

Rise and Shine with Title IX

Overview of Title IX: What Every Building Principal Needs to Know

with Katy Osborn and Kylie Stryffeler



Disclaimers

- We are not giving you legal advice – consult with your legal counsel regarding how best to address a specific situation
- Yes, we will send a copy of the slides after this presentation to all who registered their email address when signing in
- Feel free to submit questions - I will answer them at the end as time permits
- This is an overview of Title IX – If you are going to serve as a Title IX Coordinator, Investigator, Informal Resolution Facilitator, or Decision Maker, you are required to have additional training

Posting These Training Materials?

- Yes!
- Your Title IX Coordinator is required by 106.45(b)(10)(i)(D) to post materials to train Title IX personnel on its website
- We know this and will make this packet available to your district electronically to post

Additional information
available at:

Title IX Resource Center
at www.bricker.com/titleix

Find us on **Twitter** at
@BrickerEdLaw





Introduction

Discrimination = Treating people differently

Discrimination is the act of treating people **differently** based on a protected characteristic (or stereotypes based on that characteristic)

- Focus on access to education opportunities, resources, programs
- Disparate treatment in the workplace/school
- Disparate impact claims (neutral policies that have discriminatory impacts)

Common Types of Protected Traits

- Race
 - Color
 - Religion
 - Sex (gender)
 - Military status
 - National origin
- Disability
 - Age
 - Ancestry
 - Marital status
 - Pregnancy
 - Genetic information

Sex Discrimination and Harassment

Title IX

“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...”

Sex Discrimination under Title IX

34 C.F.R. § 106.31(b)

- Treat one person **differently** from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service
- Provide **different** aid, benefits, or services, or provide aid, benefits, or services in a different manner
- Deny any person such aid, benefit, or service
- Subject any person to separate or **different** rules of behavior, sanctions, or other treatment

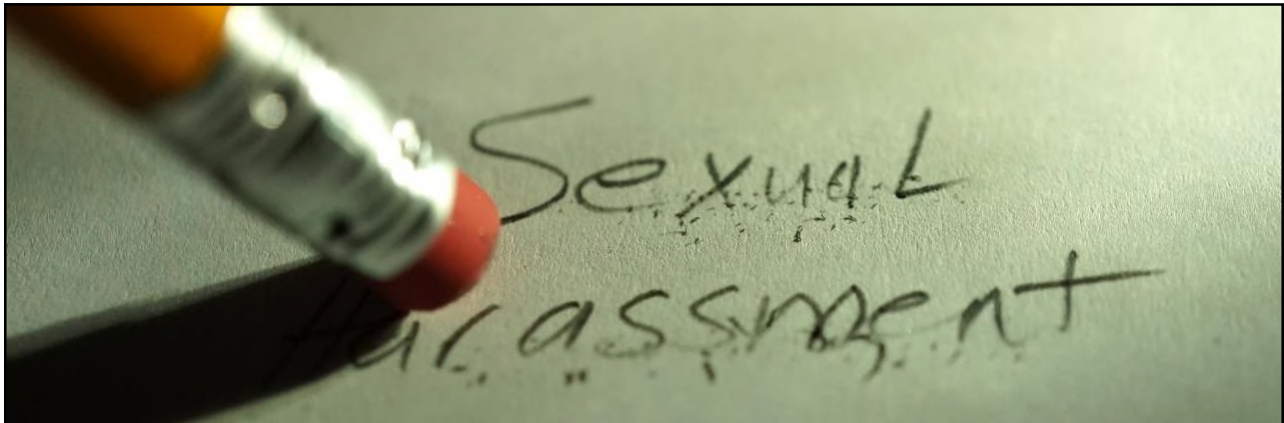
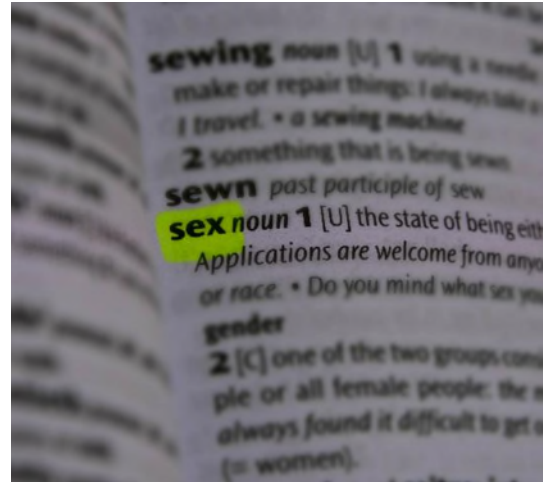
Sex Discrimination under Title IX

34 C.F.R. § 106.31(b)

- Apply any rule concerning the domicile or residence of a student or applicant
- Aid or perpetuate discrimination against any person by **providing significant assistance to any agency, organization, or person which discriminates on the basis of sex** in providing any benefit or service to students or employees
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity

What does “sex” mean?

