2026 ACCS Title IX Training for Community Colleges

2020 Regulations

Day 1

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ABOUT US

OUR MISSION

To provide the best Care and Support for our clients, Community Partners, employees, contractors, collaborators, vendors, and all others who encounter our company.



GOAL

To assist schools and districts in providing a safe and healthy learning and working environment for students, faculty and staff.

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BEFORE WE GET STARTED...

- Not legal advice
- Materials
- Questions
- Repetition
- Breaks
- Posting link

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TRAINING AGENDA

01 The What, Who, Where, & When of Title IX

02 Intake and Supportive Measures

03 Investigations and Evidence Review

04 Hearings and Appeals

05 Let’s practice!

06 Pregnancy and Accommodations

07 Title IX & Athletics 101

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TRAINING OBJECTIVES

- Understand the role and scope of the Title IX Coordinator and Designees
- Learn best practices for your role
- Explain the grievance process you will oversee
- Understand your role as the leader of a Title IX Team
- Learn the current Title IX litigation landscape



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2020 REGULATIONS AND THE TITLE IX REGULATORY FRAMEWORK

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COMPLIANCE + COMPASSION

Compliance is ineffective without compassion. Every decision you make should begin with compassion.

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THE “WHAT”

THE “WHERE”

THE “WHO”

THE “WHEN”

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THE “WHAT”

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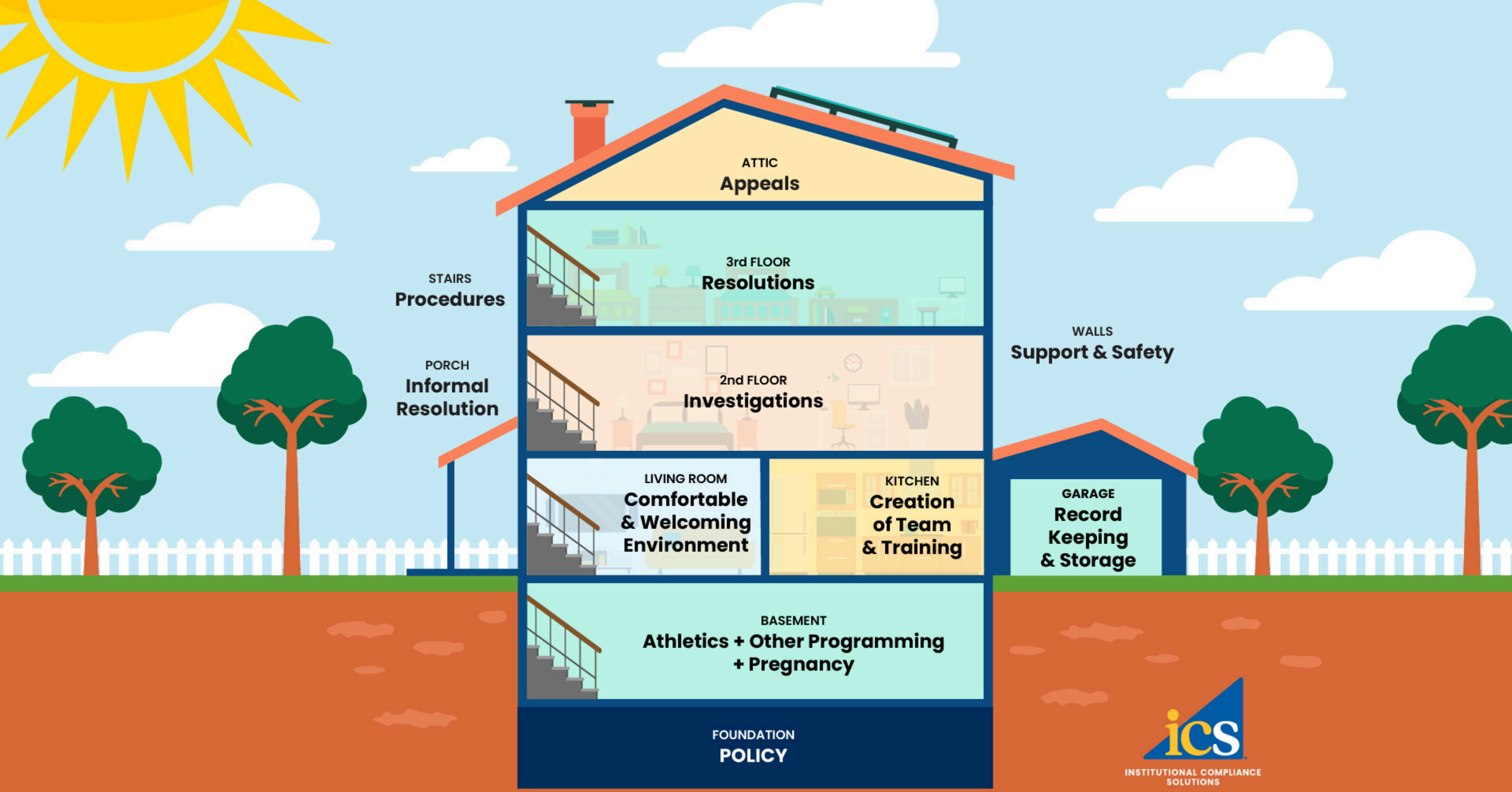
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WHAT IS TITLE IX?

Federal civil rights law passed in 1972. Prohibits sex discrimination in education programs. Includes protections for pregnancy and parenting students.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

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WHAT IS HAPPENING?!

2025/ 2026

Executive Orders



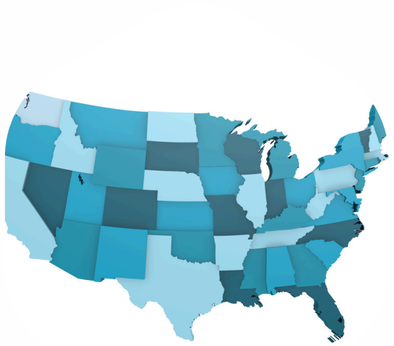
Litigation



Supreme Court



State Laws



Administrative Actions



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Federal civil rights laws are enforced by the agency that provides the federal funding - not just the Department of Education.



Many agencies have always had civil rights authority on paper, but active enforcement outside ED OCR has historically been limited and sporadic. What has changed is coordination, expectations, and willingness to enforce.

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LANGUAGE MATTERS

- Notice
- Determination
- Respondent
- Complainant
- Preponderance
- Formal Complaint
- Responsible
- Decision-maker



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SEXUAL HARASSMENT



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QUID PRO QUO



1. An employee of the school
2. Conditioning the provision of an aid, benefit, or service of the recipient
3. On an individual's participation in unwelcome sexual conduct

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Bucket 1 Example:

Amber has served as an assistant basketball coach at the college for several years. She recently applied for an open head coaching position. Following her interview, the Athletic Director invites Amber to his office. During the meeting, he hugs her, with his hand lingering on her butt, and tells her that she is “sure to get the job” and that his door is always open…

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HOSTILE ENVIRONMENT HARASSMENT



Unwelcome conduct determined by a reasonable person to be so severe, pervasive AND objectively offensive that it effectively denies a person equal access to the recipient's education program or activity

1. Severe - can be non verbal through sexual assault (touching/fondling)
2. Pervasive - how often and how widespread
3. Objectively Offensive - behavior that would be offensive to a reasonable person under the circumstances

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Bucket 2 Example:

Lonnie and Jenny are students in the same program at ICS Community College and have several classes together. Nearly every day for two weeks, Lonnie makes sexual comments about Jenny's appearance, including:

- "Girl, I would love to be those jeans."
- "Or, maybe in those jeans."
- "Why don't you come on over to my house tonight?"
- Making moaning sounds when Jenny walks past her before or after class.

Jenny is uncomfortable with the comments and has started missing classes to avoid Lonnie.

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FACT SPECIFIC INQUIRY TO HELP DETERMINE HOSTILE ENVIRONMENT

**Note- this is derived from the 2024 regulations but is still helpful and appropriate for 2020*

- The degree to which the conduct affected the complainant's ability to access the school's education program or activity
- The type, frequency, and duration of the conduct
- The parties' ages, roles within the school's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct
- The location of the conduct and the context in which the conduct occurred
- Other sexual harassment in the school's education program or activity

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SPECIFIC OFFENSES



1. Sexual Assault
    a. Rape
    b. Fondling
    c. Incest
    d. Statutory Rape
2. Dating Violence
3. Domestic Violence
4. Stalking

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SEXUAL ASSAULT



- Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

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Bucket 3 Sexual Assault Examples:

Rape: John and Sara were in his room after a party with drinking and while Sara was sleeping, John used his finger to penetrate Sara's vagina.

Fondling: Laura grabs Phil's genitals over his shorts and squeezes while making a sexual comment.

Incest: Dr. Jones has been sleeping with her nephew, who is a student. Some of the behaviors occurred in her on-campus office.

Statutory Rape: Adam, a 19-year old counselor at your institution's summer theater camp, is caught in a sexual act with Dina, a 14-year old camper.

