

Exhibit 1

██████████ Social Media Posts

July 31, 2018: Personal public page

I am blown away at the fact that i cannot even sit down and eat lunch peacefully. Today someone felt the need to call the police on me while I was sitting down reading, and eating in a common room at Smith College. This person didn't try to bring their concerns forward to me, but instead decided to call the police. I did nothing wrong, I wasn't making any noise or bothering anyone. All I did was be black. It's outrageous that some people question my being at Smith College, and my existence overall as a women of color. I was very nervous, and had a complete meltdown after this incident. It's just wrong and uncalled for. No students of color should have to explain why they belong at prestigious white institutions. I worked my hardest to get into Smith, and I deserve to feel safe on my campus.

August 1, 2018: Overheard at Smith

On the afternoon of Tuesday July 31, while I was sitting inside of a common space at Smith, someone reported me to the police on the pretense that I was an unidentified man engaging in suspicious behavior. I believe that the person who reported me was an employee of Smith College, and their behavior reflects a pattern of discrimination toward me as a black woman that has spanned throughout my year here from non-black staff and students at the college. I'm sending this message because I want to identify the 9-1-1 caller to confirm that this person was a staff member or student of Smith College, and I want this person to acknowledge the distress and harm they have caused me from calling the police while I was simply taking my mandated break from my job. It's wrong, and this person needs to confront the consequences of that error.

For sitting in a common room at Smith, I have been misgendered and racialized as a threat simply based on my appearance.

Share this and let our administrators know this is not okay.

August 1, 2018: Personal public page

My name is ██████████ a student at Smith College working over the summer for the school as a teaching assistant and residential advisor. I'm sending this message because there was a recent incident in which a white staff member at the school reported me to the police as a suspicious black male sitting in the common room. I demanded that the administration share the name of the person who made the 9-1-1 call so that they can confront and acknowledge the harm done to me as s student.

Smith College routinely outsources their summer security to the Northampton Police Department, so it was particularly traumatizing to realize that someone with a lethal weapon, and the full authority of the state of Massachusetts might have been called to respond to the incident.

I'd appreciate any message you could send to your followers in order to put pressure on the administration to respond to my demand of identifying the 9-1-1 caller. It's the summer, so Smith College tends to dismiss these issues and they go unaddressed for the remainder of the school year.

Will you be willing to share my video with your followers along with a description of the incident?

In Solidarity,



August 2, 2018: Overheard at Smith

I'm using this status to make a few statements after everything that happened over the last 24 hours.

To the media: Do not contact my family, friends, relatives, loved ones, or anyone in my past about interviews. This incident is something that happened to me, so please contact me if you need to schedule an interview. No one else has my permission to schedule an interview except me. Speaking to my family in order to set up an interview without my knowledge is outrageous, and will not be acceptable from this point forward. I will respond within 48 hours to you by e-mail, Facebook, or phone call. If you don't respect my request, you will be blocked.

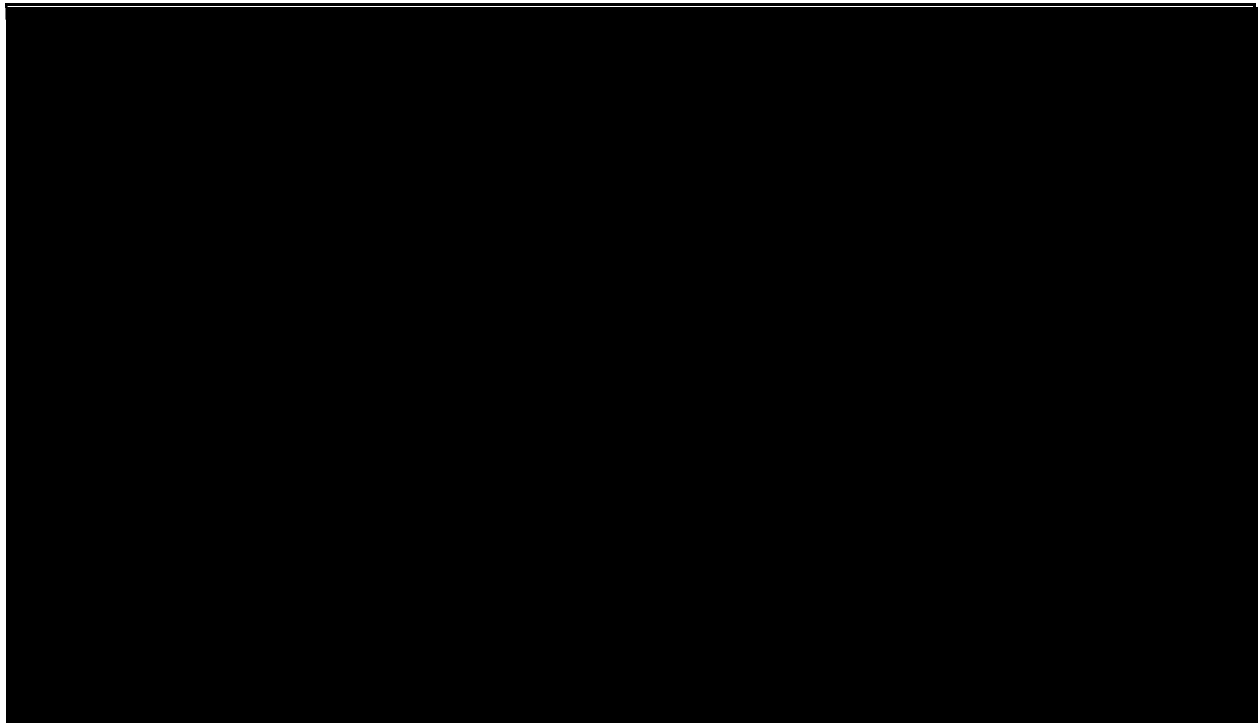
To family, friends, classmates, alumnae, and allies: Thank you for your support, well wishes, and positivity. My family and I will continue to need your energy, prayers, support, and vibes as we resolve this incident. #itoobelong

To Smith College: I recognize and appreciate the effort that you all continuously put into inclusion on this campus. However, we must be intentional about addressing this racist incident and systemic racism on campus. Your response has been helpful, but it is incomplete. I will be unable to move forward from this incident without the following personal demands – 1. The name of the employee (confidentially or publicly) 2. A private conversation between me, that employee, and the administration focused on reconciliation and acknowledgement of this wrongdoing from the employee and the college 3. An apology from the school and the employee during that meeting – This process must precede any type of decision for or against punishment for this outrageous

and racist act. This process must also be accompanied by beginning a mandatory campus-wide conversation around racism, gender, and policing that centers the voices of students and faculty of color when we return from summer vacation in Fall 2018.

I never expected the volume of response to come from this situation. Please bear with me as I try to respond to all of the messages and questions coming toward me. I'm only one person responding to all of this, so please be understanding.

August 21, 2018 (Original post, later edited, Overheard at Smith)



Edited post, only picture of male employee and campus police officer remain attached:

I want to acknowledge, and thank everyone who supported me over these past few weeks!!!!

First and foremost, I've already removed any misidentifications from the post. My sincerest apologies to the man who I previously misidentified. I thought he was the man whom I took the sideview photo of during the incident, but I later found out that was incorrect. I removed any mention of his name once I found out about my error. My sincerest apologies to him and his family.

Silence, and complacency around racism is not okay. By remaining silent you become part of a larger issue. Prestigious white institutions need to foster a community in which students of color feel safe, like they belong, and are empowered to thrive academic and socially. Students of color shouldn't have to explain why they're going about daily lives on campus. I shouldn't have to fear wearing a hoodie around campus, my heartbeat shouldn't race when I see a campus police car driving by me. I shouldn't live in fear for simply being black.

Smith has refused to release the identity of the caller(s). They're essentially enabling racist cowardly acts by allowing the caller(s) to benefit from anonymity. The said caller was placed on leave. I don't know whether it was a paid. However, by coming forward I am automatically placed in a spotlight which I cannot escape. My experience was traumatizing and humiliating in so many ways, and I couldn't remain silent. I had to use Social media as a tool of to contest the criminalization of black bodies in America.

After my incident I went to the Smith College directory and looked up the dining staff, as well as the house keeping and facility maintenance staff. Luckily I was able to identify the man and woman who I saw pacing back and forth looking into the common room before the cop or campus police officer arrived.

This woman knows for a fact that I am a student at Smith and has seen me in the dining halls during the academic year. There must have been some sort of exchange between that man and woman.

I demand a face to face apology from these people and, President McCartney

Please continue to call 413 585 2100 and advocate for restorative justice. Thank you all.

Exhibit 2



Smith College

Equal Employment Opportunities

Section 100

Smith College Affirmative Action Policy

Smith College affirms that diversity in all aspects of the educational environment is necessary for achieving the highest level of academic excellence. As a central element of this commitment to excellence, the College seeks to provide an environment that fosters the recruitment and success of a diverse student, faculty and staff community. The College aspires to create and maintain an educational, working, and living environment that is respectful of differences and free from harassing behavior.

It is the policy of Smith College to provide equal employment opportunities without regard to race, color, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, genetic information, veteran, special disabled status, pregnancy or pregnancy-related conditions. This policy relates to all phases of employment, including, but not limited to, recruiting, employment, placement, promotion, demotion or transfer, reduction of workforce and termination, rates of pay or other form of compensation, professional development and training, the use of all facilities, and participation in all College-sponsored employee activities.

Smith College employees carry out this commitment by:

1. Lawfully administering all employment policies;
2. Addressing and not tolerating unlawful harassment in the workplace;
3. Addressing and not tolerating unprofessional conduct in the workplace.

4. Recruiting, hiring, training, and promoting persons in all job classifications, without unlawful regard to age, race, color, national origin/ancestry, religion, sex or gender, sexual orientation, gender identity, mental or physical disability, genetic information, veteran status/membership in the uniformed services, pregnancy or pregnancy-related conditions.
5. Making all employment decisions consistent with the principles underlying equal employment opportunity.
6. Making reasonable accommodation for employees with disabilities. See Section 102 for disability policy.

Consistent with its commitment to access and diversity and as a federal contractor, the College takes affirmative action as called for by applicable laws and executive orders to ensure that minority group individuals, females, veterans, and qualified disabled persons are introduced into our workforce and considered for promotional opportunities as they arise.

It is the responsibility of each supervisor of the College to ensure affirmative implementation of these policies to avoid any discrimination in employment. All employees are expected to recognize these policies and cooperate with their implementation. Intentional violation of these policies is a basis for employee disciplinary action. Employees and applicants shall not be subjected to harassment or intimidation because they have: (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or any other activity related to the administration of any federal, state, or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state, or local law requiring equal opportunity; or (4) exercised any other legal right protected by federal, state, or local law requiring equal opportunity.

The Chief Diversity Officer has been assigned to direct the establishment of and to monitor the implementation of personnel procedures to guide our affirmative action program throughout the College, and to oversee and coordinate all efforts of the College to achieve its goals in the attainment of campus diversity. This policy and related initiatives are posted on the Inclusion, Diversity & Equity website (</about-smith/diversity>).

Commitment to Academic Freedom

As an academic institution, teaching, doing research, and learning are subject to the protections of 'academic freedom' as described in the college's policy on academic freedom. Actions or words used in the context of the academic curriculum and teaching environments that serve legitimate and reasonable educational purposes will not be evaluated as harassment or unlawful discrimination because of the principles underlying academic freedom.

Equal Opportunity Policy Complaint Procedure

The College has created the following guidelines and procedures for the resolution of complaints alleging violation of this Equal Opportunity Policy.

I. Pre-Complaint Resolution Strategies

In a diverse community, disagreements and conflicts of various degrees of seriousness are inevitable. Many issues are best resolved informally, by direct communication between the individuals involved, or with the help of mediation by a third party. However, such a strategy may be inappropriate when the conduct is severe or when the person responsible for the alleged behavior holds a position of authority. Under these circumstances the complainant is encouraged to use the formal complaint procedure. The Equal Opportunity Complaint Filing form is posted on the Human Resources website. The following members of the college community are available to discuss complaints or concerns under this policy: all supervisors or department heads, the Associate VP for Human Resources, the Assistant Director of Human Resources, the Dean of the School for Social Work, the Chief Diversity Officer.

These persons are prepared to assist with the assessment of a concern and to explain the options and resources available for resolving concerns. Questions are encouraged; merely discussing an incident in this way does not commit an individual to making a complaint. After discussion with one or more of these persons, the complainant may: pursue the matter on her or his own; ask the Chief Diversity Officer to discuss the matter with the person who engaged in the conduct; ask one of the specialists listed below to mediate; or proceed to the formal complaint process described below. The Chief Diversity Officer will provide advice to all parties on the substantive issues involved and the means for addressing the complaint and its possible resolution. Should one of these persons undertake to mediate, she or he will so inform the Chief Diversity Office.

The matter will be considered resolved when there is an agreed resolution acceptable to all parties. A written record of the resolution and any other relevant documents will be maintained by the Office of Institutional Diversity and Equity and will not become part of a personnel file. Failure to respond to a complaint, or refusal to participate in informal mediation, shall not be introduced as a consideration during any formal proceedings that might arise.

Informal resolution may not be appropriate when the behavior complained of is so egregious as to constitute a violation of policy that could result in disciplinary action. After learning about a situation from the complainant, any of the above listed persons may determine that an investigation into the complaint is merited even if the complainant does not file a formal complaint.

II. Formal Complaint Procedures

When the College receives a formal complaint under this policy it will promptly investigate the allegation in a fair and expeditious manner. Every effort will be made to proceed while maintaining confidentiality to the extent practicable under the circumstances. If it is determined that this policy has been violated the college will act promptly to eliminate the offending conduct, and where appropriate will impose disciplinary action.

PROCEDURE

If a complainant believes the Equal Opportunity Policy has been violated and informal resolution is not appropriate, or has not been successful, s/he should report the incident promptly to his/her supervisor or department head, the Associate VP for Human Resources, the Assistant Director of Human Resources, the Dean of the School for Social Work, or the Vice President of Inclusion, Diversity and Equity. In order to aid in the fairness of this process, formal written complaints are "strongly encouraged" to be filed within 7 (seven) calendar days of the offending or questionable action or behavior.

This procedure does NOT cover allegations of sexual harassment. For sexual harassment complaints, please see the Gender-Based and

Sexual Misconduct Policy (<https://www.smith.edu/about-smith/hr/employee-handbook/gender-sexual-misconduct>), Section 105, in this handbook. The following is an outline of the procedure generally followed once a complaint has been brought to the attention of the college:

- A prompt and impartial investigation of the complaint is conducted. This investigation will consist of (but will not necessarily be limited to) interviews of the individual who made the complaint, of the person or persons against whom the complaint was made and of other individuals who may have witnessed the reported incident or incidents.
- Upon completion of the investigation, the person who conducted the investigation will meet individually with the person who made the complaint and the individual or individuals against whom the complaint was made, to prepare the results of the investigation and, where a remedy is determined to be appropriate, to inform the parties of the steps that will be taken to remedy the situation.

DISCIPLINARY ACTION

In the event the investigation results in a finding that this policy has been violated, further action will be taken, including disciplinary action such as but not limited to reprimand, change in work assignment, mandatory training or suspension and/or immediate termination.

CONFIDENTIALITY

All actions taken to investigate and resolve complaints through this procedure shall be conducted with as much privacy, discretion and confidentiality as possible, without compromising the thoroughness and fairness of the investigation. All persons involved should treat the situation with respect. To conduct a thorough investigation, the investigator(s) may discuss the complaint with witnesses and those persons involved in or affected by the complaint, and those persons necessary to assist in the investigation or to implement appropriate disciplinary actions.

NO RETALIATION FOR FILING A COMPLAINT

Retaliation against an individual for making a complaint or for assisting in the investigation of such a complaint will not be tolerated. Any acts of retaliation will be subject to disciplinary action. If an individual involved in an investigation believes they have been retaliated against s/he should contact one of the on-campus resources listed.

III. College Investigators of Complaints

- Amy Hunter, Institutional Equity Officer/Title IX Coordinator, X2245
- Larry Hunt, Associate Vice President for Human Resources, X2262
- Jenny Silver, Assistant Director of Human Resources, X2288

IV. State and Federal Agency Complaints

In addition to the above, an individual who believes he or she has been subjected to illegal discrimination may file a formal complaint with the government agencies listed below. Using the College's complaint process does not prohibit an individual from filing a complaint with either of these agencies. Claims filed with MCAD or EEOC must be filed within 300 days from the date of the alleged violation.

MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION (MCAD)

Boston Office:

One Ashburton Place, Room 601

Boston, MA 02108

(617) 994-6000

New Bedford Office:

800 Purchase Street, Room 501

New Bedford, MA 02740

(508) 990-2390

Springfield Office:

436 Dwight Street, Rm 220

Springfield, MA 01103

(413) 739-2145

Worcester Office:

484 Main Street, Room 320

Worcester, MA 01608

(508) 799-6379

U. S. Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building

475 Government Center

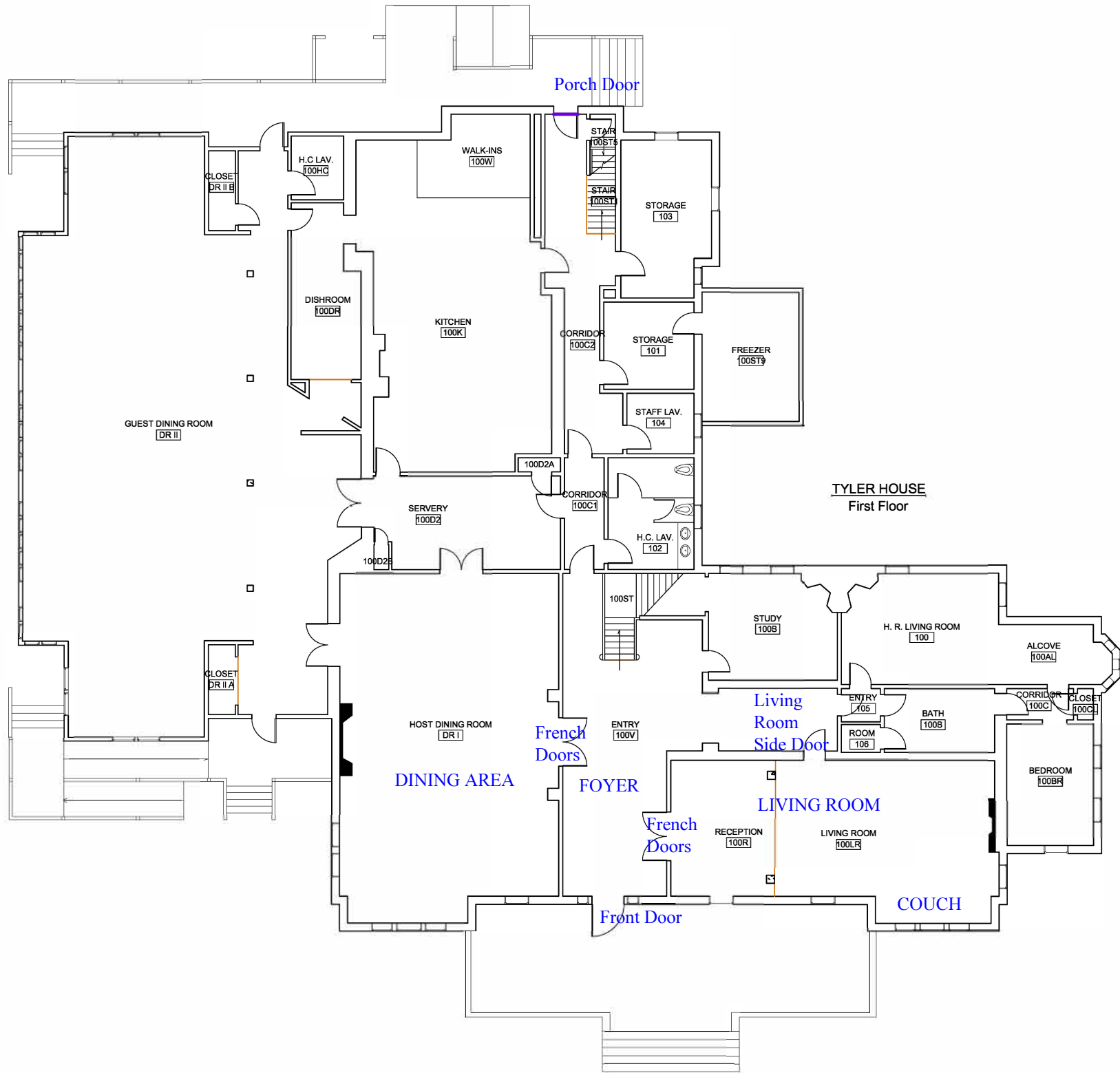
Boston, MA 02203

Telephone: (617) 565-3200

Genetic Information Nondiscrimination Act

Title II of the Genetic Information Nondiscrimination Act of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral and other aspects of employment. GINA also restricts employer acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of disease or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

Exhibit 3



Porch Door

TYLER HOUSE
First Floor

Living Room Side Door

French Doors

DINING AREA

FOYER

LIVING ROOM

French Doors

Front Door

COUCH

Exhibit 4



Exhibit 5



Exhibit 6



Exhibit 7



Exhibit 8

See audio file: Reporting call.wav

Exhibit 9

For Date: 07/31/2018 - Tuesday

<u>Call Number</u>	<u>Time</u>	<u>Call Reason</u>	<u>Action</u>
18-58313	1355	SUSPICIOUS PERSON	CONTACT MADE
Call Taker:		Dispatcher [REDACTED]	
Location/Address:		[09 2001 TYLER HOUSE - 123 GREEN ST	
Calling Party:		[REDACTED] @ ***UNKNOWN*** - SMITH COLLEGE, MA 01063	
Unit:		CAR8 OFFICER [REDACTED]	
		Disp-13:57:40	Arvd-13:57:43 Clrd-14:02:52
Narrative:		07/31/2018 1357	
		Kitchen staff reported a male party that looked to be sleeping in the common area near the main entrance. Staff stated that he appeared to be out of place.	
Narrative:		07/31/2018 1403	
		Officer made contact with party. Officer confirmed party to be student. Unit clear.	