- Biological sex
- Gender
- Sex stereotyping
- Sexual orientation**
- “Sex” as a verb



Sexual Harassment Definitions under the New Title IX Regulations

When does a school have notice of a complaint?

Actual knowledge = notice of sexual harassment or allegations of sexual harassment to a recipient's:

- Title IX Coordinator, or
- Any official of the recipient who has authority to institute corrective measures on behalf of the recipient, or
- **To any employee of an elementary or secondary school**

34 C.F.R. § 106.30(a)

The School's Obligation

A recipient with **actual knowledge** of sexual harassment in an **educational program or activity** of the recipient against a person in the United States, must **respond promptly in a manner that is not deliberately indifferent**. A recipient is only deliberately indifferent if its response to sexual harassment is unreasonable in light of known circumstances.

New Definitions of Sexual Harassment under Title IX

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- **Quid pro quo** – 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
- **Hostile environment** – 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
- **Clery crimes** – Sexual assault, dating violence, domestic violence, or stalking [Clery regulatory definition cites omitted]

Final Regulations Apply to Employees

- Recipients that are subject to both Title VII and Title IX must comply with both
- “Deliberate indifference” standard applies
 - Because Title IX recipients are “in the business of education”
 - “Marketplace of ideas”

Quid Pro Quo

- They do/won't do this, so...
- They will/won't put up with this, so...
- If you do/don't... I will/won't...



Quid Pro Quo

- May involve a power differential
- “Everyone knows that so-and-so...”
- Voluntary conduct between some may put observers in the position of believing that something sexual is necessary to get something favorable

Hostile Environment – What does this look like?

Be aware of things that are **not** elements:

- “Happened more than once”**
- “Parties weren’t dating at the time”
- “Must involve two people of compatible sexual orientations”
- “Must occur on school property” ** (but remember state law restrictions)
- “Must have bad intent”

Jurisdictionally Important

From 34 C.F.R. § 106.44:

“If the conduct alleged in the formal complaint would not constitute sexual harassment... even if proved, did not occur in the recipient’s education program or activity, or did not occur against a person in the United States, then the recipient **must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX or this part**; such a dismissal does not preclude action under another provision of the recipient’s code of conduct.”

Hypothetical #1

- Chuck and Mary Sue are bus drivers
- Chuck asks Mary Sue out on a date
- Mary Sue says no

Hypothetical #1

- Chuck brings flowers and asks again
- Mary Sue says no again

Hypothetical #1

- Chuck asks Mary Sue out over the radio, and Mary Sue says no again
- The transportation supervisor warns them both informally not to discuss personal matters on the radio

Hypothetical #1

- Chuck corners Mary Sue in the break room before the morning route to ask her why she won't date him and won't let her leave until she says yes
- The transportation supervisor writes both of them up for starting their routes late

Hypothetical #2

- Mr. Smith is a well-loved teacher
- He is always commenting on how pretty his female students look
- Josie, a student, is his helper and comes to his room during fourth period class to grade papers
- Josie's mother brings you text messages that Mr. Smith has been sending to Josie (not sexual in nature)

Hypothetical #3

- A student approaches a trusted teacher after class and mentions that she was at a party last Friday night
- The student tells the teacher she was kissing another student at the party and then he reached down her pants and touched her in a way that made her uncomfortable after she told him to stop
- The student asks the teacher not to tell anyone, saying she "doesn't want to make a big deal out of it"

Hypothetical #4

- You're a custodian in the school district
- While working in the boys' locker room one evening, you overhear a student complaining to his friend about the annual "hazing ritual" that happens in the locker room
- The student tells his friends that he's "dreading the towel on his privates..."

Mandatory Reporting

- Child Abuse
- Felonies
- If a school employee engages in sexual conduct with a student, it must be reported
 - Even if the student is 18
- ODE Conduct Reporting



Retaliation

Section added to new Title IX regs

Retaliation defined in part: “No recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this part, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part...”