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DATING VIOLENCE:



VIOLENCE OR ABUSE COMMITTED BY A PERSON:

Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- Length of relationship
- Type of relationship
- Frequency of interaction between the persons involved in the relationship

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Bucket 3 Dating Violence Example:

Aria and Blake were in a dating relationship for about 6 months. After they broke up, Aria confronted Blake about another student he was with in the library. Aria slammed Blake against a wall inside a library study room and slapped him across the face.

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DOMESTIC VIOLENCE:



Felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse of intimate partner of the victim under the family or domestic violence laws of the jurisdiction* of the recipient (school), or a person similarly situated to a spouse of the victim.
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate.
- Shares a child in common with the victim OR
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

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Bucket 3 Domestic Violence Example:

Professor Geer is a tenured professor in the Science Department. His wife works in the financial aid office and has been having an affair with another employee. Mr. Geer finds out and immediately confronts her in his office. He slams her phone down breaking it and is confronting her while holding tight to her arm. She tries to leave but he blocks the door and continues pulling her into a seat causing her to fall.

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STALKING:



Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- *Fear for the person's safety or the safety of others OR*
- *Suffer substantial emotional distress*

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Bucket 3 Stalking Example:

Landry shows up daily in the parking lot where Lindsay parks her car, often waiting for her to return to her car from class. He sits outside her classrooms, follows her to the library, and attends student events where he knows she will be. Despite Lindsay's clear requests to stop contacting her, Landry continues to send excessive text messages, DMs, and emails. Lindsay reports feeling anxious and unsafe as a result of Landry's persistent behavior.

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2020 SEXUAL HARASSMENT

Conduct on the basis of sex that satisfies one or more of the following

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive AND objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual Assault," "Dating Violence," "Domestic Violence" or "Stalking" as defined in the Clery Act.



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THE “WHO”



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CONDUCT THAT INVOLVES:

1. Student on student
2. Employee on employee
3. Student on employee
4. Employee on student



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“PARTIES” IN TITLE IX MATTER

COMPLAINANT
…an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

RESPONDENT
…an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

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COLLEGE AND/OR COORDINATOR ARE NOT A PARTY (COMPLAINANT) EVEN IF THE MATTER IS SIGNED BY THE TITLE IX COORDINATOR

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THE “WHEN”

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THERE IS NO STATUTE OF LIMITATIONS...

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THE “WHERE”

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JURISDICTION 2020

Education Program or Activity



Locations, events, or circumstances (operations) over which the school or district exercised **substantial control** over both the **respondent** AND the **context in which the sexual harassment occurs.**



Includes online sexual harassment but it must be analyzed to determine if it occurs in education program or activity.



Does not create or apply a geographic test, does not draw a line between "off campus/property" and "on campus/property," & does not create a distinction between sexual harassment occurring in person vs online.

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THE BIG QUESTION IS

Does the College have control?

- Control over the location/event
- Control over the Respondent (employee or student)

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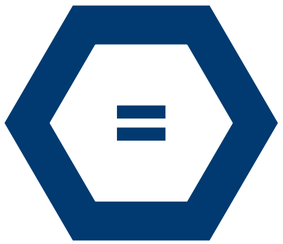
3 BUCKETS



CONTROL OVER RESPONDENT



CONTROL OVER LOCATION / EVENT



TITLE IX

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PERFECTING THE ART OF THE HIGH KICK

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BUILDING YOUR TITLE IX TEAM

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Title IX Team



Coordinator

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Title IX Team



Coordinator

Investigator

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Title IX Team



Coordinator

Investigator

Decision Maker

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Title IX Team



Coordinator

Investigator

Decision Maker

Appellate Decision Maker

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Title IX Team



Coordinator

Investigator

Decision Maker

Appellate Decision Maker

Informal Resolution Facilitator

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RECOGNIZING & AVOIDING CONFLICTS OF INTEREST

Considerations:

- To whom does each team member report?
- How does each team member know the parties or witnesses?

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RECEIVING A REPORT: INTAKE, OUTREACH, AND INITIAL ASSESSMENT

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Report / Notice Received

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WHO?

- **Who MUST report?** Responsible Employees (Officials with Authority)
- **Who Can report?** Anyone



WHAT?

- **What should be reported?** Sexual behavior, comments or touching.

WHERE / HOW?

- **Where/How does someone report?** Online form, in person, via email?

WHEN?

- **When should someone report?** As soon as possible.

WHY?

- **Why do they report?** It's the right thing to do. It's required by law.

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EVALUATION & TRIAGE

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SAFETY AND SUPPORT FIRST –– ALWAYS

Regardless of whether Title IX or Not…
If it makes it to you, evaluate for safety and supportive needs IMMEDIATELY.



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SUPPORTIVE MEASURES:

Individualized measures offered, as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- Restore or preserve that party's access to the recipient's (school's) education program or activity, including measures that are designed to protect the safety of the parties or the recipient's (school's) educational environment; OR
- Provide support during the recipient's (school's) grievance procedures, or during the informal resolution process.

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SUPPORTIVE MEASURES MAY INCLUDE

but are not limited to:

- EXTENSION OF DEADLINES AND OTHER COURSE RELATED ADJUSTMENTS
- MUTUAL RESTRICTIONS ON CONTACT
- LEAVES OF ABSENCE
- CHANGE IN EXTRACURRICULAR OR OTHER ACTIVITY
- COUNSELING
- CAMPUS ESCORT SERVICES
- CHANGE IN CLASS WORK
- TRAINING AND EDUCATION PROGRAMS RELATED TO SEX-BASED HARASSMENT
- INCREASED SECURITY AND MONITORING OF CERTAIN AREAS
- CHANGE IN HOUSING (IF APPLICABLE)

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SUPPORTIVE MEASURES CONTINUED

MAY	MAY NOT	MUST	MUST NOT
Be terminated or modified at the conclusion of grievance procedures or informal resolution.	Unreasonably burden a party.	Be designed to protect the safety of the parties or educational environment or to provide support.	Impose supportive measures for punitive or disciplinary purposes.
Continue at the conclusion of grievance procedures or informal resolution.		Provide the opportunity to seek additional modifications of supportive measures if the circumstances materially change.	Disclose information about supportive measures to individuals other than to whom they apply unless necessary to provide the supportive measure or restore or preserve access.
		Consult with IEP or 504 team in the implementation of supportive measures in K-12 if applicable.	

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Explain Supportive Measures to employees early and often.

Make sure they understand BEFORE you ask them to implement.

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QUESTIONS TO ASK YOURSELF UPON RECEIPT OF REPORT:

On its face, if the allegation was TRUE, does it:

1. Fit within a bucket
2. Do we have control

- Is Respondent a student or employee or attempting to be one?
- Did the behavior occur on our property or at a school related event?
- Did the event occur in the U.S.?

Evaluate the initial information you have → **Do not make assumptions** → **Do not make judgments as to credibility or trustworthiness**

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Report / Notice Received



Not Title IX

High kick to appropriate process

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Report / Notice Received

Title IX



Meet with Complainant

- Support
- Discuss Process
- Explain Options

Not Title IX



High kick to appropriate process

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Report / Notice Received

Title IX



Meet with Complainant

- Support
- Discuss Process
- Explain Options

Unclear

Meet with Complainant
to gather more information

Not Title IX



High kick to appropriate process

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DURING INITIAL MEETING WITH COMPLAINANT

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YOU ONLY GET ONE FIRST IMPRESSION

Before they “walk in” either in person or virtually,
CHECK YOURSELF

- Start with a clean slate.
- Refresh your mind with names and dates.
- Check your biases and your face!
- Prepare the room.

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CHECK YOUR BIASES

? Where are your potential biases in the case?

? Can you overcome any biases that exist?

? Is your mind in a neutral position?

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DURING MEETING:

- Build Rapport
- Explain your role
- Explain Title IX and how it compares to other student or employee processes
- Discuss additional supportive measures
- Allow time to make decisions

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Empathy Led Meeting Necessities

THE 4- C'S



Comfortable



Clear



Consistent



Convenient

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FIGHT, FLIGHT, FREEZE, OR FAWN OR ALL FOUR...

OR SOMETHING COMPLETELY DIFFERENT...









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REMINDER: BODY LANGUAGE & FACIAL EXPRESSIONS

- **Virtually and in person**

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OTHER CONSIDERATIONS

- **Where is the meeting happening?**
  - *Virtual, in person, phone*
- **When will it occur? - convenience**

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FORMAL COMPLAINT

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Report / Notice Received

Title IX



Meet with Complainant
- Support
- Discuss Process
- Explain Options

No Formal Complaint

Formal Complaint

Unclear

Meet with Complainant
to gather more information

Not Title IX



High kick to appropriate process

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FORMAL COMPLAINT:
Document (Written)

- Alleging Sexual Harassment
- Requesting investigation
- Signed by:
    - Complainant or Title IX Coordinator

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A FEW NOTES ABOUT FORMAL COMPLAINTS:

- ELECTRONIC SIGNATURE IS OKAY
- BE FLEXIBLE, FORM NOT REQUIRED
- ALL DETAILS NOT REQUIRED

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CONSIDERATIONS FOR WHEN A COORDINATOR MAY SIGN A FORMAL COMPLAINT:

(1) The complainant's request not to proceed with formal complaint;

(2) The complainant's reasonable safety concerns regarding initiation of a formal complaint;

(3) The risk that additional acts of sexual harassment would occur if a complaint is not initiated;

(4) The severity of the alleged sexual harassment, including whether the sexual harassment, if established, would require the removal of a respondent from the school or imposition of another disciplinary sanction;

(5) The age and relationship of the parties, including whether the respondent is an employee of the school;

(6) The scope of the alleged sexual harassment, including information suggesting a pattern, ongoing sexual harassment, or sexual harassment alleged to have impacted multiple individuals;

(7) The availability of evidence to assist a decision maker in determining whether sexual harassment occurred; and

(8) Whether the school could end the alleged sexual harassment and prevent its recurrence without initiating its formal grievance procedures

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CONSIDERATIONS FOR WHEN A COORDINATOR MAY SIGN A FORMAL COMPLAINT: CONTINUED

THE CATCH ALL...

