

From One Title IX Coordinator to Another: A Practical Approach to Navigating Beyond Compliance in a Post Regulatory World

> Chantelle Cleary, JD Senior Consultant

Meet Your Facilitators



Chantelle Cleary, J.D. Senior Consultant

Chantelle Cleary is a nationally-recognized subject-matter expert in Title IX and related fields. She has more than 10 years of experience in the investigation and adjudication of sexual and interpersonal violence. She lectures extensively at universities and conferences throughout the U.S. on Title IX, VAWA, harassment, and implementation of best and emerging practices. Prior to joining Grand River Solutions, Chantelle served as the Director for Institutional Equity and Title IX at Cornell University, and before that as the Assistant Vice President for Equity and Compliance and Title IX Coordinator at the University at Albany. In these roles, she provided direct, hands-on experience in the fields of Title IX, civil rights, employment law, and workplace and academic investigations. Her responsibilities included focusing on diversity efforts, sexual assault prevention and training, affirmative action, and protecting minors on campus.



Grand River Solutions, Inc.

About Us

Grand River Solutions provides Title IX, equity, and Clery Act consulting services. Together, our experts have decades of direct, on-campus experience at both small and large, public and private institutions. This practical expertise derived from years of hands-on experience enables our team to offer customized solutions unique to your educational institution's needs. Grand River has a suite of creative, cost-effective and compliant solutions to help schools meet their needs in innovative ways.





Day 1 Agenda

01

The Ever-Evolving Jurisprudence of Title IX

"If nothing else, Title IX Coordinators are experts at adapting."

02

Building a Foundation for Success

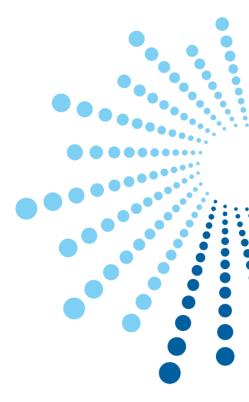
03

Compliance

04

Training & Education

Educating ourselves and our communities in a post regulatory world



Day 2 Agenda

01

Receipt of Reports

Actual Knowledge, Report Response, Initial Assessments, & Supportive Measures

02

Complainant Intake & Supportive Measures

03

Report Resolution

Remedies Based, Informal, or Formal





The Ever-Evolving Jurisprudence of Title IX

"If nothing else, Title IX Coordinators are experts at adapting"





Title IX of the Education Amendments Act of 1972

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

20 U.S.C. § 1681 (1972).



Title IX Applies to All Forms of Sex Discrimination

- Sexual Harassment
- Achievement Awards
- Athletics
- Benefits
- Financial Aid
- Leaves of absence and re-entry policies
- Opportunities to join groups
- Pay rates
- o Recruitment

- Retention Rates
- Safety
- Screening Exams
- Sign-on Bonuses
- Student and Employee Benefits
- Thesis Approvals
- Vocational or College Counseling
- Research opportunities





ATIMELINE

2018 2020 2016 DCL on **2011 Dear** 1992: DCL Withdrawal 1999: Davis v **Transgender** Colleague TIX is of 2001 Franklin v and Monroe **Students** Letter ("DCL") **Passed** Q&A **Guidance Gwinnett** 1972 2020 1979: Cannon 2001: Revised 2014 1998: 2017: 2011 2020 2020 v University of Gebser v Sexual Q&A DCL guidance & **Regulations** Q&A Chicago 2016 DCL on Lago Vista Harassment

Guidance



Transgender Students Rescinded



The Title IX Regulations

Sexual Harassment Only

- 1. Narrows the definition of sexual harassment;
- 2. Narrows the scope of the institution's educational program or activity;
- 3. Narrows eligibility to file a complaint;
- 4. Develops procedural requirements for the investigation and adjudication of sexual harassment complaints, only.



Sexual Harassment: Defined in 1996, 2001, & 2011 Guidance

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

- (1) Conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, OR objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) Sexual assault is a form of sexual harassment
- *Dating Violence, Domestic Violence, Stalking, not included pre 2020 regulations

Sexual Harassment: Section 106.30

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

- (1) 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;
- (2) 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
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Covered Geography

Includes locations, events, or circumstances over which the recipient exercised **substantial control** over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution.

- On campus or in a building owned or controlled
- Off-campus incident that occurs as part of the institution's operations
- Institution exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a); or
- the incident of sexual harassment occurs at an offcampus building owned or controlled by a student organization officially recognized by a postsecondary institution



Not Covered

- Off campus conduct, even if it has an impact on the educational program or activity;
- Conduct that occurs outside of the United States.





Covered Individuals

Eligibility for Title IX's Protections

"At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed." 34 C.F.R. § 106.30

Applicant

/ Accepted/Hired

Enrolled/Employed



Title IX Application Post May 2020 Regulations

Type of Conduct

- Hostile Environment Sexual Harassment
- Quid Pro Quo
- Sexual Assault
- Dating/Domestic Violence
- Stalking

Ed Program or Activity

- On campus
- Campus Program, Activity, Building, and
- In the United States

Required identity

 Complainant is participating or attempting to participate in the Ed Program or activity Apply 106.45 Procedures

Required Response:

Section 106.45
Procedures

Conduct Falling Outside the Scope of Title IX

- Apply other institutional policies and procedures
- Ensure that those policies and procedures are complaint with VAWA/Clery, other intersecting federal and state laws



Actual Notice

A Narrowed Scope of Institutional Responsibility

Institution must respond when it has:

"Actual knowledge"

When "an official of the recipient who has authority to institute corrective measures" has notice, e.g., Title IX Coordinator

of "sexual harassment" (as newly defined)

that occurred within the school's "education program or activity"