Exhibit 10

See audio file: Dispatch to Unit.wav

Exhibit 11

See video file:

<https://www.facebook.com/oumou.kan/videos/pcb.2079194112329065/2079188668996276/?type=3&theater>

Exhibit 12

So I'm sitting down
minding my damn
business and
someone calls the
cops on me while
I'm just chilling
This is why being
black in America is
scary

Now he is
apologizing on
behalf on the racist
punk who called
the police on me
for absolutely
nothing

Exhibit 13

See video file:

<https://www.facebook.com/oumou.kan/videos/pcb.2079194112329065/2079188672329609/?type=3&theater>

Exhibit 14

See audio file: Unit clears.wav

Exhibit 15

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Community Incident Report

Reporting Person: [REDACTED]
Position: CAMPO

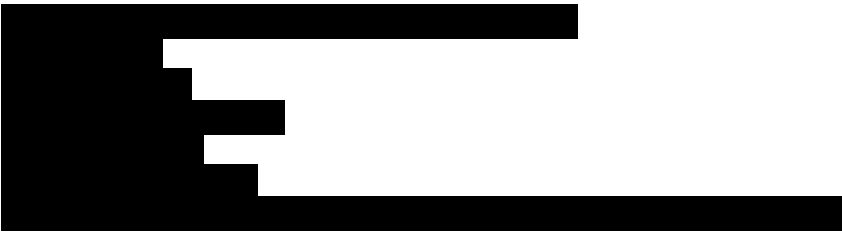
Month: July
Day: 31
Year: 2018
Time: 1:55
Time Of Incident (am/pm): pm
Location Of Incident: Tyler/Green Street
Location: Other (description): Livingroom
Type Of Incident: Other (description): Suspicious Person
Who Was Contacted: Campus Police: on
Individual Involved 1: Name: [REDACTED]
Individual Involved 1: Type: Involved
Individual Involved 2: Name: [REDACTED]
Individual Involved 2: ID: [REDACTED]
Individual Involved 2: House/Room: [REDACTED]
Individual Involved 2: Type: Reporting Party
Individual Involved 3: Type: Witness
Individual Involved 4: Type: Witness
Individual Involved 5: Type: Witness
Individual Involved 6: Type: Witness
Individual Involved 7: Type: Witness
Individual Involved 8: Type: Witness
Individual Involved 9: Type: Witness
Individual Involved 10: Type: Witness

Statement: On July 31, 2018 at 1:55 PM., I was dispatched to Tyler House for the report of a suspicious male sleeping near the main entrance of the building. No description of the subject was given to me at this time. I was further advised that a [REDACTED] employee would be standing by to provide me with further information when I arrived. As I turned onto Green St., I observed a white male approximately 65-70 years old walking with a cane heading in the direction of Sage Circle. There were no other males in the area at this time and I assumed this was the male subject in question. As there were no college employees in the immediate vicinity of Tyler House, I parked my cruiser at the rear of the house and entered through the rear entrance. Once inside, I located [REDACTED] [REDACTED] who advised me that he was the reporting party. I asked [REDACTED] if the male walking down Green St. was the male he had called about and he said no and pointed towards the livingroom.

At this time, I observed a subject sitting on a couch wearing a baseball cap. Due to the lighting in the room I was unable to determine the sex or race of the subject. [REDACTED] and I entered the livingroom and as we approached the party I recognized her as being a Smith College student (later identified as [REDACTED]). [REDACTED] asked her what she was doing in the house. Ms. [REDACTED] replied that she was a student TA working with summer programs and was there eating lunch and had decided to sit in the livingroom to relax. I apologized to Ms. [REDACTED] and advised her that [REDACTED] was concerned as the building was only being used for meals and that no students or programs were being housed there at this time. I further advised her that from the front hallway it was difficult to clearly see who was in the room and that [REDACTED] thought she was possibly a male and may not have belonged there. I apologized to her once again and thanked her for her cooperation.

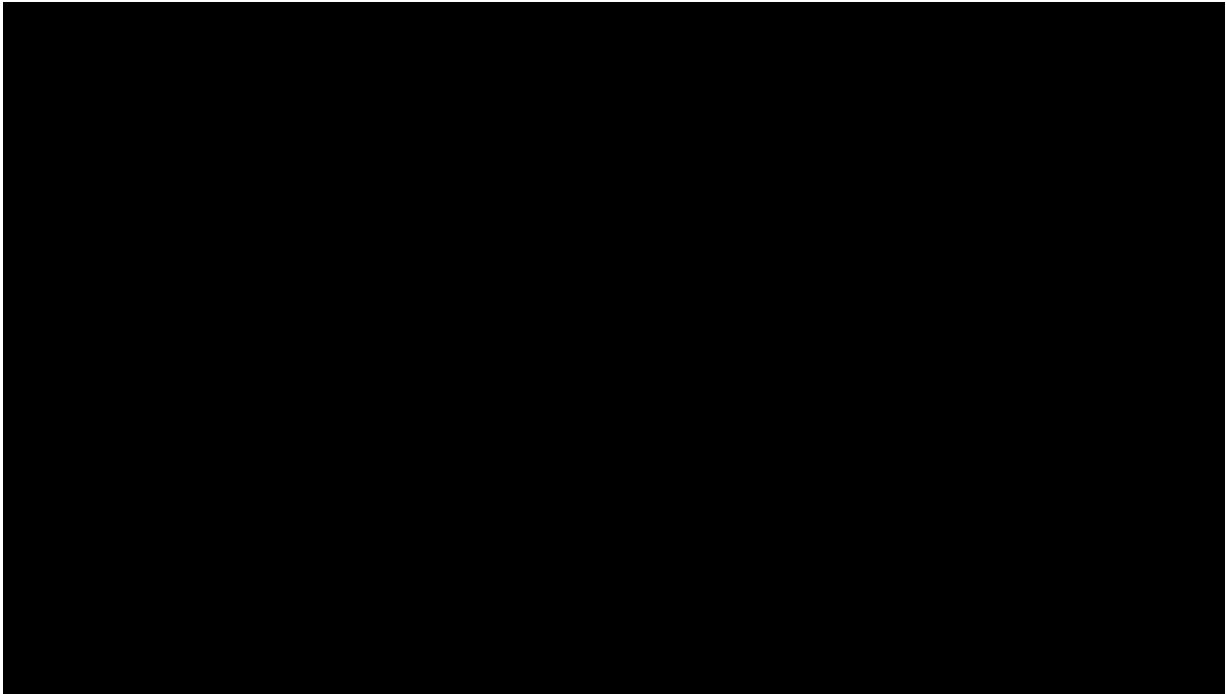
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[REDACTED]



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Exhibit 16



CBS NEWS / August 3, 2018, 6:35 AM

Police called on black Smith College student eating lunch

NORTHAMPTON, Mass. -- Smith College is investigating after police were called to check out a black student who was eating her lunch in a common room.

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WATCH LIVE
OFFICIALS FIND BODIES IN COLO. FAMILY MURDERS

"This shouldn't happen to anyone at all," Oumou Kanoute **said through tears to CBS Boston.**

Kanoute is a rising sophomore at Smith. She works at a summer program teaching chemistry to high schoolers for Smith's STEM program and was reading in the dining hall of the Tyler House dorm Tuesday.

"Next thing you know, I see the cop walk in with a Smith employee whom I've never seen before and the man said, 'We were wondering why you're here?'" Kanoute said.

She says police told her an employee had called about a suspicious black man.

She recorded video with her phone, adding her own text on Instagram, with a post that's prompted outrage from supporters.



Oumou Kanoute

about 2 weeks ago

I am blown away at the fact that i cannot even sit down and eat lunch peacefully. Today someone felt the need to call the police on me while I was sitting down reading, and eating in a common room at Smith College. This person didn't try to bring their concerns forward to me, but instead decided to call the police. I did nothing wrong, I wasn't making any noise or bothering anyone. All I did was be black. It's outrageous that some people question my being at Smith College, and my existence overall as a woman of color. I was very nervous, and had a complete meltdown after this incident. It's just wrong and uncalled for. No students of color should have to explain why they belong at prestigious white institutions. I worked my hardest to get into Smith, and I deserve to feel safe on my campus.

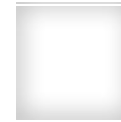


Livingly

The Cutest Photos Of Prince George & Princess Charlotte

A photo history of the royal children.

Watch CBSN Live



Dancing couple falls into Boston Harbor



Melting glaciers reveals wrecked U.S. WWII plane in Swizz Mountains



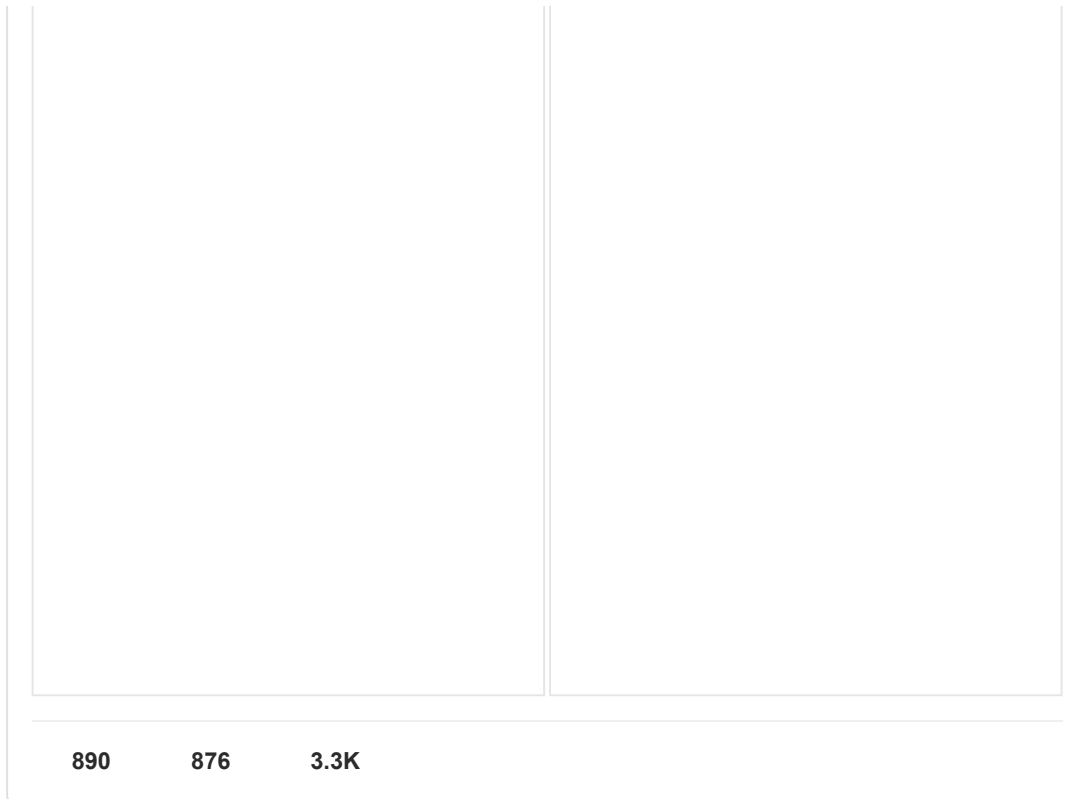
Police find bodies in Colorado missing family search



How police academies are tackling racial bias



Former White House Staffer Omarosa Manigault-Newman releases new recording, says Trump campaign offered her "hush money"



"It just still upsets me to just talk about it because I don't even feel safe on my own campus and I'm away from home. I'm the first in my family to go to college. I'm doing this not only for me but for my family, for my ancestors," Kanoute told CBS Boston.

Smith's president sent a statement apologizing and assuring her that "she belongs in all Smith spaces. This painful incident reminds us of the ongoing legacy of racism and bias in which people of color are targeted while simply going about the business of their daily lives. ... Building an inclusive, diverse and sustainable community is urgent and ongoing work."

Kanoute appreciates the apology but wants more.

"I want the identity of the caller released," she says. "I want a public apology from that caller and I want them fired from the school."

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Russia's cyberattack on U.S. democracy

Inside the memorial to victims of lynching

Smith's administration says privacy laws prevent them from releasing the name, so Kanoute has turned to social media with a plea for help.

"I tried to like shake it off. I didn't even want to speak up and speak out because I know not everyone's going to agree with what you need to say. Not everyone's going to listen to you," Kanoute says. "I'm just so upset."

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Massachusetts: Gov't May Pay \$355/Month Off Your Mortgage If You Have No Missed Payments

HARP Benefits

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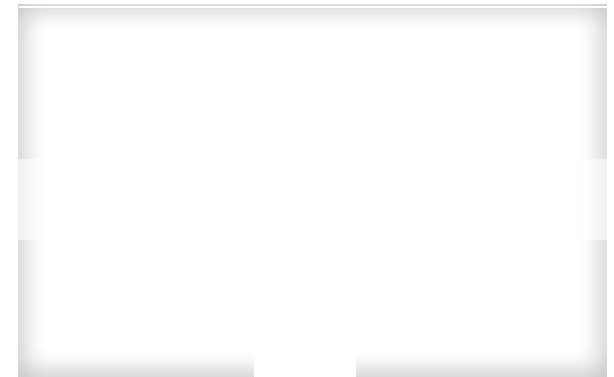
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Sunrun

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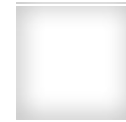
"Eternal respect" for Aretha Franklin

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Exhibit 17

Smith College student who was racially profiled while eating says the incident left her so shaken she can't sleep



By **Nicole Chavez** and **Sophia Lipp**, CNN

🕒 Updated 2:33 PM ET, Fri August 3, 2018



Smith College is one of the oldest and largest women's colleges in the United States.

(CNN) — A Smith College student who says she was racially profiled Tuesday while eating lunch on campus said the incident left her so shaken she has had trouble eating and sleeping.

"I have to check my closet at night now before I go to bed; I'm terrified in my own room," said Oumou Kanoute, a rising sophomore at the Massachusetts college. "I don't even feel like leaving my room sometimes. I can't sleep or eat, and all I want is this person to understand the predicament they've put me in."

The incident is the latest in a [string of cases](#) of white people calling authorities to report black people going about their everyday lives, including [waiting for friends](#), [napping](#) or [doing their jobs](#). Officials at Smith have apologized and placed an employee on leave pending an investigation.



Related Article: A white woman sees a black man inspecting a house and calls the cops. But there's a twist to this incident

Kanoute said she was eating lunch and reading a book in a common room on campus that requires keycard access when she noticed a white man and a white woman pacing outside the room's entrance.

Campus police arrived a short while later. Kanoute said the officer told her that an employee reported "a black man demonstrating suspicious behavior."

Kanoute is a 5-foot, 2-inch, 120-pound black woman with closely cropped hair. She said she has eaten in the common room before and has keycard access because she is teaching chemistry to high school girls at the college this summer.

"I'm not threatening," she said. "How can I be a threat? I hate to play the race card, but I just don't get it."

'He seems to be out of place'

Smith College, which has acknowledged an incident that matches Kanoute's description of what happened but has not named the student, on Friday put the employee who placed the call to campus police on leave pending the outcome of an external investigation, according to an [online statement](#).

The campus police officer who responded determined that the call was unfounded because there was nothing suspicious, the school's institutional equity officer, Amy Hunter, said Wednesday [in a statement](#).

Smith College also apologized for the incident, which Kanoute detailed in several Facebook posts.

"I am blown away at the fact that I cannot even sit down and eat lunch peacefully," Kanoute wrote. "This person didn't try to bring their concerns forward to me, but instead decided to call the police. I did nothing wrong, I wasn't making any noise or bothering anyone.

"All I did was be black," she added.

Kanoute said she wants to talk to the person who called police. She has asked the school to turn over the caller's name and audio of the call.

"I want to know what was said during that call that dehumanized me and criminalized me," she said. "It's the scariest and most upsetting thing that's ever happened to me."

Smith College on Friday released a redacted transcript of the short call, including how the caller described the student:

"Reporting Caller: I was just walking through here in the front foyer of [REDACTED] and we have a person sitting there laying down in the living room area over here. I didn't approach her or anything but um he seems to be out of place ... umm ... I don't see anybody in the building at this point and uh I don't know what he's doing in there just laying on the couch."

The dispatcher tells the caller someone will be sent to "check it out."

Later, according to the transcript, a "Responding Officer" states: "All clear. That was a student relaxing in the living room. They had lunch here. I guess and they decided to stay for a while."

Any campus police records must have references to involved parties removed if they are released, according to a [Smith College policy](#) reiterated online as part of the institution's response to this incident. No report was filed in this case since the responding officer determined that the call was unfounded, the college added.

'Clearly, we have important work to do'

In a [message Thursday to students](#), Smith College President Kathleen McCartney apologized to the student and announced that the school is hiring a third-party investigator to review the incident.