(B) If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the school from ensuring equal access on the basis of sex to its education program or activity

**Note: these are derived from the 2024 regulations but are exceptionally helpful and appropriate even under 2020.*

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TRANSPARENCY IS KINDNESS

- If Coordinators KNOWS they plan to sign Formal Complaint regardless of the Complainant's wishes, that should be discussed with Complainant in initial meeting.

- Complainant should be notified once it is signed.

- Coordinator should always discuss this in the intro meeting with Complainant in case it is determined that they need to sign in the future.

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Report / Notice Received

Title IX



Meet with Complainant

- Support
- Discuss Process
- Explain Options

No Formal Complaint

- Supportive Measures Only

Unclear

Meet with Complainant to gather more information

Not Title IX



High kick to appropriate process

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Report / Notice Received

Title IX



Meet with Complainant

- Support
- Discuss Process
- Explain Options

No Formal Complaint

- Supportive Measures Only

Formal Complaint

- Signed by Complainant or Coordinator

Unclear

Meet with Complainant to gather more information

Not Title IX



High kick to appropriate process

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DISMISSAL OF A FORMAL COMPLAINT

Mandatory/MUST Dismiss (High Kick Optional)

- Doesn't fit in a bucket
- Don't have control of location (not in school's education program or activity)
- Didn't happen in U.S.

Permissive/MAY Dismiss (Supportive Measures ONLY)

Use caution with permissive

- Complainant notifies Coordinator IN WRITING that they want to withdraw the Formal Complaint or allegations within it
- Respondent no longer employed by school
- Specific circumstances prevent the school from gathering evidence sufficient to reach a determination

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AFTER DISMISSAL OF A FORMAL COMPLAINT

- MUST promptly sent written notice of dismissal and reason for dismissal to BOTH parties
- BOTH parties receive opportunity to appeal dismissal of a formal complaint

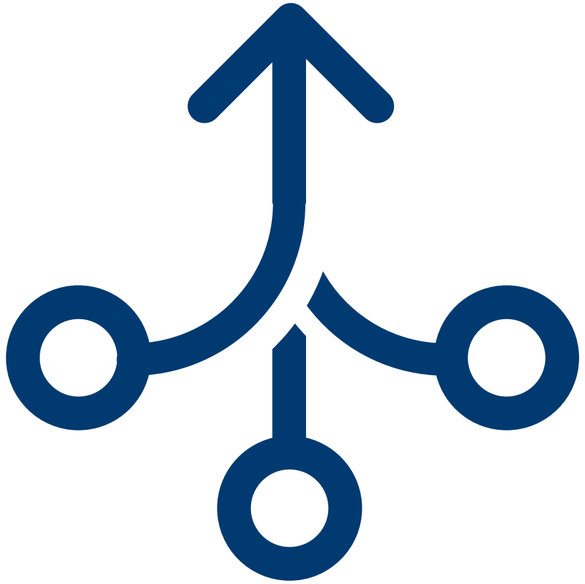
**more information on appeals in the appeals section of the training*

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CONSOLIDATION OF FORMAL COMPLAINTS

School MAY consolidate Formal Complaints when the allegations of sexual harassment arise out of the same facts or circumstances and:

- Allegations are related to more than one Respondent
- Allegations are by more than one Complainant against one or more Respondent
- Allegations by one party against the other party (Cross Complaint)



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GIANT REMINDER!!!

No Investigation before or without a Formal Complaint

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NOTICE OF ALLEGATIONS

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Report / Notice Received

Title IX



Meet with Complainant

- Support
- Discuss Process
- Explain Options

No Formal Complaint

- Supportive Measures Only

Formal Complaint

- Signed by Complainant or Coordinator

Unclear

Meet with Complainant to gather more information

Not Title IX



High kick to appropriate process

Notice of Allegations

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WHEN: AFTER FORMAL COMPLAINT & WITH SUFFICIENT TIME TO PREPARE FOR ANY INTERVIEW

WHAT IS INCLUDED:

- Notice of the school's grievance process
- Notice of the allegations of sexual harassment
- Sufficient details
  - Identities of the parties
  - Conduct that occurred
  - Date
  - Location
- Respondent is presumed not responsible
- Determination is made at the end of the grievance process
- Opportunity to have an advisor of choice (may be an attorney)
- Parties will have opportunity to inspect and review evidence
- Code of Conduct provisions related to false statements or false information

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WHO ARE ADVISORS?



Anyone

- Attorney
- Parent
- Witness---most challenging--- Not prohibited. Not recommended.

What is their purpose?

- Support
- Understanding
- Extra ears
- Should be copied on written correspondence and permitted to attend all meetings
- Potted plant

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UPDATING NOTICE OF ALLEGATIONS

- What if there is something you don't know related to the allegations that is required?
  - Provide as much as possible
  - Update and send to both parties if/when you know
  - example: dates or specific locations
- What if you learn something was wrong in the Notice? Fix it and re-send to both parties
- What if you learn about additional allegations? Add them and re-send to both parties

***<u>Big Take-Away</u>--- Don't forget to update the notice!**

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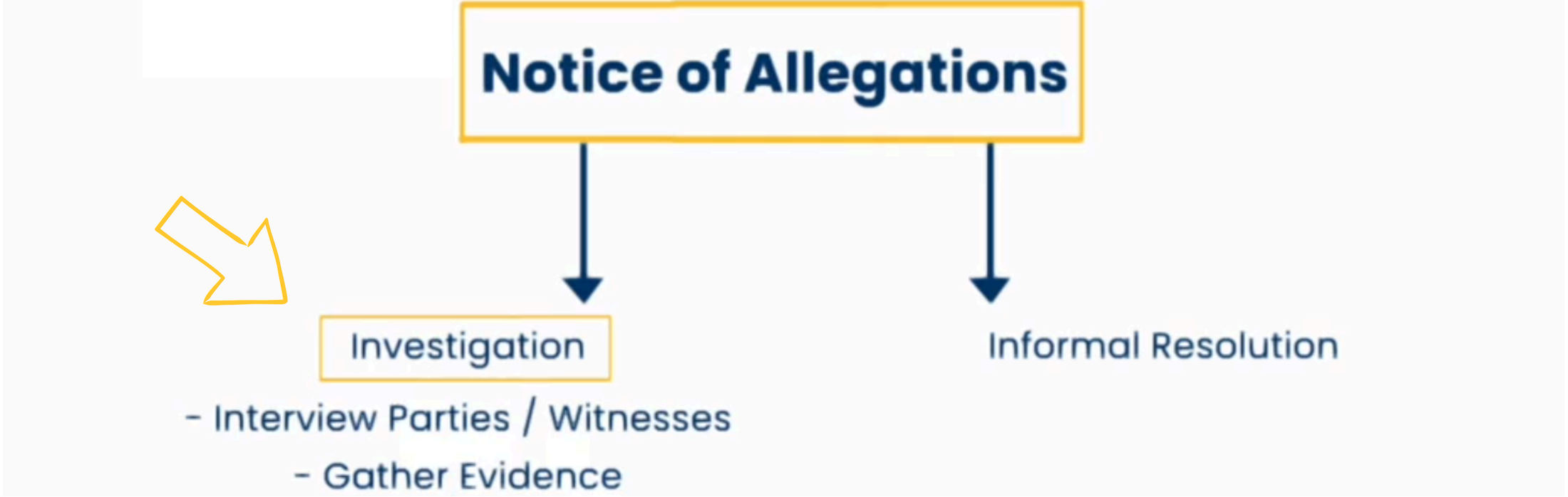
INVESTIGATION AND EVIDENCE REVIEW

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INVESTIGATION

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QUESTIONS/ DECISIONS TO BE MADE BEFORE STARTING INVESTIGATION

WHO IS SERVING AS YOUR INVESTIGATOR?

- NO CONFLICT OR BIAS
- CAPACITY TO DO THE WORK
- APPROPRIATE SKILL SET
- TRAINED
- UNDERSTANDS PRIVACY

HOW/WHERE WILL YOU STORE THE INFORMATION GATHERED?

WHAT CHALLENGES DO YOU ANTICIPATE?

