Title IX Coordinator Foundations

2026-2027

Oregon Department of Education

Civil Rights Unit

ode.civilrights@ode.oregon.gov

This training is not intended as legal advice and should not be taken as such; we advise you to consult with your legal counsel before making policy or process changes.

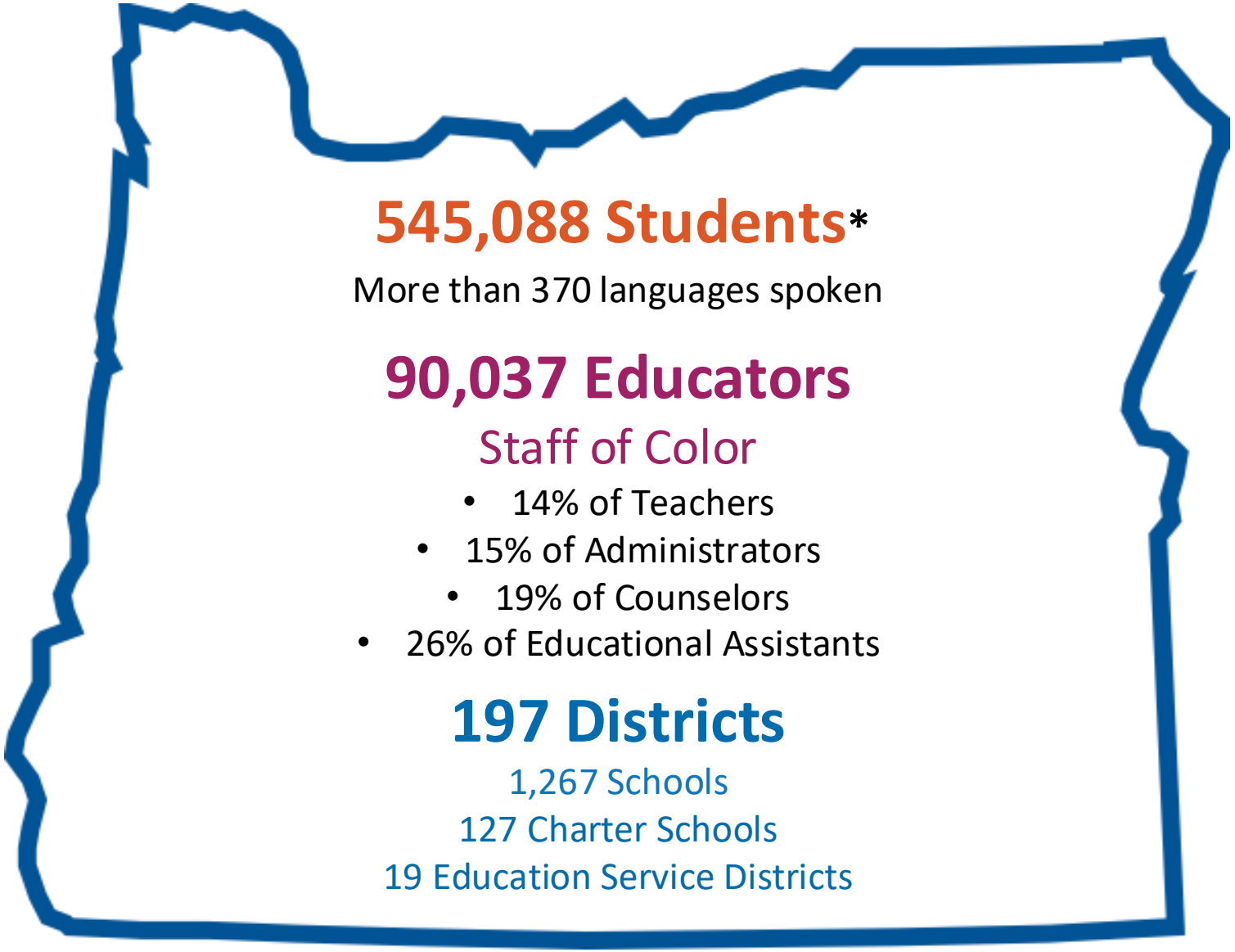
This training is being provided on August 13, 2026. Subsequent changes to law and policy may impact the accuracy of information in this slide deck.

ODE is available to support with individual technical assistance following this training.

Who We Serve

"My vision is to make sure every child in Oregon is successful and has a safe place to receive a high-quality public education. I've seen firsthand how a positive student-teacher relationship can set a child on a successful path for the rest of their life. When we collaborate and build partnerships with students, educators and families we can advance equity and lead all students toward success."

- Dr. Charlene Williams



545,088 Students*

More than 370 languages spoken

90,037 Educators

Staff of Color

- 14% of Teachers
- 15% of Administrators
- 19% of Counselors
- 26% of Educational Assistants

197 Districts

1,267 Schools

127 Charter Schools

19 Education Service Districts

*Numbers represent 2024-25

Session Agenda & Materials

- Title IX and the Title IX Coordinator
- Focus Areas
  - Athletics
  - Single-Sex Programs
  - Pregnant and Parenting Students
  - Sexual Harassment
- Overlapping Oregon Laws
- Responding to Title IX Sexual Harassment Complaints

Content Note:

This training discusses protected class discrimination. Explicit and discriminatory language is occasionally used. All examples are solely for educational purposes and are designed to contain elements of situations you may respond to in your school/district.

Title IX and the Title IX Coordinator

Title IX: Sex Discrimination

1972 civil rights law that prohibits sex discrimination in federally funded education programs.

"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

34 CFR 106.31(b) Specific prohibitions. Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex:

(1) 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;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(5) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;

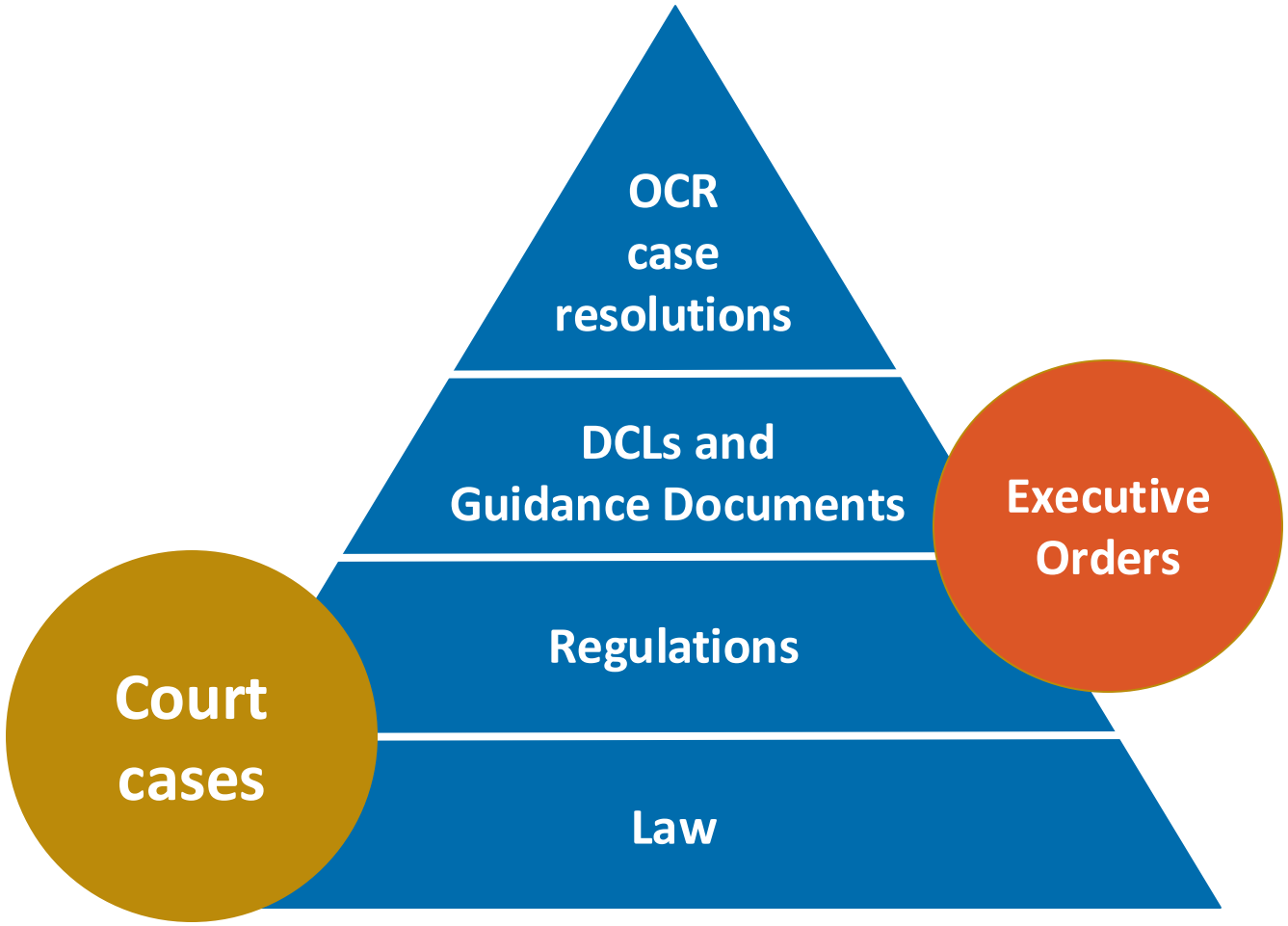
(6) Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

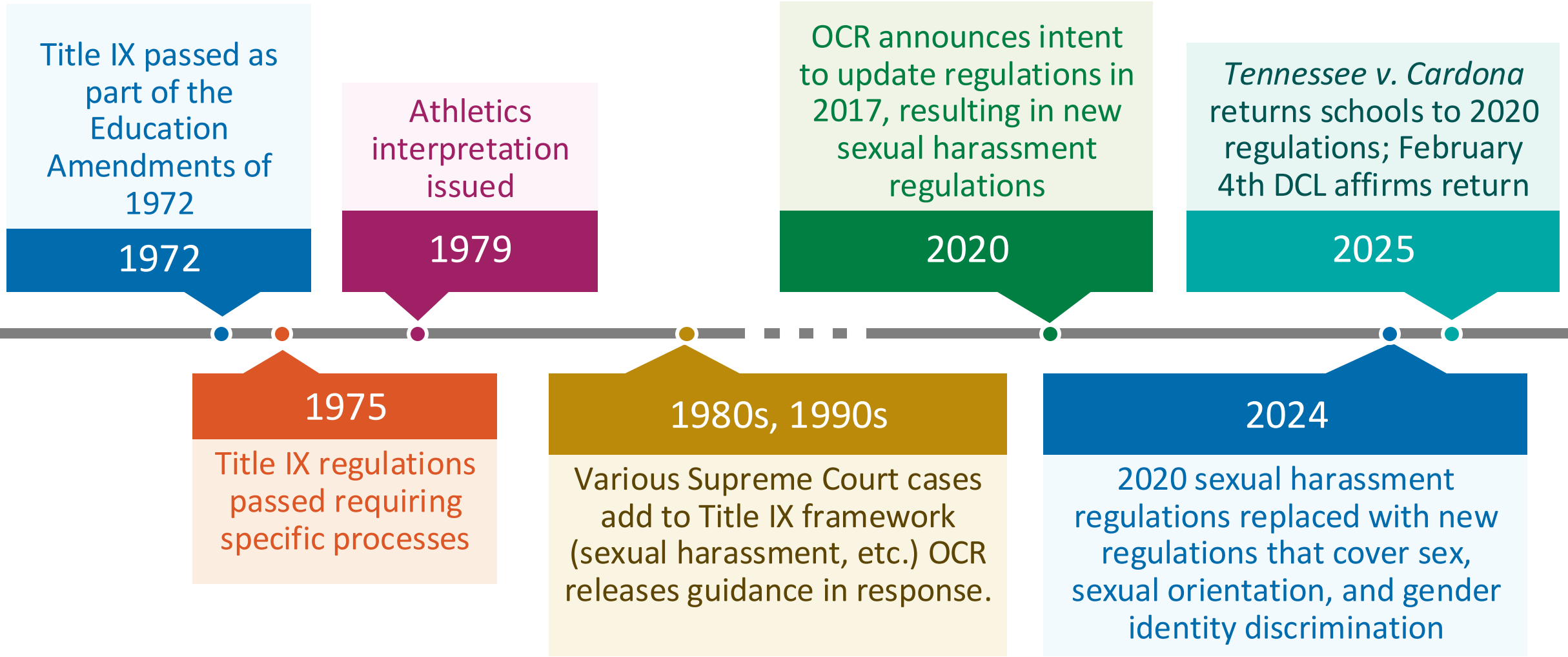
(7) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Title IX: The Living Law

Over the past 50+ years, Title IX has evolved, expanded, and changed.

The Office of Civil Rights, Congress, and the Courts have all impacted how Title IX is interpreted and enforced. To understand what to do at our schools/districts, we look to:




Title IX passed as part of the Education Amendments of 1972
1972
1975
Title IX regulations passed requiring specific processes
Athletics interpretation issued
1979
1980s, 1990s
Various Supreme Court cases add to Title IX framework (sexual harassment, etc.) OCR releases guidance in response.
OCR announces intent to update regulations in 2017, resulting in new sexual harassment regulations
2020
2024
2020 sexual harassment regulations replaced with new regulations that cover sex, sexual orientation, and gender identity discrimination
Tennessee v. Cardona returns schools to 2020 regulations; February 4th DCL affirms return
2025

Sexual Orientation and Gender Identity in Title IX

2016

OCR releases a DCL stating that discrimination of transgender students violates Title IX.