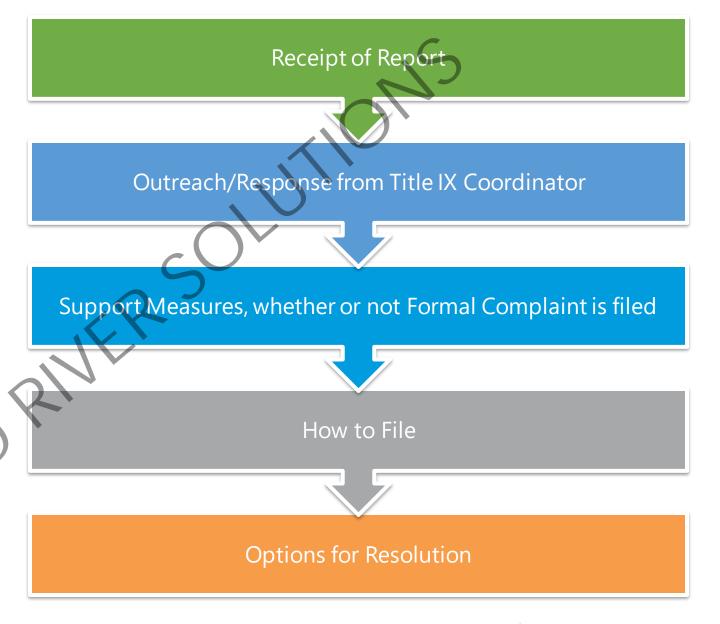
"includes locations, events, or circumstances over which the recipient exercised substantial control" over the respondent and the context in which the sexual harassment occurred

Fact specific inquiry focused on control, sponsorship, applicable rules, etc.

against a "person in the United States" (so, not in study abroad context)



Initial Response Requirements



Procedural Requirements for Investigations

Notice to both parties

Equal opportunity to present evidence

An advisor of choice

Written notification of meetings, etc., and sufficient time to prepare

Opportunity to review all evidence, and 10 days to submit a written response to the evidence prior to completion of the report

Report summarizing relevant evidence and 10 day review of report prior to hearing

Procedural Requirements for Hearings

Must be live, but can be conducted remotely

No Compelling participation

Standard of proof used may be preponderance of the evidence or clear and convincing; standard must be the same for student and employee matters

Cross examination must be permitted and must be conducted by advisor of choice or provided by the institution

Decision maker determines relevancy of questions and evidence offered

Exclusion of Evidence if no cross examination

Written decision must be issued that includes finding and sanction

K-12: Hearings Optional

 Schools have the flexibility to allow for no hearings or for hearings in circumstances that they may define by policy.

 Whatever policy requires, rules adopted must apply equally to all parties

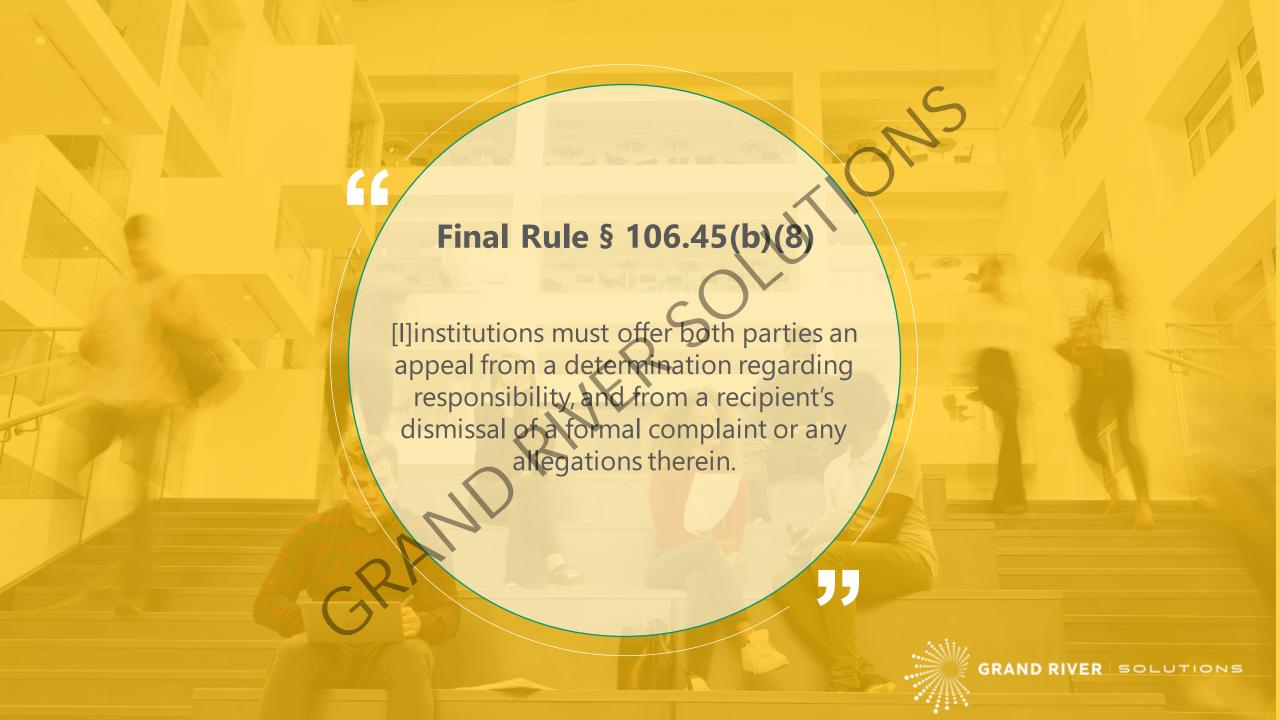
• If hearings are permitted, the procedures set forth in section 160.45 are not required



K-12: Three Requirements

- 1. Before any determination of responsibility is made, the decision-maker(s) must afford each party "the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party."
- 2. Questions about the Complainant's prior sexual history predisposition or behavior except under certain circumstances.
- 3. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.





Appeals: Mandatory Grounds

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) 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; and/or
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) 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.



Other Requirements of the Regulations

Designation of a Title IX
Coordinator

Dissemination of policy

Separation of Responsibilities

Training

Impartiality

Record Keeping



Building a Foundation of Success

02



Final Rule, Section 106.8

Designation of Coordinator, Dissemination of Policy, and Adoption of Grievance Procedures

"Each recipient must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this part, which employee must be referred to as the Title IX Coordinator."

Additionally:

- The recipient must notify [everyone] of the name or title, office address, email address, and telephone number of the coordinator(s).
- Any person may report in person, by mail/email, telephone using the contact information.
- Reports can be made at anytime.



Final Rule, Section 106.8(a

The institution must notify applicants and all members of the community of the Title IX Coordinators

- 1. Name or Title
- 2. Office address
- 3. Email address
- 4. Phone number

Any person may report, at any time, sex discrimination, including sexual harassment in person, by mail, by telephone, by email, or any other means using the contact information listed

"Responsibilities Required Under Title IX and the Regulations"

- Serve as the primary pathway for receipt of reports of sex discrimination and sexual harassment;
- Upon receipt of a report, promptly contact the complainant to discuss the availability of supportive measures and to explain the process of filing a formal complaint;
- Coordinate the effective implementation of supportive measures;
- Where a report is made, but a formal complaint is not filed by the complainant, determine whether a formal complaint should be filed and sign that formal complaint;
- Effective implementation of any remedies imposed by a decision maker at the conclusion of a grievance process.

