



COLORADO
Department of Education

Preventing and Responding to Sexual Harassment and Violence:

School and District Duties Under Title IX

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Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission

The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

Agenda

- Title IX overview
- Title IX issues
- Title IX responsibilities
 - District
 - Title IX Coordinator
- Sex-Based Harassment
- Sexual Misconduct Policies
 - Grievance Procedures
 - Investigations
- Resources
- Questions
- Needs assessment

Title IX Overview

Title IX Overview

The purpose of Title IX of the Education Amendments of 1972 is to eliminate discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

Title IX Issues



- **Sex-Based Harassment**

- Sexual Harassment
- Sexual Violence
- Gender-Based Harassment and Bullying

- Athletic Opportunities and Benefits
- Pregnant or Parenting Students
- Single Sex Classes and Schools
- STEM

Title IX Responsibilities

District Responsibilities

1. **Designation of at least one responsible employee** to coordinate and carry out district compliance with Title IX
2. Write and publish a **nondiscrimination policy**
3. **Adopt and publish grievance procedures** providing for prompt, equitable resolution of student and employee Title IX complaints
4. **Ensure that students and employees are trained** to report sex discrimination, including sexual harassment, and how to respond appropriately
5. **Investigate all Title IX issues** that the school knows or reasonably should know of

Title IX Coordinator Responsibilities

- > Be the Title IX Coordinator
- > Participate in writing the **nondiscrimination policy**
- > **Coordinate writing of grievance procedures** for resolving Title IX complaints
- > **Provide education and information regarding Title IX requirements.** Help students, parents/guardians, employees, and school law enforcement understand grievance procedures
- > Coordinate response to all **Title IX complaints**

1. Designation of Title IX Coordinator

- **Designation of a Title IX Coordinator**
 - At least one, possibly multiple
 - If multiple, must designate lead
 - Avoid designating an employee whose other job responsibilities may create a conflict of interest
 - Lead coordinator should report directly to senior leadership
- **Notify all students and employees of the lead Title IX contact's:**
 - Name
 - Office address
 - Telephone number
 - E-mail address (can be generic)
 - If multiple, include contact information for both the lead Title IX Coordinator and for the Title IX contact assigned to the school

Title IX Coordinator contact information must be widely distributed and should be easily found on the school/district website and communicated through various publications such as:

- **Staff communication**—district newsletters, letters from human resources, other district memoranda
- **Families/community**—school newsletters, local newspapers, other school or district communications to families/community

2. Notice of Nondiscrimination

- **Notice of nondiscrimination for Title IX must include:**
 - School/district does not discriminate on the basis of sex
 - Title IX coordinator's contact information
 - Questions may be referred to the Title IX coordinator or to the Office for Civil Rights

- For information on requirements for notices of nondiscrimination for Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Title II of the Americans with Disabilities Act, and the Boy Scouts of America Equal Access Act, including:
 - combined requirements
 - methods of notification
 - a sample notice of nondiscrimination

Go to: [Office for Civil Rights Aug 2010 Notice of Nondiscrimination](#)



Notice of nondiscrimination must be widely distributed to all applicants for admission and employment, all students and parents/guardians of elementary and secondary schools and should be “prominently posted” on the school/district website, at various locations on campus, and in electronic and printed publications.

In addition, the notice **must be included in any:**

- Bulletins
- Announcements
- Publications
- Catalogs
- Application forms
- Recruitment materials

3. Adopt and Publish Grievance Procedures

- Provide for **prompt and equitable resolution** of complaints of sex discrimination
- Written in language that is **easily understood**, appropriate for the age of the audience, and is **accessible to English learners and students with disabilities**
- Incorporate all of the elements required for **prompt and equitable resolution** of Title IX complaints, consistent with the Title IX regulations and Office for Civil Rights (OCR) guidance

Grievance procedures must be widely disseminated.