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IMPORTANT NOTES FOR INVESTIGATIONS:

- **Burdens**
  - **Burden of gathering evidence on School- NOT the parties**
  - **Burden/Standard of Proof Preponderance of the Evidence (more likely than not) or Clear and Convincing Evidence**
- **May NOT** access, consider, disclose or use party's treatment records unless School obtains voluntary WRITTEN consent
- **MUST** provide equal opportunity for parties to:
  - Present witnesses (fact or expert--does not say character)
  - Gather and present relevant evidence
- **May NOT** restrict the ability of the parties to discuss the allegations or gather and present relevant evidence (no gag orders)

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NOTICE OF MEETINGS



MUST provide WRITTEN notice of the

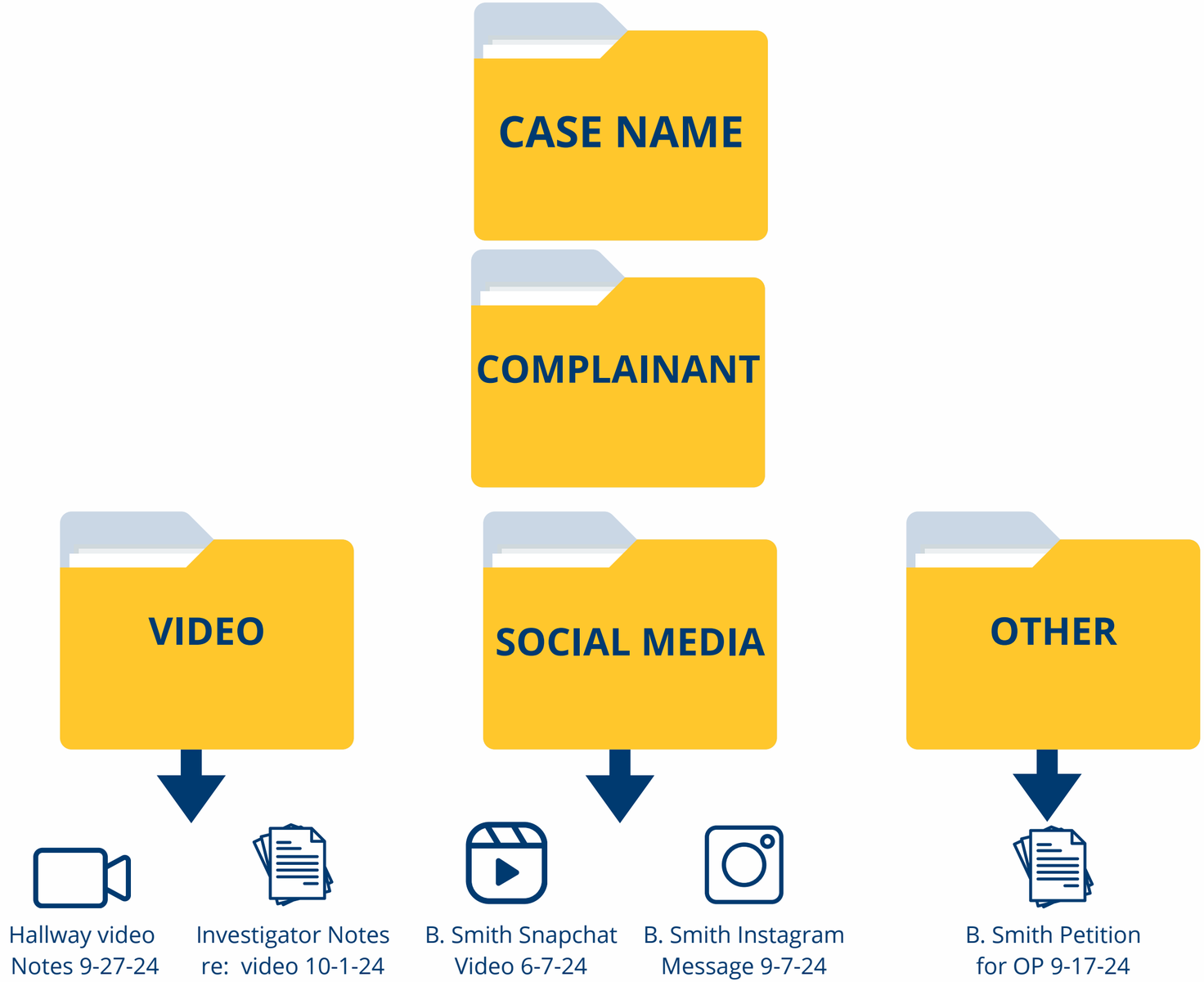
- date
- time
- location
- participants
- purpose
- of all hearings, investigative interviews, or other meetings, with SUFFICIENT TIME for the party to prepare

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CREATE A FILE



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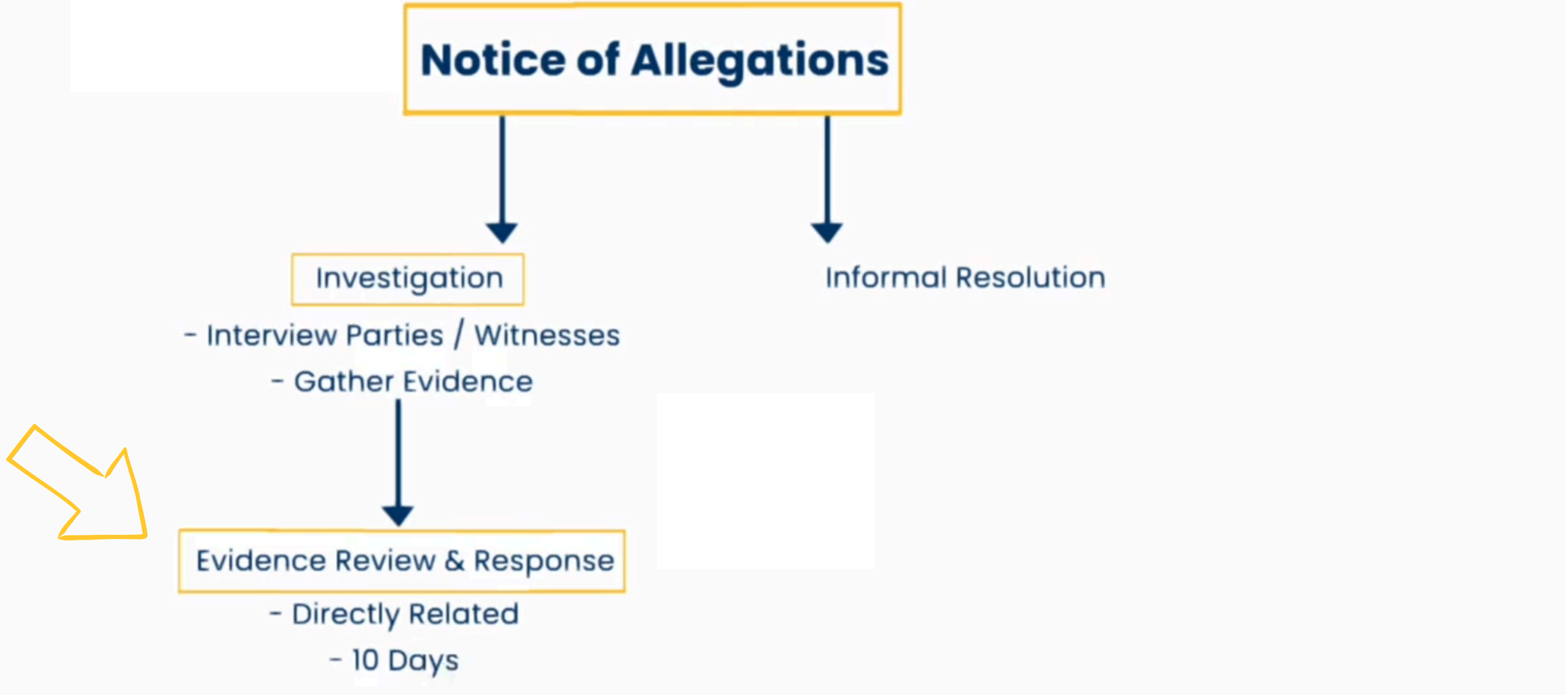