"This painful incident reminds us of the ongoing legacy of racism and bias in which people of color are targeted while simply going about the business of their daily lives," McCartney said.

"Clearly, we have important work to do going forward as a community," she added.

In her message, McCartney said employees will now be required to attend "anti-bias training" and said the school will offer a series of workshops for faculty and staff on "identity, inclusion, bias-response and bias-prevention."

The private college in Northampton, Massachusetts, is one of the nation's oldest and largest women's colleges. Famous graduates include Julia Child, Gloria Steinem and Sylvia Plath.

CNN's Michelle Krupa contributed to this report.

Related Article: A white woman called police on black people barbecuing. This is how the community responded

Exhibit 18



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Smith College Student Who Had Cops Called On Her For Eating Lunch Speaks Out

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ASHLEY ALESE EDWARDS
SEPTEMBER 11, 2018, 12:57 PM

OU MOU KANOUTE

For many college students, the first days and weeks of the fall semester are filled with excitement and anticipation. But for [Oumou Kanoute](#), a sophomore at Smith College, returning to the school's Northampton, MA campus filled her with dread.

In July, an employee of the elite women's college called campus police on Kanoute, who is Black, as she sat and ate lunch in Tyler House, one of the school's dining and residence halls.

"As I grabbed a plate, an employee came up to me and told me I wasn't supposed to eat there. I had told her I can go get my keycard and show that I'm with this program that gives me permission to eat there and have access to this dining hall," Kanoute, who is on a pre-med track, told Refinery29 in an interview on Monday. "She said. 'It's fine, I'm just letting you know.'"

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[Black Smith College Student Has Cops Called On Her](#)

[Yale Students Want Sarah Braasch Expelled](#)

[Black Man Killed In His Own Apartment By Officer](#)

But a few hours later, as Kanoute was eating and using her iPad, she said she noticed the woman who told her she wasn't allowed to be there and another man pacing back and forth. Soon after, a campus police officer approached her, telling her an employee called to say she "looked out of place," which was caught on video that Kanoute posted to her Facebook page. (A Smith employee not directly involved in the incident has defended their colleague, saying the call had nothing to do with racial bias.)

The incident ended without escalating and the officer apologized. "It's quite a dangerous predicament to be put in if you're Black," she said. "In any interaction with a police officer, I

would want to be anything but Black in that moment because I know the threat that my skin color puts me in because of others' perceptions that tend to demonize Blackness or people of color in general."

The school issued a statement and the employee who made the call was placed on leave pending an investigation. While the episode seems to have been wrapped up neatly and has since faded from headlines and Twitter conversations, Kanoute is still living it.

“

In any interaction with a police officer, I would want to be anything but Black in that moment because I know the threat that my skin color puts me in because of others' perceptions.

OUMOU KANOUTE

”

What's often not talked about in high-profile incidents of racial bias is the aftermath; for someone who may have felt their life was in danger or felt humiliation by having police baselessly called on them in front of peers, the trauma lasts longer than the virality of their story.

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OUMOU KANOUTE

"I really don't feel comfortable on this campus. I really don't feel like I belong," Kanoute told Refinery29. "I have trouble sitting and enjoying meals in dining halls and in common spaces if there's no one else with me. I'm hypersensitive to even grabbing a plate." Kanoute, who is a first generation college student at a school where less than 6% of the study body is Black, said through tears that the incident has left her and her family rattled: "Me coming to Smith is my mother's dream. And for me to have to call her and tell her about this and her response to be 'Thank God you're alive. I could've been burying you today' ... My mom shouldn't fear for my life for sending me away to school."

Kanoute said in her family's native Mali, "women often have to stop going to school because they get pregnant at a young age, are married off, get their periods, or simply can't afford fees," so she understands the significance and the importance of her being at a school like Smith.

Kanoute notes that what happened to her is not a singular issue at Smith, a school where the first Black women to ever graduate from the institution, [Otelia Cromwell](#), was not even allowed to live on campus or use the same facilities as white students.

"I've had friends who've had campus police called on their Black boyfriends while waiting for them in a common," she said. "I had a friend whose dad was seen as a threat and a student called campus police because they saw a Black man walking around the dorms visiting his daughter on a parents weekend."

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The issue, according to Kanoute, is one of institutional racism that is present at many of the nation's elite colleges and universities. In May, a similar incident happened to a [Black Yale student who was napping](#) in her dorm's common room. "Places like Smith, Harvard, Yale, Princeton, or Middlebury ... they're not built for students like us yet," she said. "It's a very hard environment to be in when you're always one of very few POC in any setting."

More than a month later, little movement has been made in Kanoute's case. A lawyer for the ACLU, which is now representing her, told Refinery29 that Smith College "has yet to offer any signs that they are interested in engaging in any serious, meaningful pre-litigation negotiations. We are still waiting for them to come to the table."

In a statement, a Smith representative said the investigation – which is being conducted by an independent firm – is ongoing and directed R29 to a [FAQs page](#) regarding the incident.

For Kanoute, the school's "half apology" and statement is not enough. "I want the school to acknowledge this is wrong. I want restorative justice. I want to be able to confront the people involved," she said. "I want Smith to adopt new policies and training to prevent what happened to me from happening to other students. I want more steps taken to address institutional racism at Smith."

“

People want us to contribute to the culture of the school yet the school doesn't necessarily nurture our intellectual growth, our social growth.

OUMOU KANOUE

”

Ultimately, Kanoute wants to not only feel comfortable and like she belongs on campus again, but that she is valued by the Smith community.

"People want us to contribute to the culture of the school yet the school doesn't necessarily nurture our intellectual growth, our social growth," she said. "Why should I have to explain to a campus police officer than I'm a student here?"

This story was originally published on September 11, 2018 at 12:57 p.m. It has since been updated.

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SMITH COLLEGE RACISM OUMOU KANOUE INTERVIEW

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WRITTEN BY

ASHLEY
ALESE
EDWARDS

PHOTO: COURTESY OF OUMOU KANOUE.



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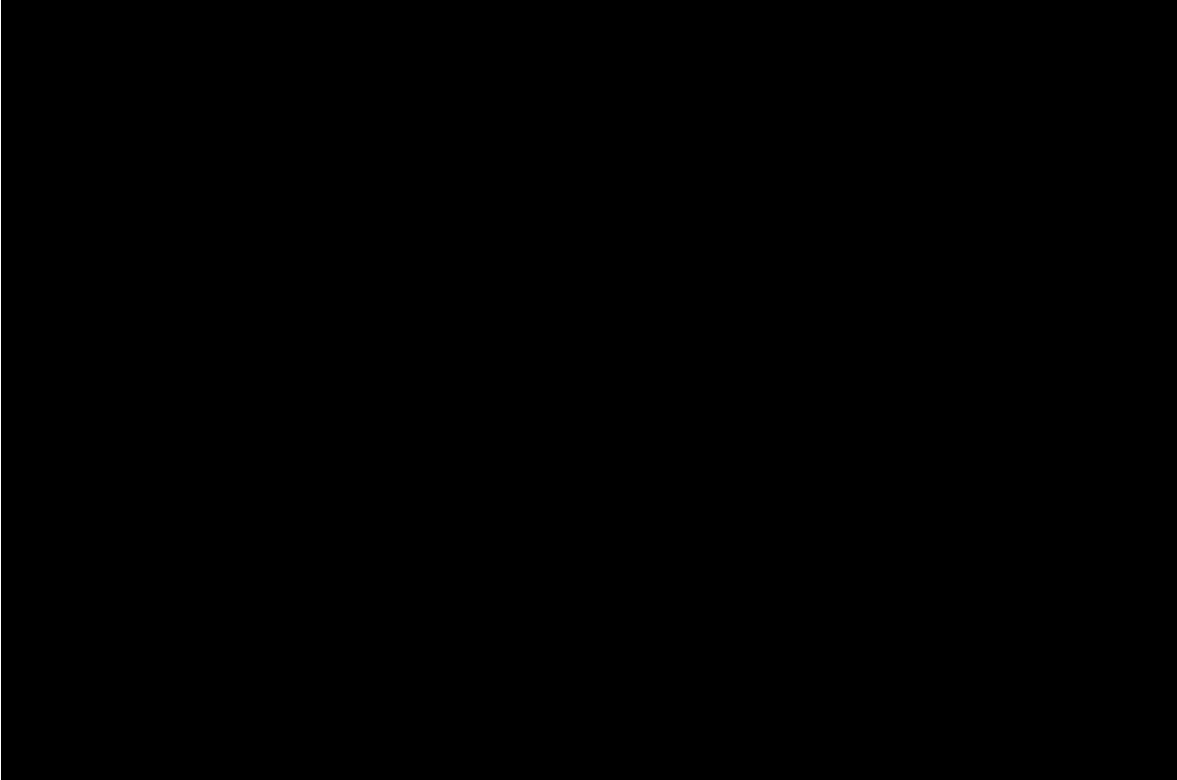
A Smith College Employee Called the Police on Me for Eating Lunch While Black



By Oumou Kanoute, Sophomore, Smith College

SEPTEMBER 13, 2018 | 3:30 PM

TAGS: [Racial Profiling](#), [Race and Criminal Justice](#), [Racial Justice](#), [Race and Inequality in Education](#)



Enrolling in Smith College a year ago was a dream come true. But rarely has a dream so swiftly turned into a nightmare. As I begin my sophomore year, I'm returning to a new slate of classes and to unsettling memories that I wish I could shake.

This summer, I was racially profiled – an all-too-common experience for Black people in America. But unlike most people who are targeted for simply existing in their skin, my story of harassment went viral.

It happened on July 31, when I was working on campus for a program that encourages high school girls to pursue careers in science, technology, engineering, and math (STEM). I was proud to remain on school grounds instead of taking a full summer vacation like many of my peers. As the first person in

my family to attend college, every moment at a prestigious institution like Smith was a reminder that my mother's hard work had paid off.

The day didn't seem different than any other. I headed into the building's common room to set my belongings down and then went into the cafeteria to grab lunch. Eating on campus might seem like a typical student activity. But as a Black student, I received a familiar look of suspicion from a college employee who questioned my presence in the dining hall line as I began to fix myself a plate.

I was greeted by a woman: "You're not supposed to eat here," she said.

I informed her of the mentorship program I work for and offered to get my card to prove it. She then allowed me to go on my way.

But the employee apparently wasn't satisfied. As I was sitting in common room, I noticed a man pacing by the glass doors. Soon he was joined by the same woman who had approached me as I was fixing my plate. The two of them, both white, whispered to each other as I sat on the other side of the glass, wondering what was happening.

A few moments later, I looked up to see the same man who'd been pacing outside the door now approaching me, this time with a police officer. My anxiety was overwhelming. I had gone from a 20-year-old eating a meal on her own campus to the subject of a police interrogation. In my fear, I prayed and tried to remain calm – and pressed record on my cell phone.

"We're wondering why you're here," said the police officer. He was on the scene, he said, because I had been described as "out of place" and demonstrating "suspicious behavior."



A few humiliating minutes later, the questioning was over. But the pain certainly wasn't. As I write this, I still feel overwhelmed with anxiety and sadness over what happened. I still struggle to leave my room. Walking into the dining hall to grab a meal fills me with dread.

I am one of many Americans who has been targeted by racially biased calls to the police, treated like a potential criminal for the act of “[living while Black](#).” This everyday form of racial profiling isn't only happening to people sitting peacefully at a Starbucks or checking out of an Airbnb. From [Yale](#), to [Colorado State University](#), to Smith, racism is also prevalent on the very college campuses that claim to be safe spaces. These incidents are being captured on cellphones, thanks to a younger generation that is tech-savvy – but also scared.

It wasn't too long ago that students like me couldn't even sleep in the dorms on a college campus like Smith. I find myself thinking about [Otelia Cromwell](#), who in 1900 became Smith's first Black graduate. Otelia wasn't allowed to live on campus. Her [legacy](#), along with incidents like mine, reminds us of the significant work still required to address the systems that tell us that we don't belong.

Attending Smith College has helped me realize my dreams and purpose in life. It has also shown me that unity and visibility are important. First-generation students and students of color should know that

they belong and deserve to thrive in a society that often tells them otherwise. I am deeply hurt by what happened, but also determined to make it doesn't happen to anyone else.

To that end, I am using this platform to make demands of the college that I love. Among them is a call for Smith College to adopt new policies and training that address race and gender – including policies that improve how law enforcement officers navigate incidents like mine.

I also demand that Smith take more steps to address the history of Black students and the school's legacy of institutional racism. I want a more fitting commemoration of Otelia Cromwell. I want an examination of the racism that shows up in the naming of campus buildings. I want concrete action taken to provide affinity housing for students of color.

Most of all, I want a campus where hard-working students are never told that they are “out of place.”

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WE THE PEOPLE DARE TO CREATE A MORE PERFECT UNION

Exhibit 20



Staff Handbook
2018

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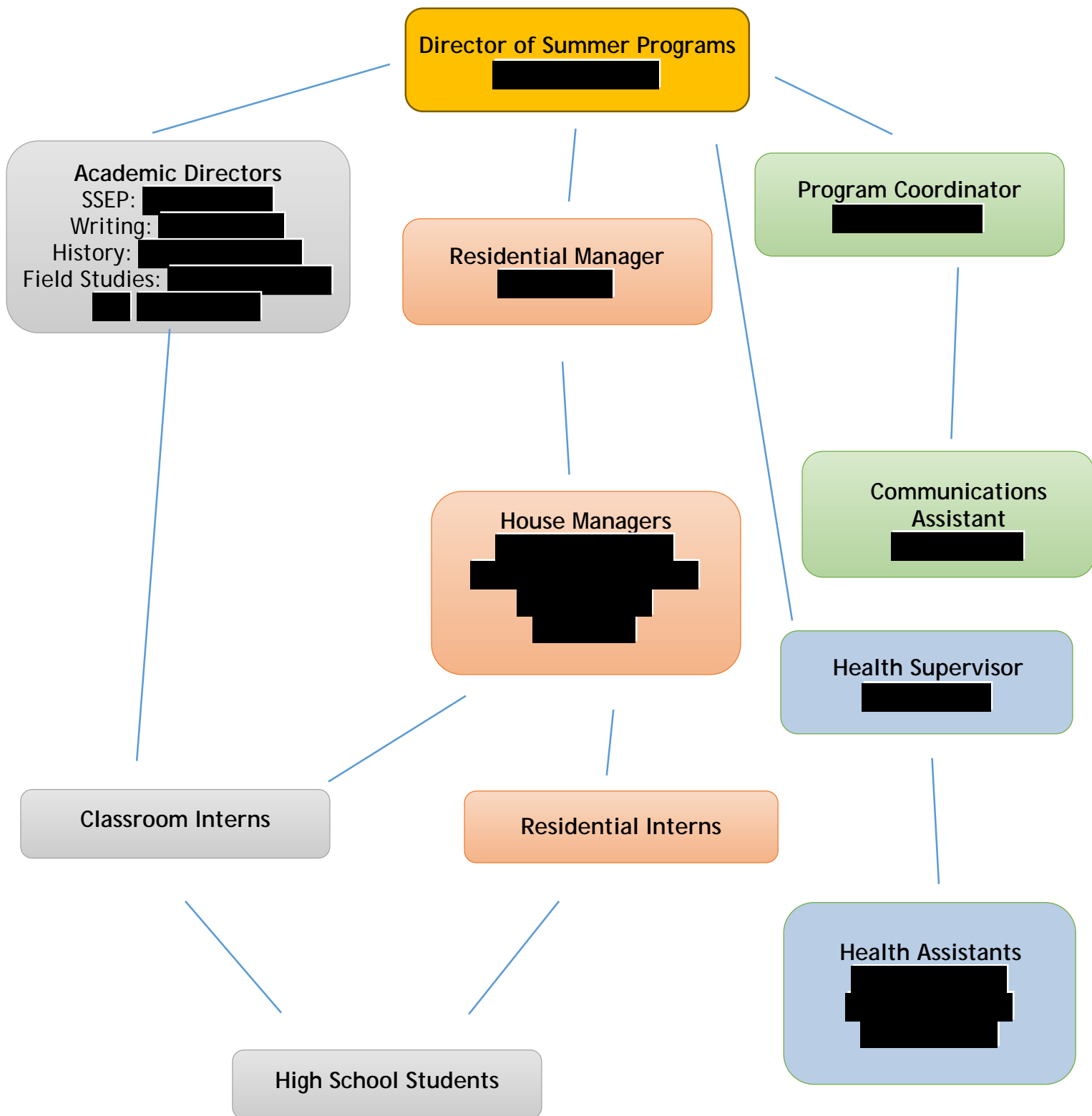
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The Staff Team

Smith College Office of Summer Programs Summer 2018 Staff



Director of Summer Programs

The Director oversees the Office of Summer Programs. Issues that involve serious injury to students or serious disciplinary infractions – for example, those serious enough to lead to expulsion from the program, involve the Director. They are brought in for staff incidents and concerns. The Director also oversees Conference Services at Smith College during the summer.

Program Coordinator

The Program Coordinator leads all logistical coordination for the precollege summer programs. This includes communicating with participants and families; coordinating purchasing with faculty and staff; organizing off-campus excursions and special events; approving intern timesheets; acting as the liaison for summer programs and dining services and housekeeping; and providing office coverage.

Academic Directors

Academic Directors plan, coordinate, implement, and in some cases, teach for the academic portion of the Summer at Smith program. Academic Directors work year round with the Office of Summer Programs to plan for the summer. Issues with a Classroom Instructor or academic assignment should come to the Academic Director for the appropriate program. The Academic Director should be brought in for serious classroom-related staff incidents for his or her program.

Classroom Instructors

Classroom Instructors teach the courses in each academic program. In some instances, the Academic Director is also the “classroom instructor”. Instructors are Smith or Smith-affiliated instructors who are selected for their expertise as well as their ability and experience in teaching students at the high school level.

Residential Manager (RM)

The Residential Manager is the most senior Summer at Smith staff member in residence, and oversees residential life across the programs. The RM lives on campus and is a visible, authoritative presence within the program. The RM supervises House Managers and acts as the residences’ foremost liaison with the Summer Programs Office.

House Managers (HM)

HMs supervise one house, including interns, participants, and house activities. HMs provide a higher level of responsibility than interns in supervising participants in situations involving health and discipline issues, and other matters impacting participant residential life. They supervise the Residential and Classroom Interns in their residence to ensure they complete assigned tasks and adhere to all rules, policies and procedures. HMs manage house meetings, social activity schedules, assign household tasks and manage the community in their house at large

Office Assistant

The Office Assistant works closely with the Program Coordinator and Director to prepare for the program. This position works with the office for the months leading up to the summer to organize participant applications, paperwork, travel plans, and more. During the program, the Office Assistant continues to provide office support, coordinates delivery of mail, and may cover residential shifts.

Communications Assistant

The Communications Assistant coordinates and maintains the Summer at Smith social media accounts and the Summer at Smith blog. This position travels throughout classes, special events, and houses on a daily basis to capture content for social media and marketing purposes. The Communications Assistant also provides general office support and may cover residential shifts.

Residential Interns

Residential Interns lead program activities, monitor student behavior and ensure student safety in the houses. They work with fellow interns to organize and lead a variety of small and large group activities. Residential Interns help to create and maintain an inclusive house environment for students and colleagues. They are in charge of the whereabouts of participants when participants are not in class, including managing the sign-out sheet at their house and bed checks. Classroom Interns, the Office Assistant, and Communications Assistant fulfill Residential Intern responsibilities when they are assigned a residential shift.