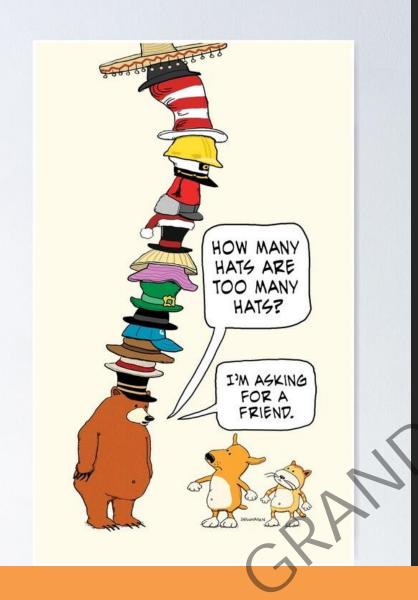


Responsibilities Often Delegated to the Title IX Coordinator

- Ensuring that the institutional policies and procedures are compliant with Title IX
- Ensuring dissemination of the policy
- Overseeing the grievance process to ensure it is compliant
- Coordinating a compliant grievance process
- Staffing various roles
- Ensuring training requirements are met
- Record keeping
- Compliance with intersecting federal and state laws
- Education and prevention efforts







Another moment, please.



A Successful Title IX Coordinator...



Adheres to policies and procedures

Records or documents everything

Engages meaningfully with the community

Strategically plans for success

Strategic

- Conduct your own review: Evaluate the institution's state of compliance, strengths, and opportunities in all areas
- Develop plans for success in every area
- Prioritize the implementation and execution of those plans



Engage

- Understand the needs of the community you serve
- Build awareness
- Build trust
- When you engage, others engage
- Can assist with workload



Adhere

- Adhere to policies and procedures
- Implement training plans
- Stick to compliance plans
- Use the forms that are developed



Consistency **Creation of Forms** & Templates **Development of Annual Plans for Compliance Comprehensive Development of Annual Policies & Plans for Training Procedures** GRAND RIVER SOLUTIONS



Record

Document, Document!

- 1. Compliance
 - 1. Maintain old policies
 - Keep records of all responses to reporting requirement
- 2. Training
 - 1. Dates, times, locations
 - 2. Attendees
 - 3. Training materials
 - 4. Reason for the training
- 3. Response
 - 1. EVERYTHING

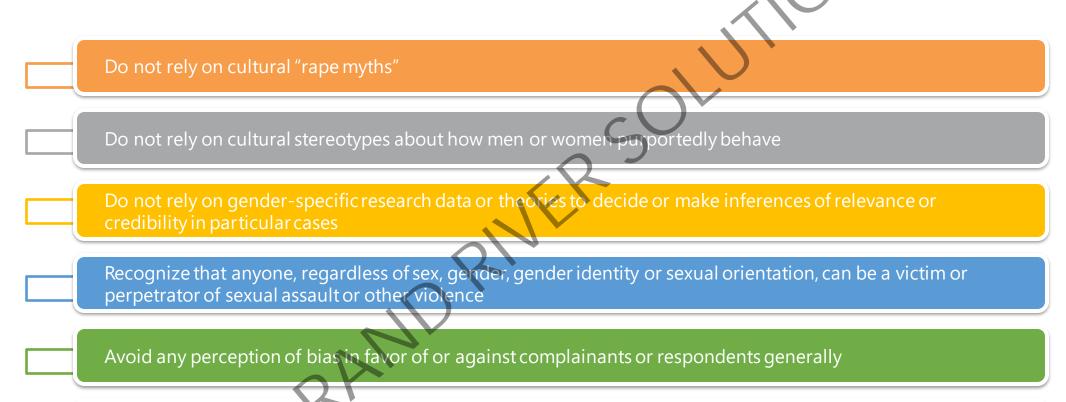


Avoiding Prejudgment and Bias

"The Department's interest in ensuring impartial Title IX proceedings that avoid prejudgment of the facts at issue necessitates a broad prohibition on sex stereotypes so that decisions are made on the basis of individualized facts and not on stereotypical notions of what "men" or "women" do or do not do." 85 Fed. Reg. 30254 (May 19, 2020).



Avoiding Prejudgment and Bias



Employ interview and investigation approaches that demonstrate a commitment to impartiality

Avoiding Bias

Department also rejected commenters' arguments that individuals should be disqualified from serving as investigators because of past personal or professional experience

"Department encourages [schools] to apply an objective (whether a reasonable person would believe bias exists), common sense approach to evaluating whether a particular person serving in a Title IX role is biased" WHILE

"exercising caution not to apply generalizations that might unreasonably conclude that bias exists (for example, assuming that all self-professed feminists, or self-described survivors, are biased against men, or that a male is incapable of being sensitive to women, or that prior work as a victim advocate, or as a defense attorney, renders the person biased for or against complainants or respondents"

Avoiding Conflicts of Interest

Commenters argued that investigators and hearing officers employed by schools have an "inherent conflict of interest" because of their affiliation with the school, so Department should require investigations and hearings to be conducted by external contractors

Department noted that some of those commenters argued that this resulted in bias against complainants, and some argued that this resulted in bias against respondents

Department's response: Department's authority is over schools, not individual investigators and other personnel, so Department will focus on holding school's responsible for impartial end result of process, without labeling certain administrative relationships as per se involving conflicts of interest



Avoiding Prejudgment, Bias, and Conflicts of Interest

Bottom line

- > Follow facts of every individual case
- Investigate in manner that will not allow even a <u>perception</u> of prejudgment or bias for or against any party





Compliance SOLUTIONIS

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Sources of Compliance Obligations