2017

OCR rescinds the 2016 DCL

2021

OCR issues Notice of Interpretation stating that in accordance with *Bostock v. Clayton County*, Title VII SOGI discrimination definition will apply to Title IX

August 2024

2024 Title IX regulations explicitly list sexual orientation and gender identity under Title IX

January 2025

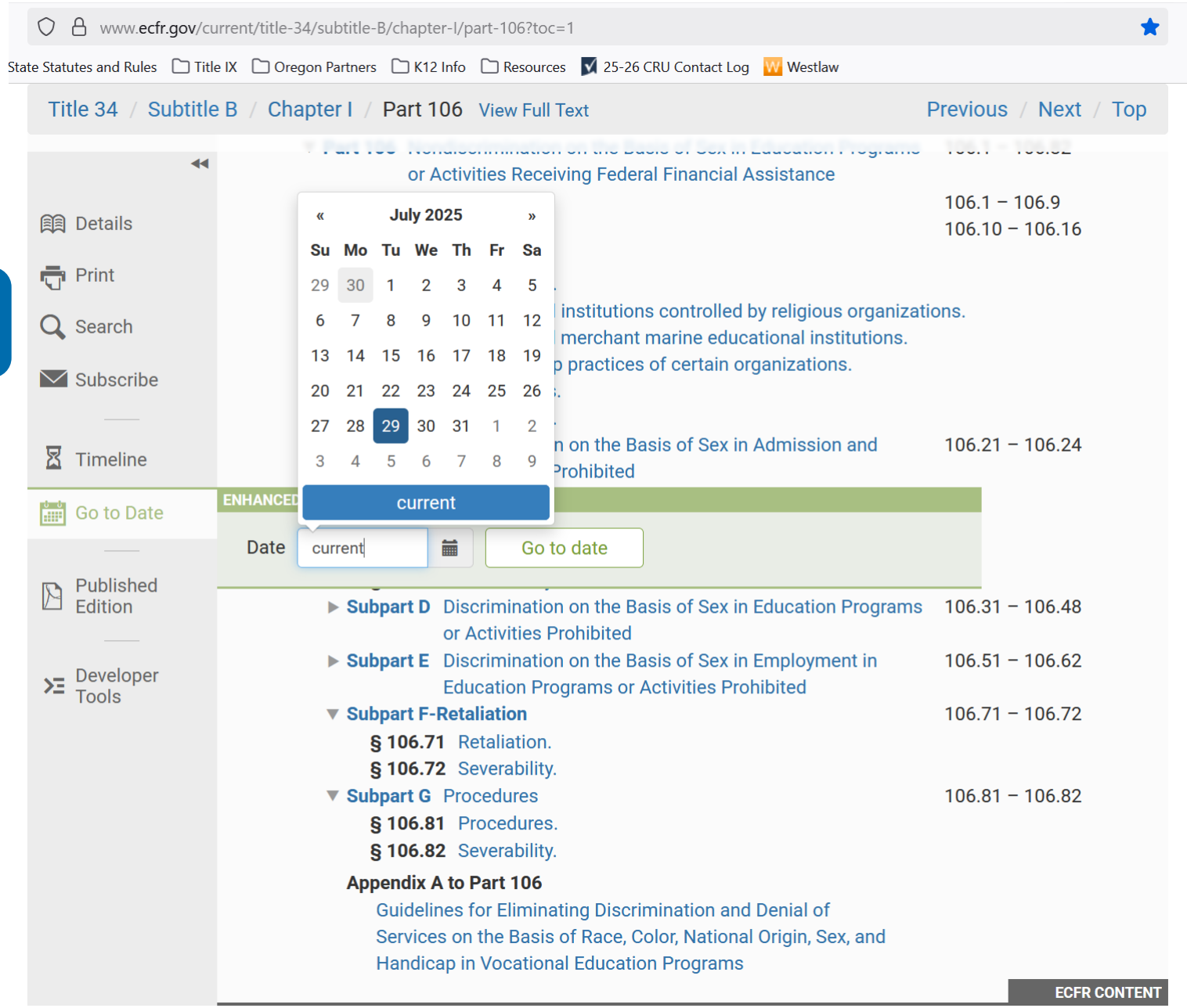
Tennessee v. Cardona vacates the 2024 Title IX rule

Reading the Current Regulations

[Title IX Regulations on eCFR.gov]

To view the 2020 regulations:

- Click "go to date" on the side bar navigation
- Select any date the 2020 regulations were in effect (e.g., January 1, 2024)
- Click "go to date" to confirm





Athletics

Schools have to provide equal opportunities for boys and girls teams, as well as equal benefits (facilities, equipment, travel, etc.)



Sexual Harassment

Sexual harassment that meets a specific definition must be addressed through a specific process under Title IX.



Pregnant/Parenting Students

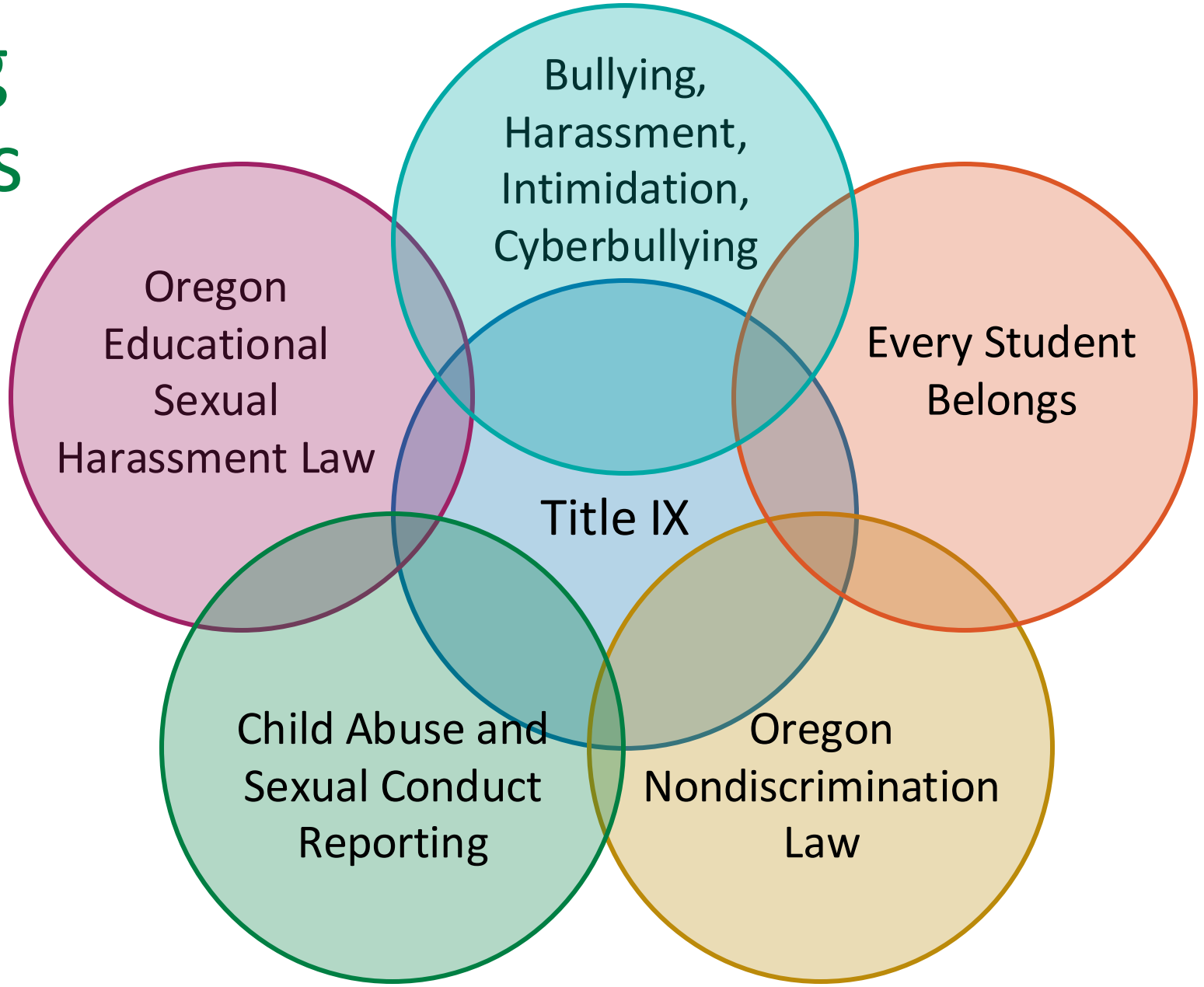
Access to all programs, supportive modifications, leave, and more.



Single-Sex (or Sex-Segregated) Programs and Activities

Single-sex programs, or separate programs by sex/gender, are only allowed in specific, limited circumstances.

Overlapping Oregon Laws



District Obligations Under Title IX

- Designate a Title IX Coordinator 34 CFR 106.8(a)
- Provide a notice of nondiscrimination policy 34 CFR 106.8(b)
- Adopt a policy prohibiting discrimination and adopt procedures for receiving reports and resolving complaints of sex discrimination 34 CFR 106.8(c)
- Ensure athletic programs offer equal and equitable opportunities and benefits to boys and girls athletic programs, 34 CFR 106.41
- Provide access and modifications for pregnant and parenting students 34 CFR 106.40
- Ensure compliance with Title IX regulations for any single-sex or sex-segregated programs and activities; 34 CFR 106.34(b)
- Respond to all notices of sexual harassment and follow required procedures to investigate sexual harassment 34 CFR 106.8, 34 CFR 106.44, 34 CFR 106.45
- Train designated staff on their roles in responding to sexual harassment 34 CFR 106.45(b)(1)(iii)
  - Keep records of sex discrimination notice, complaints, and training 34 CFR 106.45(b)(10)

Activity:

Locate your required Title IX documents!



Go to your school/district website, and locate:

- Your **Title IX Coordinator's name and contact information**
- Your **notice of nondiscrimination**
- Your **policy** and **grievance procedures** for resolving complaints of sex discrimination

Consider:

- Were you able to find all the required information?
- How easy was it for you to find?
- When were these items last updated?
- Are they in compliance?

The Title IX Coordinator

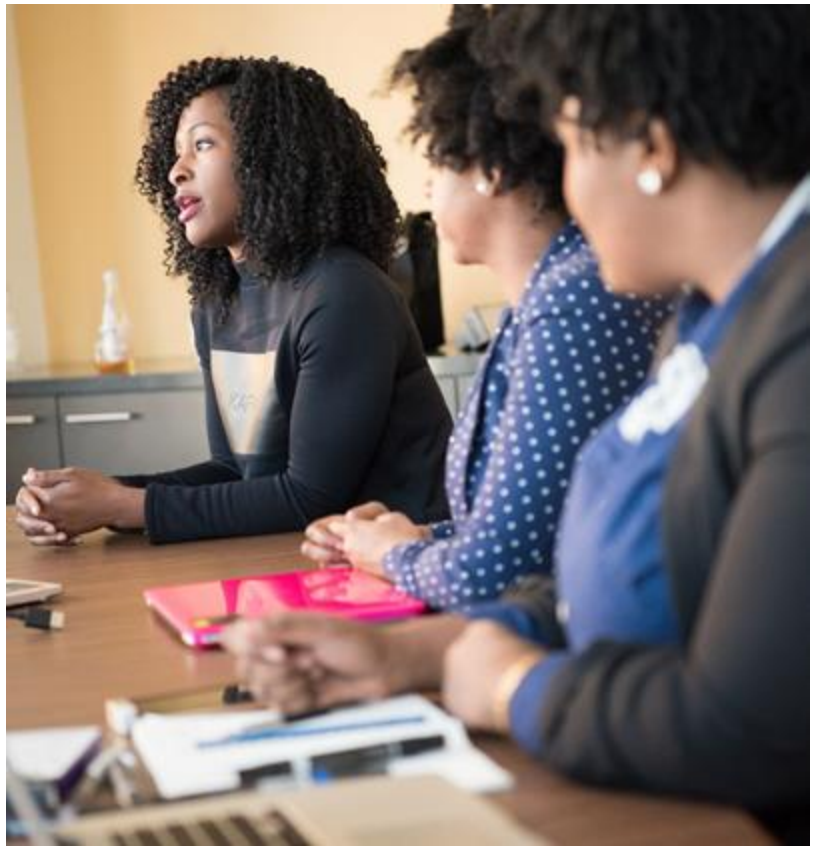


photo from Christina; unsplash.com

Designation of coordinator. 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."

34 CFR § 106.8(a)

In practice:

- Delegating responsibilities
- Deputy Coordinators

Role of the Title IX Coordinator

- **Ensure** the district/school is in **compliance** with Federal Title IX law, regulations, and guidance
  - **Keep track** of new law, regulations, and guidance, and update as needed
- **Coordinate responses to reports** of sex discrimination, including:
  - student and employee reports
  - sexual harassment
  - athletic equity complaints
  - single-sex education
- **Keep track of records** and data related to Title IX compliance
- **Coordinate** with other roles/departments
- **Monitor overlapping requirements** between Title IX and other Federal/state laws

Required Title IX Coordinator Training

With respect to the sexual harassment process, the Title IX Coordinator must receive training on:

- the definition of sexual harassment
- the scope of the recipient's education program or activity
- how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable
- how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias

34 CFR 106.45(b)(1)(iii)

Civil Rights Coordinator

- Oregon law requires schools to designate a Civil Rights Coordinator to ensure district compliance with Oregon and federal civil rights law.
- Civil Rights Coordinators work with discrimination based on based on all of Oregon's 12 protected classes – race, color, national origin, disability, religion, age, sex, marital status, sexual orientation, gender identity, and immigration and citizenship status.
- Title IX Coordinators should identify your district's Civil Rights Coordinator, and will likely want to coordinate with them on responding to sex discrimination.