Classroom Interns

Classroom Interns support the academic portion of the program. Classroom Interns are responsible for supporting professors in classes and labs, taking attendance, coordinating lunches and vehicles for academic field trips. Classroom Interns may also hold office hours, as approved through their classroom instructor. They are the primary liaison between the classroom and the houses regarding participant communication.

Health Supervisor

The Health Supervisor manages the Summer at Smith Health Center in Lamont and supervises the Health Assistants. This position manages the medication preparation for all participants and reviews daily treatment and medication logs. The Health Supervisor is available for medical consultation during their daily shift. They provide non-emergency health care.

Health Assistants

Health Assistants provide medical support for Summer at Smith participants and staff in the Lamont Health Center. They assist in the administration of prescription and over the counter medication for all participants. Health Assistants staff the Health Center every day of the week and provide non-emergency health care within their scope of training.

Code of Conduct

Code of Conduct for Summer at Smith Staff

In addition to fulfilling staff responsibilities, you must abide by the policies below. Violation of any of these policies may result in termination of your employment and removal from the program. Severe violations of the rules may result in Smith judicial procedures for Smith College students.

1. The unlawful manufacture, distribution, dispensation, possession, and/or use of **controlled substances or alcohol** in the workplace, even if it does not result in impaired job performance or in unacceptable conduct, is prohibited. Working under the influence of alcohol or controlled substances is prohibited. **The presence or consumption of any alcohol or controlled substances (other than prescribed medications) in the workplace is prohibited – this includes dorm rooms, dining halls, classrooms, and other campus facilities, as well as off-campus (while on duty or on call), e.g. field trips.** The appearance of impropriety related to drugs or alcohol, such as smelling of alcohol, or displaying drug paraphernalia, is prohibited.
2. **Use of alcohol or drugs that at any time impairs job performance is prohibited.** Use of drugs or alcohol while supervising students in situations off campus (such as field trips) that in any way impairs work performance will be considered the same as activities on campus.
3. **Tobacco** must never be used in the presence of students. This includes around the houses where participants are living, academic buildings, or any adjacent locations.
4. **Obscene, derogatory, and abusive language** is prohibited.
5. **Staff members must never be alone with participants.** Interactions between Summer at Smith staff and participants are not to exceed the boundaries of a friendly professional relationship. If a confidential conversation needs to take place, staff must find another staff member to join, or at minimum, be visible and within earshot of the staff member. In other situations, a second participant may be appropriate to join. Staff may not have students in their room and may not enter the room of a participant without leaving the door open and following the aforementioned guidelines. Common spaces in houses are more appropriate for conversations than bedrooms.
6. Relationships between staff, or between staff and their guests, must be conducted with the highest degree of discretion. **Guests are never permitted in the houses**, even in the common areas.
7. **Sexual harassment will not be tolerated.** Summer at Smith defines sexual harassment to be sexual conduct or conduct with sexual overtones which has the purpose or effect of unreasonably interfering with an individual's academic or work performance or which creates an intimidating, hostile, or offensive learning, residential, or working environment.
8. **Any behavior that could expose students to a high likelihood of injury or endangerment is prohibited.**
9. **Staff must adhere to a house curfew of midnight during each day of the program.**
10. **Consent to use photographic images of staff is implied.** Employment with Summer at Smith Summer Programs constitutes an agreement by all employees for Smith College to use and distribute (both now and in the future) the employee's image (or voice) in

photographs, video or audio capture, or electronic reproductions of classes and other campus and program activities.

11. **Staff members are not permitted to take photos or videos of participants without prior approval from the Office of Summer Programs.** Consent for media release is not given by all participants and families. In this regard, staff members may not take photos or videos without prior permissions.
12. **Staff are not permitted to accept invitations from participants to become friends on Facebook or other social networking sites during the course of the program or after the program.** Note that through your Facebook and other social media pages you may inadvertently expose personal information that is outside the boundaries of your professional role with the students. Joining a Group or Page on Facebook created by students or instructors, however, is acceptable, especially if it is related to the academic portion of the program. However, you must ensure your privacy settings do not allow others to view your information. Furthermore, please exercise discretion when selecting photos to post on a Facebook group or on your individual Facebook page, keeping in mind these may be seen by participant's parents, students and staff, as well as Smith administrators.
13. **Staff are not permitted to use their personal vehicle to transport participants.**
14. **Utility/Golf carts may only be used for program purposes,** and only if you have been trained in their use. All rules outlined by Smith College must be followed.

Job Duties and Expectations

General Expectations

Attending Meetings

There will be regular staff and all-house meetings with the Head Resident. Meetings are typically Sunday, Tuesday, and Thursday. It is very important to show up promptly to all required meetings. If you are not on-duty for a meeting you may be asked to attend and paid for the meeting time. If you are not asked to attend it is your responsibility to find out what was covered from a colleague.

Cell Phone Use

Participants - Cell phones are allowed (on a limited basis). Staff should be watchful for students who avoid engaging in the program because they are overly engaged with home through their phone.

- Students are not allowed to have their cell phones on during class.
- While smartphones can be used for phone calls, students should be discouraged from spending an access amount of time playing video games, watching movies, etc.

Staff – When on-duty you should not be on your cell phone unless it is an emergency.

Communication

Lines of communication between staff, between staff and students, and between staff and the Summer Programs Office should be as open and clear as possible. Honesty, directness, and confidence of expression are advised at all times. Whether you need to remind a student or fellow staff member about a Summer at Smith rule or policy, report a student's or fellow intern's behavior to the House Manager or Residential Manager, or whether a serious concern prompts you to contact the Director of Summer Programs, rest assured that your communication will be treated with respect and, when appropriate, with full confidentiality. Keep a list of all important contact phone numbers with you at all times, and do not hesitate to call upon the appropriate member of the staff team when you need them.

Curfew and Lights Out

Participants have a house curfew of 9 p.m. and a lights out time of 11 p.m. This means that they must be in their own residence by 9 p.m., in their own room by 10:45 p.m., and with the lights out, by 11 p.m. On Friday and Saturday evenings they must be in their house by 10 p.m. in their own room by 11:45 p.m., and with the lights out, by midnight. Curfew and lights out may be moved earlier for individuals or residences with behavioral issues.

Staff are in charge of checking that all students are in the residence by 9:00 pm (and that there are no outsiders), on their floors around 10:00 pm, and in their rooms with lights out at 11:00 pm. The House Managers will implement a system of house, floor, and room checks. *Students must be checked off individually and in person; never rely on a student's roommate or friend for assurance that someone is in their own room.*

Staff curfew is midnight. This includes staff who are off-duty. Staff may not engage in loud or boisterous activities in or around the house after students are required to be in their rooms.

Dining Halls

Staff are provided three meals a day, starting with dinner on check-in day and ending with lunch on their last day of employment. If you are on duty over a meal time, you are expected to attend the

meal and schedule breaks with your colleagues. Working a meal does not mean socializing with your colleagues. See shift expectations for more information.

Meal Locations

Training Week – Cutter Ziskind

Programs In-Session

- SSEP – Cutter Ziskind
- Writing Workshop, Field Studies, Women's History – Tyler
- CAW – Cutter Ziskind

Meal Times*

Breakfast: 7:15a.m.-8:30 a.m.

Lunch: 11:30 a.m.-1:30 p.m.

Dinner 5:15p.m.-7 p.m.

* During some meal times the dining hall will be especially full. Notification will be sent with adjusted dining times for these periods.

Drugs and Alcohol

Summer at Smith has a zero-tolerance policy on the use or distribution of any substances (alcohol, drugs, or tobacco) by residential staff in the residences, anywhere on campus, or while on duty. If, when you take time off and leave campus, you choose to use alcohol or drugs, you must return to campus and your duties entirely sober with no trace of alcohol or drug use on your person (i.e., smelling of alcohol). Violations of this policy may result in termination from your position.

We are entrusting you with an enormous responsibility as the guardians of your students and as a colleague to your fellow interns. We are relying on your ability to make good judgments about your behavior and comportsment at all times – for your own safety, as well as for the safety of your students. Your responsibility as a role model for your students is directly linked to how they see you handling the social pressures of alcohol and drug use.

Housing Needs

Housing needs, such as broken plumbing, damaged furniture, pests, etc., should be reported to facilities at (413) 585-2400 Monday through Friday 7:00 am – 4:00 pm. After hours, Smith College Campus Police should be contacted at (413) 585-2490. Be sure to notify your House Manager.

Keeping Residences Clean

The House Manager is responsible for maintaining the chart of duties and responsibilities. It is very important to keep the common areas of the residences neat and clean. We will often have College staff and others stopping by, and the houses must be presentable.

Trash from individual rooms can be left out with linens on linen days. Take the plastic trash can liner and trash out of the can, tie a knot at the top, and leave it out with the linens.

Trash in common areas, kitchens, and bathrooms will be removed by custodial staff on a daily basis. However, please do not put personal trash in the bathroom cans – it tends to overload them. Instead, take trash directly outside to the dumpsters.

Laundry

Students should be instructed by their interns on the use of the laundry facilities in the residence by having a laundry workshop within the first few days of the program. Many of the students will have little experience with doing laundry. Clear instructions for operating the laundry machines should be posted above each machine.

Linens

Summer at Smith provides linens (bedding and towels) for all staff and students. Both students and staff are responsible for getting their linens cleaned throughout the program - if a resident wants their linen changed, strip the bed and place the linen right outside the room the morning of linen day.

Lost Keys

Lost keys need to be reported to the Residential Manager. The individual will be charged \$125 for a lost key and \$24 for a lost key card. This fee will be passed onto the parents/guardians of the student or staff member. Report the name of the student (or staff member) to the Summer Programs office.

Mail

All mail for the program will be delivered to the Summer at Smith Summer Programs main office at 30 Belmont Ave. Mail will be labeled by residence and program. We may ask for help from on-duty residential staff for mail delivery. The Office Assistant manages mail delivery to each house. House Managers will establish where mail is to be delivered inside of each house. Letter and packages should be addressed as such:

Participant/Staff Name, [Program Name], Residence Name
30 Belmont Ave., Room 201
Northampton, MA 01063

Movies

Movies can be shown to the students. Only G, PG and PG-13 movies are to be shown. Movie nights are not considered an activity for students to sign up for. Movie showing will be limited in the houses to leave time for more social activities.

Music

Music may be played in common areas of the house. All songs must be clean and edited and must not contain obscene, derogatory or abusive language.

Purchasing

Please note the following guidelines on reimbursements:

- In general, you should avoid out-of-pocket expenses unless it is an absolute emergency or you have received pre-authorization from the Summer Programs Office.
- Food purchases are generally not reimbursable expenses during the program, since Summer at Smith provides a full meal plan for all students and stocks the residences with snacks. However, you may purchase food for a student on an Arrival or Departure Day if they need it, or on a field trip if there is a shortage of lunches or a special meal (e.g., vegetarian, gluten-free, etc.) was not provided.

Summer at Smith cannot reimburse for:

- Any personal items purchased for students or staff
- Gift cards
- Luggage fees for students
- Traffic citations

Ratio and Supervision

Staff should maintain a 1:10 ratio with participants at all times.

You should always practice the “rule of three.” This means you should never be alone with a participant. Either ensure that another participant or staff member is present. Speaking one on one in a common area where you are in clear view and others can see you is acceptable. Walking through campus in a public area where others can see you is also acceptable. If you need to have a confidential conversation with a participant, you must have another staff member present.

Representing Smith Precollege Programs (Summer at Smith) and Smith College

Through your role as a staff member, you are part of the public face of the Summer at Smith programs and Smith College. How you present yourself, and your actions and behavior, reflect on the College, and you are expected to help present the College appropriately and positively.

Keep in mind that everything you say and do that is seen by students goes home with them. You should assume that every story that *can* be told *will* be told. If you are ever concerned that something you are doing, or allowing a student to do, should not be known to parents or the entire staff team, then you shouldn't be doing it.

Room Gatherings and Sleepovers

Students are discouraged from having social gatherings in their bedrooms. All residences have nice common areas for groups to socialize, and we encourage that students gather in these areas rather than be exclusive.

Students must sleep in their assigned rooms in their own beds.

Special Events

It is ideal to have all staff present for the talent show, dance and special activities, but if you are not scheduled to work, you are not obligated to participate. If you attend the event not on duty, you may be asked to lend a helping hand where needed.

Supplies

Summer at Smith will supply equipment for all sports, games, and art supplies. Summer at Smith will also provide the students with snacks. If you think the residence needs something, please inform your House Manager. If you require supplies for an activity you are leading you will need to notify your House Manager one week ahead of time.

Team Member

As a member of the Summer at Smith team, we expect you to work closely with the other staff in your residence, and to always consult another staff member before you make any difficult judgment calls regarding discipline, student-related issues, or planning for the residence. We also expect you to actively participate with house tasks and chores, to be available and ready to chip in on any group effort, and to communicate clearly with staff about your plans and whereabouts.

If a member of the team is not fulfilling their responsibilities, we expect you attempt to have a conversation with the individual first. If no change is made, report this to the House Manager, or higher-level staff.

Video Games and TV

Those who engage in video games and watching TV will miss out on engaging with their peers and course work. When students aren't doing coursework, they should be encouraged to interact socially with each other.

Schedules, Timesheets, and Shifts

Overview

Staff use two online systems for working – When to Work and Banner Web. When to Work is the online system used to see your schedules and shifts. Work schedules will be communicated in the When to Work online scheduling program. Shift changes are not automatically reported. It is each staff member's responsibility to check this schedule on a daily basis to know when they are expected to work and the duties covered in their various shifts.

Banner Web is utilized to report what hours you worked, two weeks at a time. Staff should log their hours in Banner Web daily in order to keep track of hours worked. If you need assistance with Banner Web, contact the Program Coordinator.

Staff are scheduled 35 - 40 hours per week. There may be some exceptions to this, including training week, where hours may be lower than 35.

Extra Work Opportunities

Residential Interns will be assigned extra work opportunities at least once per week. During this timeframe the intern is "on call" and must be within a 10 minute radius of the summer residential area and available to report for duty and perform work tasks, if needed. If called into work, the intern will be paid a minimum of one hour worked.

Time Off

Summer at Smith Summer Programs can be a very intense environment and taking some time away from the program will be important for everyone. Each staff member will get time off on a rotating schedule. Some staff who are hired for three weeks of employment may not get a day off each week.

Interns must still report back to their house by curfew, even if they have the day or evening off. Special permissions to be off campus overnight must be approved by the Residential Manager. Accommodations may be made for Head Residents and the Residential Manager, as needed.

Time off requests will not be granted unless there are extenuating circumstances that have been brought to the attention of the Director prior to the summer or the Residential Manager when summer is in session.

Taking Breaks During a Shift

- A meal break is required every five hours, unless the work day is less than six hours, in which case no meal break is required. These are unpaid breaks that should last for at least 30 minutes. Each individual shift in When to Work will note how long of an unpaid break you must take. A staff member may be on call during their break. If you are scheduled for an hour break, you must take the hour long break, unless you are granted permission to work.

- If you choose to leave a dining hall during your meal break, your break *must* be coordinated with the other staff in the dining hall. If all staff leave for their break at the same time the staff to participant supervision ratio will be in jeopardy.
- Staff are permitted to take a 15-minute break every four hours. These can be bathroom breaks and do not need to be formally recorded. They are paid breaks.

Approved Hours

If you are asked by a faculty member to work additional hours that you are not scheduled, please consult with the Academic Director of your program before agreeing to work.

You may not work more than the hours you are scheduled for on When to Work without prior approval. Only the Residential Manager, Summer Programs Director and Program Coordinator may approve additional hours outside of When to Work.

Shift Expectations

In addition to your job description and the code of conduct, the below shift expectations detail the minimum work you should be doing when assigned a shift.

GENERAL EXPECTATIONS

- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.**
- Be friendly and welcoming! Great colleagues and participants by their first name. Set the tone and a good example for your peers and participants.
- Maintain your staff status with students. You can be friendly, but not a friend at the same time.
- Do not socialize with colleagues on duty. Your priority is always the students.
- Know where your students are at all times.
- Don't have an assigned task? Ask the leadership staff on duty what you can help with.
- Make basic conversation with students and get to know them.

SPECIFIC SHIFT DUTIES

Wakeup Shift

- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.**
- Be up and ready for the start of your shift. Do not expect to try and get ready during this shift or eat breakfast during this shift. You may have to grab your meal and eat it after your shift.
- During this time, one person in the house should be on the first floor managing the sign-out sheet and the students going/coming from breakfast.
- Ensure all students are getting up and giving themselves enough time to eat breakfast and get to class.
- If needed, knock on doors and do wake-up calls.
- Remind participants that meals are required and they must be to class on time.

- Remind students to go to the Health Center for any morning medications.
- Notify Health Staff immediately if a student is too sick to get out of bed. The student will most likely need to relocate to the Health Center to rest.

Evening and Weekend Shifts

- Engage with participants. Start conversations and ask them how their day is going. When having conversations, be inclusive and include all who are present.
- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.** You should be connecting with or monitoring participants if they are not in bed. Do rounds on each floor if it is late at night and all students are in bed.
- Many students will want to nap or do homework in their rooms. Help them balance these activities with social involvement outside of their room.
- Lead organized, well-planned and approved activities for participants.
- Refrain from engaging in social conversations with your colleagues when participants are present.
- Staff the sign-out book and ensure that someone entering a residence is readily able to find a staff member on duty.
- Ensure there is ample coverage with on-duty staff at both the dining hall and house during meal times.
- Ensure that students are in their house by 9pm Sunday – Thursday and by 10pm Friday and Saturday.
- Do bed checks at 10:45pm Sunday-Thursday and 11:45pm on Friday and Saturday to ensure all students are in their rooms. Lights out is 11pm and midnight, respectively.
- Some students may elect to go to bed prior to lights out. Allow them to do this after checking in with a staff member in charge.
- Respond to any problems in the night, including roommate issues, participant sickness, etc. For major illness or sickness, contact your House Manager or the Residential Manager for assistance.

Classroom Shift

- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.**
- Take roll call and account for any missing students.
- If students are missing, follow these steps – ask the class if anyone has seen them, call the Health Center to see if they are there, call their cell phone. If you have not located the student, email or call the Program Coordinator, who will assume responsibility for finding them.
- Follow the instructions and duties given to you by your instructor.
- Walk with students to or from lunch (depending upon your 30 minute lunch break time).
- On the first few days, gather the students as a class to walk over to your classroom after breakfast and lunch.
- Help students find their way after class.
- If a student received a yellow or red card, inform the Residential Manager immediately after class.

Shifts that Cover a Meal Time

- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.**
- Ensure appropriate coverage in both the houses and dining halls during all meals
- Ensure that students are happy and well adjusted.

- Make sure no one is sitting alone, unless it is their preference. If someone is sitting alone, ask if you can sit with them or have other students join.
- Make sure everyone is eating. If someone is not eating, make a mental note to talk with them discretely after the meal. Do not draw attention to the participant. Be sure to discretely monitor the student to ensure this is not a pattern.
- Help to ensure that students clean up after themselves and are respectful of the space.
- This is not a time for staff to socialize with each other. If you have a chance to connect with a colleague, it should only be after your primary duties have been fulfilled. You should always be aware of the behavior of students and the climate of the dining hall.

Special Event Shift

- **STAFF SHOULD NOT BE ON THEIR CELL PHONE OR DEVICE.**
- Get ongoing tasks from the event coordinator.
- Survey the event and see where you may be able to assist.
- Refrain from engaging in social conversations with your colleagues.
- Respect the Smith Campus. Leave spaces better than you found them.