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EVIDENCE REVIEW & RESPONSE

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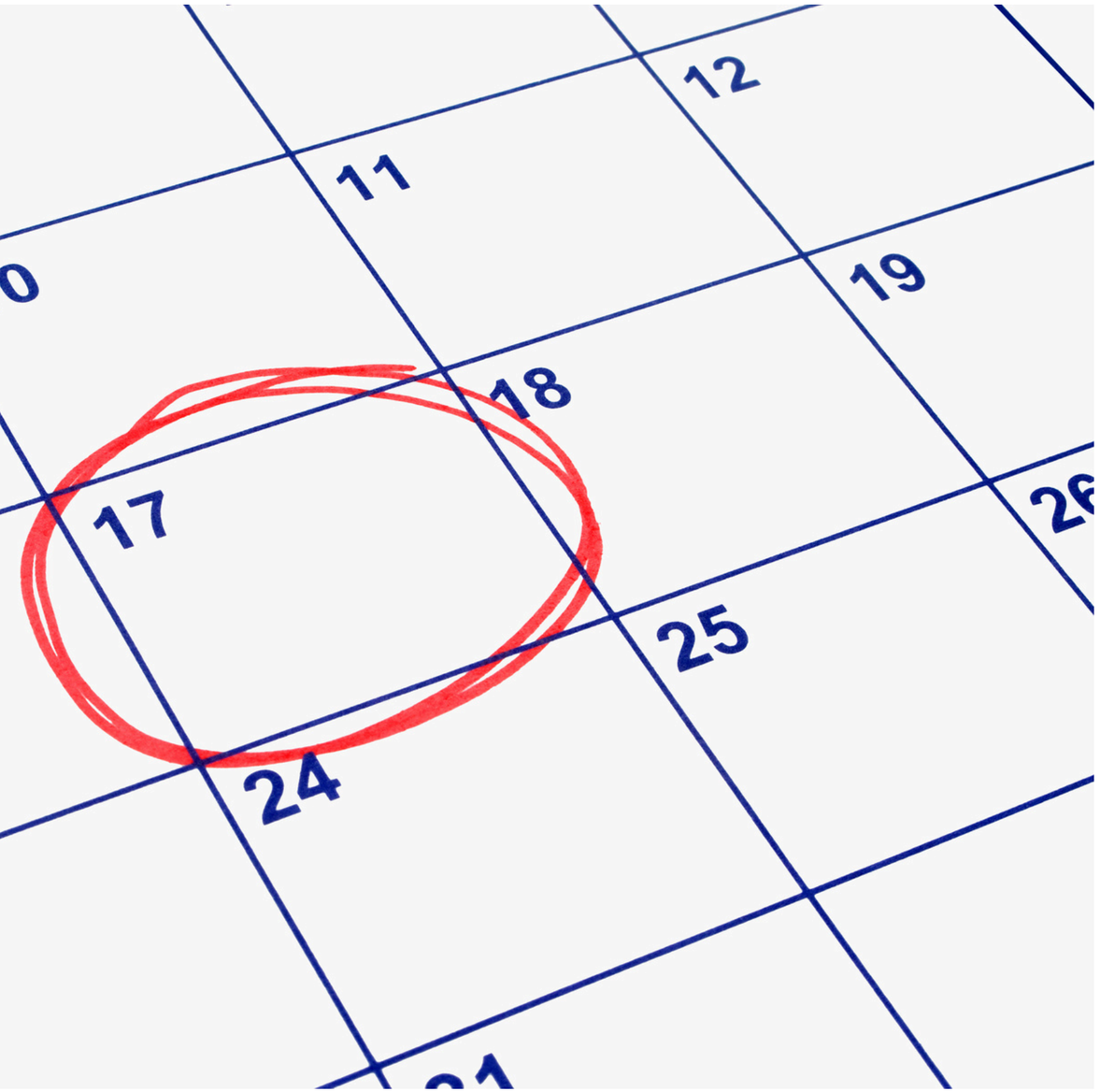


MUST: Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is DIRECTLY RELATED to the allegations. Including:

- The evidence upon which the school does not intend to rely in reaching a determination
- inculpatory or exculpatory evidence

so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

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HOW LONG?

10 days

(business or calendar)

Define in policy

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HOW TO SHARE?

- Written
- Electronic
- Organization is critical:
  - Are the parties able to navigate and understand it?

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WRITTEN INVESTIGATION REPORT & RESPONSE

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A TITLE IX REPORT IS A SUMMARY OF RELEVANT EVIDENCE

THIS IS NOT A DUMP OR COPY OF YOUR NOTES.



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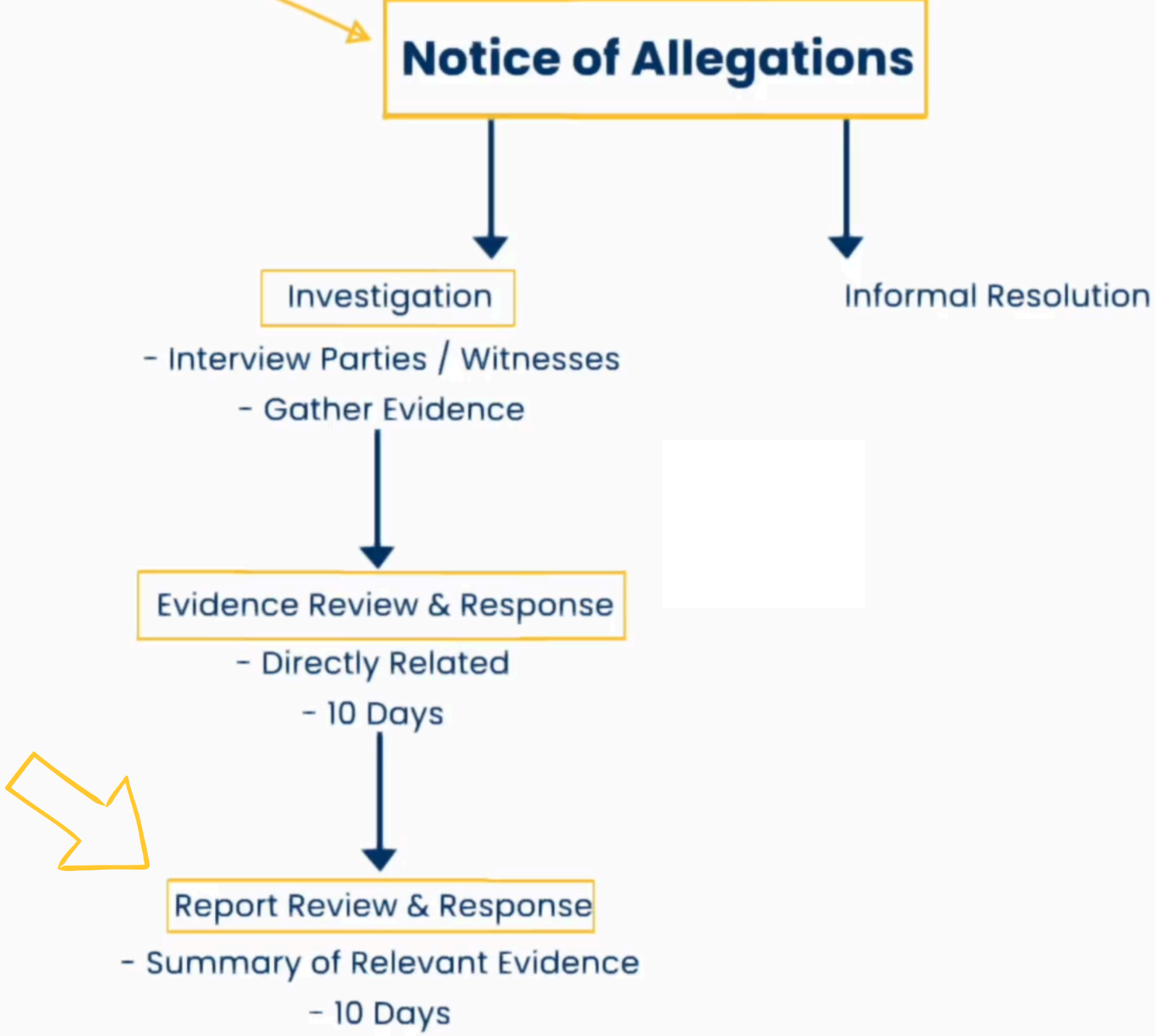
REPORT:

Organization of Report

- Only include “relevant” evidence
- SUMMARY of information from each party and witness
- DESCRIPTION of physical or digital evidence
- Timeline(s)
- Consistencies/Inconsistencies



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REPORTS NEED:

- Footnotes
- Page Numbers
- Attachments/Appendix with Page Numbers
- Table of Contents for the Attachments/Appendix