ODE Civil Rights Coordinator Resources

Focus Area: Athletics

Three Analytical Standards for Athletics

1. Schools must offer male and female students **equal athletic opportunities** and effectively accommodate students' athletic interests and abilities.
2. Schools must allocate athletic financial assistance equitably.
3. Schools must provide male and female athletes with **equal benefits** and opportunities.

→ The "three-part test"

→ The "laundry list"

The Three-Part Test

Part 1: Athletic participation opportunities for males and females are substantially proportionate to their respective enrollments;

OR

Part 2: The school has a history and continuing practice of expanding athletic participation opportunities for the underrepresented sex;

OR

Part 3: The school has fully and effectively accommodated the interests and abilities of the underrepresented sex.



photo from Caleb Mullins; unsplash.com



photo from Vince Fleming; unsplash.com

The "Laundry List"

- ☒ Equipment and supplies
- ☒ Facilities
- ☒ Assignment and compensation of coaches
- ❑ Support services
- ❑ Medical and training facilities
- ☒ Scheduling of games and practices
- ☒ Travel and Per Diem
- ❑ Housing and dining
- ❑ Publicity
- ❑ Opportunity to receive academic tutoring
- ❑ Recruitment

Athletic Equity FAQs and Tips

- Athletic equity calculations should be done on a yearly basis; three-part test documentation, “laundry list” equity analysis

- Private donations, team fundraisers, and booster club donations count towards athletic equity if they result in team benefits; schools that accept funding may need to use school/district funds to address any resulting equity imbalances

Helpful Resource: OSAA Athletic Equity Resources

Scenario:
Athletic Equity



photo by Peter Robbins*; unsplash.com*

Oakridge High School recently completed facility and equipment updates for its spring sports teams. Both the boys' and girls' track and field teams qualified for the state championships.

To support the teams, the Booster Club raised funds to purchase high-end competition equipment and performance gear for all athletes on the boys' track team. Because the girls' track team Booster Club sub-committee did not reach its fundraising goal, the girls' team used standard school-issued equipment and competed in their existing uniforms. Additionally, a local donor paid for the boys' team to stay at a hotel near the championship venue, while the girls' team traveled back and forth by school bus each day.

Does this put Oakridge High School at risk for a Title IX athletic equity imbalance?

Focus Area:
Single-Sex Programs

Single-Sex Programs: Core Concepts

Title IX heavily regulates single-sex programs in public education, which includes **any class, learning opportunity, extracurricular program, etc. that is offered to only one sex or that separates students by sex**.

There are only two ways a school can offer a single-sex educational program:

- If it is specifically allowable in regulation: contact sports or ability grouping in PE, human sexuality education, choruses
- If it meets specific requirements

Career and Technical Education CTE programs CANNOT be offered on a single-sex basis. Athletics are administered by separate regulations, and these rules do not apply.

34 CFR 106.34

Specific Requirements for Single-Sex Programs

To otherwise provide a single-sex program, must:

- be based on an important educational objective: either student achievement and diverse educational opportunities, or to meet particular identified educational needs of students
- ensure enrollment in entirely voluntary
- provide to all excluded students a substantially equal coeducational opportunity in the same subject or activity
- evaluate the program on a regular basis (at least every two years) to ensure the educational objectives are being achieved

34 CFR 106.34

Community Partners and Single-Sex Programs

All parts of a school's education programs and activities are subject to Title IX, including those facilitated by external organizations and community partners.

- If a school is partnering with an external organization, the school is responsible for ensuring the organization's practices comply with Title IX.

Schools generally cannot provide **significant assistance** to external organizations that exclude students based on sex (i.e., single-sex programs). Analyzing significant assistance takes into account:

- financial support,
- provision of tangible resources (e.g., staff, equipment, and facilities),
- intangible benefits (e.g., recognition and approval),
- whether the school district provides similar privileges and resources to other organizations,
- whether the relationship is occasional and temporary or permanent and long-term

Community Partners and Single-Sex Programs

Schools may offer significant assistance to external programs that provide single-sex activities if the organizations are Voluntary Youth Service Organizations.

> *"...**tax-exempt organizations**, the membership of which has **traditionally been limited to persons of one sex** and principally to **persons of less than nineteen years of age**. A voluntary youth service organization also must **facilitate public service opportunities** for its members."*

In order for an external organization to offer a single-sex program as part of the school's education program:

- They must be a Voluntary Youth Service Organization (VYSO)
- The school must offer a substantially equal codeducational program to excluded students

Scenario:

EmpowHER STEM Club

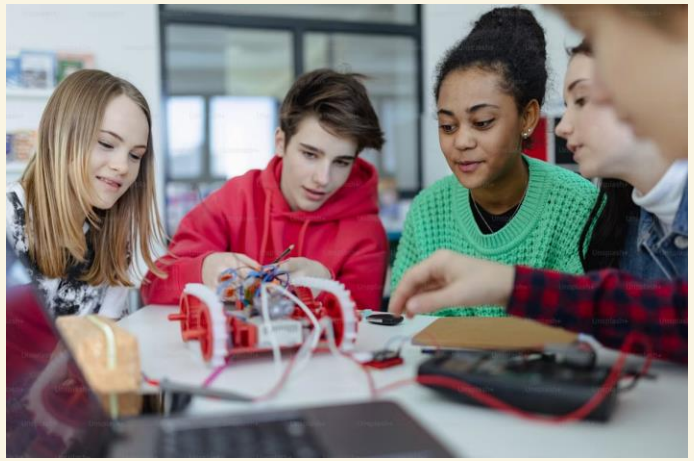


photo from Getty Images; unsplash.com

A regional technology company offers to partner with Cascade High School to sponsor "EmpowHER," an after-school coding and robotics program specifically designed to encourage female students to enter STEM fields. Cascade High School notices a significant gender gap in its computer science courses, where female enrollment is under 15%, and wants to host the program on campus during after-school hours.

Under Title IX, what must occur for the school to offer this program?

Focus Area:
Pregnant and Parenting Students

Pregnancy or Parenting Status

A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

34 CFR 106.40(a)

Pregnancy includes “pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom.”



Photo by Media Modifier on Unsplash

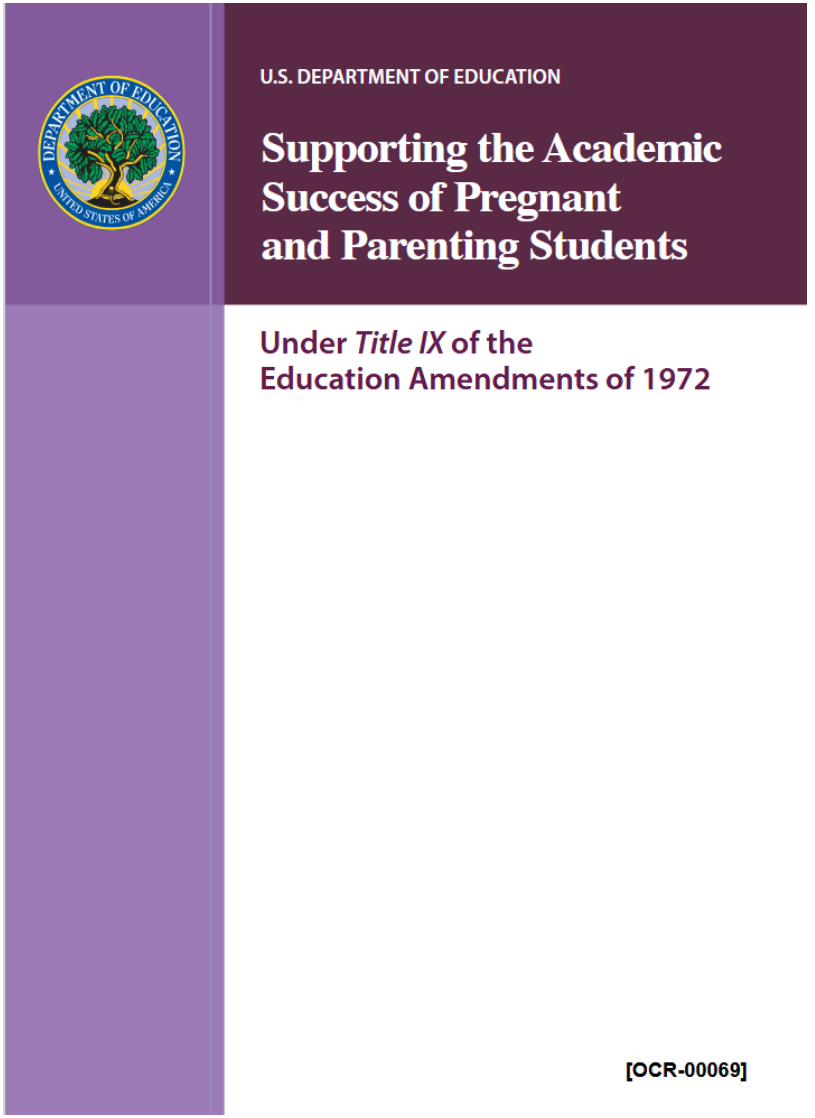
Access to Programs

Students cannot be excluded from school or treated differently on the basis of pregnancy. This includes

- Cannot be denied program access based on pregnancy
- Must be provided reasonable accommodations
- Allowed leaves of absence

34 CFR 106.40(b)(1)

Supporting the Academic Success of Pregnant and Parenting Students (2013)



Reasonable Adjustments

"To ensure a pregnant student's access to its educational program, when necessary, a school must make adjustments to the regular program that are reasonable and responsive to the student's temporary pregnancy status. For example, a school might be required to provide a larger desk, allow frequent trips to the bathroom, or permit temporary access to elevators."

Guidance, 2013

Examples of adjustments:

- Allowing the student to sit, stand, or carry water
- Periodic excused absences for medical appointments
- Providing a larger desk or larger uniforms
- Excusing the student to breastfeed or express breast milk

Separate Programs

"A school may offer separate programs or schools for a pregnant student, but participation in those programs or schools must be completely voluntary."

Guidance, 2013 (citing 34 CFR 106.40(b)(3))



Photo by ThisIsEngineering on Unsplash

Certification to Participate

"Schools cannot require a pregnant student to produce a doctor's note in order to stay in school or participate in activities, including interscholastic sports, unless the same requirement to obtain a doctor's note applies to all students being treated by a doctor. That is, schools cannot treat a pregnant student differently from other students being cared for by a doctor, even when a student is in the later stages of pregnancy; schools should not presume that a pregnant student is unable to attend school or participate in school activities."

Guidance, 2013 (citing 34 CFR 106.40(b)(2))

Absences

"Title IX requires a school to excuse a student's absences due to pregnancy or related conditions, including recovery from childbirth, for as long as the student's doctor deems the absences to be medically necessary.

When the student returns to school, **she must be reinstated to the status she held when the leave began**, which should include giving her the opportunity to make up any work missed. A school may offer the student alternatives to making up missed work, such as retaking a semester, taking part in an online course credit recovery program, or allowing the student additional time in a program to continue at the same pace and finish at a later date, especially after longer periods of leave. The student should be allowed to choose how to make up the work."

Guidance, 2013 (citing 34 CFR 106.40(b)(2))

Scenario:

Pregnant Student Access



photo from A. C.; Unsplash.com

Sally, a senior in high school, tells their school counselor that they recently had a child and need to take time off during the day to pump breast milk. Sally is also worried about missing calculus and track practice due to necessary post-natal medical appointments and is afraid the track coach will cut them from the team for missing practice. Sally asks the counselor what accommodations and protections are available under Title IX to ensure their education and extracurricular participation stay on track.

Under Title IX, what must the school do for Sally?

Focus Area:
Sexual Harassment

Jurisdictional Requirements

Schools must respond to sexual harassment that occurs within an "education program or activity" of the school:

> For the purposes of this section, §§ 106.30, and 106.45, "education program or activity" 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…
>
> 34 CFR 106.44(a)

If it did not occur within the education programs or activities of the school, it must be dismissed (under Title IX):

> If the conduct alleged… 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…
>
> 34 CFR 106.45(b)(3)(i)

Title IX Sexual Harassment

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).

34 CFR § 106.30

Prong 1: Quid Pro Quo Harassment

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;

34 CFR § 106.30

If any sexual harassment involves a student complainant and employee respondent:

In addition to **mandatory reporting**, whenever an employee, agent, contractor or volunteer engages in **sexual conduct** involving a student, it must be reported to Department of Human Services, law enforcement, Teacher Standards and Practices Commission, or ODE (depending on conduct and licensure).

Prong 2: 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.

Subjective:

1. Unwelcome - evidence the behavior was not consensual

Objective Reasonable Person:

2. Severe - how harmful or egregious
3. Pervasive - how often or how widespread (more than one instance)
4. Objectively Offensive - reasonable person in the complainant's shoes would find it offensive (taking into account individual factors)
5. Denies Equal Access - access is different (unequal) to a person who has not experienced harassment; does not require complete exclusion

Source: Preamble to the 2020 Regulations, p. 30148-30171

Prong 3: Clery and VAWA Offenses

Sexual assault is broadly defined as sexual contact without consent, including

- rape
- criminal sexual conduct
- statutory rape

Stalking is a pattern of behavior directed at a specific person designed to make them experience fear of harm or emotional distress.