Title IX Final Regulations

Violence Against Women Act Other, Intersecting Federal Laws

State Law

Legal Precedent

Institutional Policies

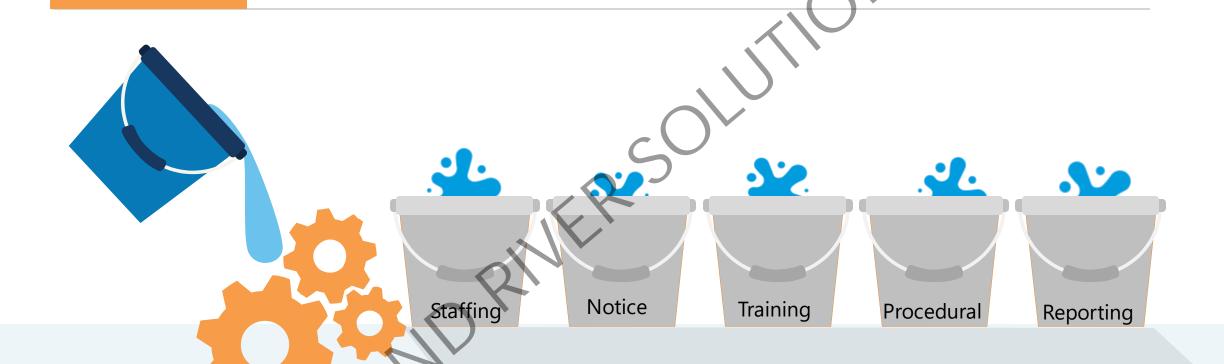
Resolution Agreements



Title IX Compliance Obligations

Designate	Designate a Title IX Coordinator
Disseminate	Disseminate Policy •Notification •Publications
Respond	Promptly respond to instances of sexual harassment occurring within the educational program or activity of which the institution has actual knowledge in a manner that is not deliberately indifferent;
Provide	Provide supportive measures in accordance with the requirements of section 160.30
Utilize	For reports of sexual harassment utilize grievance procedures that comply with section 160.45
Require	Require that individuals participating in the grievance process do so impartially and that they are trained in accordance with the 160.45(b)(1)(iii).
Maintain	Maintain records response to sexual harassment in accordance with 160.45 (10)
Comply	Comply with 160.71 prohibition against retaliation

Categories of Compliance Requirements



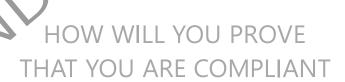


Developing a Strategy for Compliance



IDENTIFY COMPLIANCE

OBLIGATIONS





RECORD KEEPING



Implementing the Strategy for Compliance





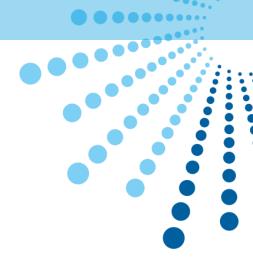
Calendar



Training & Education

Educating ourselves and our communities in a post regulatory world





Sources of Training Requirements









Title IX Final Regulations

Violence Against Women Act

State Law

Resolution Agreements



Training and Education
Two Areas of Focus

Institutional Response to Sex Discrimination

Prevention Education



Institutional Response Training

- 1. Institutional Policies and Procedures
- 2. Prohibited Conduct
- 3. Options for Confidential Support
- 4. The Identify, Role, and Requirements of the Responsible Employee
- 5. Options and methods for Reporting
- 6. The Grievance Process
- 7. The Role of the Title IX Coordinator



A Really Important Moment, Listen Up. It's okay...



To not know the answer to every question thrown your way



To say,

"I don't know"

"I'd like to think about that"

"I'll get back to you"

"Thank you for sharing your perspective"



To decline to answer a question



To recognize and assert your expertise

Title IX Staff

- Coordinators
- Investigators

Decision Makers (hearings and appeals)

Facilitators of Informal Resolution

 "Those who are charged with ensuring a prompt, fair, and impartial investigation and result." (VAWA)

Faculty

- New faculty
- Existing faculty
- Adjunct Faculty
- Supervising faculty

Students

New Students

- Existing Students
- Specialized populations
- Student staff

Staff

- Senior leadership
- Public Safety/campus law enforcement
- Health care workers



Community Partners?

Boards of Trustees

Law Enforcement

Advocacy Groups

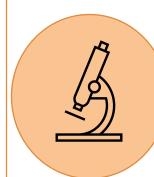
Health Care Providers

Attorneys

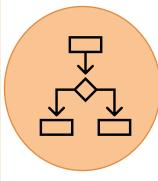
Media



Training for Title IX Staff



The scope of the institution's education program or activity (i.e., its Title IX "jurisdiction")



How to conduct the grievance process



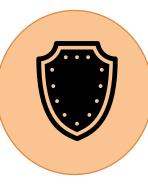
How to serve impartially



The technology to be used at a live hearing



Issues of relevance of questions and evidence



Rape shield protections; and,



Issues of relevance in creating an investigative report.

Responsible Employees

GRAMI



Responsible Employee Training: Additional Areas of Focus

Take time to explain the reason for and importance of Responsible Employee reporting

Provide advice on how to receive a report

Provide suggestions on how to share their obligation to report with the reporting individual

Instruct on their options for reporting to the Title IX Coordinator

Fully explain what happens after they report a disclosure



Special Considerations for Training & Education in the Post Regulatory Landscape



Explaining the narrowed scope of Title IX



Explaining the institutional decision for two processes/procedures



Responsible Employee challenges



Burden of proof challenges



Length of Training



Time for questions/community processing



From One Title IX Coordinator to Another: A Practical Approach to Navigating Beyond Compliance in a Post Regulatory World

