-3; reading: 1-3

Oliver likes to draw and read but has always wanted to sing and dance. His parents let him take tap lessons for exercise. The problem is his friends at school call him a sissy. Oliver keeps practicing despite the teasing. After a local talent show the other students agree that Oliver is a star.

Willie's Not The Hugging Kind, by Joyce Durham Barrett

listening: PreK-3; reading: 1-3

A young black boy discovers that there are times when it is nice to be hugged.

William's Doll, by Charlotte Zolotow

listening: PreK-3; reading: 1-3

William wanted a doll even after he learned to love playing basketball and running his electric trains. He just wanted someone to love and hug like his father loved him.

Three Strong Women, by Claus Stamm & Kazue Mizumura

listening: PreK-3; reading: 2-3

Forever-Mountain is a champion Japanese wrestler, who thinks he is the strongest, most powerful man in the world. But when he decides to play a joke on a country girl, he learns many new things. This country girl decides to take him home to meet her family. Her grandmother and mother and the women teach him what it means to have real strength.

Elizabeth and Larry, by Marilyn Sadler

listening: PreK-2; reading: 1-2

Two friends who met by accident discover how lonely it is to feel different. They also learn how important it is to be a true friend.

A Boy's Best Friend, by Joan Alden

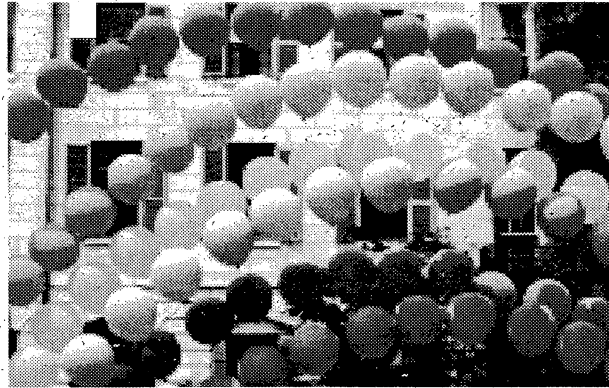
listening: PreK-3; reading: 1-3

A boy with asthma does not want any presents if he cannot have a dog for his seventh birthday. A real dog would be dangerous for his health, but his two mommies have a wonderful solution.

This information sheet was prepared by a committee of students, parents, teachers and community members. Members of the committee represented the diversity of the Cambridge community.

The Cambridge Human Rights Ordinance

The Human Rights Ordinance of Cambridge prohibits all forms of discrimination and harassment based on race, color, sex, age, religion, disability, national origin, sexual orientation, marital status, family status, military status, or source of income. (Discrimination means a policy or practice that by design or effect segregates, creates unequal status, separates or has a disproportionate impact on the basis of race, color, sex, age, religious creed, disability, national origin or ancestry, sexual orientation, marital status, family status, military status or source of income.)



Local resources for lesbian, gay, transgendered, and bisexual youth and their families:

Resources

Boston Lesbian and Gay Help Line
267-9001
(Monday-Friday, 6-11 pm)

Boston Alliance of Gay and Lesbian Youth
523-7363 or 1-800-42-BAGLY

Parents and Friends of Gays
547-2440

Cambridge Rindge and Latin High School
Project Ten East
349-6486
(meetings every Monday at 2:45 pm
in R309)

PROJECT
10
EAST
c/o CRLS
459 Broadway
Cambridge, MA 02138

Project 10 East
c/o CRLS
459 Broadway
Cambridge, MA 02138



**From the Office of the
Superintendent of the
Cambridge Public Schools**

The Cambridge School Department believes that all members of the school community (staff, volunteers, students and their families) have a right to a safe, equitable and affirming school environment in which mutual respect, excellence and achievement is expected from and promoted for all. The Cambridge School Department promotes diversity, equal access, and inclusivity in upholding the Cambridge Human Rights Ordinance.

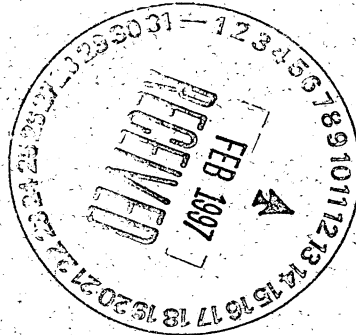
The Cambridge School Department recognizes that all forms of discrimination and harassment undermine a safe learning environment. Specifically, the Cambridge School Department will not tolerate or ignore discrimination, harassment, name calling or verbal abuse directed against those who are or are perceived to be Lesbian, Gay, Bisexual, Transgendered or their supporters.



Mary Lou McGrath
Superintendent of Schools



DO CRS
459 Broadway
Cambridge, MA 02138



To:



The following information concerning sexual orientation and/or gender identity is available for families and teachers of Cambridge public school children:

1. Pre-K through Grade Two
2. Grades Three through Five
3. Grades Six through Eight
4. Grades Nine through Twelve

Please circle the information you would like to receive.

Send information to:

(your name)

(address)

(city, state, zip code)



CITY OF CAMBRIDGE
CAMBRIDGE, MASSACHUSETTS 02139



TEL. 349-4300
FAX. 349-4307

EXECUTIVE DEPARTMENT
ROBERT W. HEALY
City Manager

RICHARD C. ROSSI
Deputy City Manager

February 24, 1997

To the Honorable, the City Council:

In response to Awaiting Report #11 regarding a report from the Schools Superintendent on policy directives and training to prevent anti-gay harassment, please find attached a report from Superintendent Mary Lou McGrath.

Very truly yours,

Robert W. Healy
City Manager

Attachment

Consent Agenda #21

Cal 5

Relative to Awaiting Report Item
Number Eleven, regarding policy
directives and training to prevent
anti-gay harassment.

S-131

In City Council February 24, 1997

CHARTER RIGHT

BY Councillor

Triantafillou

March 3, 1997

Referred Back to City
Manager to return the
Response back to the
Superintendent of
Schools.