Domestic Violence and Dating Violence both include:

- physical violence
- sexual violence/abuse
- threats of harm/violence/abuse

Domestic Violence is committed by someone the victim was married to, living with, shares a child with, or in a similar situation with.

Dating Violence includes romantic, sexual, and intimate relationships more broadly

Is it Title IX?

For each example, decide if it falls under:

- Prong 1 (quid pro quo)
- Prong 2 (severe, pervasive, and objectively offensive)
- Prong 3 (sexual assault, domestic violence, dating violence, stalking)
- None of the above

Amina, an 8th grade student, refuses to go to school one day. She tells her mom that one of the boys on her school bus has been telling other students he has photos of Amina topless, and will show them to other students for $10. Amina is confident he doesn't have any photos, but she's worried other students believe this boy.

Hannah is on her high school's wrestling team. Her parents report to the school that the assistant wrestling coach has been inappropriately touching Hannah during practice, and sending her inappropriate messages on Snapchat late at night. Yesterday after practice, the coach followed Hannah to her car and offered to connect her with college scouts in a way that Hannah perceived as threatening.

The 2020 Regulations: Personnel Requirements

Title IX Coordinator

Investigator

Decision-Maker

Appeals Decision-Maker

The Title IX Coordinator may also serve as the Investigator.

In each case the Investigator, Decision-Maker, and Appeals Decision-Maker must be different people.

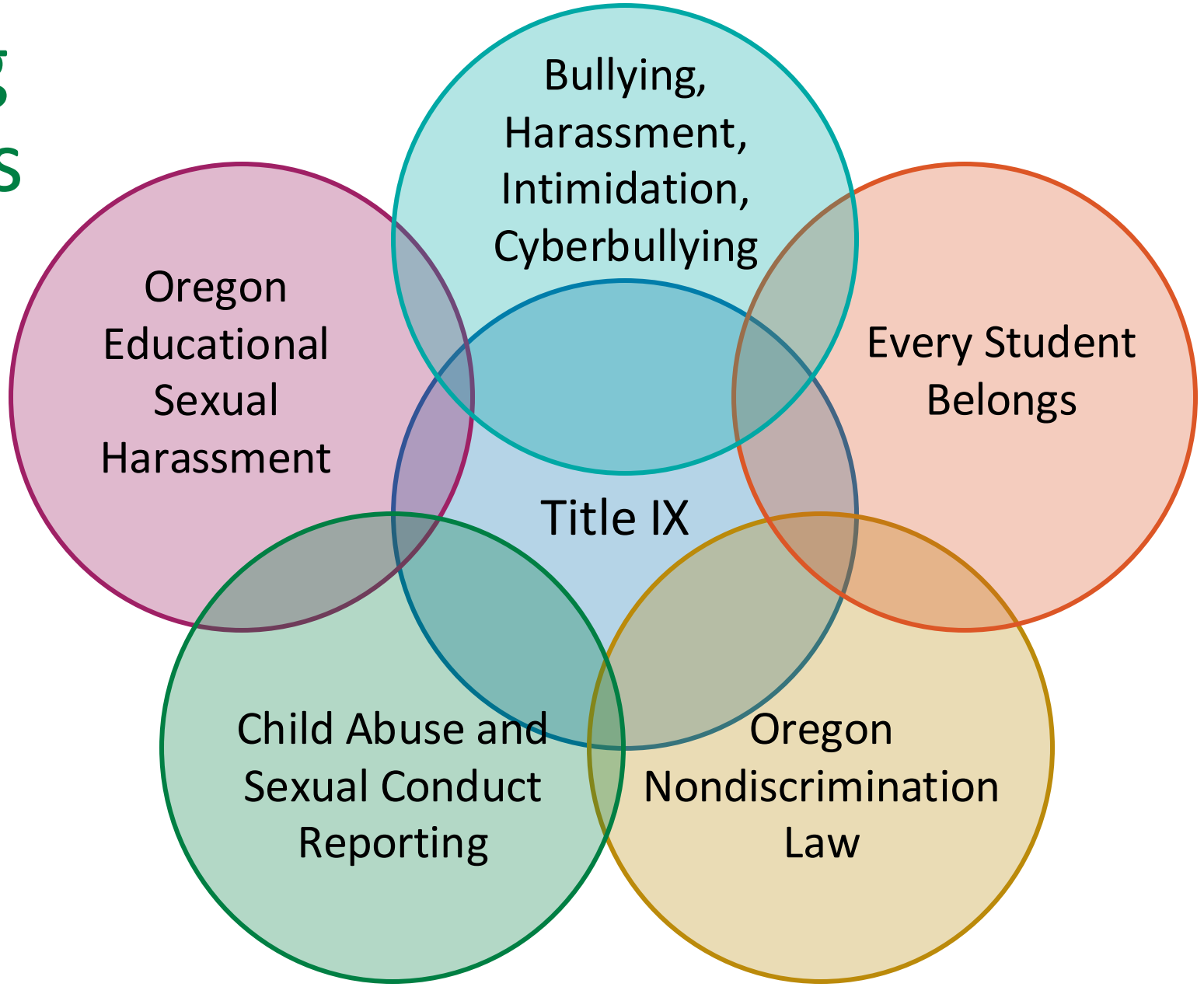
The Decision-Maker and Appeals Decision-Maker CANNOT be the Title IX Coordinator.

Training Requirements

Training Requirements	Title IX Coordinator	Investigator	Decision-Maker	Appeals Decision-Maker	Informal Process Facilitator
Definition of sexual harassment	X	X	X	X	X
Scope of “educational program or activity”	X	X	X	X	X
How to conduct the applicable portions of the grievance process	X	X	X	X	X
Avoiding prejudgment of facts, conflicts of interest, and bias	X	X	X	X	X
How to create a fair investigative report		X			
Any technology used at hearings			X	X	
Issues of relevance for questions and evidence			X	X	

Overlapping Oregon Laws

Overlapping Oregon Laws

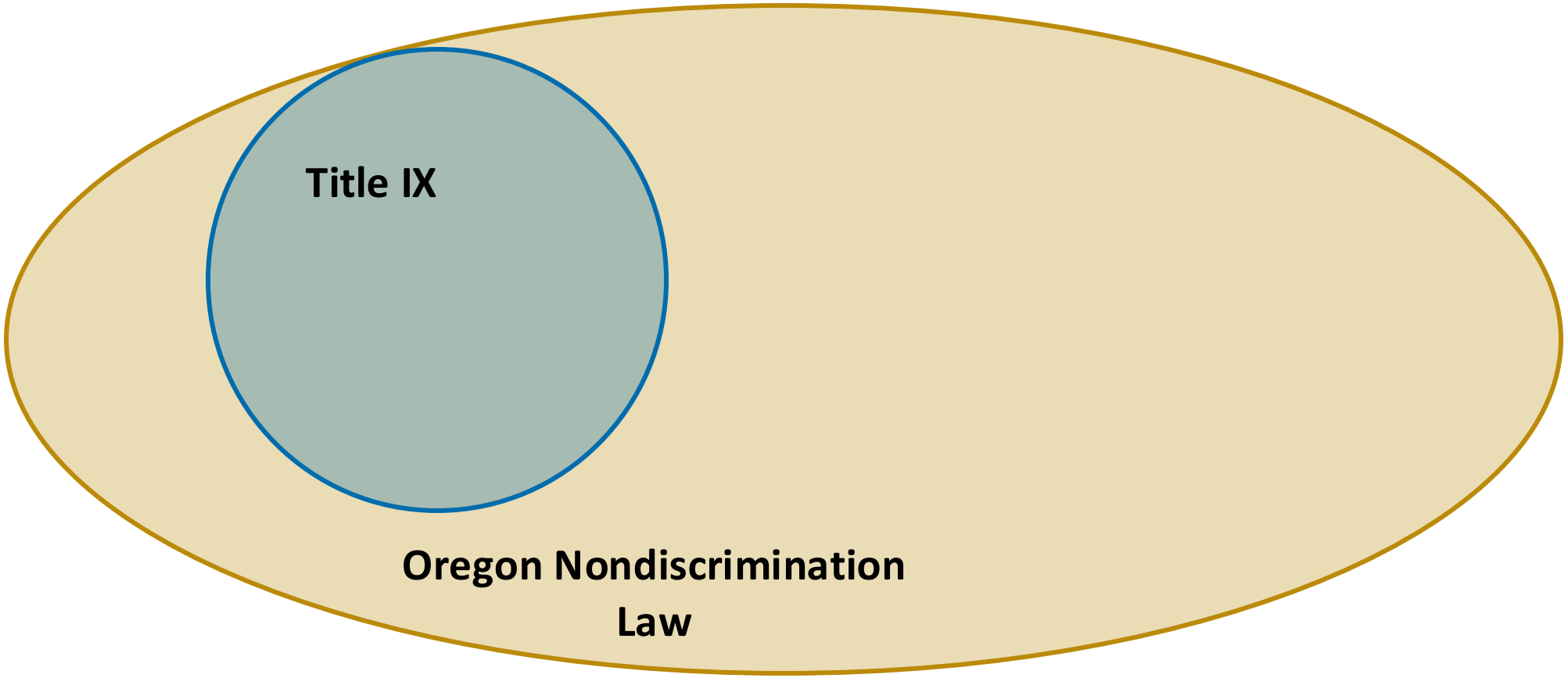


Oregon's Nondiscrimination Law

"Discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, **sex**, sexual orientation, gender identity, national origin, immigration or citizenship status, marital status, age or disability.

ORS 659.850(1)(a)(A)

- Schools must adopt nondiscrimination policies in compliance with OAR 581-021-0045
- In most cases, this will be the policy used to respond to sex discrimination that is not sexual harassment.


Title IX
Oregon Nondiscrimination Law

Oregon Sexual Harassment Definition

Sexual harassment includes:

- A demand or a request for sexual favors in exchange for benefits.
- Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - (I) Interferes with a student's educational activity or program;
  - (II) Interferes with a school or district staff member's ability to perform their job; **or**
  - (III) Creates an intimidating, offensive, or hostile environment
- Assault, when sexual contact occurs without a person's consent.

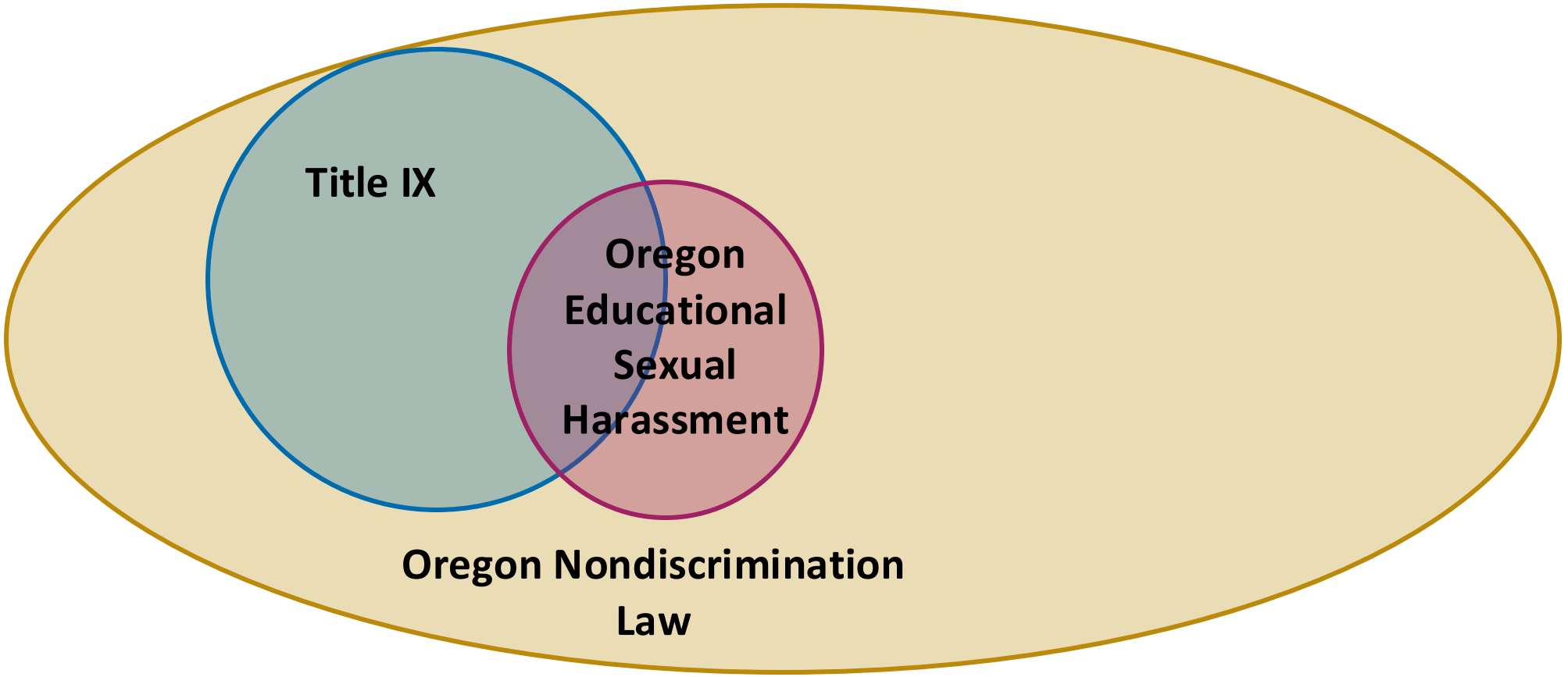
ORS 342.704(3)(b)

Without consent means an act performed: Without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or

- (A) When a person who is a party to the act is:
  - (i) Incapacitated by drugs or alcohol;
  - (ii) Unconscious; or
  - (iii) Pressured through physical force, coercion or explicit or implied threats to participate in the act.