Day 2

Chantelle Cleary, JD Senior Consultant

Day 2 Agenda

01

Receipt of Reports

Actual Knowledge, Report Response, Initial Assessments, & Supportive Measures

02

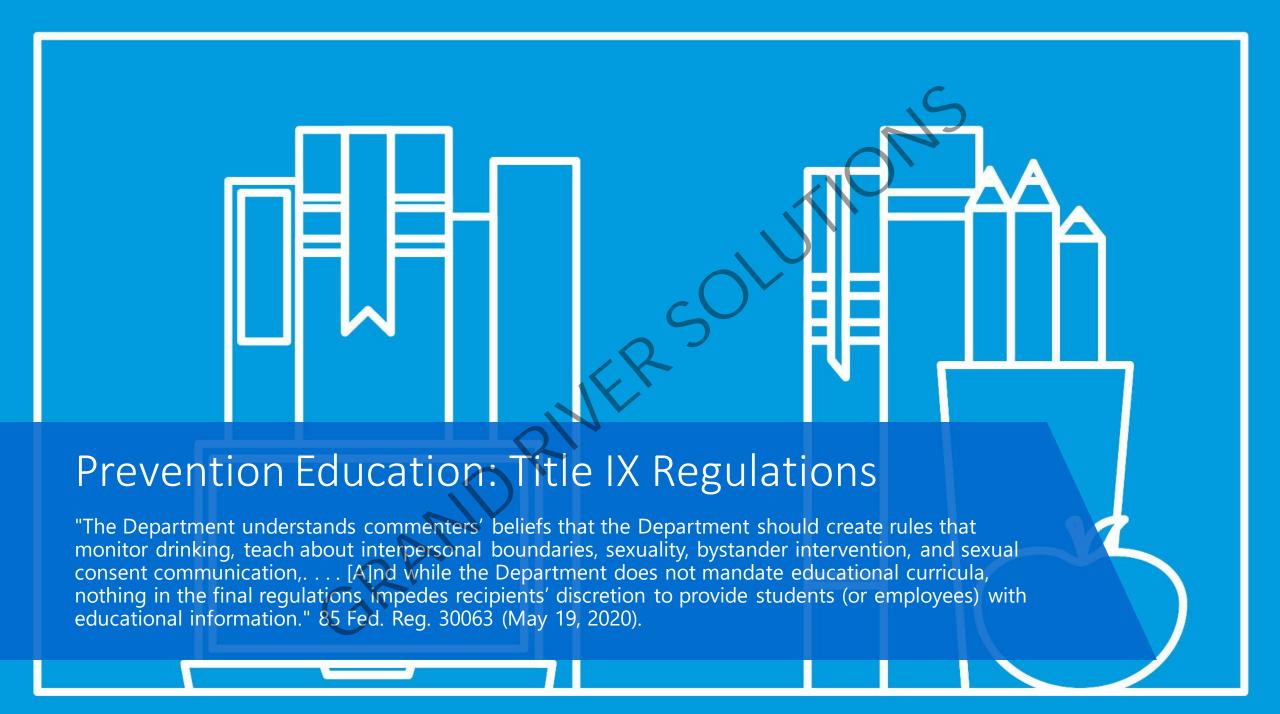
Complainant Intake & Supportive Measures

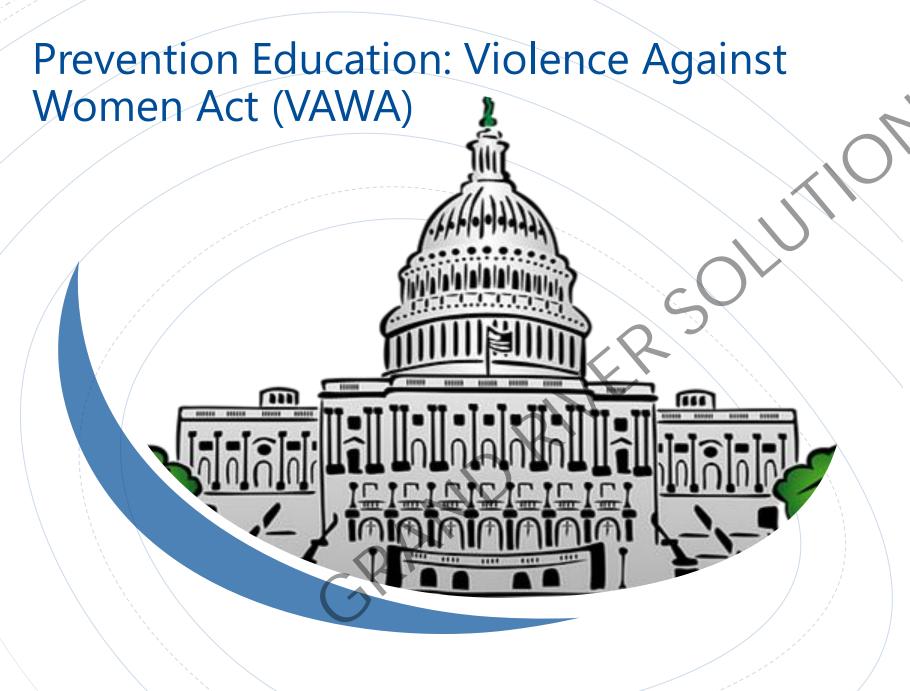
03

Report Resolution

Remedies Based, Informal, or Formal







A primary prevention and awareness program [which includes bystander intervention] aims to prevent dating violence, domestic violence, sexual assault, and stalking.

Ongoing prevention and awareness campaigns.

Elements of Annual Training Strategy

Identify population to be trained

Determine topic

Schedule the training

How will you deliver the training

Partnerships

Communications

Community input/feedback

Engagement as passive education



Ongoing Assessment of Trainings



PRE AND POST SURVEYS



OBSER/ATION



FOR FEEDBACK & SUGGESTIONS



ENGAGE AND LISTEN



Communicate Training Successes

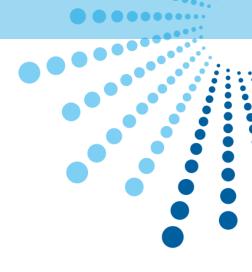




Receipt of Reports

Actual Knowledge, Report Response, Initial Assessments, and Supportive Measures





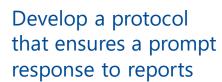




Communicate reporting methods and what folks should expect after submitting a report



Develop a plan for receiving and reviewing the reports





Develop and adhere to a practices for documenting reports and responses





Regulatory Requirements

Notice to College/University

Outreach/Response from Title IX Coordinator

Support Measures, whether or not Formal Complaint is filed

How to File

Options



Receiving Reports and Initiating the Response



1. REVIEW THE REPORT



2. DETERMINE THE APPROPRIATE INITIAL



3. PROMPTLY INITIATE THAT RESPONSE



4. DOCUMENT/RECORD
THE RECEIPT OF THE
REPORT AND THE
RESPONSE THERETO



Initial Outreach

FIRST- SAFETY Email • Create forms Phone In person • Use RA Campus safety Follow up emails



Emergency Removal of Student

- High threshold
- Not a determination of responsibility
- Whether or not grievance is underway
- Individualized
- Immediate threat (physical)
- Opportunity to challenge





The Title IX Office receives the following anonymous report via your institution's online reporting form:

Riley Smith is in trouble. I live on their floor in River Hall and I constantly hear fighting and crying coming from their room at night. Every time I see Riley with their partner, they seem really submissive and nervous and I have noticed bruises on Riley the mornings after the biggest fights. The RA and Riley's partner are friend and so the RA doesn't do anything about it. It's getting so bad that some of the other people on the floor are talking about intervening, but we are afraid of Riley's partner too.