Driving Shift

- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.**
- Follow policies and procedures in the Vehicle Use and Safety Handbook at all times.
- Promptness for this shift is of utmost importance due to travel coordination.
- Know what student(s) are in the vehicle with you.

Getaway Shift

- **DO NOT BE ON YOUR CELL PHONE OR DEVICE.**
- Follow all guidelines provided to you on the Getaway you are chaperoning.
- Know where your students are or who they are with. On some Getaways (i.e. Six Flags) you will not be able to know exactly where students are at all times. Follow guidelines provided for safety check-ins.
- Ensure you have a copy of all participant and staff cell phones who are on the Getaway with you.
- You are on duty the entire time you are on the Getaway, with the exception of a lunch break. Breaks must be communicated and coordinated among staff on duty. When taking a break you must remain in the general area and not participate in any activities that are in violation of the code of conduct.
- Remind students of basic preventive care (i.e. sunscreen, bug spray, water). Sunburn on Getaways is a major concern. It is our job to help prevent sunburn, dehydration, and exhaustion. If you see a student making a poor decision, it is your job to inform them of safety measures and take disciplinary action, if needed.
- Staff must practice and role model good preventive care at all times.
- Do not make plans to meet up with friends or family outside of the program while off-campus.
- If a student's family or friend sees them on a Getaway they can say hello and have basic small talk. Students are not permitted to go off with family and friends that are not part of the program. It is staff responsibility to enforce the "no visitor" policy off-campus.

Being a Mentor and a Disciplinarian

Being a Mentor

Your students will look up to you as a mentor and a role model. They will see you as a source of valuable information about college life and getting into college, and they will want to bond with you around these issues. The key here is to be honest and informative, but not to confuse the distinction between mentor and friend. Although you may naturally become friends with participants in the program, you need to keep a professional boundary at all times.

For instance, participants will want to talk with you about their personal lives. These are delicate situations that call for the utmost sensitivity, discretion, and clear judgment. Do not give advice unless the student asks you directly for advice; just listen, ask questions, and try to help the student work through her own issues. As a point of caution, it is generally best to avoid conversations regarding sex, alcohol and drug use. If a student ever confides in you regarding intent to do harm to herself or to someone else, you are legally obligated to report this immediately to the Residential Manager, who will also inform the Director of Summer Programs. *If a student ever confides in you regarding any kind of abuse she has suffered at home or at the program, you are similarly obligated by law as a Mandated Reporter to report it immediately. Contact the Summer Programs Director for support.*

Guidance for Residential Interns

Residential Interns are expected to tend to the participants' needs, offering nurturing support in a range of situations. Participants may need help if they are injured, sick, or sad, and they may require assistance with various tasks. Also, in your staff role you are expected to enforce rules, and in some cases carry out disciplinary action (although the most serious cases will be handled by the higher-level staff).

Because there is a close proximity in age, it may be tempting to relate to the participants and behave as they do. In some cases this is acceptable, but care must be taken not to go out of bounds. If you allow a participant to break the rules, you may be taking a far greater risk than that of the participant who breaks the rules. If you give permission for a particular request, you need to be completely comfortable and upfront in describing the activity to the parents, senior staff, or to anyone else who expresses concern.

You must realize that the participants will respect you and look up to you even if you are strict about the rules. It is a mistake to try to gain friendship or popularity by establishing a reputation of being especially lenient. In the end, this approach will do much more harm than good.

Guidance for Classroom Interns

Think about all the best teachers and TAs you've ever had. What are the qualities they share? Passion for and deep knowledge of the subject, an open creative mind, a good balance of enthusiasm and patience, well-developed listening skills, the ability to ask compelling questions, a good sense of humor? *Try to model yourself after the best teachers you've had*, and when you're working with your Summer at Smith participants, think of how your teacher role models would handle the challenges presented by your students. Remember: the best teachers "leave their egos at the door." Make your students' learning needs your first priority at all times.

During the evening and on weekends, your students may also come to you for help with their assignments, or just wanting to discuss the course with you. This is an excellent opportunity to practice your listening and questioning skills in order to help your students figure out their own thoughts and ideas. They will also be interested in your ideas and opinions, but be sure that your focus is always on helping them learn for themselves.

Public Displays of Affection

Public displays of affection may be awkward and uncomfortable for others. Holding hands and other mild forms are typically okay, but anything beyond that is not appropriate in common rooms or other public areas within the program. Staff should not allow students to participate in acts that make others uncomfortable and impose on their space. Use common sense and good, professional judgement.

This rule applies to staff as well as students. Staff are expected to be discrete in their relationships, set a good example, and show a high-level of professionalism.

Inappropriate public displays of affection extend beyond what can be seen and may include what can be heard. Noises heard through thin walls or open windows can have the same sort of negative affect as strong displays of affection seen in public places.

Important Documents

The following documents have been provided to staff and students:

1. Staff - The Code of Conduct for Summer at Smith Summer Program Staff.
2. Participants - The Summer at Smith Student Code of Conduct for students and the Participant Handbook. These documents are given to the students in advance of attending the Summer Programs. Students have signed a document noting that they have read and agree with the Code of Conduct.

Disciplinary Incidents

First Steps

When faced with students violating rules or the code of conduct, there are a few basic principles that should guide your approach.

1. *Seek help from a fellow intern or your House Manager whenever possible.* Even for small things, it is good to have another staff member to rely on and help find solutions. Another witness who can corroborate events and support you is always useful in the event the transgressor(s) refuse to cooperate.
2. *Gather as much information as possible* about the incident from the student(s) involved and any witnesses (either students or staff) who may have knowledge of the situation.
3. *Do not take sides.* Gather facts and try to understand the whole picture.
4. *Be a figure of authority.* Maintaining your boundaries in disciplinary action is important. You are not a friend to students. You can be understanding and also take disciplinary action.
5. *Document everything:* take good notes so that no detail is missed.
6. If you have not already, *contact your HM* and share what you know and any steps you may have already taken. Depending on the severity of the issue, it may be passed along to a higher authority.
7. *Follow up* with all involved parties, as needed.
8. *Complete an Incident Report Form* and submit it to the Residential Manager. Incident Report forms can be obtained from your House Manager. A copy is in the appendix of this handbook.

Classes of Disciplinary Incidents and Action

Severity	Examples	Who Should be Told?	Possible Courses of Action
<p>MINOR</p> <p>(things with little impact on the community)</p>	<ul style="list-style-type: none"> • Tardiness • Breaking computer or cell phone rules • Bad attitude • Not completing assignments • Blowing off assigned tasks in residence 	<p>Your immediate supervisor, usually your HM.</p>	<ul style="list-style-type: none"> • Loss of privileges • Yellow Card
<p>MODERATE</p> <p>(things that impact others or could lead to harm)</p>	<ul style="list-style-type: none"> • Breaking curfew and/or lights out rules • Abusive or offensive language • Abusing sign-out privileges • Blowing off mandatory meetings or activities • Repeat offense of minor infractions 	<p>HM, who may also bring in the RM and Director.</p>	<ul style="list-style-type: none"> • Loss of privileges. • Call to parents by HM, RM or Director's Office. • Written assignment or letter of apology. • Yellow Card
<p>SERIOUS</p>	<ul style="list-style-type: none"> • Anything involving drugs, alcohol, tobacco. This includes those involved but not actually taking part, i.e., even if only a few students are proven to have ingested alcohol, anyone else present is subject to disciplinary action. • Theft, physical or sexual harassment, aggression, assault. 	<p>HM and RM immediately. The Director will also be involved.</p>	<ul style="list-style-type: none"> • Call to parents • Call to Smith Campus Police • Letters placed in student files and/or sent to school or home • Dismissal from the program • Red Card

Here are a few more details on some of the possible courses of action. Most of these should have the approval of the Residential Manager:

1. **Issuing a yellow or red card.** A yellow or red card should be issued for every disciplinary incident. Additional courses of action may also be taken. Cards may only be issued by an HM, RM, or Classroom Instructor. An Incident Report form must be completed, signed by the student and staff member, and submitted to the Residential Manager.
2. **Calling parents.** This is a very effective form of disciplinary action that can be carried out only with the Residential Manager's approval. Typically, the RM or HM is making the phone call home.
3. **Restricting privileges.** There is a wide range of applications of this. For high school students, this can mean not allowing them to sign out in the evening. For all students, this can mean preventing a student from participating in a favorite or popular activity, or using computers for fun.
4. **Written assignments.** It is reasonable to assign students to write an essay about their offense. This is recommended for violations that involve intolerance or insensitivity.
5. **A letter of reprimand.** You can write a letter of reprimand explaining the nature of their offense. They can be told the letter will go on file in the main Summer Program Office and sent home. This letter does not replace the Incident Report.
6. **Bring in the Director.** Staff are encouraged to take advantage of this resource when the offense calls for it.
7. **Dismissal from the program.** This action is taken in cases of severe disciplinary offenses, such as those involving drugs, alcohol, theft, assault, etc. Even if you are the one who witnesses or identifies such an offense, only the Director of Summer Programs will make the decision to dismiss a participant from Summer at Smith. The Director will inform the participant and her parents, and carry out other necessary steps in this process.

Please take care not to apply inappropriate disciplinary action. The following are not allowed:

- Disciplinary action that is designed to humiliate the participant is not allowed. For example, requiring a student to sing or dance in front of the group, or perform an embarrassing activity, is not allowed.
- Disciplinary action that personally benefits staff is not allowed. For example, participants cannot be required to wash a staff member's car.
- Disciplinary action involving any kind of physical contact with participants is strictly forbidden.

Filing Incident Forms

Incident forms are available to staff and must be turned in to the Residential Manager. Incident Forms are for behavioral issues, NOT medical. Accident forms are used for medical issues when a student receives care off of campus. Forms must be completed within eight hours of the incident.

Other Considerations

Damaging College Property

All damage to buildings, furniture, or any other College property should be reported in an incident report. Notify the Director right away. Note that students or staff who are responsible for damages will be charged for any replacement and repair.

Conflicts and Disputes

Incidents involving disagreements, disputes, or other conflicts between participants in the program should be handled according to the degree of the incident. Staff should guide students involved to resolve the issue through moderated discussion and sharing of concerns.

Missing Home

For some of our students, this is the first time that they have been away from home, and they will experience varying degrees of missing home or unhappiness. If you become aware of a student who is missing home or unhappy, please offer comfort and keep a close eye on them. It is best to discourage students who miss home from making frequent phone calls home; every effort should be made to get them involved and engaged in the program – the academic, recreational, and social aspects.

If frequent calls home seem to be compounding the problem, we recommend calling the parents (or whoever is on the other end), and ask that they help by limiting phone calls. The RM or your HM can assist with this. Writing letters home is a good exercise for dealing with missing home. In this case, when the letter is complete and sealed in its envelope, the student should be encouraged to move on and turn their attention to the program.

One suggested way to get these students engaged in the program is to find another student who you believe would be a good partner for them, and have this other student help you get the student who misses home involved in the program. In some extreme cases, a student may be sent home. This is only at the discretion of the director.

Roommate Changes

Summer at Smith assigns rooms according to course and age. These assignments are set and should not be changed. Only in extreme situations can a roommate assignment be changed, and such a change requires approval of the Residential Manager.

Sexual Harassment

The kinds of sexual harassment issues generally faced at Summer at Smith are usually based on fairly subtle forms of inappropriate or uninvited touching, personal space boundary issues due to cultural difference, misreading of social cues, or conversations of overly sexually explicit or intimate topics. It is the subtlety of these forms of sexual harassment that make this topic particularly sensitive. It is crucial that all Summer at Smith residential staff are aware of the following boundaries:

- Do not discuss sexual matters with students; if a student comes to you needing to discuss a personal issue of a sexual nature, please make sure another intern is present.
- It is inappropriate to ask a student to disclose personal information about their sexual activity, preferences, or behavior.
- It is inappropriate for you to discuss your sexual experiences with a student.

- Please be aware of personal space boundaries and cultural differences regarding proximity and touch.
- If a student is flirting with you, it is *your responsibility* to draw the line and maintain a professional boundary.
- As a staff member, you are to keep any romantic relationships outside of the program.

Sexual harassment may take several forms:

- Sexually related behaviors that create a hostile academic, living, or work environment.
- Persistent and unwanted communication of a sexual nature (e.g., in person, by phone, text, e-mail, on Facebook, Twitter, etc.).
- The behavior can be repeated or may be one incident, if sufficiently severe; it can occur between peers, in hierarchical relationships, or between persons of the same or opposite gender; it can be subtle or blatant.
- Sexual assault can also be a form of, or a result of, sexual harassment.
- Unwelcome or coercive sexual advances in exchange for favorable treatment, or under the threat of unfavorable treatment.

Theft

It is crucial that Summer at Smith staff and students never leave wallets, purses, or valuables lying around their rooms at any time, even when the door is locked. Keep all valuables put away in a safe place so that others are not tempted to take them. There have been incidences of theft because people do not heed this warning.

Additionally, the residence can soon feel like a home, lending a false sense of security to the house. Individual student and staff rooms should be kept locked whenever possible. In the recent past, outsiders have come into residences through doors that had been propped open and robbed rooms that were left unlocked while students and staff were in the residence.

All thefts, including alleged thefts, should first be reported to the Residential Manager who will then report to campus police.

Health and Safety

Smith Summer Health Center

Our on-campus Health Center for Summer at Smith is located on the first floor of Lamont house. The Health Center is open for Summer at Smith participants and staff, and Posse students.

Hours of Operation

Monday – Friday: 7:30a.m. – 10:30p.m.

Saturday & Sunday: 8:00a.m. – 10:30p.m.

After Hours Health Protocol

If a participant needs medical attention after hours, the staff member notified first should provide care within their scope. If additional medical attention is needed, contact your HM or the RM. For more information see the below chart on Urgent and Non-Urgent Medical Conditions. In case of a medical emergency, follow the protocol under Emergency Procedures for Medical Emergencies.

First Aid Kits

There are first aid kits located in all houses, as well as academic buildings. We also take first aid kits on all field trips. Most of the Summer at Smith staff team are trained in First Aid. We understand that you may come with a small, personal first aid kit (Band-Aids, antibiotic ointment, etc.). Nonetheless, students and staff should still come to the Health Center for treatment and monitoring of your minor injury.

Medications –Prescription, OTC, Supplements

Participants - Prescription and over the counter medication, as well as supplements and vitamins, must be kept in the Health Center. The Health Supervisor, on occasion, may give permission to keep medication with participants, but they must have that approved first. *This means that all Tylenol, Advil, Motrin, vitamins, etc. must be kept at the Health Center.*

If a participant takes medication throughout the day, it will be available for them at the Health Center. Participants should get their medication at the appropriate time that the medication should be administered. Our Health Staff may not be available to track down students who have missed their medication. In some cases, they may be pulled from class and sent to the Health Center if they have missed their medication.

Staff – Medications must remain locked in your room at all times. Do not carry medication on you, unless it is necessary to have at all times. It is not appropriate to discuss your medication or personal health information with participants or within earshot of participants.

General Health Considerations

Basic Preventive Care for Participants and Staff

Summer at Smith participants are young adults, but will still need basic reminders about health and well-being practices. Please set a good example by doing the following as a staff member and instructing participants to do the same.

- **Stay hydrated.** It is easy to become exhausted and dehydrated in the summer if not drinking enough water
- **Wear Sunscreen.** Especially if you are going to be outside for any amount of time (even going to and from classes can bring sunburn). If participants did not pack sunscreen there is some available in the health center.
- **Wear bug spray.** Particularly if going on a field trip into the woods or other buggy areas.
- **Get enough sleep.** It is tempting to stay up late and connect with friends or play on devices. Practice school/life balance by enforcing curfew and lights out.
- **Seek medical attention.** No one should try to endure any medical situation. Even a small cut can lead to infection. Participants and staff should always visit the Health Center if there is cause for question.

Mental Health

Participants – If participants are in imminent danger to themselves or others they should be referred to the Emergency Room at Cooley Dickinson Hospital immediately. Seek the guidance of the Health Staff, or Residential Leadership Team. For non-emergency mental health support, connect the participant with the Health Staff or Residential Manager. These staff members have access to mental health support for students.

Staff – If staff are in imminent danger to themselves or others they should be referred to the Emergency Room at Cooley Dickinson Hospital immediately. Seek the guidance of the Health Staff, or Residential Leadership Team. For non-emergency mental health support, please refer to the resources below. Staff are also welcome to seek the support of the Health Staff or Residential Manager.

- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Local Community Crisis Hotline: **(413)-586-5555**

Mandated Reporter

Massachusetts law requires certain individuals at Smith to report known or reasonably suspected child abuse or neglect to the authorities. As a Summer at Smith summer staff member, you are known under the law as a “Mandated Reporter.” All interns will be required to take an online training on reporting. **This training must be completed by your first day of employment.** See Child Abuse Procedures and Response for more information.

Privacy and Confidentiality

As a staff member you will have access to personal information on students that you should be careful not to share with others. For example, student medical forms contain information that is private and confidential. Also, students may reveal to you aspects of their personal lives that you should keep private.

Note that you should never be alone with a student. Great care needs to be taken when a student wants to discuss their private lives. Additionally, you are required to report any incidence of sexual harassment or abuse that a student confides in you, particularly if the student plans to do herself harm. You should also be prepared to let the student know that it is inappropriate for you to discuss certain topics. It is your responsibility to change the direction of the conversation and ask the House Manager to get appropriate support for the student through campus resources.

<h2>Non-Urgent Conditions</h2>	
<p>Examples</p> <p>Examples of non-urgent symptoms include the following:</p> <ul style="list-style-type: none"> • Sprains • Bruises/abrasions (scrapes) • Minor burns • Colds and sore throats • Allergies 	<p>Where to go</p> <p>Summer Health Center in Lamont. If Health Center is closed, contact your HM or RM.</p>
<h2>Urgent Medical Conditions</h2>	
<p>Examples</p> <p>Although the examples listed below may not be life threatening, get a medical evaluation as soon as possible if any of the following symptoms are experienced:</p> <ul style="list-style-type: none"> • Significant pain (e.g. in the chest, abdomen, head, neck or ear, especially with fever) • Asthma (which is not responding to usual medication) • Urinary infection (especially with fever or back pain) • Possible fracture or dislocation • Any injury with significant pain or swelling • Laceration (a cut requiring stitches) • Bee sting reaction (e.g., with hives or swelling of your whole arm or leg) 	<p>Where to go</p> <p>Summer Health Center in Lamont. If Health Center is closed, contact your HM or RM.</p> <p>Only the Residential Leadership Team, Health Staff, or Summer Programs office staff may make appointments for students to be seen outside of the Lamont Health Center.</p>

Child Abuse Procedures and Response

Mandated Reporters

All Mandated Reporters and Designated Persons must report suspected child abuse in accordance with State Law. Massachusetts Law and the Department of Children and Families defines several professionals as mandated reporters; the following list includes those professions that a Smith College employee may work in:

- Physicians, nurses; emergency medical technicians
- Public or private school teachers, educational administrators, guidance or family counselors
- Early education, preschool, child care or after school program or activity staff
- Police officers
- School attendance officers, allied mental health and licensed human services professionals
- Psychiatrists, psychologists and clinical social workers, drug and alcoholism counselors
- Clergy members

Responding to a Child Disclosing Abuse

It takes a great deal of courage and trust for a child to disclose that s/he is experiencing abuse or neglect. If a child confides in you, use the following guidelines to respond in a helpful and sensitive way.