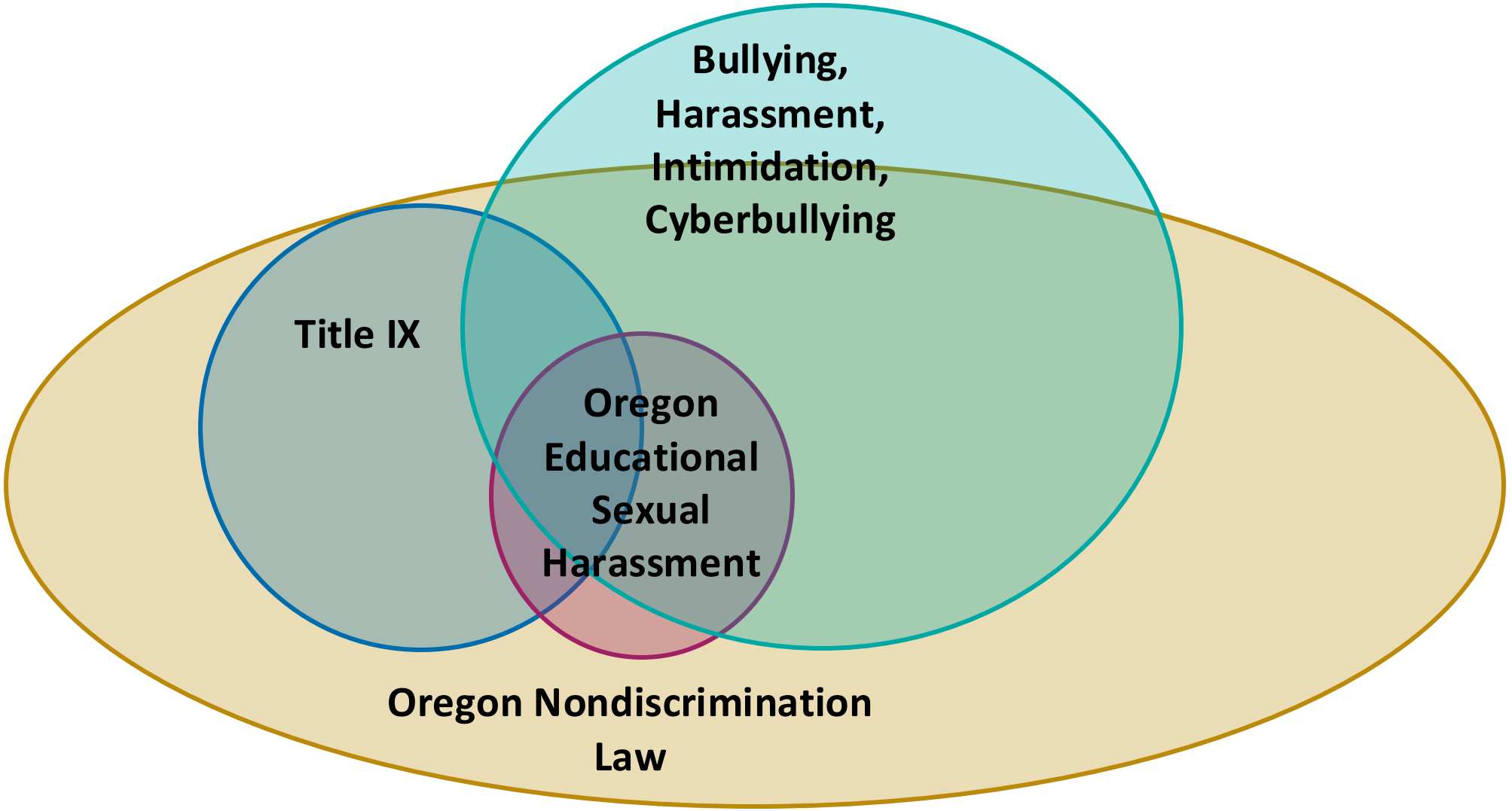
OAR 581-021-0038

Title IX Sexual Harassment	Oregon Sexual Harassment
Prong 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.	A demand or a request for sexual favors in exchange for benefits.
Prong 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.	Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that: (I) Interferes with a student's educational activity or program; (II) Interferes with a school or district staff member's ability to perform their job; or (III) Creates an intimidating, offensive, or hostile environment
Prong 3	
Sexual assault, dating violence, domestic violence, and stalking.	Assault, when sexual contact occurs without a person's consent.


Title IX
Oregon Educational Sexual Harassment
Oregon Nondiscrimination Law

Bullying, Harassment, Intimidation, Cyberbullying

- Substantially interferes with a student's educational benefits, opportunities, or performance;
- Takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop;
- Has the effect of:
  - Physically harming a student or damaging a student's property
  - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
  - Creating a hostile environment, including interfering with the psychological well-being of a student; and
- May be based on, but not limited to, the protected class status of a person


Bullying,
Harassment,
Intimidation,
Cyberbullying
Title IX
Oregon
Educational
Sexual
Harassment
Oregon Nondiscrimination
Law

Sexual Conduct and Child Abuse Reporting

"Sexual conduct" means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are:

(A) Sexual advances or requests for sexual favors directed toward the student; or

(B) Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating or hostile educational environment.

Child Abuse mandatory reporting includes:

- Neglect
- Physical abuse
- Mental injury
- Sexual abuse
- Threat of harm

ORS 339.370

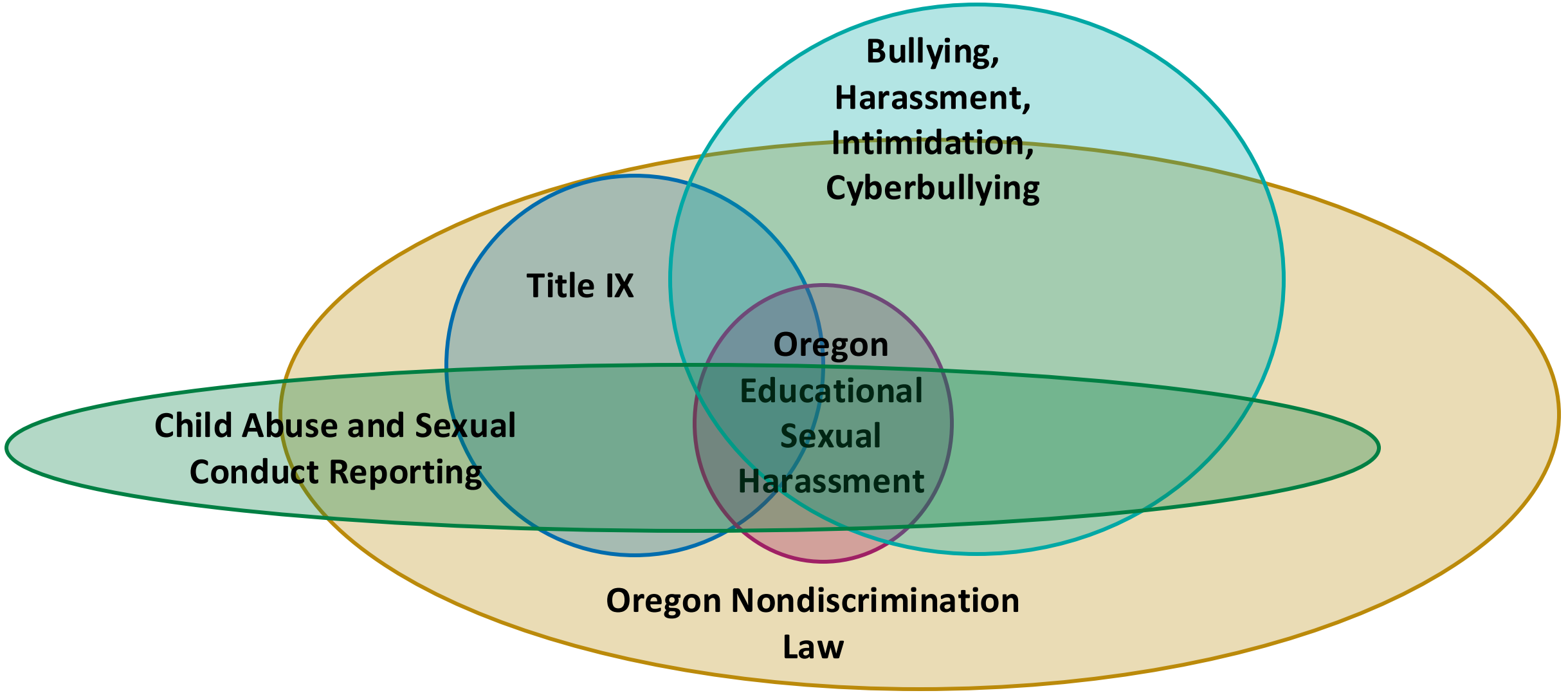
Sexual Conduct and Child Abuse Reporting

Child abuse and sexual conduct must be reported to law enforcement, DHS, TSPC, and/or ODE (depending on conduct and licensure status).

If the reported behavior is sexual conduct or abuse AND Title IX sexual harassment, the processes must be overlayed.

- Title IX's sexual harassment process allows for reasonable, temporary delays for law enforcement or DHS investigations

Reporting to law enforcement, DHS, ODE, and/or TSPC does NOT absolve the school of their Title IX responsibilities.


Bullying,
Harassment,
Intimidation,
Cyberbullying
Title IX
Oregon
Educational
Sexual
Harassment
Child Abuse and Sexual
Conduct Reporting
Oregon Nondiscrimination
Law

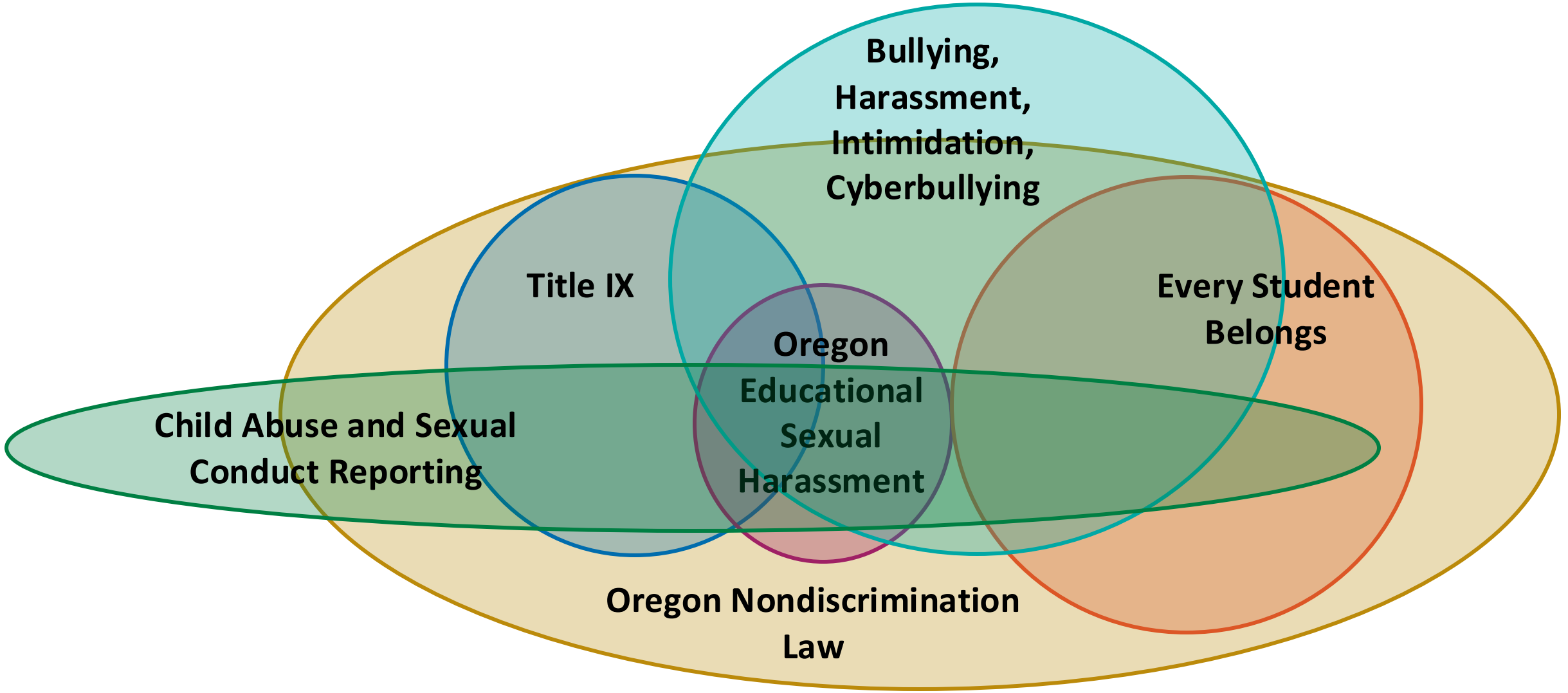
Every Student Belongs

In compliance with OAR 581-022-2312, schools must:

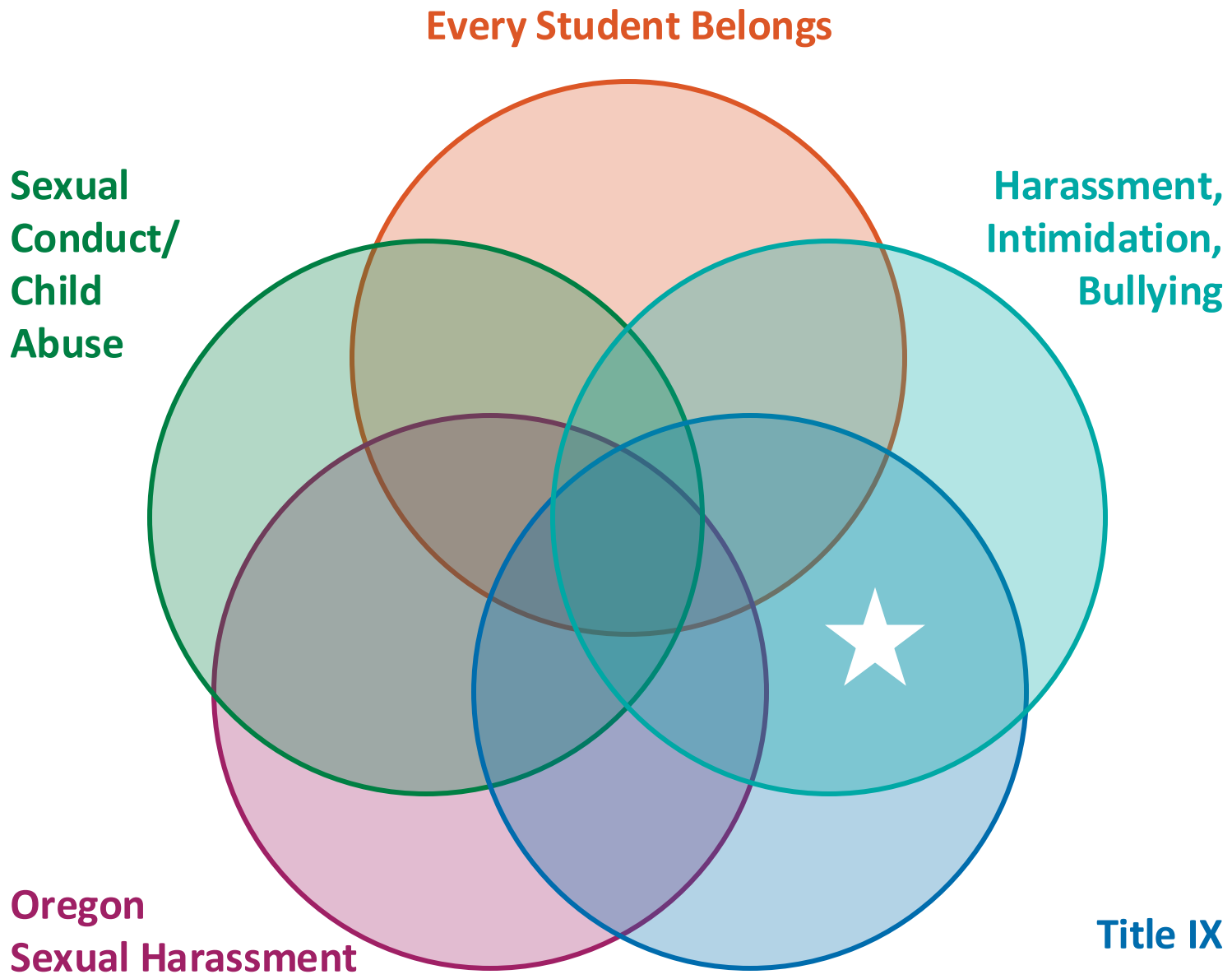
- prohibit symbols of hate
- adopt a policy for addressing bias incidents and symbols of hate

"Bias Incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate.

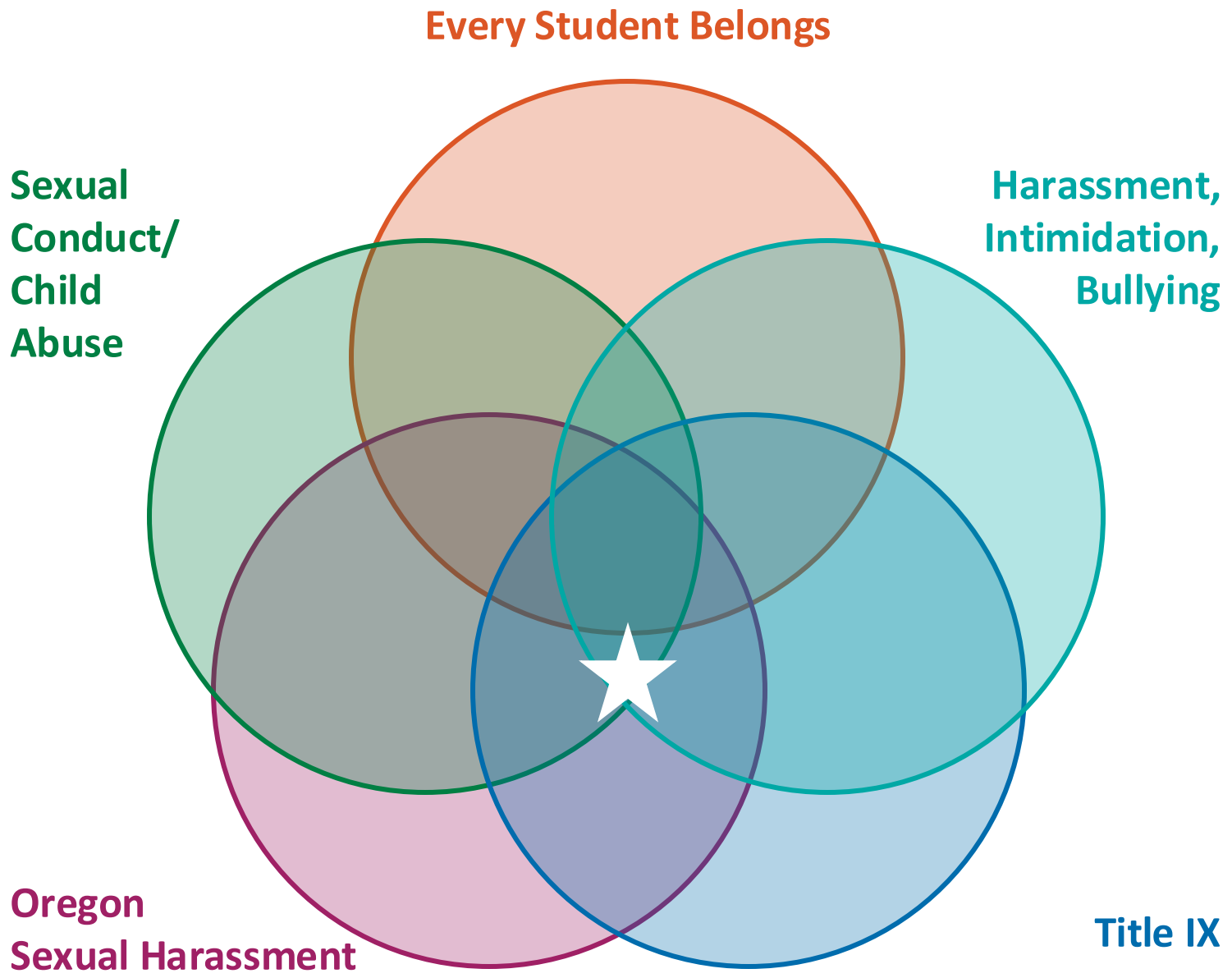
"Symbol of Hate" means nooses, symbols of neo-Nazi ideology or the battle flag of the Confederacy.


Bullying,
Harassment,
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Every Student
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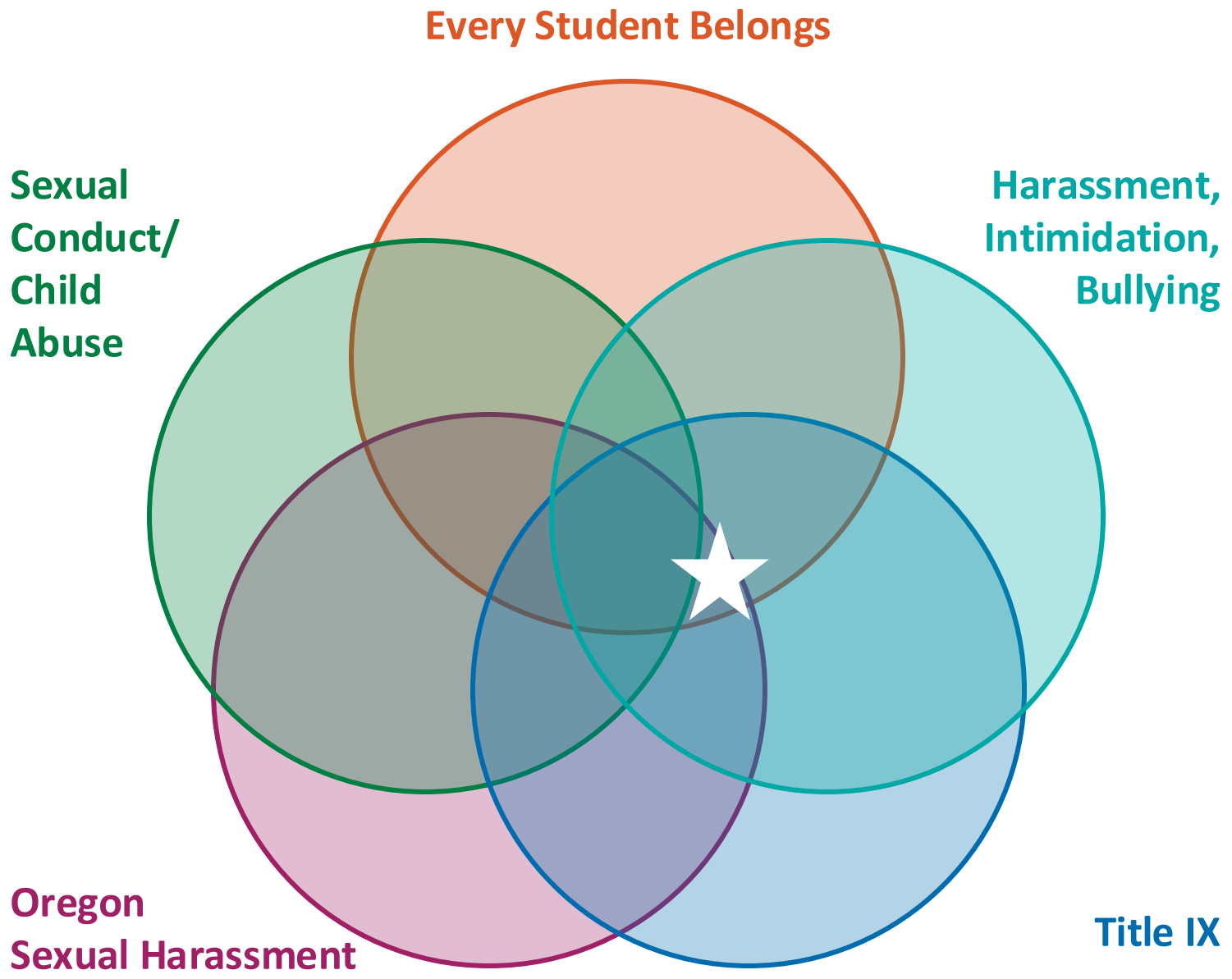
A pregnant tenth grade student is being repeatedly teased and harassed by her peers. Other students tell her she's going to drop out and will never graduate, and put basketballs under their shirts to mock her. Students refuse to work with her on class group work and attach a "wide load" sign to her backpack without her knowledge.



Two third graders are playing at recess. One of them takes a stick and starts poking the other student's bottom saying "this is my penis." He attempts to poke the stick up the other student's skirt and insert it into her anus.