The Title IX Office is contact by a professor who forwards the following email from a student to you:

I really don't want to bother you but I'm in a really hard situation.

I and my boyfriend had a row for these days. And he beated me yesterday and this morning that I attached some pictures before XXXX final starts this afternoon because I found out I couldn't hold pencil because of trembling and I couldn't even think in the first thirty minutes. These pictures shows my arms after he twisting them, which doesn't look violent but feel hurt. One hour before lab final started, I told him I'm going to call police after he beated me, then he dragged me from bed to the floor and threatened to kill me if I call police. It was horrible and hard to reminisce. I knew he tends to use violence before and I forgave him some times when he just pinched my chin and dragged my arm. But this time it is too bad. So he took my phone away and restrain me in my room, not letting me go because I told him I would tell my TA about this whole thing after the final. So he just let me go to final after I promised I won't tell school and police.

When I go to two finals today (XXXX and XXXX, especially the latter), I really couldn't think and even hold pen (and I grabbed my bag but almost nothing in it) for the first thirty minutes. Now everything is done, he promised not to show up in my life nor my room, which is good because I don't want to take penalty on anyone. But I couldn't predict what my final shows out. It won't match my work for the whole semester. I don't expect any makeup chance. I just want to let you know since I barely know any American women here, am I doing wrong? Is there anything I can do to fix anything from academics or life?

Sorry for bothering.



The Title IX Office receives the following email from a responsible employee:

My name is Professor Jones. One of my students shared that they were raped last weekend at a party by another student. They don't want the school starting an investigation, and so I am not going to share their name or the details with you. They are thinking about talking to the police, but are not sure who to contact. Can you please provide me with information that I can share with the student?



Complainant Intake and Supportive Measures

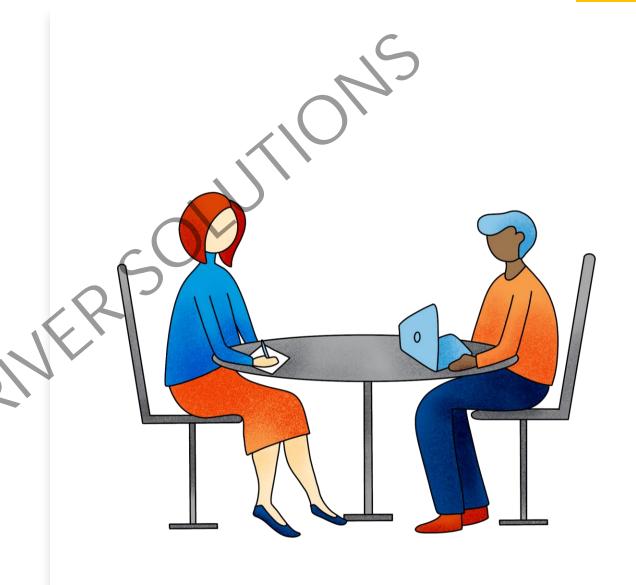
02

CRAND



Initial Meeting with the Complainant

- Prepare for the meeting
- Select appropriate space
- Build trust and rapport; empower
- Explain your role
- Discuss available support
- Options for reporting
- Answer questions
- Evidence collection/preservation
- Conclude with a discussion of next steps





unreasonably burden the other party Designed to restore or preserve equal access

Non-Disciplinary

Non-punitive

Supportive Measures

> appropriate and reasonably available

Confidential

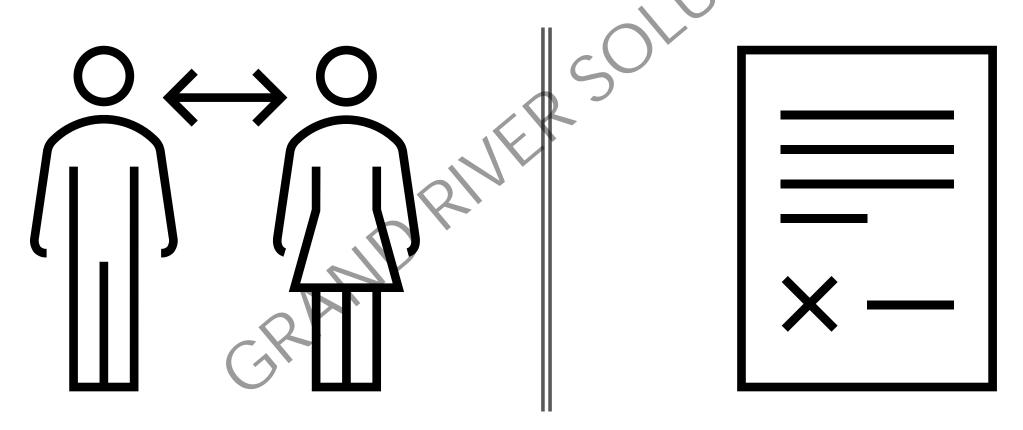
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Examples of Supportive Measures

- Assistance obtaining access to counseling, advocacy, or medical services;
- Assistance obtaining access to academic support and requesting academic accommodations;
- Changes in class schedules;
- Assistance requesting changes in work schedules, job assignments, or other work accommodations;

- Changes in campus housing;
- Safety escorts;
- Leaves of absence;
- Mutual restrictions on contact between the Parties ("No-contact" orders).

"Mutual Restrictions On Contact Between the Parties"



Post Meeting Tasks



Document the meeting



Send a summary email with resources, options, next steps



Follow up



Make connections



Provide the supportive measures



Document supportive measures requested, provided, and not provided. Where not provided, indicate why.





Report Resolution

Remedies Based, Informal, or Formal

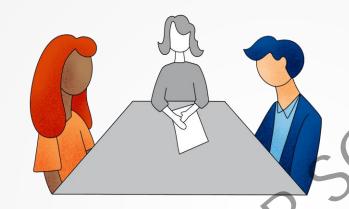






Remedies-based
No formal process

How to Proceed?



Alternative/Informal

Signed agreement, Voluntary; What records?