- Stay calm and neutral. The child may retract information or stop talking if s/he senses a strong reaction from you.
- Believe the child and be supportive. Children rarely make up stories about abuse.
- Listen without interrogating the child or passing judgment. Most children know their abusers and often have conflicted feelings. Let the child tell the story at his/her own pace.
- Validate the child's feelings. Tell the child you are glad s/he told you.
- Assure the child you care and that the abuse or neglect is not his/her fault.
- Find out what the child wants from you.
- Tell the child you must try to get help. You will have to tell someone whose job it is to help kids with these kinds of situations.
- Do not investigate on your own.
- Do not discuss the disclosure with other children or adults, other than the Residential Manager and Director of Summer Programs.
- Contact the Director of Summer Programs as soon as possible. You will call the Child-At-Risk Hotline together at 800-792-5200 to make a report to the MA Department of Child and Family Services.

Please note that all reports are confidential and results of an investigation will not be shared with the reporting individual.

How We Help

Sometimes people fear that reporting child abuse or neglect will destroy a family. The truth is that getting help can protect children from further harm and assist the family in overcoming problems. Your call to the **Child-At-Risk Hotline at 800-792-5200** is important. When you call, a trained hotline worker will ask you for:

- Your name, address and telephone number
- All identifying information you may have about the child, parent and other caretaker, such as name, address, age, and gender of the child
- All identifying information you may have about the parent and/or other caretaker, such as name, address, phone and whether other children live in the home
- The nature and extent of the suspected abuse and/or neglect, including any evidence or knowledge of prior injury, abuse, maltreatment, or neglect; The identity of the person you believe is responsible for the abuse and/or neglect
- The circumstances under which you first became aware of the child's injuries, abuse, maltreatment or neglect
- What action, if any, has been taken thus far to treat, shelter, or otherwise assist the child
- Any other information you believe might be helpful in establishing the cause of the injury and/or person responsible; Any information that could be helpful to DCF staff in making safe contact with an adult victim in situations of domestic violence (e.g., work schedules, place of employment, daily routines)
- Any other information you believe would be helpful in ensuring the child's safety and/or supporting the family to address the abuse and/or neglect concerns

Additional Requirements

- Record in writing what was said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Provide this statement as well as any additional information that is applicable in a sealed envelope to the Director of Summer Programs. This will not be shared with any other staff member and will be kept in a secure file.
- The Director of Summer Programs will report an incident of suspected abuse to Campus Police and the Office of Compliance and Risk Management.

Emergency Procedures

Medical Emergencies

- 1. Assess the situation.** Ensure it is an emergency.
- 2. Call campus police.** Campus Police should be called first, at 413-585-2490. They will arrange for ambulance transport to the hospital if necessary. *If not on campus, skip this step and dial 911 immediately.*
- 3. Provide care for the patient.** Provide care within the scope of your training until EMS, Campus Police, or someone with greater medical certification arrives on the scene.
- 4. Care for bystanders.** Have another staff member care for bystanders and have them help any other patients move to a different location.
- 5. Emergency transport.** Determine who will ride in the ambulance with the patient to the hospital if the patient is a minor. It should NOT be a Health Staff member. It should be a residential staff member who is on duty at the time.
- 6. Get medical information ready.** Health Staff or designee in the Health Center should print the patient's medical forms, including health insurance information and medical release/consent to treat. This information must be brought along on any visit to the Cooley Dickinson Hospital Emergency Department or any other outside healthcare practice.
- 7. Gather personal items.** If possible, a staff member should ask the patient going to the hospital what personal items they may need from their room (i.e. photo ID, warm layer, or a credit card that is sometimes sent with participants in case of emergencies).
- 8. Call home.** Health Staff, House Manager, or Residential Manager must call the patient's parent/guardian as soon as care possible to inform them of the situation and care being provided. Try both parent/guardian one and two. If no one answers, leave a calm message including:
 - a. Basic details of what has happened and where the student is going for treatment
 - b. Name of person making the call and position on staff
 - c. Phone number they can call back immediately.
- 9. Communicate.** Notify the Director of Summer Programs and Residential Manager of the situation immediately. Email the Director a copy of the Injury Report within eight hours.
- 10. Follow up.** Update parents/guardians within eight hours on their child's health. If there is a change of shift in the Health Center, leave a copy of the completed Injury Report, as well as full notes on the situation for the incoming Health Staff. The Health Staff on duty is responsible for following up.
- 11. Update the patient's health plan.** Update information on the CampDoc profile immediately. Communicate any changes to the staff team on a need to know basis.

At the Hospital

1. Remain calm at all times, even if the student and her parents are not.
2. Identify that you are with Summer at Smith, an academic youth program at Smith College. Give hospital staff the contact info for the Office of Summer Programs in case they need to

follow up with the patient. Make it clear that hospital staff should contact the Summer Health Office if questions arise after the visit is over.

3. When required, sign all documents that the parents would normally sign. As a staff member, you are qualified to do so.
4. Don't ever leave a student unattended at the hospital.

Medical Personnel, Hospitals, Emergency Care Providers

Healthcare Provider	Phone Number	Address	Hours
Northampton Area Pediatrics	(413) 584-8700	193 Locust St # 2, Northampton	8AM-8PM
OnCall Urgent Care Center	(413) 584-7425	6 Hatfield St, Northampton	9AM-9PM
Cooley Dickinson Urgent Care	(413)-582-2330	30 Locust St, Northampton	Hours Vary
Cooley Dickinson Hospital	(413)-582-2109		24 Hours
Poison Control	(800)-222-1222		24 Hours
Local Community Crisis Hotline	(413)-586-5555		24 Hours
National Suicide Prevention Lifeline	(800)-273-8255		24 Hours

Medical Emergencies	
<p>Examples</p> <p>Examples of <i>life-threatening medical emergencies</i> include the following:</p> <ul style="list-style-type: none"> • Any sudden illness. • Difficulty breathing for any reason • Major injury (e.g., open chest wound with trouble breathing; spinal or neck injury with loss of sensation or motion; obvious fracture, especially with visible bone) • Severe allergic reaction with throat swelling • Severe asthma • Unconsciousness or unresponsiveness (e.g., drug or alcohol overdose) 	<p>Where to go</p> <ul style="list-style-type: none"> • In the event of serious injury or a clear threat to life, obtain paramedic or ambulance assistance right away. • Call (413) 585-2490 on campus, or use a blue emergency phone • Call 911 off campus, or from your cell phone • Be prepared to say exactly where you are, and what is wrong • You will be taken to the Cooley Dickinson Hospital Emergency Department if injured on campus.

Fire

- Assess the situation to ensure it is an emergency. Call campus police first (413-585-2490). They arrange for emergency assistance. If you are not on campus, skip this step and dial 911 immediately. All campus fire alarms and smoke detectors automatically report to Campus Police, which is staffed 24 hours a day/7 days a week.
- Remain calm. Only take with you what is absolutely essential. Ensure your own well-being and then that of students and other staff.
- Encourage others to swiftly exit their room and floor, using the nearest exit. Do not use the elevators unless needed for accessibility or the stairwells are not safe to pass through.
- Meet outside of the building at the assembly location (if it is your House) or in a general group at a safe distance from the building if it is another building. Keep the group together. Do not allow students or staff to leave the site.
- House Manager or their designee is responsible for taking immediate roll call from their master roster.
- If a student or staff member is not present, do not go back into the building. Determine if the staff or student is indeed inside or at another location. Notify Campus Police and the Fire Department as soon as they arrive if you believe someone is still inside of the building.
- If the fire is large or spreading, the college-wide assembly area is John M. Greene Hall. Move your group there as quickly as possible and then take roll call.

Fire Drills will take place during the first 24 hours of staff training, week one, and week three. Staff and students will be notified of the day and time of the drill as far in advance as possible.

Missing Student

Ensure that the student is truly missing. Call their cell phone, check their room, talk with roommate (if possible), call the Health Center. Take steps to determine if the student may be just in the wrong location. As soon as a missing student is noted, the following steps must be taken immediately.

1) Once the student is deemed missing, report immediately to the Office Cell Phone (413-270-2620) during classroom hours or the Residential Manager (413-270-2623) during nights and weekends, along with the following information:

- Student's name and academic program
- Last place the student was seen
- What the student was wearing
- Other information that could be helpful

2) The Director or Residential Manager will designate the senior staff member on site as the person in charge of the search. This will be themselves or the Program Coordinator or a House Manager.

3) Check office records for any indication the student was picked up by family or other arrangements were made.

4) **If the student is not found immediately**, the RM or director will contact Smith College Campus Police and relay all necessary information, including the contact information of the staff member in charge of the search. Follow and document all steps until student is found.

- 5) Alert all program staff of the situation.
- 6) If the missing student occurs during classroom hours, on duty staff members not in a classroom will assist in a search organized by the senior staff member and Smith College Campus Police. Additional staff may be pulled from the classrooms to assist.
- 7) If the missing student occurs before or after classroom hours, gather all students to a central area in each house for a head count. Ensure that no other students are missing.
- 8) No students will be permitted to leave campus until the missing student has been found or the Smith College Campus Police cancel the search.

Weather

In case of severe weather, seek indoor shelter as soon as possible. In case of a tornado warning or damaging winds, you may be directed to seek shelter in the basement of houses or buildings.

Intruder

If a person who is not affiliated with the Summer at Smith program enters or attempts to enter a house or location where an activity is being held, firmly and professionally inform them of our strict no visitor policy. Although they may be related to one of our participants, they are a stranger to everyone else. If the individual is disgruntled (i.e. a parent or friend of a participant) refer them to the Office of Summer Programs Director at 30 Belmont Ave or 413-585-2165. If at any time you feel uncomfortable or in danger, remove yourself and students from the situation and call the Smith College Campus Police by dialing 800 from an on-campus phone or 413-585-2490 from a cell phone. Follow up with the RM as soon as possible.

Check-In and Check-Out Days

Check-In Days

Check-In and Check-Out Days are major productions that require the full assistance of the staff. The calendar of arrivals and departures for this summer is listed below.

Early Arrivals

Check-in days typically start a day prior to our main check-in for some students coming from the west coast and overseas. These students are considered early arrivals. Early arrivals will be served pizza for dinner as they will most likely miss the dinner hours in the dining hall. Early arrivals should be given informal campus tours. Then, ensure that the students are settled in and doing unstructured activities in their houses.

Due to the early arrivals, all house preparations such as name tags must be completed by 12:00pm on the Saturday prior to check-in days. Staff will be assigned Airport Shuttle Shifts, Early Check-in Shifts, as well as Residential Supervision shifts during these times.

Assignments on Check-In Days

On check-in days, school buses and campus vehicles will spend the day making round trips from Bradley International Airport (BDL) to Smith to assist in picking up students. Four staff will be assigned the Airport Shuttle shift. They will roam baggage areas, locating students and getting them to the bus pick-up areas. Other teams of staff will be based at main check in and the houses, checking students in and helping them get settled. Each staff member will receive an assignment. The Director and Coordinator of Summer Programs and Residential Manager will lead the day. Further details for check-in will be given on Saturday morning, the last day of staff training.

Staff Uniform

All staff are required to wear the staff t-shirt issued to them. Be sure the t-shirt and the remainder of your outfit is clean and wrinkle free. Staff should wear sport sandals or closed toe shoes in order to assist families with luggage.

CHECK IN DAY SCHEDULE – SSEP and Women’s Writing Workshop, July 8

Time	Activity
8:30am	Airport Shuttle Staff Depart for their first Shuttle Trip
10am-12:30pm	Final Setup and Prep for Check-In. Meet in the front of Lamont House for instructions on your assignment. Lunch is a bag lunch and should be made at breakfast at C-Z.
12:30pm	Shuttle arrives and drops off students for check-in.
1pm – 4pm	Students and families will start to arrive. All preparation must be complete by this time. <i>Some people will arrive early, kindly inform them to return at 1pm.</i> During this period, staff will be expected to meet and greet the students and families, address issues or bring them to the appropriate individual(s) as needed, and assist students and parents. Further instructions will be given during training.

1:30pm – 3:45pm	Gold Key Tours will be provided every 20 minutes. Students and families should meet in front of Lamont House to start their tour.
4pm – 5pm	Optional Parent Q&A at Stoddard Hall with Directors. Staff continue assisting students getting settled and to their rooms.
4pm – 5:30pm	Floor activities will be arranged to welcome the students. During this period, families will be expected to say goodbye, as they are required to leave by 4pm.
5:30 pm – 7:00 pm	Dinner. Staff will be expected to guide students to the dining hall and guide them with the process of getting and discarding their food and dishes, and any other problems that arise. Be sure any students with a food allergy or special diet introduce themselves to the kitchen staff. Following dinner there will be a walking tour. More information below under Student Orientation
7:00 pm – 9:00 pm	Orientation - House and Floor Meetings
9:00 pm – 10:00 pm	Residential Duties - get everyone settled, bed checks no later than 10:45 p.m.
11:00 pm	Lights out!

CHECK IN DAY SCHEDULE – Field Studies, Women’s History, and College Admission Workshop, July 22

Time	Activity
11:30am	Airport Shuttle Staff Depart for their first Shuttle Trip
1pm – 3pm	Final Setup and Prep for Check-In. Meet in the front of Lamont House for instructions on your assignment.
3pm – 5pm	Students and families will start to arrive. All preparation must be complete by this time. Some people will arrive early, kindly inform them to return at 3pm. During this period, staff will be expected to meet and greet the students and parents, address issues or bring them to the appropriate individual(s) as needed, and assist students and parents. Further instructions will be given during training.
3:30pm – 4:45pm	Gold Key Tours will be provided every 20 minutes. Students and families should meet in front of Lamont House to start their tour.
5pm -6pm	Optional Parent Q&A at Stoddard Hall with Directors. Staff continue assisting students getting settled and to their rooms.
5pm – 6pm	Floor activities will be arranged to welcome the students. During this period, families will be expected to say goodbye, as they are required to leave by 5pm.

6pm – 7pm	Dinner. Staff will be expected to guide students to the dining hall and guide them with the process of getting and discarding their food and dishes, and any other problems that arise. Be sure any students with a food allergy or special diet introduce themselves to the kitchen staff. Following dinner there will be a walking tour. More information below under Student Orientation
7pm – 9pm	Orientation - House and Floor Meetings
9pm -10pm	Residential Duties - get everyone settled, bed checks no later than 10:45 p.m.
11:00 pm	Lights out!

Student Orientation

Tour

The first night after-dinner walking tour must include at least the following during daylight:

- All houses for precollege programs
- Lamont Health Center
- Campus Center
- Computer Labs and available libraries
- Gym (enter on ground floor level) and ITT
- 30 Belmont Ave.
- Boundaries for where students can and cannot go around campus.
 - Students are not allowed to go past the President’s House and into the Quad, or take the dirt path around the pond.
 - They are not permitted to go past Cutter Ziskind on Elm Street or past their Houses towards downtown.

Students should have their lanyards on at all times, including this first tour on Sunday. Students may have already been on a tour with their parents/guardians before they left. These students are required to go again on the tour with their House so they are not left behind.

First House Meeting

The main goals of orientation sessions are to introduce everyone to each other via icebreaker activities, explain how the program works, set expectations for the program, and cover the House and Program Rules.

We encourage you to make these as fun and creative as possible – skits, costumes, etc. are great! Staff set the tone for the houses, so make this meeting informative and fun.

Mandatory Topics for First House Meeting

- Mutual respect and living as a community
- Laundry and Linens
- Trash and Cleaning
- House Tour

- Rules regarding kitchen areas/kitchenettes
- Curfew and Quiet Hours
- Signing Out at Night and Weekends
- Health Needs – do not put off health concerns! First signs of a cold, illness, lice, etc. must be brought to the health staff immediately.
- Medication Reminders (where to go, participant responsibility)
- Meals
- Activities – how sign-ups work and reminder to check their email regularly.
- Brief the activities happening the first week

Have both staff and participants to go around the room and introduce themselves. Allow everyone to share one or two brief things about themselves.

Keep in mind that many students will have been traveling all day and may be suffering from jet lag, nerves, and anxiety. Be warm, welcoming, and inclusive. Special attention should be paid to early signs of missing home; watch for students who seem sad and withdrawn.

The First Three Days

The first days of the program will follow the structure of the usual weekday schedule described earlier in the manual; however, more attention needs to be paid to orienting the students to campus and each other. Each House should have a routine for the first morning that includes gathering and ensuring students are getting ready for breakfast and going to breakfast as a floor. Students should be given instructions on using the dining hall at their first meal – dinner on Sunday evening.

During these first three days, students should be led from the Houses to the dining halls for breakfast by a staff member, or at the very least go as a floor or with a group of students. Classroom Interns must collect all of their students at breakfast and walk them to class from the dining halls the first couple of days. The Classroom Interns must also guide students back to the dining hall for lunch and then back to class for the second half of the day. Note that there will be a swap in coverage (and classroom location) for the Women's Writing Workshop. Care should be taken that all students are where they should be at all times. After the afternoon class, students should be led back to their houses to check-in. From there they are able to check out to do on-campus activities before dinner.

Students may opt to not stay in lunch during the entire break. This is permitted, but they should meet their Classroom Intern back at the dining hall to walk back to class as a group. Class and evening House check-ins are standard times that we account for attendance throughout the duration of the program. No exceptions.

Last Week of a Session

Final Evaluations

All students will have a letter of evaluation from their instructors written and kept on file in the Summer Programs Office. While the main responsibility for these letters rests with the instructors, your input is very important; you may know your students much better than the instructor does. This includes in classroom feedback, but also feedback regarding the student's performance in the

residential portion of the program. Did they demonstrate maturity? Integrity? Many observations can be made outside of the classroom setting. Instructors may ask for your input.

Classroom Interns should set up a time in the last week to meet with instructors, or email your comments to them before the end of the session. Compile any comments from your Residential peers and share with your instructor.

Check-Out Days

The Night Before

Specific tasks will be given to you by the HM or RM the day before Check-Out. These tasks may include collecting room keys from students, confirming flight or pick-up information, and helping students get packed and organized for the next day (making sure no laundry is left in machines, etc.).

Check-Out Day

Staff will be given assignments for the day at least one day prior. Assignments can include Airport Shuttle, Luggage Assistance, General Check-Out, etc. HMs will manage keys and one-card collection. All rooms should be checked for lost and found. Any missing cards must be logged by the HM and reported to the Residential Manager.

Staff Uniform

All staff are required to wear the staff t-shirt issued to them. Be sure the t-shirt and the remainder of your outfit is clean and wrinkle free. Staff should wear sport sandals or closed toe shoes in order to assist families with luggage.

CHECK OUT DAY SCHEDULE –Women’s Writing Workshop, July 21

<i>Time</i>	<i>Activity</i>
5:30am	Airport Shuttle drivers begin shift, first shuttle leaves campus at 6:00am
9am – 11am	Families arrive to pick up their student. Parent/guardian picking up must supply photo ID before leaving with their student.
11am-12pm	Staff on duty organize common areas in the house and bring any lost and found to the living room. Specific assignments will be given by the House or Residential Manager.

CHECK OUT DAY SCHEDULE –College Admission Workshop, July 28

<i>Time</i>	<i>Activity</i>
6:30am	Airport Shuttle drivers begin shift, first shuttle leaves campus at 7:00am
9am – 11am	Families arrive to pick up their student. Parent/guardian picking up must supply photo ID before leaving with their student.
11am-12pm	Staff on duty should bring any lost and found to the living room. Specific assignments will be given by the House or Residential Manager.