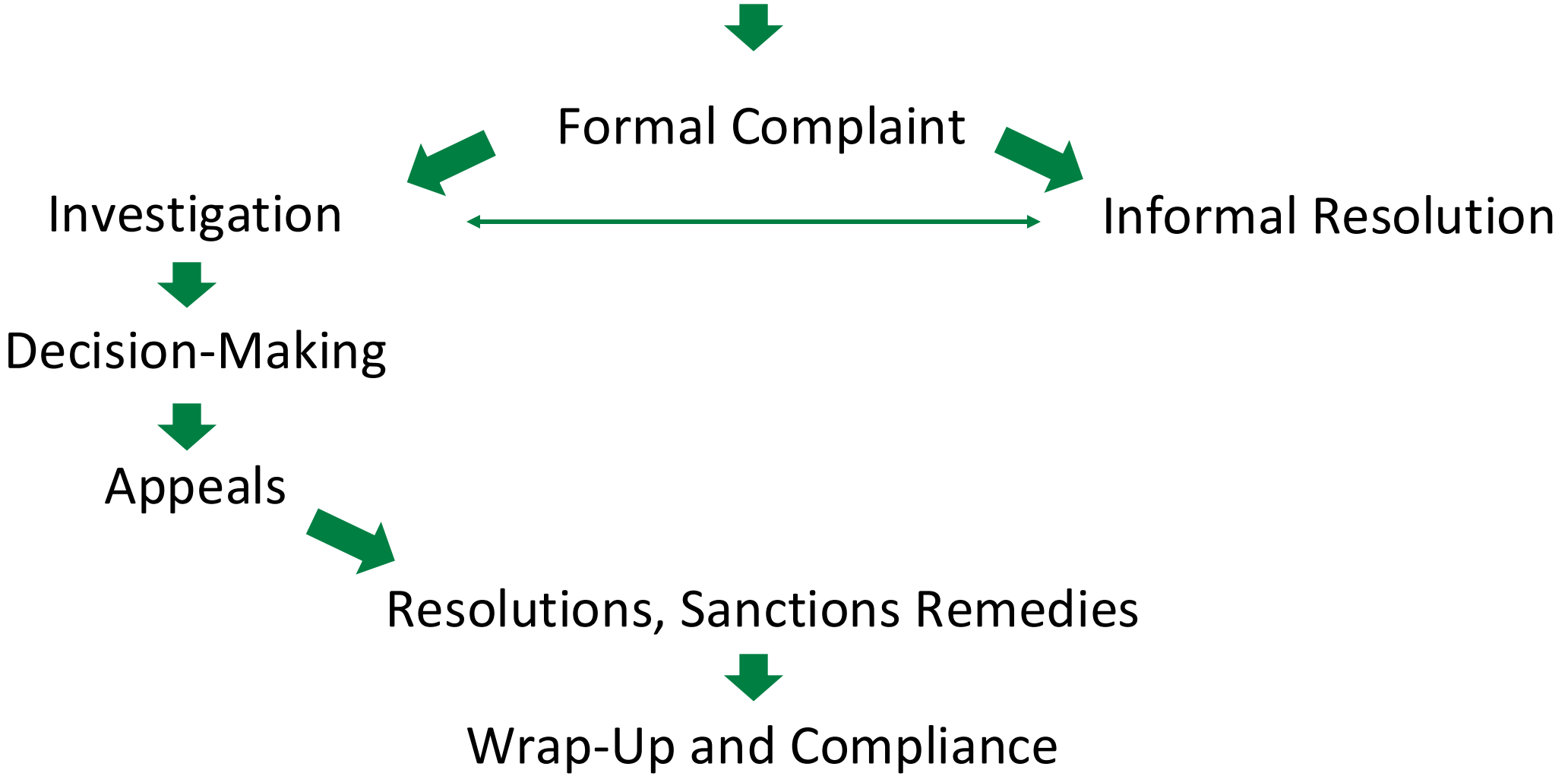


An anonymous Instagram account posts pictures of a sixth grade transgender girl taken in the hallways and classrooms at school. The account uses transphobic slurs and dissects whether she is “really a boy” by discussing what they can tell about her body parts, including breasts and genitals, from the photos.



Responding to Title IX Sexual Harassment Complaints

Actual Notice and Supportive Measures



Actual Notice and Supportive Measures

Formal Complaint

Informal Resolution

Investigation

Decision-Making

Appeal

Resolutions, Sanctions, and Remedies

Wrap-up and Compliance

Step 1: Actual Notice and Supportive Measures

Who is Involved?

- All employees (could receive notice)
- Title IX Coordinator
- Complainant(s) (and family)

Required Response to Notice:

- Contact complainant to offer options
- Explain how to file a formal complaint
- Offer supportive measures

Additional Options as Needed/Required:

- Identify overlapping Oregon policies
- External reporting (child abuse, sexual conduct)
- Emergency removal of respondent

Actual Notice and Supportive Measures:
When is a school "on notice?"

A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not **deliberately indifferent**.

34 CFR 106.44(a)

Actual knowledge to a K-12 school includes notice of *possible* sexual harassment to ***any*** school or district employee. Notice could include:

- A student report to a teacher
- An instructional assistant witnessing an interaction between two students
- A student conveying rumors of a sexual assault to a school counselor
- A parent filing a public complaint

Actual Notice and Supportive Measures: Required Response

Schools must respond in a manner that is not "**deliberately indifferent**," which includes:

- Contacting the complainant
- Offering supportive measures
- Describing the process for filing a formal complaint
- Potentially other steps, if required by the specific circumstances of the report

34 CFR § 106.44(a)

Actual Notice and Supportive Measures:
Supportive Measures

Supportive measures means non-disciplinary, non-punitive ***individualized services offered as appropriate, as reasonably available, and without fee or charge*** to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Such measures are designed to ***restore or preserve equal access*** to the recipient's education program or activity ***without unreasonably burdening the other party***, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment.

34 CFR § 106.30(a)

Examples of Supportive Measures

- academic support: deadline extensions, re-doing assignments or exams, etc.
- changes in class schedules
- changes in classroom seating, supervision, etc.
- increased hallway supervision
- escort between classes or to/from bus or parking
- different parking location
- no-contact orders (mutual or directional)
- counseling
- designated support contact
- check-in meetings, designated safe space, or designated “out of class” time
- leaves of absence
- policy flexibility (transfer policy, absence policy, athletic policy, etc.)

Actual Notice and Supportive Measures: Emergency Removal (Student)

Nothing in this part precludes a recipient from removing a respondent from the recipient's education program or activity on an emergency basis, **provided that**

- the recipient undertakes an **individualized safety and risk analysis**,
- determines 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
- provides the respondent with **notice and an opportunity to challenge** the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 CFR 106.44(c)

Actual Notice and Supportive Measures: Administrative Leave (Staff)

Nothing in this subpart precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with § 106.45. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

34 CFR 106.44(d)

Actual Notice and Supportive Measures

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Wrap-up and Compliance

Step 2: Formal Complaint

Who is Involved?

- Title IX Coordinator
- Complainant(s), Respondent(s), and Advisors (and families)

Upon Receiving a Formal Complaint

- Informal resolution processes may be utilized
- Emergency leave (students) and administrative leave (staff) continue to be option

Required Documents

- Must issue a written "Notice of Allegations"

Formal Complaint: What is a formal complaint?

Formal complaint means 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. 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... As used in this paragraph, the phrase "document filed by a complainant" means a ***document or electronic submission*** (such as by electronic mail or through an online portal provided for this purpose by the recipient) that ***contains the complainant's physical or digital signature***, or otherwise indicates that the complainant is the person filing the formal complaint.

34 CFR 106.30

Formal Complaint: Notice v. Complaint

Notice

- Can be provided by anyone
- Obligates the school to contact the complainant, provide information about how to file a formal complaint, and offer supportive measures
- Must be documented as a record

Complaint

- Must be submitted by the complainant, their parent/guardian (if a minor), or the TIX Coordinator
- Obligates the school to initiate grievance procedures and investigate
- Must be documented as a record

Formal Complaint: Notice of Allegations

Written notice to the parties must include:

- Notice that the recipient's grievance process complies with the 2020 Title IX regulations
- Information about any informal resolution processes available
- The allegations, including sufficient details known such as the identities of the parties involved, the alleged conduct, and the date and location of the incident(s)
- A statement that the respondent is presumed not responsible and that a determination will be made at the conclusion of the grievance process
- That parties may have an advisor of their choice who may be, but is not required to be, an attorney
- That parties may inspect and review evidence
- Any provisions within the recipient's code of conduct that prohibit knowingly making false statements or submitting false information

If additional allegations are known or additional parties are identified, an amended written notice must be provided.

34 CFR 106.45(b)(2)(i)(B)

Formal Complaint: Complaint Dismissal

MUST dismiss:

- Conduct as alleged does not meet the definition of sexual harassment
- Conduct did not occur within the education programs or activities or the schools
- Did not occur in the United States

A dismissal under this part does not preclude response under another part of recipient's policies/procedures

MAY dismiss if at any during the investigation or decision-making:

- Complainant notifies TIX Coordinator in writing they would like withdraw the formal complaint or individual allegations
- Respondent is no longer enrolled or employed by recipient
- Specific circumstances prevent the recipient from gathering enough information to reach a determination

Formal Complaint: Complaint Dismissal, cont.

Upon a dismissal required or permitted pursuant to paragraph (b)(3)(i) or (b)(3)(ii) of this section, the recipient must promptly send **written notice of the dismissal and reason(s)** therefor simultaneously to the parties.

34 CFR 106.45(b)(3)(iii)

- Both parties must be offered an opportunity to appeal a dismissal of a formal complaint or of any of the allegations in the complaint *(see **Step 5: Appeals** for more information on appeal procedural requirements).*

Formal Complaint: Notice of Allegations, cont.

Oregon law has two provisions that schools may wish to include in their notices:

- ORS 339.356(2)(L) - **Bullying/Harassment** requires "A statement of the ***consequences and appropriate remedial action for a person found to have falsely accused another*** of having committed an act of harassment, intimidation or bullying or an act of cyberbullying as a means of reprisal or retaliation, as a means of harassment, intimidation or bullying or as a means of cyberbullying."
- OAR 581-021-0038(5)(h) - **Oregon Sexual Harassment** requires that **"**…students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation ***may not be disciplined for violations of the district's drug and alcohol policies*** that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct."

Actual Notice and Supportive Measures

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Wrap-up and Compliance

Step 3 *(option 1)*: Informal Resolution

Who is Involved?

- Title IX Coordinator
- Informal Resolution Facilitator
- Complainant(s) and Respondent(s) (and families)

What does the Informal Resolution Process look like?

- Schools may, but are not required to, offer an informal resolution
- Many options; processes may look different at each school

Required Documents

- Written document describing informal resolution rights and options

Informal Resolution: Requirements

Informal resolutions may be offered in Title IX sexual harassment cases ***once a formal complaint is filed.***

- Informal resolutions must be **fully optional**; they cannot be a condition of enrollment or employment, and cannot be required in any way.
- Informal resolutions are not allowed in cases where an **employee** is accused of sexually harassing a student.
- You have the discretion to determine if offering an informal resolution option is appropriate within each specific case or circumstance.
- If parties wish to engage in an informal resolution, schools must provide written notice regarding the information resolution process, and must obtain written consent from all parties.

34 CFR 106.45(b)(9)

Informal Resolution: Written Notice

Written notice regarding an informal resolution must include:

- The allegations
- The specific requirements of the school's informal resolution process
- Any circumstances under which parties would be precluded from resuming a formal complaint process about the same allegations
  - These circumstances must provide for that "at any time prior to agreeing to a resolution, any party hast the right to withdraw from the informal resolution process and resume the grievance process"
- Any consequences that could result from participation in the informal process, including records that would be maintained or potentially disclosed

34 CFR 106.45(b)(9)(i)

Informal Resolution: What could it look like?

Informal resolutions can look a variety of ways. You could offer one or more of these options in your school community:

- Agreed-upon immediate remedies
- Mediation or facilitation processes to negotiate a mutually agreeable resolution
- Restorative processes
- Many other options!

Informal resolutions may result in supportive measures, remedies, or even disciplinary actions.

Actual Notice and Supportive Measures

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Wrap-up and Compliance

Step 3 *(option 2)*: Investigation

Who is Involved?

- Investigator
- Complainant(s), Respondent(s), and Advisors (and families)
- Witnesses

What does the Investigation Entail?

- Interviewing parties and witnesses
- Gathering evidence, and determining relevance
- Keeping detailed documentation and writing reports

Required Documents

- Written "Investigation Report" with required party review period

Investigation: Investigatory Requirements

…the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the recipient and not on the parties…
34 CFR 106.45(b)(5)(i)

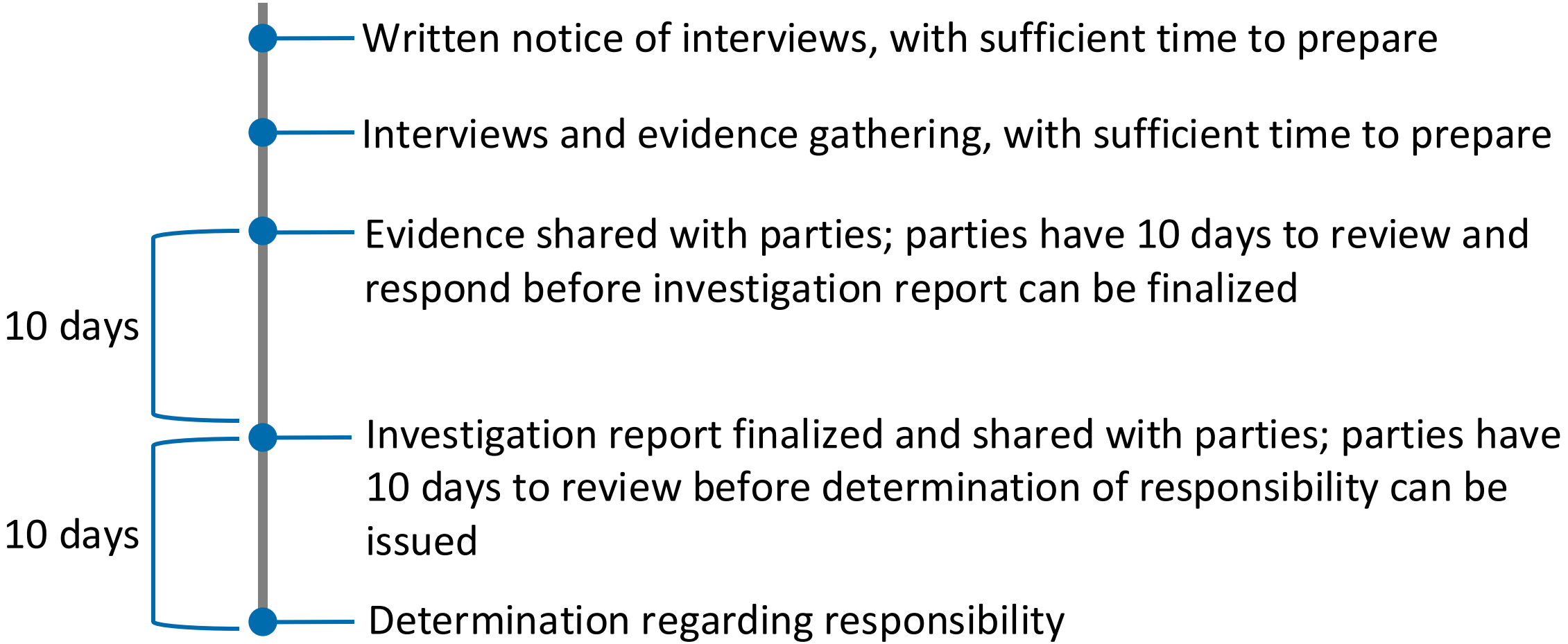
- Parties must be provided with an equal opportunity to present statements and evidence (inculpatory and exculpatory).
- Parties cannot be restricted from discussing the allegations or from gathering and presenting relevant evidence.
- Parties must be provided with ***written notice*** of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with ***sufficient time*** to prepare to participate.