Formal/ Investigation/ Hearing

All requirements of 106.45



Remedies Based Resolutions

3(a)





Remedies Based Resolutions

- Supportive Measures
- Educational Conversations
- Targeted Education



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Formal Complaint & Notice Requirements

3(b)





Formal Compliant Filed

By complainant

By the Title IX Coordinator



Factors to Consider When Determining Whether to File a Formal Complaint

Allegations of Violence

Threats

Use of weapons

Serial predation



Formal Complaint

A Formal Complaint must include:



An allegation of Prohibited Conduct as defined under this Policy. This may include:

• Where the incident(s) occurred; what incident(s) occurred; when the incident(s) occurred;

Identity of Respondent, if known;

A request for <u>a</u> resolution.

Formal Complaints may be made to the Title IX Coordinator by US Mail, email, or in person.

Dismissing Complaints

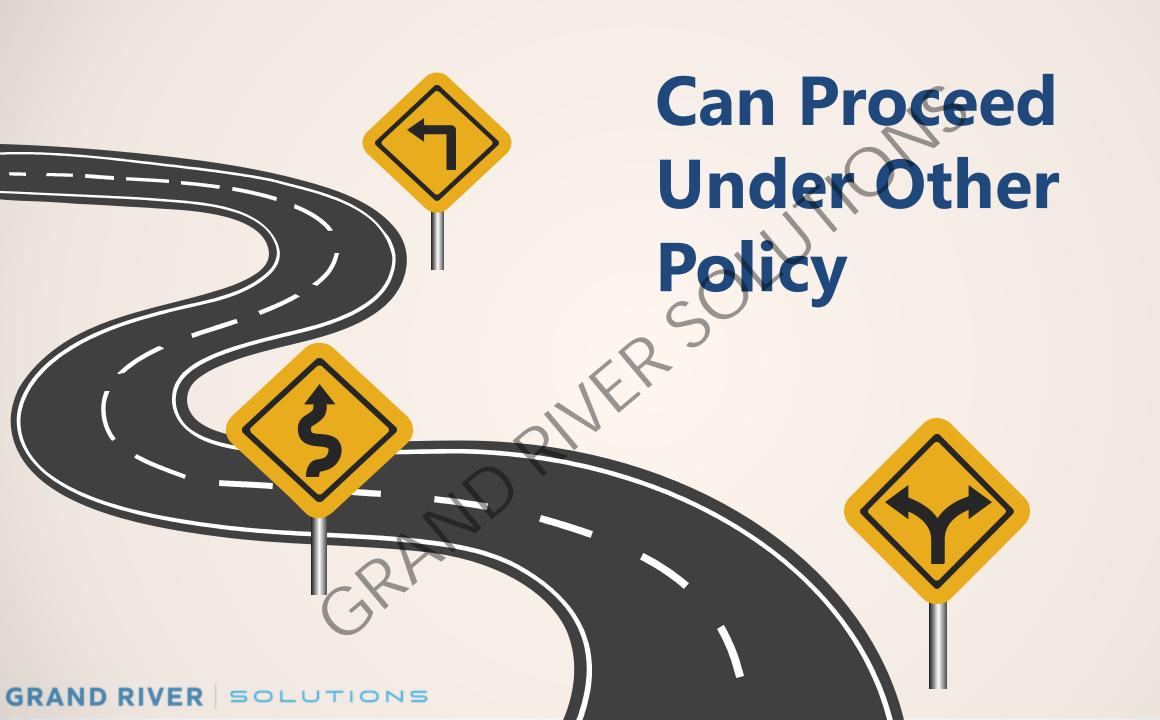
MANDATORY

- Not sexual harassment
- Did not occur in program or activity
- Not against person in the U.S.

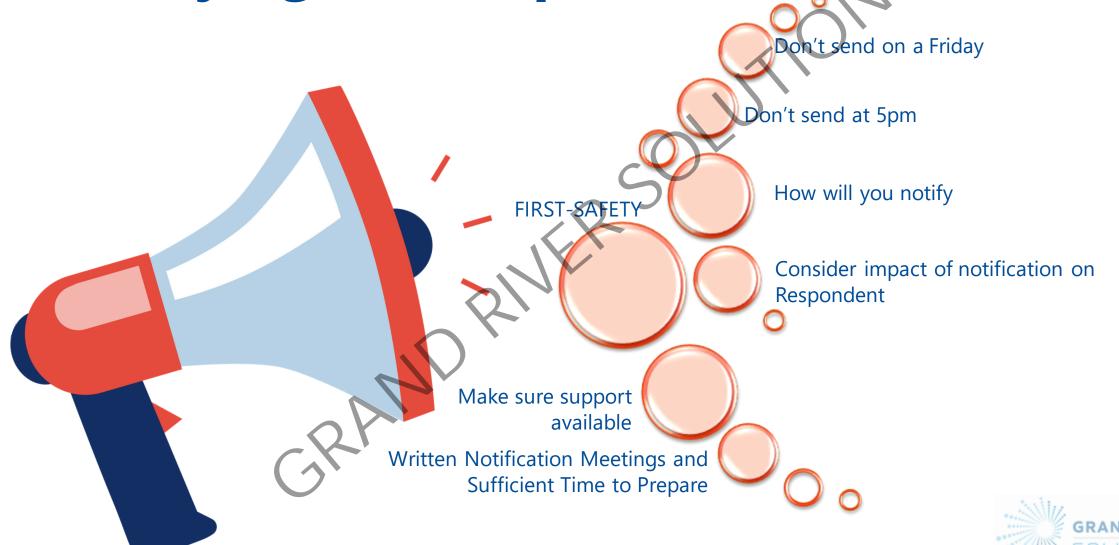
DISCRETIONARY

- Complainant withdraws complaint
- Respondent no longer enrolled/employed
- School unable to collect sufficient info





Notifying the Respondent



Notice of Allegation Requirements

- Notice of the allegations, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - the identities of the parties involved in the incident, if known,
 - the conduct allegedly constituting sexual harassment under § 106.30,
 - and the date and location of the alleged incident, if known.
- The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under paragraph (b)(5)(iv) of this section, and may inspect and review evidence under paragraph (b)(5)(vi) of this section.
- The written notice must inform the parties of any provision in the recipient's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process

Advisor of Choice

The advisor can be anyone, including an attorney;

Institutions cannot place restrictions on who can serve

No training required

Institution must provide advisor for the purposes of cross examination, only.