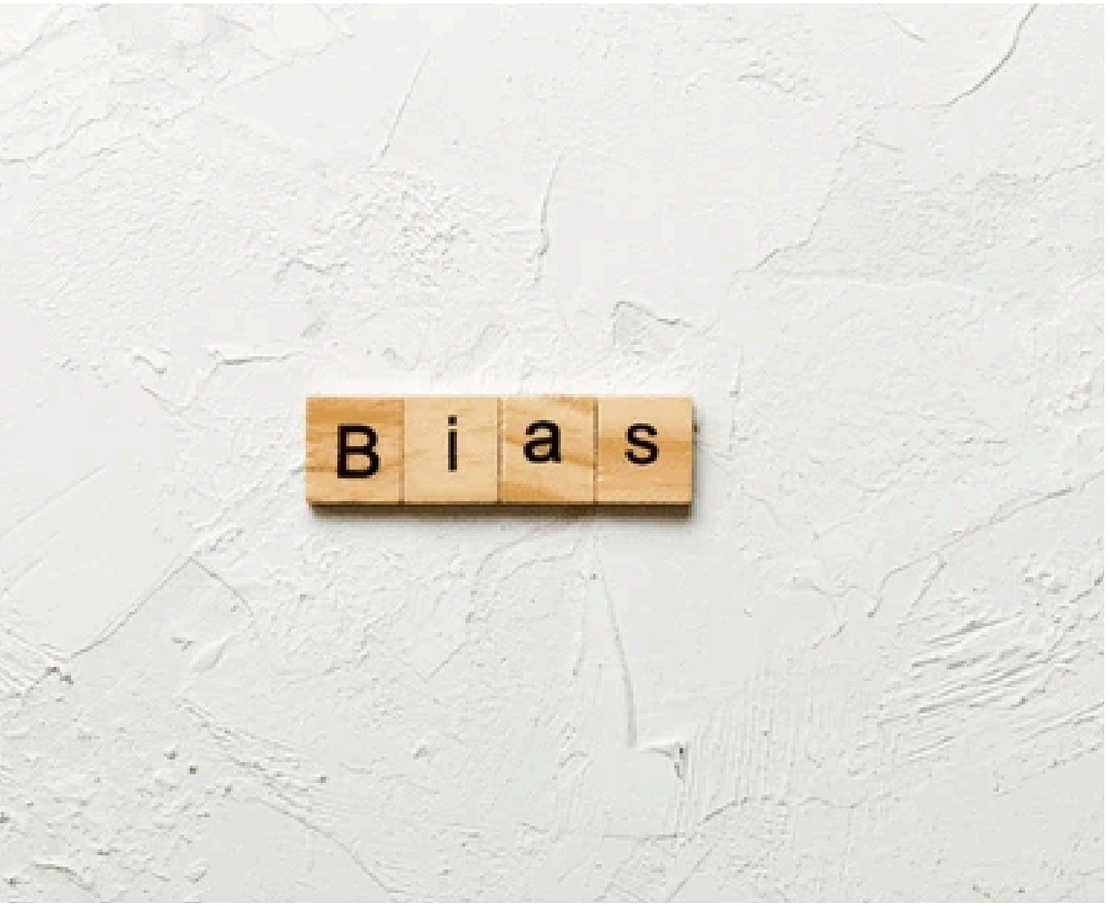


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REVIEW OF REPORT

- Required 10 day review and response period (before determination)
- Consider waiting for response before sending to decision maker

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AVOIDING CONFLICTS OF INTEREST/BIAS

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Title IX Team Must Serve Impartially In Their Role and Avoid:

- Prejudgment of the facts at issue
- Conflicts of interest
- Bias



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Conflict of interest or bias cannot be for or against complainants or respondents generally or the individual complainant or respondent in a matter.

- Family friend is a witness in a matter.
- Child is a party in a matter.
- You are a witness in a matter.
- Close relationship with a party.

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WHY IS THIS IMPORTANT?

- Erodes trust in grievance procedures/creates barriers.
- Decreases ability to ensure a fair and reliable outcome.

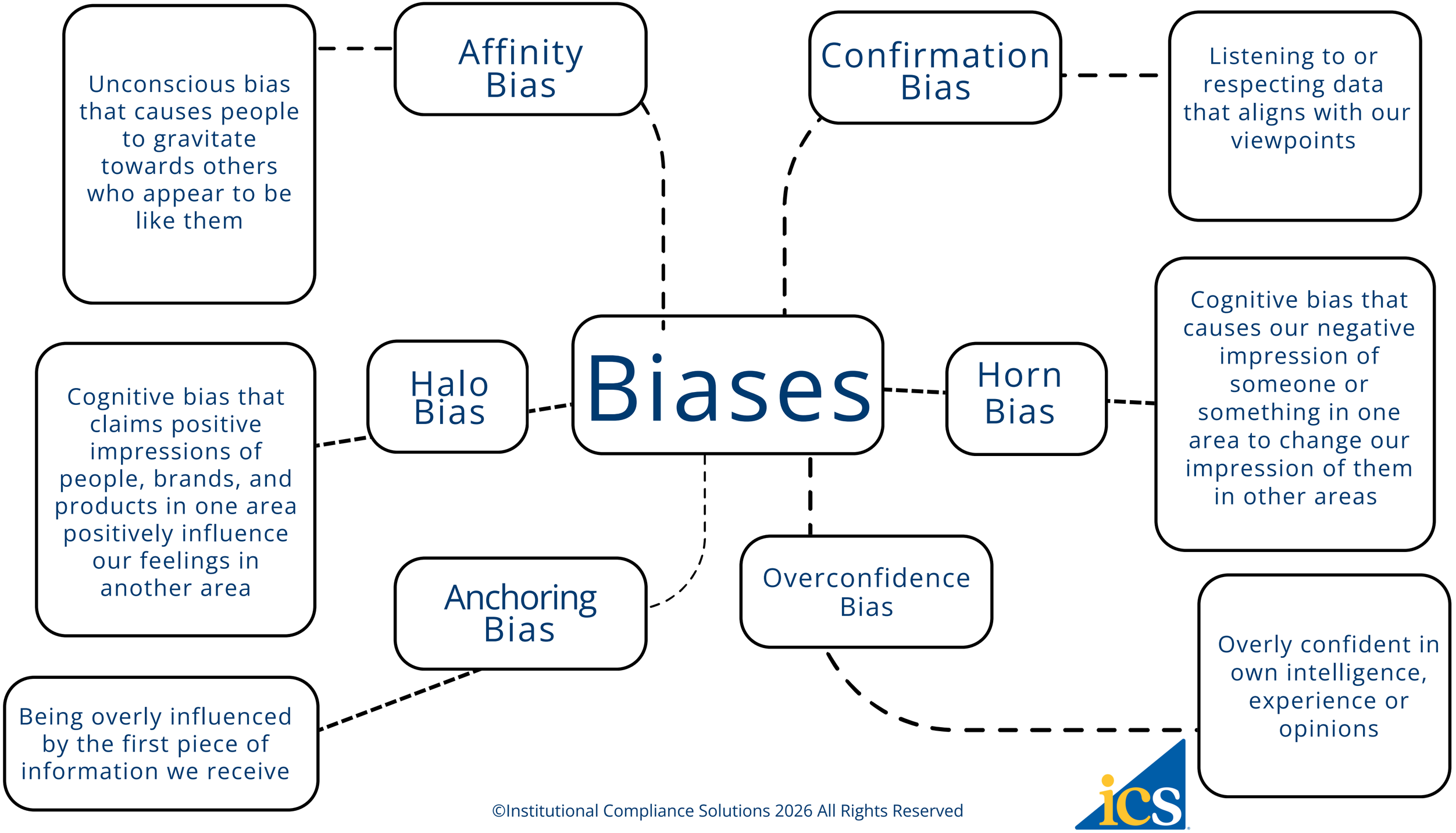
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WHAT ARE THE SANCTION OPTIONS?

Warning to Expulsion or Termination, Consider:

- Discipline PLUS
  - Educational Opportunities
  - Restorative Opportunities

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IN EVERY CASE:

1. **EVALUATE WHETHER A CONFLICT OF INTEREST/BIAS EXISTS AT THE OUTSET OF A MATTER.**

2. **CHECK BIASES THROUGHOUT A MATTER.**

3. **NOTIFY THE TITLE IX COORDINATOR IF A BIAS/CONFLICT OF INTEREST ARISES.** *WHAT IF YOU ARE THE COORDINATOR?

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HEARINGS AND APPEALS

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HEARING

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Informal Resolution

Investigation

- Interview Parties / Witnesses
- Gather Evidence

Evidence Review & Response

- Directly Related
- 10 Days

Report Review & Response

- Summary of Relevant Evidence
- 10 Days

Hearing

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BEFORE YOU START

- Move matter to Decision-Maker (different than the Investigator or Coordinator)
- Notify Parties WHO is serving as the Decision-Maker
- Check for Conflict/Bias

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LIVE HEARINGS

- Required in Higher Ed
- Decision-Maker must permit cross-examination of parties and witnesses
  - Questions must be asked by the parties' advisors, not the parties themselves
  - Parties must have an advisor at this stage
  - Provide an advisor if they do not already have one
- Questions are asked directly, orally, and in real time

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LIVE HEARINGS

- May be conducted with all parties physically present in the same geographic location
- Best practice - Participants may appear at the live hearing virtually, using technology such as Zoom or Teams
- Institutions must create a record of the hearing for the parties' inspection and review
- Audio;
- Audiovisual; or
- Transcript