CHECK OUT DAY SCHEDULE –SSEP, Field Studies, Women’s History, August 4

<i>Time</i>	<i>Activity</i>
5:30am	Airport Shuttle drivers begin shift, first shuttle leaves campus at 6:00am
9am – 11am	Women’s History and Field Studies - Families arrive to pick up their student. Parent/guardian picking up must supply photo ID before leaving with their student.
12:00p – 1:30p	SSEP – Students leave their final presentations, they can go to lunch (families are welcome) or checkout of their house.
12:30p	Airport Shuttle staff begin shift in front of Lamont and begin to gather student luggage into minivans. School Bus arrives at 12:45pm to shuttle students to the airport. School bus leaves Lamont promptly at 1:00pm.
1:30p	All students should be checked out.
1:30m- 2:30pm	Staff on duty organize common areas in the house and bring any lost and found to the living room. Specific assignments will be given by the House or Residential Manager.

CHECK OUT DAYS FOR STAFF

July 28th Staff must be out of their rooms and Houses by 2:00 p.m.

August 4th All Staff must be out of their rooms and Houses by 3:00 p.m.

Staff will be assigned a variety of shifts on check-out days. Check-out days for staff are also check-out days for students. The priority must be given to students to ensure a smooth process and timely departure for shuttles, airports, etc. Staff must not assume they can leave earlier or during the same time as students. Staff shifts do not end until all students have departed, the house is clean and organized and/or the House Manager has relieved you of your duties.

Staff must return their OneCards and room keys to the House Manager. All items that are the property of Smith College or Precollege Programs must be returned.

Late check-out times for staff cannot be accommodated.

Special Events & Off Campus Field Trips

PRECOLLEGE PROGRAM EVENTS

Special Program Events are planned for all of precollege program participants and staff to attend.

Monday, July 9, Monday, July 23, Tuesday, July 31

Program-Wide Mixer

Davis Lawn, 7:30-9:00 p.m.

All participants and staff meet on the Davis Lawn for program-wide games and activities. Each mixer is different. Participants are required to attend at least the first 30 minutes.

Wednesday, July 18

Talent Show

Weinstein Auditorium, 7:00-9:00 p.m.

Summer Programs participants share their talents in the annual Talent Show.

Thursday, July 19

Improv Comedy Show and Jam

Hallie Flanagan, 7:00-8:30 p.m.

Think you're funny? Local improv troupe, "Not In Charge", performs and then hosts an improv jam where you get to play improv games on stage with them and your friends.

Friday, July 20

Dance and Ice Cream Party

Campus Center – Carroll Room, 8:30-10:30 p.m.

Show us your best moves at the Dance and Ice Cream Party.

Thursday, July 26

House Olympics and Brain Drain

Davis Lawn, 7:00-8:30 p.m.

Houses compete for the Golden Teacup in this annual feat of brains and brawn.

Sunday, July 29

SSEP Triathlon

Dalton Pool and ITT, 8:00 a.m. – 11:30 a.m.

SSEP competes by house for a fun Triathlon experience.

GETAWAYS

All getaways are paid trips that students have signed up for and paid for prior to arriving to campus. No adjustments can be made once a student is on campus, unless a student is ill and does not want to attend. Refunds are not available. Trip Leaders for Getaways are House Managers. HMs oversee safety, participant rosters, first-aid kits and bagged lunches (when applicable). The Buddy Rule applies for all off-campus excursions.

Saturday, July 14

Day in the Berkshires: Hancock Shaker Village and Tour Edith Wharton Estate
Pittsfield and Lenox, MA, 9 a.m.- 4:30 p.m.

Shifts start at 8:00 a.m. The bus leaves from JMG at 9 a.m.

Bag lunches must be prepared in the dining halls at breakfast.

Each staff member is in charge of 10 students and will be given a participant roster. Staff ensure all participants get onto the bus for departure. Staff and students will do individual tours of Shakers Village. Lunch is eaten at Shaker Village prior to leaving for the Edith Wharton Estate at 1:00 p.m. The bus will leave the Estate at 3:45 p.m. to return to campus by 4:30 p.m.

Sunday, July 15

White Water Rafting on the Deerfield River
Charlemont, MA, 8:45 a.m. - 4:00 p.m.

Shifts starts at 8:00 a.m. The bus leaves from JMG at 8:45 a.m.

Lunch will be provided on site

Crabapple will split up group based on raft size, a staff member should be on each raft with the students. You can expect to be on the river for 3 – 4 hours. The bus will arrive to the pick up location for 2:30pm.

Saturday, July 28

Day in Boston: New England Aquarium, Duck Boat Tours and Faneuil Hall
8:30 a.m.- 7:00p.m.

Shifts start at 8:00 a.m. The bus leaves from JMG at 8:30 a.m.

Lunch will be provided at the Boston Aquarium Cafe.

Each staff will be in charge of 10 students and must ensure they are on the bus and stay with their group at all time. Staff must stay with the students during the entire trip and ensure they get on the bus for the return to Smith. The bus will leave Boston at 5:00 p.m.

WEEKEND TRIPS

Weekend trips are free. Students can sign up to attend once they arrive on the Smith Campus. Spaces are limited due to transportation. One or two staff will be assigned as Trip Leaders for these excursions.

Sunday, July 15

Mt. Tom Hike

Holyoke, MA, 3:00 p.m. - 6:00 p.m.

Shifts start at 2:30 p.m. The bus leaves from JMG at 3:00 p.m.

Staff members are in charge of 10 students as they hike the trails. The bus will leave Mt. Tom at 5:30 p.m. Petty cash is needed to pay the entry fee on the school bus.

Sunday, July 22

Mt. Sugarloaf Hike

South Deerfield, MA, 9:00 a.m. – 12:00 p.m.

Shifts start at 8:30 a.m. The bus leaves from JMG at 9:00 a.m.

Staff members are in charge of 10 students as they hike the trails. The bus will leave Mt. Sugarloaf at 11:30 a.m.

Yankee Candle

South Deerfield, MA, 1:30 p.m. – 4:30 p.m.

Shifts start at 1:00 p.m. The bus leaves from JMG at 1:30 p.m.

Staff members will be in charge of 10 students as they explore Yankee Candle. The bus will leave Yankee Candle at 4:00 p.m.

Exhibit 21

Reporting Suspicious Activity

What is Suspicious Behavior?

Campus Police receive numerous complaints about suspicious activity on our campuses. Sometimes, callers are unable to identify what is suspicious about a person, and often the person about whom a concern is filed is perhaps walking late at night alone on campus, and is here for legitimate purposes like visiting a friend or attending an event.

However, there are specific actions someone might be making that could be an indicator that the person needs assistance, they are about to commit a crime, or they are harassing students. If you see something suspicious, please call Campus Police right away. Actions to watch out for include:

- Strangers entering your neighbor's room when it is unoccupied
- Anyone randomly trying doors to see if they are locked
- Individual entering or leaving an academic office area after hours
- Audible screams, anywhere and anytime
- The sound of breaking glass or other loud, explosive noises; an accident, burglary, or vandalism may have occurred.
- Persons around bicycle racks carrying a bolt cutter, pipes, or other tools
- A person running, especially one carrying something of value leaving the scene of a crime


While most of the situations described above could have innocent explanations, your campus police department would rather investigate these situations sooner rather than be called when it is too late.

Exhibit 22



114 Bias-Based Profiling Policy

Policy Details

Effective Date	02/17/2017
Issuing Authority	 Chief
Affected Personnel	All Employees
Previous Versions & Replacements	11/8/2013, 03/18/2010
Related Policies	n/a
Accreditation Standards	1.2.9

Policy [1.2.9 a]

Bias-based profiling is prohibited. Except in “suspect specific incidents” officers are:

<ul style="list-style-type: none"> ● Race, ● ethnic origin, ● gender or gender identity, ● sexual orientation, ● religion, ● economic status, ● age, ● national or cultural group, ● or any other identifiable group 	<ul style="list-style-type: none"> ● Decisions to detain a person during a field contact; OR ● As a factor in deciding upon the initiation of an asset seizure or forfeiture effort; OR ● Decisions on the scope or substance of any law enforcement action
---	--

Definitions

Profiling: The selection of individuals to be subject to police activity based solely on their inclusion in a demographic group; demographic categories include: race, ethnicity, gender, sexual orientation, religion, economic status, background, age, culture.

Suspect-Specific Incident: An incident in which an officer is lawfully attempting to detain, apprehend, or otherwise be on the lookout for one or more suspects who have been identified or described in part by national or ethnic origin, gender or race, or any other identifiable group.



**Campus Police Department
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Policies & Procedures Manual

**Identifying
Profiling**

To identify instances of bias-based policing, this department shall:

- Utilize department citizen complaint procedures to document and investigate allegations of profiling or other forms of bias-based policing filed with the department;
 - Utilize systems for the proactive review of performance, complaint and other employment information to assist supervisors in identifying and modifying potentially problematic behavior and to promote professionalism in this department.
-

**Administrative
Review
[1.2.9 d]**

The **Manager of Administrative Operations** shall conduct an annual administrative review of department practices and citizen concerns.

The purpose of the annual administrative review is to reveal patterns or trends that might indicate a need for training, policy modification, and/or corrective measures.

This review is documented on the department's Bias-Based Profiling Annual Review Form and is submitted to the Chief in January of each year based on incidents occurring in the previous calendar year for their campus.

The findings will include such data as:

- Traffic Contacts
 - Field Contacts
 - Citizen Concerns
 - Asset Seizures
 - Asset Forfeitures
-

**Corrective
Action
[1.2.9 c]**

To enforce provisions of this policy, the department shall:

1. Take appropriate action to address incidents of bias-based profiling;
 2. Utilize a system of intervention to enable or encourage an officer to undertake a voluntary modification of their conduct or performance; and
 3. Take appropriate measures to correct any institutional practice or policy that has led to the use of bias-based profiling.
-



**Campus Police Department
Hampshire, Mount Holyoke and Smith Colleges**



Policies & Procedures Manual

**Training of
Personnel
[1.2.9 b]**

All personnel shall receive initial training upon hire and at least triennially thereafter in bias-based profiling issues, which shall include legal aspects.

**Supervisory
Responsibilities**

1. Supervisors shall ensure that employees follow the policies and procedures outlined in this document.
 - 1) Monitor the activities of their personnel to identify potential bias-based policing activity,
 - 2) Report any suspected bias-based incidents to their supervisor.
 2. An on-duty supervisor will promptly respond to an incident when advised that a person is making a complaint alleging profiling or other improper conduct.
 3. Supervisors will be apprised of all bias-based profiling complaints involving personnel under their command.
 4. Supervisors will be particularly alert to potential patterns and practices of their personnel that may indicate bias-based profiling and treatment of individuals.
 5. Deputy Chiefs will review logs and reports for any indication of possible bias-based factors.
 - 1) Will advise the Chief and refer any suspected profiling to the Internal Affairs Coordinator for review.
-



**Campus Police Department
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Policy Number:	543	Title: Investigating Suspicious Activity
CALEA References:	None	Distribution: Sworn, Dispatch
<input checked="" type="checkbox"/> Issued <input type="checkbox"/> Revised <input type="checkbox"/> Reviewed <input type="checkbox"/> Rescinded	DATE: 11/21/2009	Chapter: 500
	(under review) Issuing Authority, Director of Public Safety	MHC Former #: n/a Smith Former #: n/a Related Documents or Forms: Suspicious Person Description Form Suspicious Vehicle Description Form

Discussion

Our department receives a large number of suspicious activity calls annually; a large portion of those are unfounded. However, we know from experience that some of the calls do turn out to be someone who should not be on campus, or someone who is committing, or is about to commit, a crime.

We never want an officer injured because s/he does not have enough information to determine if the person is truly suspicious; nor do we want a community member becoming upset because our response is perceived as being an overreaction to innocent normal behavior called in by a community member with personal biases on how they interpret that behavior.

Public Safety does not wish to be in the position of explaining why we are stopping someone who is attending classes, working on campus, or waiting for a bus. This is especially true in situations where the gender or race of the person we are stopping is different from that of the responding officers. We also have to be sensitive to the fact that some of our community members and guests have previous extremely poor interactions with police officers and our response in and of itself is disturbing.

It is therefore vital that officers have the maximum amount of information available to appropriately respond, from the initial receipt of the call to the officer's response to the area of the call.

COMMUNITY-INITIATED SUSPICIOUS ACTIVITY CALLS

Call Taker Responsibilities

It is critical to determine at the time of the call WHAT BEHAVIORS caused a caller to notify Public Safety about something suspicious. Usually, the event is innocent, but only thorough query by a call taker or a personal examination by an officer can determine this is so.

Call takers receiving a report of a suspicious person or vehicle must complete a Suspicious Activity Intake Form. Critical information that must be obtained from the caller includes:

1. Be sure the call is on a recorded line so you are able to retrieve data from the call later if needed.
2. Location of the suspicious activity;
3. A full description of the involved person(s) and/or vehicle(s) including gender, race, height, weight, clothing, and if a vehicle is involved, its color, type, license plate, and direction of travel;
4. Determine WHAT BEHAVIORS made the person/car appear suspicious. If the person is just walking, ask more questions of the caller to aid in determining if an officer should respond at all.
 - a. If the behavior is threatening or violent, notify officers immediately about this vital information;
 - b. If a weapon is reported to be involved, notify local police for backup assistance.
5. Obtain the caller's name and call-back number for follow-up with officers. If the person does not feel comfortable being identified, keep her/him on the line with you as officers respond to be sure you are able to get any information from the caller that the responding officers request.
6. Once enough information is known to be able to broadcast a reasonable description to officers, the call taker will dispatch officers providing all information known.



**Campus Police Department
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7. Enter a call into the department's computer dispatch system with all of the information known about the call, updated with the officer's response and findings.

Officer Procedures

1. Officers receiving a report of a suspicious person or vehicle will assure they have all the information needed to appropriately investigate – full descriptions(s), vehicle(s) involved, and what behavior was of concern. Officers should request and obtain more complete information if they do not have enough to investigate whether or not a person is suspicious. Officers should not rush to approach people reported as suspicious unless they know whether or not the person is dangerous (for officer safety), or if they are acting suspiciously and merit investigation.
2. Officers should respond in as low-key a manner as possible based on the situation.
 - a. If the caller reports the person is violent or physically threatening, obviously a more expedited response may be required. Lights and sirens may be used, but only for officer, bystander and/or suspect safety.
 - b. If the caller does not indicate violent behavior or a weapon is involved, officers should first approach the area from a distance to observe the area, considering the following to assure their response is appropriate and safe.
 - i. Is the suspect as described on the scene?
 - ii. Does s/he seem to be creating a safety hazard for bystanders, or exhibiting violent behavior, or carrying or threatening a weapon? If so, do not approach without appropriate backup, including if necessary local police.
 - iii. Is the person acting suspiciously or engaging in normal activity?
 - c. If information from the caller does NOT indicate violent behavior or a weapon, attempt to have one officer approach the suspect if it is safe to do so; a second officer if available should take a position away from the direct scene to observe the suspect and area while the contact officer makes the initial contact.
 - i. If information from the caller or from observance of the suspect indicate there is a safety concern for officers, do not approach without appropriate backup.
 - d. Keep in mind that the vast majority of our suspicious person calls turn out to be bona fide members or guests of our community doing nothing suspicious. While officer and bystander safety is paramount, a respectful non-accusatory response is preferred when there are no increased safety concerns such as violent behavior or weapons.
3. Guidelines for Interacting with a Reported Suspicious Person
 - a. If it is evident from the caller's behavioral description that the person is not truly suspicious, an observation of the person from a covert location may be appropriate, and no approach may be required. If it is confirmed that the person/vehicle is not suspicious, the officer may either:
 - i. Follow up with the reporting party to confirm that the person matches the one they reported and report the findings to determine if further information or investigation is necessary, or
 - ii. Once it is determined that the person/vehicle is legitimate in his/her activities, clear the scene assuring a complete entry in the log about the circumstances.
 - b. If based on your observation an approach is warranted, confirm first that it is safe to approach the person/vehicle.
 - c. Confirm that the person/vehicle you are approaching matches the description from the complaint.
 - d. Politely greet the person and calmly let them know that you are responding to a report of a suspicious person.
 - i. Ask them for their assistance in determining if there is a suspicious person in the area.
 1. Even if the person with whom you are speaking is actually the person reported as suspicious, this gives the officer a non-confrontational way to begin a conversation and may put them at ease.
 2. If the person is truly not legitimately on campus, you may increase their cooperation and increase your safety; if they are a legitimate community member or guest, you are less likely to cause a complaint about your response.



**Campus Police Department
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- e. If it is safe to do so, consider moving to a less public venue to have your conversation; this may make them feel less embarrassed and reduce the chances of attracting a crowd which may inflame the situation.
 - f. Politely confirm the person's identity.
4. Completion of the Call and Reporting
- a. If the complaint is determined to be unfounded and the person's activity is legitimate:
 - i. Express appreciation for the person's assistance, and restate that you are following up on a concern that was clearly unfounded. You may offer your name to the person should s/he have any further information or questions.
 - ii. Follow up with the reporting party whenever possible to give an update on your investigation.
 - b. If the person is determined to have no legitimate business on campus and is creating a safety concern, follow departmental procedures as appropriate.
 - i. Follow up with the reporting party whenever possible to give an update on your investigation.
 - c. Once the investigation is completed, assure appropriate and detailed documentation is completed prior to going off duty:
 - i. If the call was unfounded, a complete log entry is made of the circumstances and the results of the investigation if it is unfounded.
 - ii. If the call was founded and any action was taken, the appropriate incident report will be completed.

OFFICER-INITIATED SUSPICIOUS ACTIVITY OBSERVATIONS

Officers who observe a person on campus acting suspiciously (i.e., appearing to be checking out cars, appearing to approach numerous people on campus and clearly bothering them, or exhibiting other behavior that is of concern to the officer) should approach that person with the same care as outlined in Guidelines for Interacting with a Reported Suspicious Person above. If you have any doubts about whether or not it is worth an approach, you can confer with a supervisor or OIC.

- 1. Be able to articulate well in the call or report WHAT BEHAVIORS were of concern; describe the location, what they were doing, with whom they were interacting, and the responses of others in the area, etc.
- 2. Keep in mind that just with complaints from the community, even with officers' more experienced observations, the person may very well be a legitimate member of the community whose behavior, despite it catching your attention, is not illegal or against policies, tact is even more important when our officers initiate an interaction.
- 3. Because you are not responding to a report from someone else, approach the person from the standpoint of offering assistance, or even just to initiate a generic conversation as you might if you encountered any community member on campus.
 - a. Again, a non-confrontational approach serves not only to reduce complaints about officer actions, but actually may increase officer safety and cooperation from the person you are approaching.
 - b. Of course, if there are indications of violent behavior or a weapon, await backup and take care when approaching. In these cases, assure a full report of the incident is completed with all details known to the officer(s) responding.

Exhibit 23

Bias-Based Profiling Report 2015

Summary

Smith College Campus

Arrests

Officers at Smith College made only 1 arrest in 2015, a white male. This data is statistically insignificant from which to draw any conclusions.