Investigation: Investigatory Requirements, cont.

- Parties must be provided with the same opportunity to have others present, including the opportunity to have an advisor of choice present.
- Parties must have an equal opportunity to inspect and review any ***directly related*** evidence that is a part of the investigation.
  - Prior to completing the investigative report, parties and their advisors must be given a copy of all directly related evidence and must have at least ***10 days*** to review and respond.
- Parties must be given a copy of the investigative report and provided ***10 days*** to review and respond to the investigative report prior to the final determination of responsibility.

34 CFR 106.45(b)(5)

Investigation: Timeline



Investigation: Timeline Extensions

Include reasonably prompt time frames for conclusion of the grievance process, including... a process that allows for the **temporary delay** of the grievance process or the **limited extension** of time frames for **good cause** with written notice to the complainant and the respondent of the delay or extension and the **reasons** for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

34 CFR 106.45(b)(1)(v)

Investigation: Timeline Extensions, cont.

> …the final regulations only permit 'temporary' delays or 'limited' extensions of time frames even for good cause such as concurrent law enforcement activity, this provision does not result in protracted or open-ended investigations in situations where law enforcement's evidence collection (e.g., processing rape kits) occurs over a time period that extends more than briefly beyond the recipient's designated time frames.
>
> -p 30269, Federal Register, Vol. 85, No. 97

- Communicate proactively with law enforcement, DHS, or any other agency about your Title IX responsibilities
- Consider what supportive measures you can implement during the delay

Investigation: Investigation Report

The investigative report must “fairly summarize relevant evidence,” and must be sent to both parties and their advisors.

34 CFR 106.45(b)(5)(vii)

Best practice: create an investigative report template, one that includes

- Allegations and jurisdictional statement
- Timeline
- Summary of relevant interviews and evidence
- Credibility assessments
- Findings of fact
- May include conclusions; however, separate ***Decision-Maker*** must still come to independent determination

Actual Notice and Supportive Measures

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Wrap-up and Compliance

Step 4: Decision-Making

Who is Involved?

- Decision-Maker
- Complainant(s), Respondent(s), and Advisors (and families)
- Witnesses

What does the Decision-Making Entail?

- Independently reviewing the investigation report and all evidence
- Conducting a facilitated question-and-answer opportunity
- Determining results of the allegations and responsibility

Required Documents

- Written "Determination of Responsibility"

Decision-Making: Overview

- In K-12 schools, a hearing is optional. May offer a hearing, but not required to.
- With or without a hearing, must offer "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," aka a "**modified cross-examination**."
  - The Decision-Maker must screen questions for relevance and exclusion.
- Must issue a written determination of responsibility simultaneously to involved parties.

34 CFR 106.45(b)(6)(ii) and (b)(7)

Decision-Making: "Modified Cross-Examination"

Parties may submit written questions that are asked of the other party or witnesses. The written answers are submitted to that party, with limited follow up.

- Can be conducted during the 10-day review time

Exclude questions that:

- Are not related to the allegations
- Seek privileged information
- Are related to the complainant's sexual predisposition or unrelated sexual behavior, unless it goes to prove consent or to "prove that someone other than the respondent committed the behavior"

34 CFR § 106.45(b)(6)(ii)

Decision-Making: Standards of Evidence

Preponderance of Evidence:

‘‘[t]he burden of showing something by a ‘preponderance of the evidence,’ the most common standard in the civil law, ‘simply requires the trier of fact to believe that the existence of a fact is more probable than its nonexistence before [they] may find in favor of the party who has the burden to persuade the [judge] of the fact’s existence.’’’

-Footnote 1441, p 30381, Federal Register, Vol. 85, No. 97

Clear and Convincing Evidence:

“[c]lear and convincing evidence requires greater proof than preponderance of the evidence. To meet this higher standard, a party must present sufficient evidence to produce ‘in the ultimate factfinder an abiding conviction that the truth of its factual contentions are [sic] highly probable.’’”

-Footnote 1441, p 30381, Federal Register, Vol. 85, No. 97

Decision-Making: Written Determination

The written determination of responsibility must include:

- The allegations
- Procedural steps from formal complaint through determination (including notifications, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held)
- Findings of fact
- Conclusions applying the findings to school/district policies
- Results of each allegation and rationale (responsible or not responsible)
- Sanctions provided and if remedies provided, as applicable
- Appeal bases and procedures

34 CFR § 106.45(b)(7)

Knowledge Check:

Investigation and Decision-Making

As part of a broader complaint regarding harassment and bullying, Serena is being investigated for potential sexual harassment against Bella, including allegations that Serena took and distributed photos of Bella changing in a school locker room, and made several comments and rumors that could fall under prong 2 sexual harassment.

- **Bella's family is working with a community-based advocate, while Serena's family has retained legal counsel. Can they bring these individuals to their interviews?**
- **Bella's family submitted copies of text messages between Bella and other students where Bella was informed about Serena's comments and distribution of the images. Serena has a right to...?**
- **Serena is found responsible for some, but not all of the allegations. What must the school tell Bella about the findings?**

Actual Notice and Supportive Measures

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Wrap-up and Compliance

Step 5: Appeals

Who is Involved?

- Appeals Decision-Maker
- Complainant(s), Respondent(s), and Advisors (and families)

What does the Appeals Process Entail?

- Facilitating appeals review and timelines
- Independently reviewing all previous documentation and any newly submitted evidence and statements
- Determining results of the appeal and any changes needed

Required Documents

- Written "Determination of Appeal"

Appeals: Reasons for Appeal

A recipient must offer both parties an appeal from a determination regarding responsibility, and from a recipient's dismissal of a formal complaint or any allegations therein, on the following bases:

(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

(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.

34 CFR 106.45(b)(8)(i)

Schools may allow additional reasons for appeal at their discretion, as long as those rights are applied equally.

Appeals: Appeal Process

- All appeal procedures must be implemented equally for both parties.
- All parties must be notified in writing when an appeal is filed.
- All parties must have a reasonable and equal opportunity to submit a written statement in support of or challenging the appeal.
- Must issue a written appeal decision.
- The Appeals Decision-Maker must be a different person than the Decision-Maker or Investigator (or the Title IX Coordinator).

34 CFR 106.45(b)(8)(iii)

Appeals: Written Appeal Determination

As to all appeals, the recipient must:

(E) Issue a written decision describing the result of the appeal and the rationale for the result; and

(F) Provide the written decision simultaneously to both parties.

34 CFR 106.45(b)(8)(iii)

Actual Notice and Supportive Measures

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Resolutions, Sanctions, and Remedies

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Wrap-up and Compliance

Step 6: Resolution, Remedies, & Sanctions

Who is Involved?

- Title IX Coordinator
- Complainant(s) and Respondent(s) (and families)
- *As Needed:* School community

Implementing Remedies, Resolutions, and Sanctions

- Designating any implementing an appropriate resolution, including any needed/appropriate remedies and sanctions

Required Communications

- Any sanctions must be shared with Respondent(s) and Complainant(s), and any individual remedies share with the Complainant(s)

Resolution, Remedies, and Sanctions: Addressing the Discrimination

Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a grievance process that complies with this section before the imposition of any disciplinary sanctions or other actions that are not supportive measures as defined in § 106.30, against a respondent. Remedies must be designed to **restore or preserve equal access** to the recipient's education program or activity. Such remedies may include the same individualized services described in § 106.30 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent;

34 CFR 106.45(b)(1)(i)

Resolution, Remedies, and Sanctions: Remedies

Individual Remedies address the harm for the complainant (or other individuals impacted by the discrimination).

- Academic remediation
- Counseling
- Waiver/adjustment of academic, athletic, or cocurricular requirements
- Additional supportive measures

Community Remedies address broader harm that may have been sustained by the larger community and attempt to prevent future discrimination.

- Student educational programs
- Safety measures (hallway monitoring, additional staffing, etc.)
- Policy reviews
- Staff training

Resolution, Remedies, and Sanctions: Sanctions

- Detention
- Suspension
- Expulsion
- Community service
- Required courses or seminars
- Counseling
- Evaluation and treatment
- Removal from specific classes, sports, etc.
- Co-enrollment prohibition

Resolution, Remedies, and Sanctions: Oregon Discipline Requirements

Schools are required to adopt written rules with respect to student discipline. OAR 581-021-0050

Expulsion is limited to specific circumstances by OAR 581-021-0070, including threats to student and community safety. Expulsion of K-5 severely limited. Similarly, suspension is limited by OAR 581-021-0065.

Specific provisions apply to the discipline of students with disabilities:

- If the discipline constitutes a "significant change of placement", a manifestation determination review (MDR) is required by 34 CFR 300.530 and 34 CFR 104.35(a) as cited by Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline (OCR, 2022)
- A behavioral intervention plan (BIP) based on a functional behavior assessment (FBA) is required if the student put themselves or others at risk of serious bodily injury.

Actual Notice and Supportive Measures

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Resolutions, Sanctions, and Remedies

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Wrap-up and Compliance

Step 7: Wrap-Up and Compliance

Who is Involved?

- Title IX Coordinator
- *As needed:* Investigator, Decision-Maker, Appeals Decision-Maker, Informal Resolution Facilitator

Compliance and Wrap-Up

- Documentation and storage of documents and evidence (confidentiality, recordkeeping requirements)
- Tracking outcomes for larger civil rights compliance
- Follow-up and check-in procedures for parties

Recordkeeping

- Ensure all records are stored appropriately (7-year requirement)

Wrap-Up and Compliance: Recordkeeping

Records must be kept of:

- each record of actual notice and response (including supportive measures), and why that response was not deliberately indifferent
- each investigation, including the results and any sanctions or appeals
- each appeal
- each informal resolution
- all materials used to train Title IX personnel

Records must be maintained for a minimum of **seven years**.

34 CFR § 106.45(b)(10)

Title IX SH Grievance Process: Important Notes

- The Title IX sexual harassment grievance process looks different from most typical K-12 disciplinary processes; ***all sexual harassment must be identified quickly and routed through the Title IX process***.
- Schools cannot impose any discipline on a respondent before the conclusion of the grievance process or informal resolution process.
  - The exception is emergency removals, but these require a specific process.
- Complainants and respondents are afforded specific rights in the Title IX process, including the right to specific information and due process protections. This includes information about other students involved and does NOT violate FERPA.
- Persons conducting the grievance process must receive specific training and be free from bias and conflict of interest.

Takeaways

- Title IX prohibits sex discrimination in federally funded education programs and requires schools to adopt compliant policies and procedures, and appoint at least one Title IX Coordinator.
- Title IX gives specific guidance for K-12 schools on athletics, single-sex programs, pregnancy and related conditions, and sexual harassment
- Several Oregon laws overlap with Title IX, including Oregon's sexual harassment law, bullying and harassment policies, and child abuse and sexual conduct reporting. Schools should overlap their policy and response requirements.
- The Title IX sexual harassment grievance process looks different from most typical K-12 disciplinary processes; ***all sexual harassment must be identified quickly and routed through the Title IX process***.

Upcoming Title IX Sexual Harassment Trainings

Title IX Sexual Harassment: Deep Dive

- Thurs, Aug 20, 9:00 am-12:00 pm
- Tues, Sept 15, 12:30-3:30 pm
- Fri, Oct 30, 9:00 am-12:00 pm
- Wed, Jan 27, 12:00-3:00 pm
- Thurs, Apr 15, 12:30-3:30 pm

Title IX Sexual Harassment: Investigator

Requires Deep Dive Training Prerequisite*

- Thurs, Aug 27, 9:00-10:30 am
- Tues, Sept 22, 12:30-2:00 pm
- Fri, Nov 6, 9:00-10:30 am
- Wed, Feb 3, 1:30-3:00 pm
- Thurs, Apr 22, 12:30-2:00 pm

Title IX Sexual Harassment: Decision-Maker and Appeals

Requires Deep Dive Training Prerequisite*

- Thurs, Aug 27, 1:00-2:30 pm
- Tues, Sept 22, 3:00-4:30 pm
- Fri, Nov 6, 1:00-2:30 pm
- Wed, Feb 3, 3:30-5:00 pm
- Fri, Apr 23, 1:00-2:30 pm

Scan and Join!

Need to fulfill your Coordinator training requirements?

Seeking more information?

We have the listservs for you!

Title IX Listserv

Section 504 Listserv

Title VI Listserv

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