34 C.F.R. § 106.71

Retaliation

- Report this **immediately** to the Title IX Coordinator
- Is there already a no-contact order and, if not, do you want one?
- Adverse action against an individual
- Abuse, violence, threats, and intimidation
- More than just someone expressing their opinion

District Obligations

- Update district policies
 - Address complainant and provide supportive measures
 - Mandatory reporting
 - Informal resolution
- Investigation
 - Formal grievance process:
 - Notice
 - Report
 - Decision
 - Appeal

Employee Obligations

- Know who the District Title IX Coordinator is (their information will be posted on the school's website)
- Recognize a potential Title IX violation
- Report any potential Title IX violation to the Title IX Coordinator **the same day** you receive notice of it
- Review your district's anti-discrimination and anti-harassment policies as soon as they are updated

How do you make a report on your own behalf?

- Promptly report incidents of unlawful discrimination and/or retaliation to your District's Title IX Coordinator so that the Board may address the conduct
- Remember – retaliation is prohibited



How do you make a report on your own behalf?

- The Title IX Coordinator can describe for you the difference between formal and informal complaints, discuss the criminal reporting process, determine appropriate supportive measures, and identify other available resources
- You can then choose how you wish to proceed (i.e., a formal or informal resolution process)

How do you make a report on your own behalf?

- If you make a report, the Title IX Coordinator should discuss **supportive measures** with you
- May include counseling, extensions of deadlines, modifications of work or class schedules, escort services, mutual no-contact orders, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures

Key Takeaways for Staff

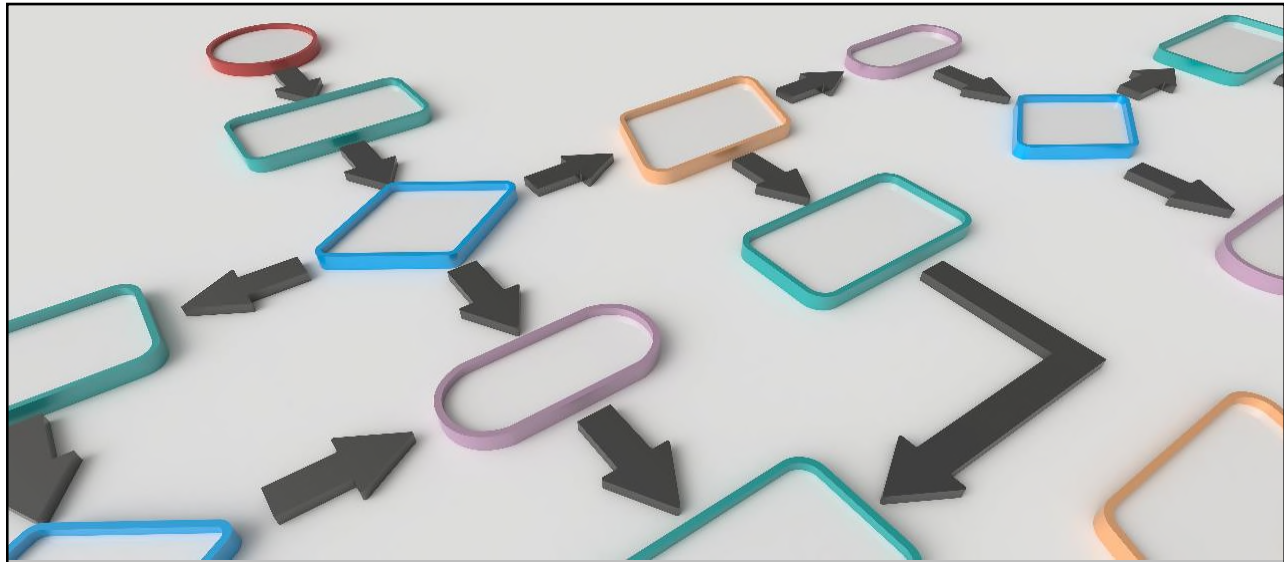
- Understand the definition of sexual harassment
- Know to whom you should report any complaints of sexual harassment (whether witnessed yourself, or reported to you by someone else)
- Recognize or know responsibility to report any acts of retaliation
- Understand supportive measures you may need to help implement

Key Takeaways for Administrators

- Everything listed in the previous slide for staff
- Update the Title IX policy by **August 14, 2020**
- Follow notice and posting requirements for anti-discrimination, Title IX policies, and training materials

TIX Team Training Requirements

- The definition of sexual harassment as defined in 34 C.F.R. § 106.30
- The scope of the district's education program or activities
- How to conduct an investigation
- How to consistently apply definitions used by the district with respect to consent (or the absence/negation of consent)
- The grievance process, including hearings, appeals, and informal resolution processes, as applicable
- How to serve impartially and avoid prejudgment of facts at issue, conflicts of interest, and bias



Grievance Procedures

Formal Complaint

- **Formal Complaint** – “a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment”
- **Complainant** – “an individual who is alleged to be the victim of conduct that could constitute sexual harassment”