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RULES FOR QUESTIONING

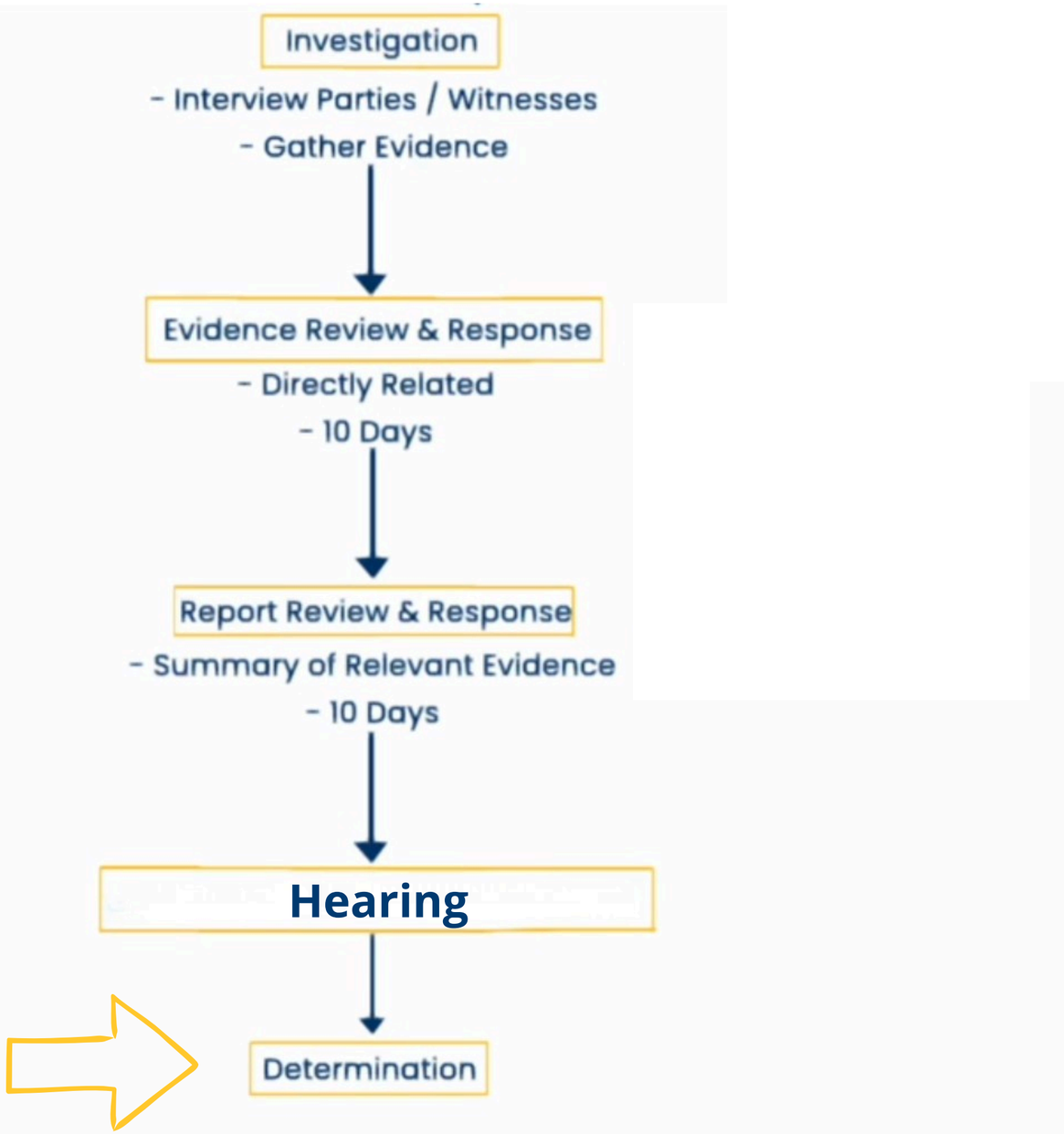
- Questions must be RELEVANT
- Decision-Maker must determine whether questions are relevant
- If relevant, Decision-Maker allows party or witness to answer
- If NOT relevant, Decision-Maker must provide explanation as to why it is not relevant
- Decision-Maker may also choose to ask questions of parties and witnesses

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DETERMINATION

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WHAT ARE THE ALLEGED VIOLATIONS

- Title IX and other policies
- Separate alleged violations by element
- Standard of Proof
  - (Preponderance of the Evidence or Clear and Convincing)

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DECISION-MAKER DETERMINATION REGARDING RESPONSIBILITY CHECKLIST:

- ◯ **Identification of the Allegations**
- ◯ **Description of Procedural Steps Taken**
  - Notifications to the Parties
  - Interviews with Parties and Witnesses
  - Site Visits
  - Methods Used to Gather Other Evidence
  - Hearings Held
- ◯ **Findings of Fact Supporting Determination**
- ◯ **Conclusions Regarding the Application of the Code of Conduct to the Facts**
- ◯ **Result of Each Allegation Including Rationale**
  - Determination Regarding Responsibility
  - Disciplinary Sanctions
  - Whether Remedies Designed to Restore or Preserve Equal Access to Education Program or Activity Provided to the Complainant
- ◯ **Procedures and Permissible Basis for Appeal**

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DETERMINE SANCTION

- Consider severity of behavior
- Prior Misconduct



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SUPPORTIVE MEASURES CAN AND SHOULD REMAIN IN PLACE REGARDLESS OF OUTCOME.

REMEDIES TO PREVENT FUTURE BEHAVIOR CAN AND SHOULD OCCUR REGARDLESS OF OUTCOME.



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NOTIFY PARTIES OF DECISION

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REMINDER!

- Make sure supports are in place when sending notification of determination.
- Send to BOTH parties and advisors simultaneously. Include Appeal options.

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APPEAL

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APPEALS

-Offered to both parties.

-Can appeal dismissal of Formal Complaint or any allegations therein or determination regarding responsibility.

-On the Following Basis:

- Procedural irregularity that affected the outcome of the matter.
- New Evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
- Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
- Additional basis if offered equally to both parties.

-Written decision describing the result and rationale for the result.

-Notify the other party in writing when an appeal is filed.

-Give both parties a reasonable opportunity to submit a written statement in support of or challenging the outcome.

-Provide written decision simultaneously to both parties.

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IF APPEAL IS FILED

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WHO WILL SERVE AS YOUR APPELLATE OFFICER?

- This individual must understand institutional policies and processes
- Responsible for reviewing appeals
- Must make timely decisions and provide simultaneous notifications
- This individual cannot be Decision-Maker(s) that reached the determination regarding responsibility
- Should the individual be someone outside of the Title IX office?



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IF A PARTY APPEALS :

01 Notify the parties of the appeal.

02 Provide the parties a reasonable and equal opportunity to make a statement in support of or challenging the outcome.

03 Notify the parties of the result of the appeal and the rationale for the result.

04 Ensure that the Appellate Decision-Maker has been trained.

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APPELLATE DECISION OPTIONS

- Affirm the Decision-Maker's determination regarding the Respondent's responsibility and affirm the Disciplinary Sanctions and Remedies, if applicable;

- Affirm the Decision-Maker's determination regarding the Respondent's responsibility and amend the Disciplinary Sanctions and Remedies, if applicable;

- Remand the process back to the question and answer stage for the Decision-Maker to remedy any procedural irregularity or consider any new evidence;

- Reverse the Decision-Maker's determination of the Respondent's responsibility and amend the Disciplinary Sanctions and Remedies, if applicable; or

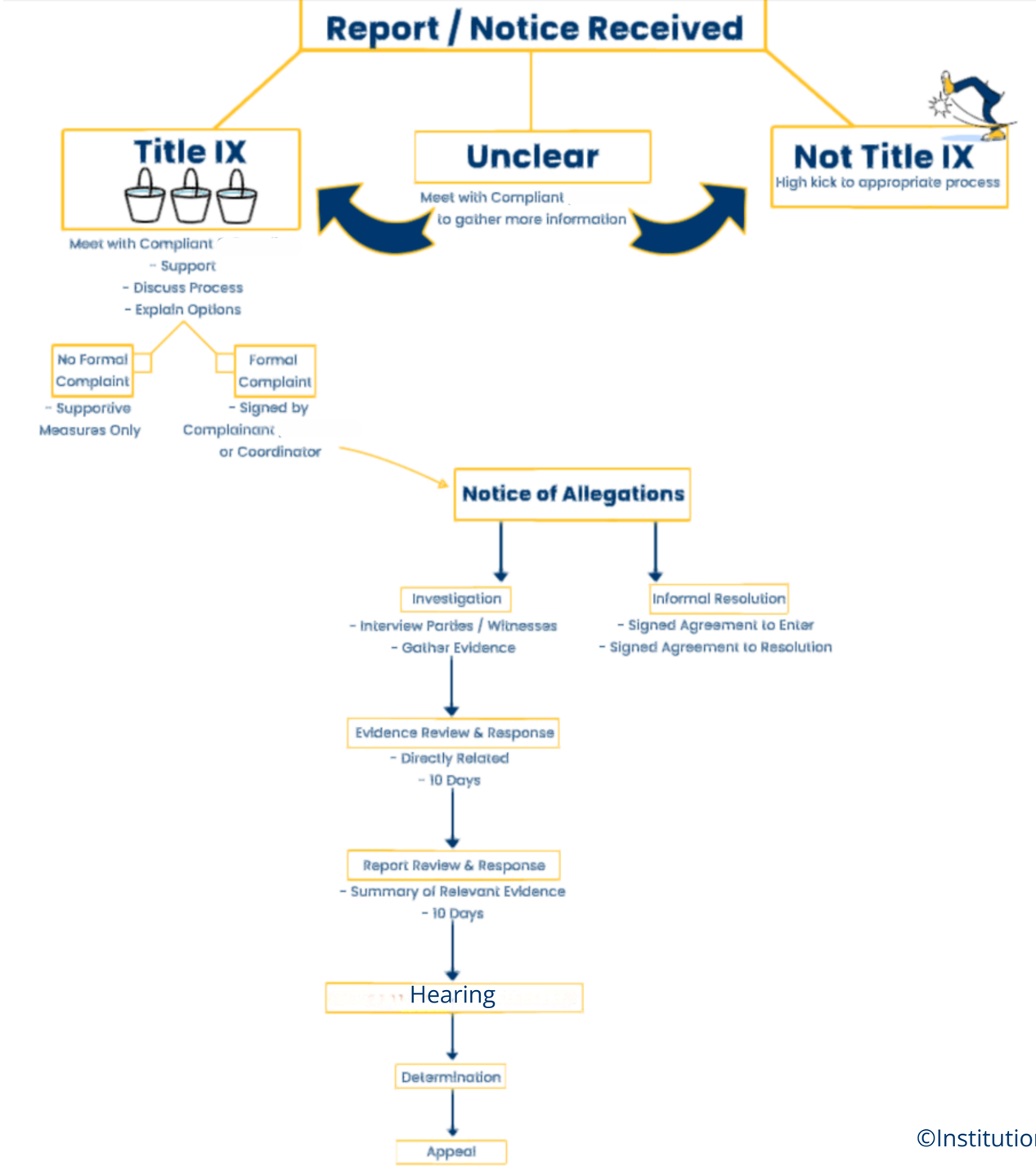
- Affirm or amend the sanctions and/or Remedies outlined in the determination issued under this Policy.