Initial Meeting with Respondent



- Prepare for the meeting
- Select appropriate space
 - Build trust and rapport; empower Explain your role
- Discuss available supportive measures
- Supportive measures that provided to complainant that impact them
- Answer questions
- Evidence collection/preservation
- Conclude with a discussion of next steps



Post Meeting Tasks









Provide the supportive measures



Formal Complaint Resolution

Informal Resolution

- Formal Complaint Required
- Parties must agree
- Can withdraw form process
- Alternate Resolution/Mediation
- No appeal

Formal Resolution

 Investigation and Adjudication process in compliance with Section 106.45





Informal Resolution



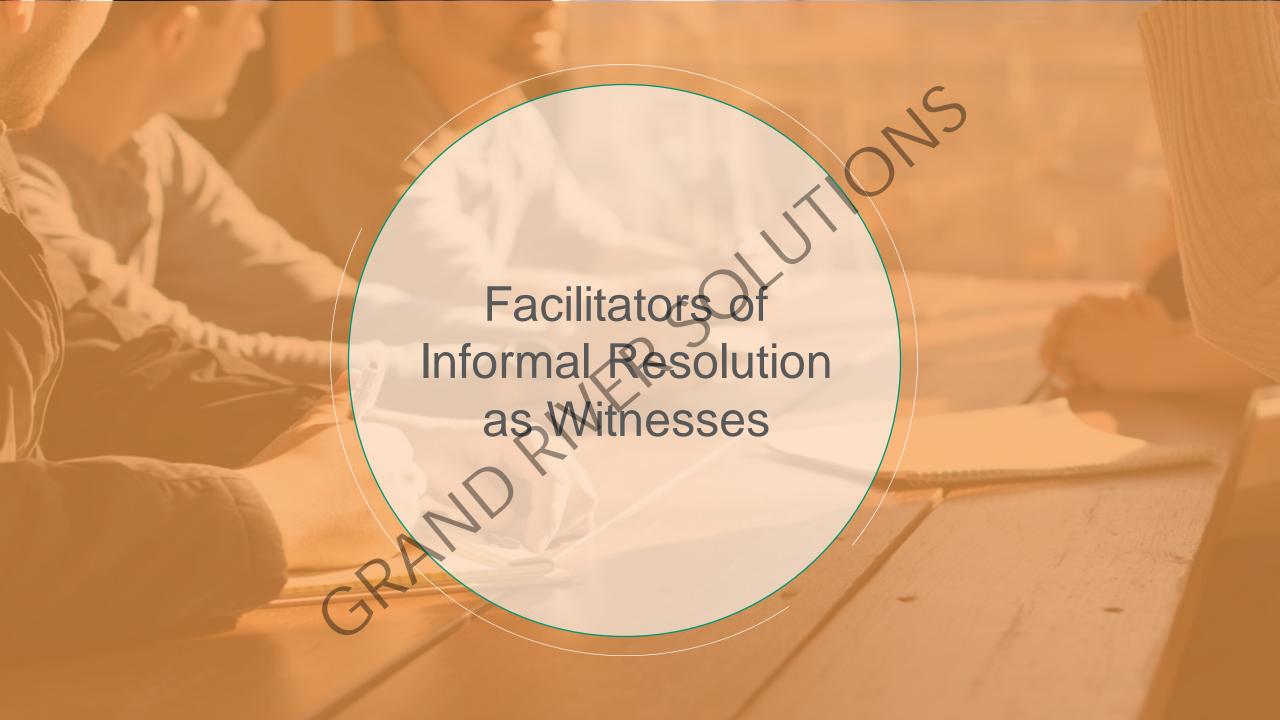


Informal Resolution Requirements

- Formal Complaint must be filed
- Participation in an informal resolution must be voluntary
- Must occur prior to resolution via a formal process
- Parties must be permitted to withdraw and seek formal resolution
- Voluntary, written consent to the informal resolution must be obtained
- Facilitators of informal resolution must be trained

Informal Resolution Notice Requirements

- the allegations,
- the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process
- and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

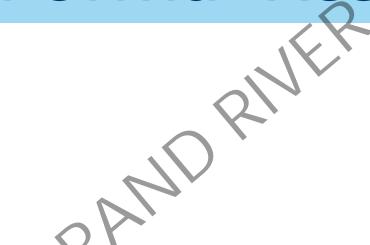






Formal Resolution

3(d)





Procedural Requirements for Investigations

Notice to both parties

Equal opportunity to present evidence

An advisor of choice

Written notification of meetings, etc., and sufficient time to prepare

Opportunity to review all evidence, and 10 days to submit a written response to the evidence prior to completion of the report

Report summarizing relevant evidence and 10 day review of report prior to hearing



Title IX Coordinator's Role

In the Investigation

- ➤ Title IX Coordinator is permitted to conduct the investigation, though this is not favored
- ➤ If conducting the investigation, do so in accordance with the applicable institutional policy
- ➤ If not conducting the investigation, may serve as a support to the investigators
- May serve as a resource to the parties

Procedural Requirements for Hearings

Must be live, but can be conducted remotely

No Compelling participation

Standard of proof used may be preponderance of the evidence or clear and convincing; standard must be the same for student and employee matters

Cross examination must be permitted and must be conducted by advisor of choice or provided by the institution

Decision maker determines relevancy of questions and evidence offered

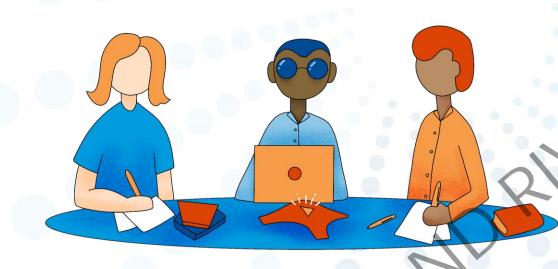
Exclusion of Evidence if no cross examination

Written decision must be issued that includes finding and sanction



In the Adjudication

- Title IX Coordinator may not serve as the decision maker
- May serve to support the decisionmaker(s)
- May participate in the hearing to provide logistical support to decision makers
- Responsible for effective implementation of remedies imposed







Title IX Coordinator's Role

In the Appeal

- ➤ Title IX Coordinator may not serve as an appellate reviewer
- May serve to support the appellatereviewer/panel
- May provide logistical support
- May coordinate implementation of appellate findings, where appropriate.
- Responsible for effective implementation of remedies imposed



Panel of Experts

Moderated by Chantelle

Martha Compton



Director of Strategic Partnerships and Client Relations

Grand River Solutions

Darci Heroy



Director of Strategic Partnerships and Client Relations

Grand River Solutions

Cherie Scricca



Co-Founder and Managing Director

Grand River Solutions

Questions?

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