General Requirements: Due Process/ Fundamental Fairness

- Treat complainants/respondents equitably;
- No conflict of interest or bias; trained staff
- Presumption that respondent is not responsible – **no sanctions until process complete**
- Reasonably prompt timeframes
- Range of possible sanctions/remedies

General Requirements: Due Process/ Fundamental Fairness

- Evidentiary Standard – Preponderance or Clear and Convincing
 - Same standard applicable to complaints against students and employees
 - Same standard applicable to all complaints of sexual harassment
- Describe supportive measures
- Exclude privileged information

Notice to Parties

- Grievance Process
- Allegations
 - Sufficient details known at the time, including identity of parties, date and location of alleged incident, alleged conduct
 - Sufficient time to prepare response
- Statement that respondent is presumed not responsible and that determination will be made at conclusion of grievance process
- May have advisor of choice
- May inspect/review evidence
- Inform of Code of Conduct prohibiting false statements
- Notice of any additional allegations that may arise

Dismissal and Consolidation

Dismissal of Formal Complaints

- Mandatory
 - Alleged conduct, even if proved, would not fall within the scope of Title IX
 - Does not preclude action under other Code of Conduct provision
- Permissive
 - Complainant withdraws formal complaint
 - Respondent is no longer enrolled/employed
 - Specific circumstances prohibit gathering sufficient evidence
- Must provide notice of dismissal to parties

Consolidation of Formal Complaints

- Permissive – where allegations arise out of same facts/circumstances

Investigation Process

- Burden of proof and burden of gathering evidence is on recipient
- Equal opportunity to present witnesses
- May not prohibit parties from discussing allegations or gathering/presenting evidence
- Provide same opportunity to have others present including advisor of choice
- Written notice of any hearings/interviews/meetings

Investigation Process

Provide All Evidence to Parties

- Allow 10 days to review
- Allow parties to submit a written response before completion of Investigative Report

Prepare Investigative Report

- Fairly summarizes relevant evidence
- Provide to parties 10 days prior to determination of responsibility
- Allow parties to submit written response

Hearings and Cross Examination

Live Hearings

- Optional for K-12
- Hearing does not have to provide the right to cross examination

With or Without Hearing

- Allow parties to submit written questions of other parties/witnesses
- After distribution of Investigative Report; before determination regarding responsibility
- Provide answers and allow limited follow up
- Questions and evidence regarding complainant's sexual predisposition or prior sexual behavior prohibited (very limited exceptions)

Written Determination of Responsibility

- | | |
|---|---|
| <ul style="list-style-type: none"> • Note: Decision maker cannot be investigator or Title IX Coordinator • Identification of the allegations • Description of procedural steps • Findings of fact | <ul style="list-style-type: none"> • Conclusions • Statement of result as to each allegation, including determination, sanctions, and remedies • Procedures and bases for appeal • Provided to parties simultaneously |
|---|---|

Appeals

Required bases:

- Procedural irregularity that affected the outcome
- New evidence not reasonably available at time determination was made that could affect the outcome
- Conflict of interest/bias

Additional bases permitted:

- Offered to both parties equally

Appeals process:

- Notify other party in writing when appeal is filed
- New decision maker
- Allow opportunity for both parties to submit written statement
- Written decision with result and rationale
- Provided to both parties simultaneously

Informal Resolution

Procedures may include informal resolution process

- May not be mandatory
- May not be offered unless formal complaint is filed
- May not be offered in allegation by student against employee

Requirements

- Written notice of: allegations; requirements of process; right to withdraw from process and resume formal grievance process; consequences of participation including the records that will be maintained or could be shared
- Obtain voluntary, written consent from both parties

Recordkeeping – Maintain for 7 Years

- Investigation Records (including determination, recordings, transcripts, sanctions, remedies)
- Appeal Records
- Record of any Informal Resolution
- Training materials – posted on website/available upon request
- Documentation of recipient's response to all reports and formal complaints

Bricker's Title IX Toolkit

Available for download: k12tixtoolkit.bricker.com

VEED.IO



Bricker's Title IX for K-12 Training Series

Level 1

- General training for all K-12 staff

Level 2

- Title IX Coordinator/Administrator
- Investigator
- Report Writing for investigators and decision-makers
- Decision-Maker and Appeals Officer
- Informal Resolution Facilitator

Now Added: Level 3 advanced training for your K-12 Title IX Team!

- Title IX Coordinator
- Investigator
- Report Writing
- Informal Resolution Facilitator

View dates and register at www.bricker.com/titleix

Thank you for attending!

Remember – additional information available at:

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