Protective Custodies

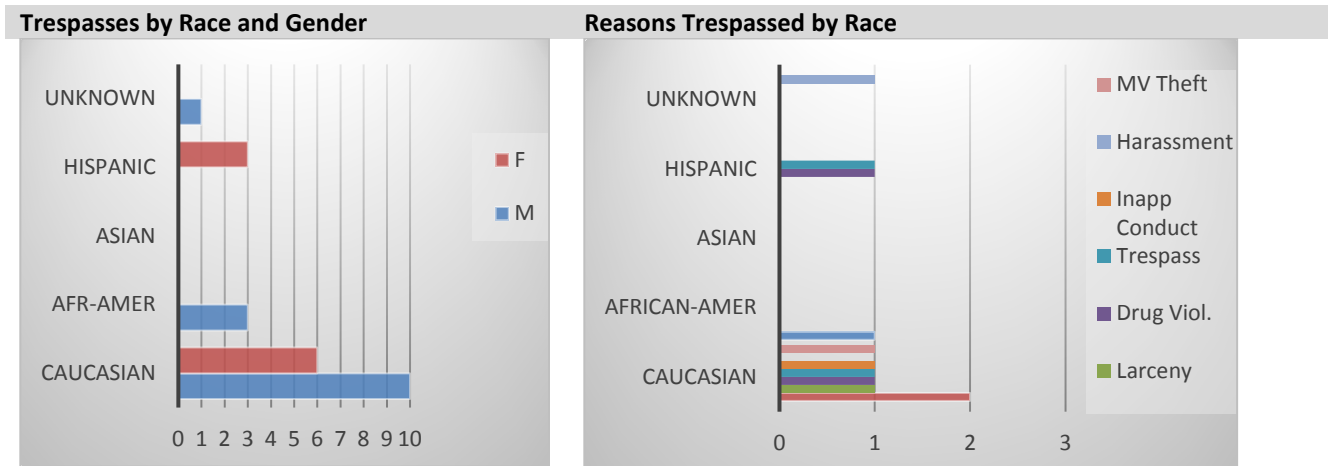
No protective custodies were made in 2015.

Citizen Complaints

There were no citizen complaints alleging any bias-based behavior by officers at Smith College.

Trespass Notices Issued

In this new category, we evaluate the gender and racial identity of individuals trespassed from the college.



Traffic Contacts

In 2015 no traffic stops were made.

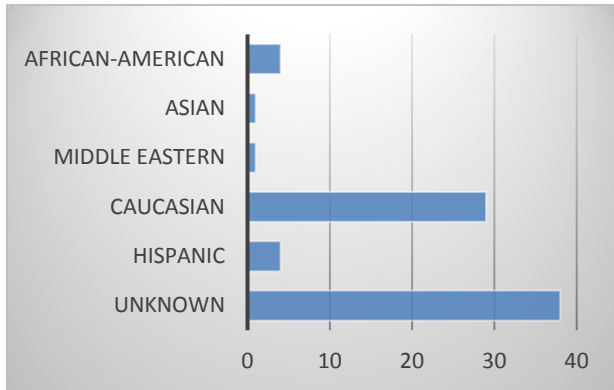
Asset Seizures and Forfeitures

No asset seizures or forfeitures occurred in 2015.

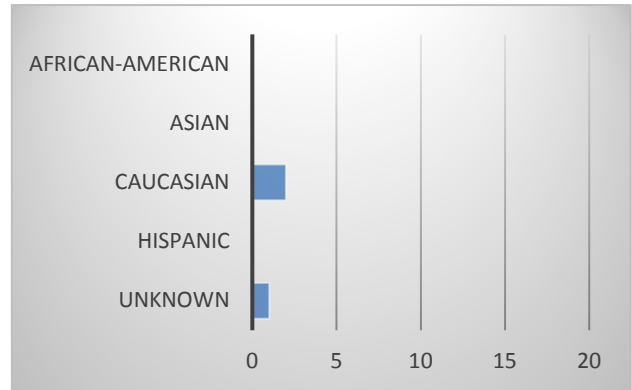
Suspicious Person Calls – by Race

Members of the community reported 76 persons as suspicious in 2015. Officers initiated 3 suspicious person calls.

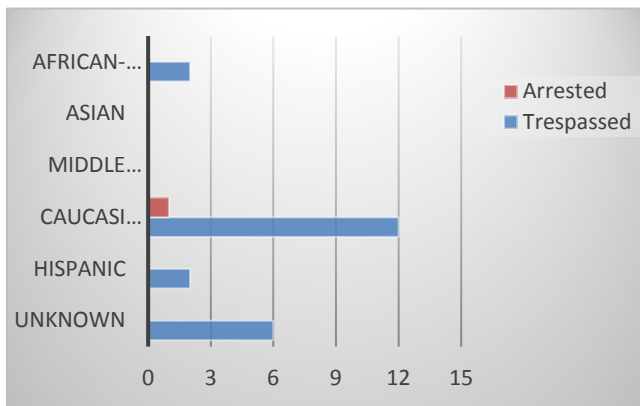
Community Calls by Race/Ethnicity



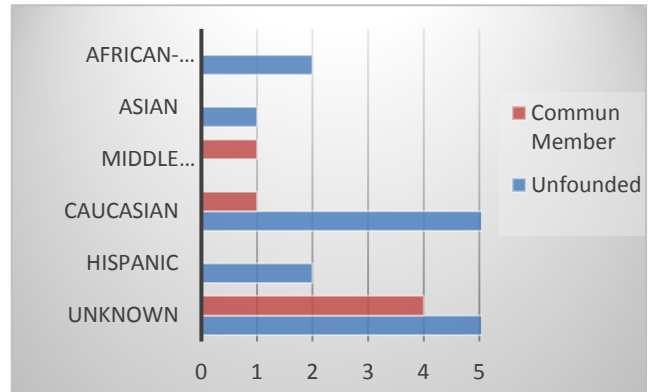
Officer-Initiated Calls by Race/Ethnicity



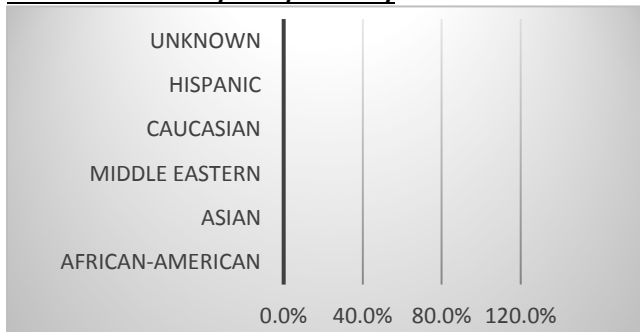
Outcomes by Race – Trespassed or Arrested



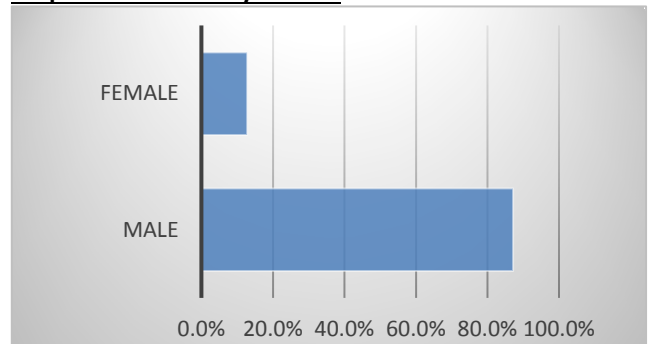
Outcomes by Race – Unfounded/Was Community Member



Percent Arrested by Race/Ethnicity



Suspicious Persons by Gender



Comparison of Reports to Local Demographics

Discounting the calls where race was not identified we did not receive a disproportionate number of calls for suspicious persons for non-Caucasian students. Of the 78 suspicious persons calls, only 39 involved descriptions in which race or ethnicity was identified. The percentages below are based on those 39 calls.

Race/Ethnicity	College Percentage ¹	Suspicious Persons Reported %	City Percentage ²
African-American	5%	10% (4 individuals)	2%
Asian	12%	3% (1 individual)	3%
Middle Eastern	(not published)	3% (1 individual)	(not published)
Caucasian	45%	74% (29 individuals)	90%
Hispanic	10%	10% (4 individuals)	5%

Summary

Based on the review of all available sources of data where bias could be identified, it does not appear that officers on the Smith campus acted with any obvious bias motivation. The number of persons reported as suspicious (all by community members) who were African-American is above the college and local population, but the number of reports was still very small (4 persons rather than 2, which would represent the campus population).

It is recommended that the Department continue to obtain and include race and ethnicity descriptors whenever possible in calls so analysis can be improved (. In recent years, the logs from which the data was pulled have been clearer as to the activity that was suspicious rather than the person themselves, which is a better practice and encourages the community reporting suspicious persons to identify what they are doing that is suspicious.

¹ Source: Hampshire College Common Data Set for students identifying in these categories

² Source: Massachusetts Cities and Towns, Comprehensive Information

Exhibit 24

Bias-Based Profiling Report 2016

Summary

Smith College Campus

Arrests

Officers at Smith College made only 1 arrest in 2016, an African-American male, for an open arrest warrant. This data is statistically insignificant from which to draw any conclusions.

Protective Custodies

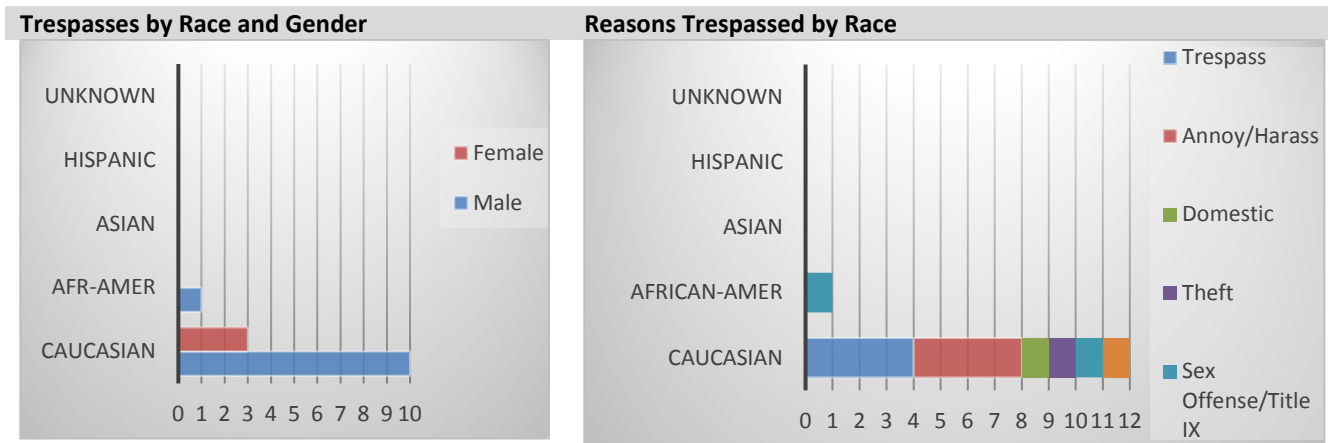
No protective custodies were made in 2016.

Citizen Complaints

There were no citizen complaints alleging any bias-based behavior by officers at Smith College.

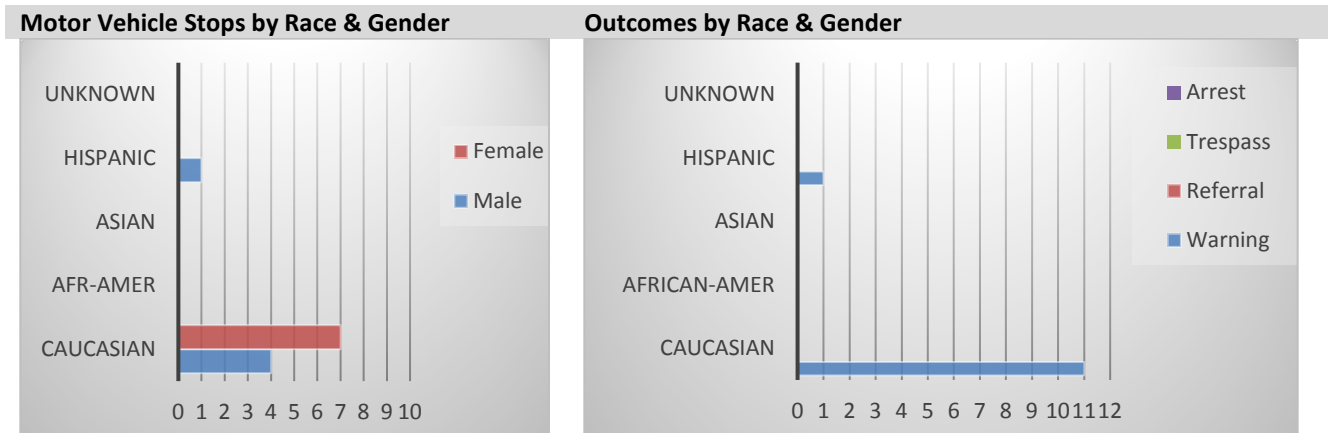
Trespass Notices Issued

In this category, we evaluate the gender and racial identity of individuals trespassed from the college. This includes persons trespassed based on case reports as well as after being investigated as a suspicious (which are separated out below).



Traffic Contacts

In 2016 12 traffic stops were made. All stops resulted in no further action being taken (i.e., campus referral, trespass, or arrest).



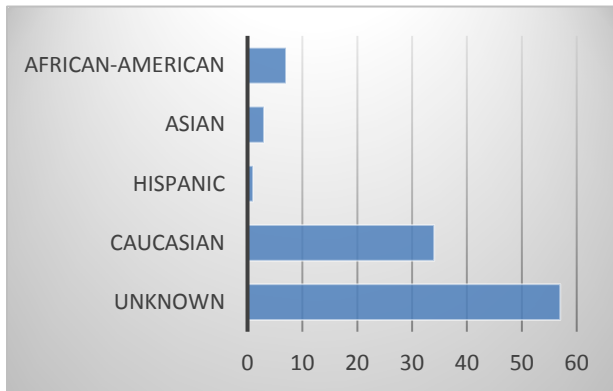
Asset Seizures and Forfeitures

No asset seizures or forfeitures occurred in 2016.

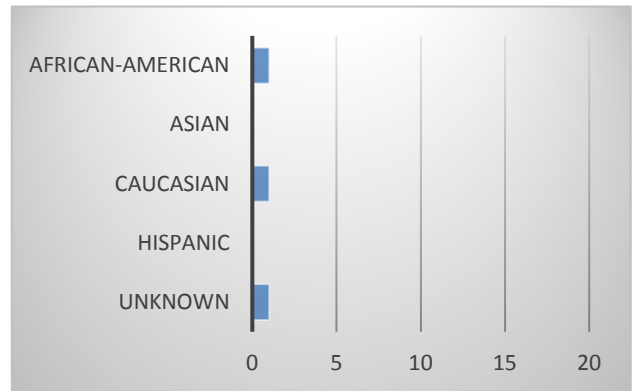
Suspicious Person Calls – by Race

Members of the community reported 102 persons as suspicious in 2016, up from 76 in 2015. Officers initiated 3 suspicious person calls.

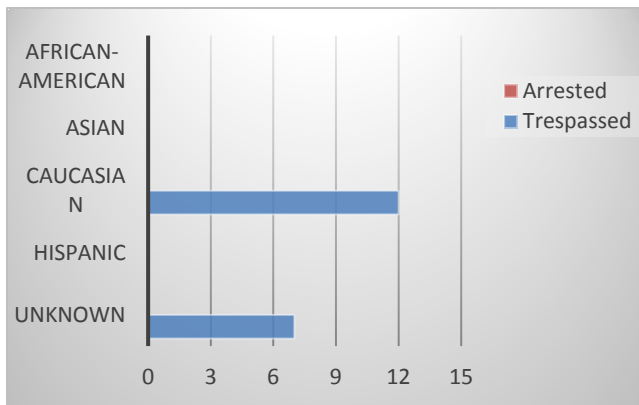
Community Calls by Race/Ethnicity



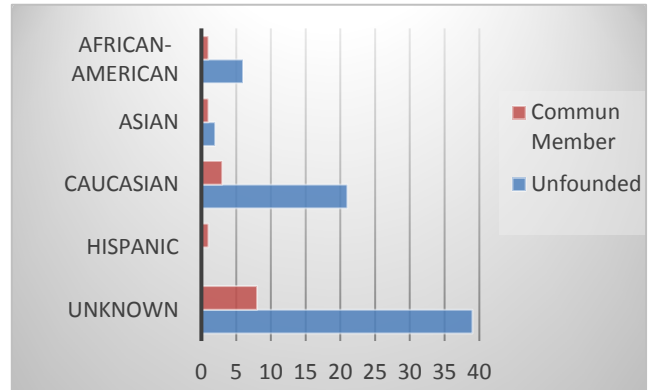
Officer-Initiated Calls by Race/Ethnicity



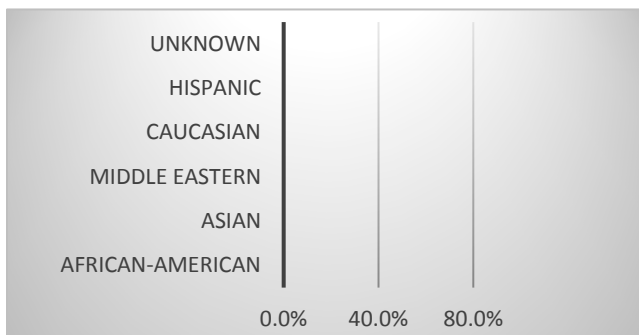
Outcomes by Race – Trespassed or Arrested



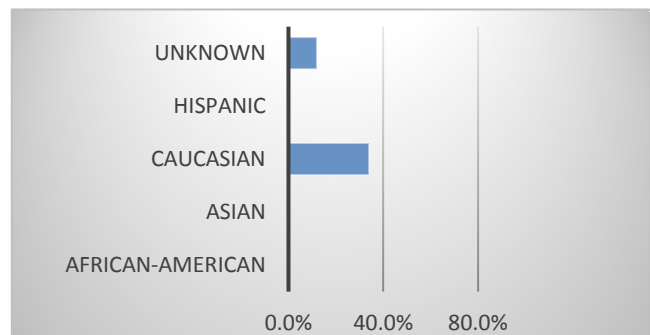
Outcomes by Race – Unfounded/Was Community Member



Percent Suspicious Persons Arrested by Race/Ethnicity



Percent Trespassed by Race/Ethnicity



Comparison of Reports to Local Demographics

Discounting the calls where race was not identified we did not receive a disproportionate number of calls for suspicious persons for non-Caucasian students. Of the 105 suspicious persons calls, only 47 involved descriptions in which race or ethnicity was identified. The percentages below are based on those 47 calls.

Race/Ethnicity	College Percentage ¹	Suspicious Persons Reported %	City Percentage ²
African-American	5%	15%	2%
Asian	12%	2%	3%
Caucasian	45%	72%	90%
Hispanic	10%	2%	5%

Summary

Based on the review of all available sources of data where bias could be identified, it does not appear that officers on the Smith campus acted with any obvious bias motivation. The vast majority of community complaints of suspicious persons where race was provided as a descriptor were Caucasians, and that race group was most likely to be trespassed or asked to leave the campus. Most calls continue to involve no race identified, due to either lighting or weather conditions, distance of reporting party from the suspicious person, or lack of identification in the call.

It is recommended that the Department continue to make a concerted effort to obtain and include race and ethnicity descriptors whenever possible in calls so analysis can be improved.

¹ Source: Hampshire College Common Data Set for students identifying in these categories

² Source: Massachusetts Cities and Towns, Comprehensive Information

Exhibit 25

Withheld