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INFORMAL RESOLUTION

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INFORMAL RESOLUTION

NOT when student Complainant and employee Respondent

** new or changed in 2024*

- WHEN: Any time prior to resolution.
- DISCRETION: Title IX Coordinator has discretion to allow or disallow Informal Resolution.
- PARTICIPATION: May NOT pressure the parties to participate.
- CONSENT: Must obtain VOLUNTARY consent from the parties.
- NO WAIVER: May NOT require a waiver of the right to investigation/ determination as a condition of enrollment or employment.

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COORDINATOR DISCRETION

- Coordinator MAY decline Informal Resolution when the alleged conduct would present a FUTURE risk of harm to others (or in other circumstances within the Coordinator's discretion).
- CONSIDER:
  - Violence
  - Prior Behavior
  - Multiple Complainants
  - Etc.



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INFORMAL RESOLUTIONS

- Cannot be offered as a condition of enrollment or continued employment.
- Cannot be offered to resolve employee on student allegations.
- After a Formal Complaint is filed.
- Prior to decision regarding responsibility.
- Parties cannot be required to participate.



Institution Must:

- Provide written notice disclosing allegations, requirements of the informal resolution process including circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations.
- Allow any party the right to withdraw from the informal resolution process and resume grievance process with respect to Formal Complaint.
- Provide consequences resulting from informal resolution process including records maintained or shared.
- Obtain both parties voluntary, written consent to the informal resolution process.

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INFORMAL RESOLUTION POTENTIAL OUTCOMES:

Potential outcomes include but are not limited to:



Restrictions on contact.



Restrictions on Respondent's participation in one or more programs or activities.

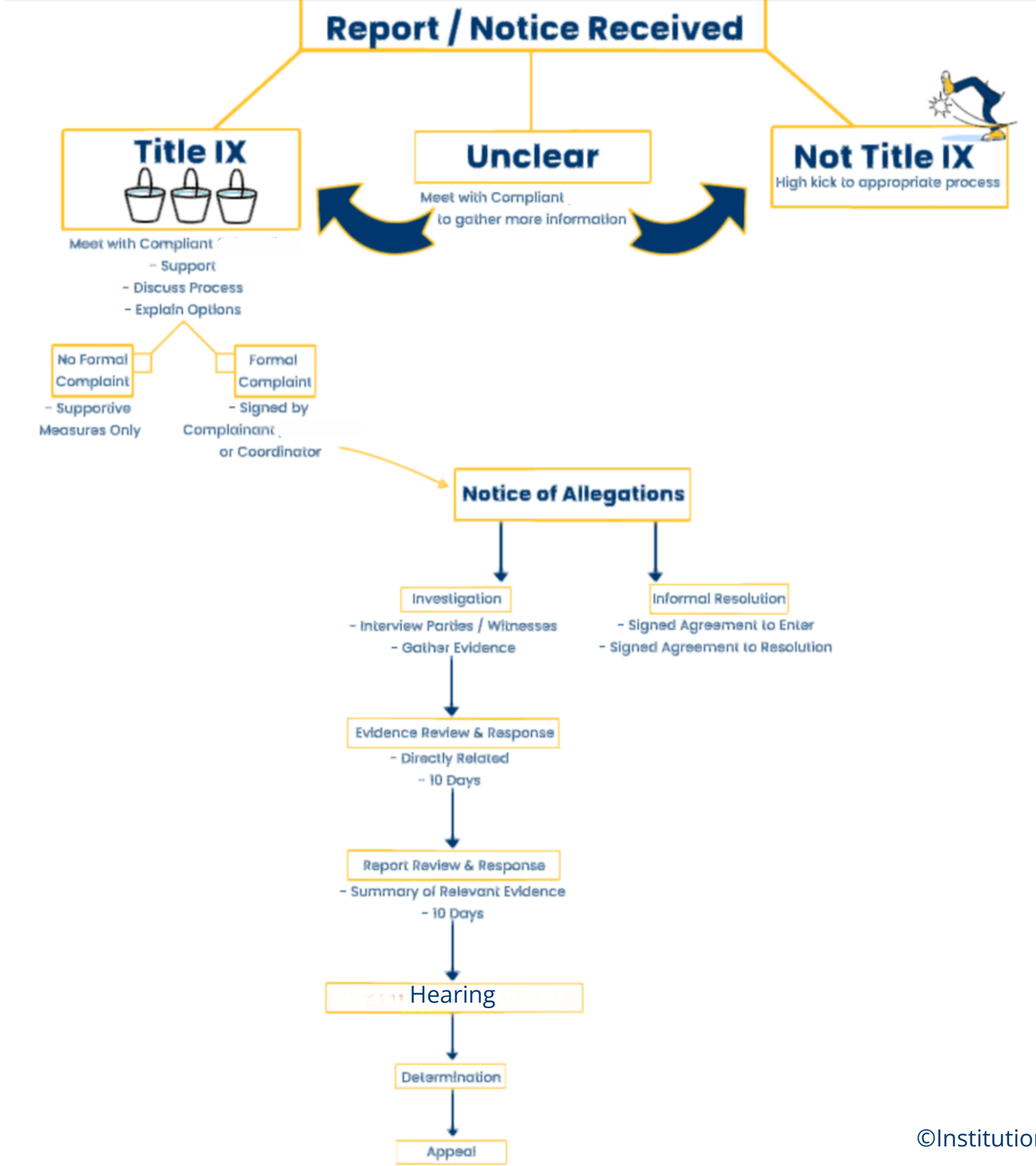


Restrictions on attendance at specific events.



Restrictions that could have been imposed as remedies or disciplinary sanctions had the grievance process been used and the Respondent found responsible.

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DETERMINATION BECOMES FINAL

THE DATE THE PARTIES ARE PROVIDED WITH THE WRITTEN DETERMINATION OF THE RESULT OF ANY APPEAL.

OR

THE DATE WHEN AN APPEAL WOULD NO LONGER BE CONSIDERED TIMELY (DAY AFTER APPEAL DEADLINE).



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A FEW MORE THINGS ABOUT GRIEVANCE PROCEDURES

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- Any additional procedures a school adopts must be applied equally to all parties.
- Use caution here. It’s already complicated.



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- MAY NOT discipline Respondent for sex discrimination UNLESS there is a determination AT THE CONCLUSION OF THIS PROCESS that Respondent engaged in sex discrimination.

- MAY NOT discipline a party or witness for a false statement, or for engaging in consensual sexual conduct based SOLELY on determination of whether sex discrimination occurred.

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Prevention

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BARRIERS TO REPORTING
2020 – recommended

- Must monitor for barriers to reporting information about sex discrimination.
- Must take steps to address the barriers.



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PRACTICAL TIPS/IRL



Data: It is necessary to understand the data related to what is occurring at your school



Assessment: Necessary to understand why individuals are reporting/not reporting



Increased Reporting: Assessing and removing barriers WILL increase reporting/notification

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RECORDKEEPING

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RECORDKEEPING

Notification

- For EACH Notification (Report) of information that may reasonably constitute sex discrimination, the following actions MUST be documented:
- How school responded promptly and effectively
- Notifications to the Title IX Coordinator.
- Supportive Measures.
- Steps to effectuate the remedies to ensure that sex discrimination does not continue or recur.

For EACH Complaint of sex discrimination, the following actions MUST be documented:

- Records documenting informal resolution process.
- Records documenting grievance procedures.

Training Materials

- Training materials must be made available on the institution's website.

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EMERGENCY REMOVAL

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EMERGENCY REMOVAL

May remove student on an emergency basis AFTER undertaking individualized safety and risk analysis.

In order to remove a student, the school must:

- undertake an individualized safety and risk analysis,
- determine that an immediate threat to the **physical health or safety** of any student or other individual arising from the allegations of sexual harassment justifies removal, and
- Must provide Respondent an opportunity to challenge the decision IMMEDIATELY following the removal.

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ADMINISTRATIVE LEAVE

May place employee on administrative leave during pendency of the grievance procedures.

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RETALIATION

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RETALIATION

Must Prohibit Retaliation (including peer retaliation)

- The school or any other individual at the school (party/witness/employee, etc.) MAY NOT:
  - intimidate,
  - threaten,
  - coerce,
  - or discriminate against

any individual that has made a report or complaint under Title IX, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

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RETALIATION CONSIDERATIONS

- When informed of retaliation, MUST provide supportive measures.
- May use grievance procedures, other processes, or informal resolution to resolve.

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QUESTIONS?



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