Some ideas for distribution:

- Have copies of the procedures available at various locations throughout the school or campus
- Publish the procedures as a separate document
- Include a summary of the procedures in major publications issued by the school, such as handbooks and catalogs for students, parents, faculty, and staff
- Identify individuals who can explain how the procedures work.

Anti-Retaliation Provision

- It is unlawful to retaliate against individuals, including Title IX Coordinators, for:
 - Filing a Title IX complaint
 - Participating in a Title IX investigation, hearing or proceeding
 - Advocating for others' Title IX rights
- Retaliation may look like:
 - Preventing the student from participating in school activities
 - Giving the student a failing grade
 - Threatening expulsion

“A grievance procedure applicable to sexual harassment complaints cannot be prompt or equitable unless students know it exists, how it works, and how to file a complaint.”

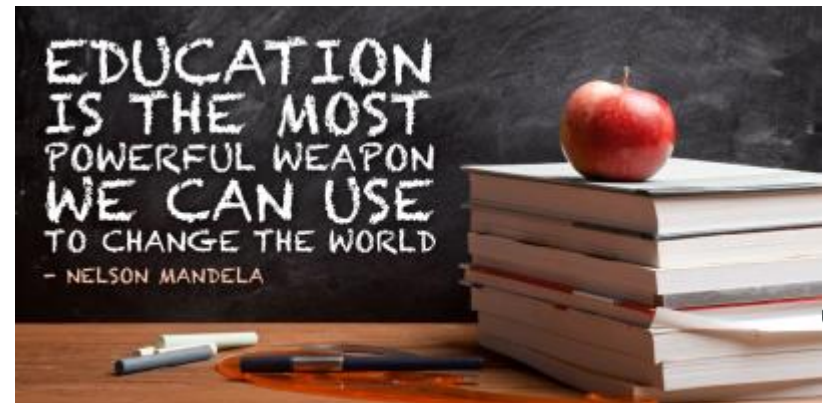
[Revised Sexual Harassment Guidance January 2001](#)

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4. Education and Prevention

- **OCR recommends preventative education programs that include:**
 - What constitutes sexual harassment and sexual violence
 - School's policies, procedures, and consequences
 - How to report sexual harassment and sexual violence
 - For educators and students

- **Schools should regularly assess student activities to ensure they do not violate policies against sexual harassment and sexual violence**



Suggestion > Create a page on the website that includes:

- The Title IX Coordinator's contact information
- The Notice of Nondiscrimination
- Relevant Title IX policies and grievance procedures
- Other resources related to Title IX compliance and gender equity

*** A link to this page should be prominently displayed on the school/district homepage.**



Education and Prevention Avenues

- School safety resource officers
- Student athletes and coaches
- New student orientation
- School assemblies
- Back to school nights
- Health class
- Class meetings
- Mentoring



Educational Programs for Students

- **Kidpower** (PK-12th grades)
<http://kidpowercs.org/>
- **Safety Smarts** (PK-12th grades)
<http://www.voicescarrycac.org/>
- **S.A.R.A., Inc.**
http://www.sarainc.org/programs_services
 - **Stop Bullying NOW!** (3rd-6th grades)
 - **Safe Dates** (5th-12th grades)
 - **Voices** (Middle and High School)
- **Jana's Campaign (Middle and High School)**
<http://www.janascampaign.org/>
 - **Coaching Boys Into Men** (High School)
<http://www.coachescorner.org/>

Colorado School Safety Resource Center

www.colorado.gov/CSSRC

** Note that you will need to add district/school specific grievance procedures*



5. Coordination of Response to Title IX Complaints

■ Ensure all complaints are handled properly, may include:

- Informing all parties regarding the process
- Notifying all parties regarding grievance decisions
- Right to and procedures for appeal, if any
- Monitoring compliance with all requirements and timelines
- Maintaining grievance and compliance records
- Providing assistance to school law enforcement, if applicable
- Identify and address patterns or systemic problems
- Assess effects on school/district climate
 - Could include coordination and analysis of an annual climate survey
- Make recommendations

Conflict of Interest

“Title IX does not specify who should determine the outcome of Title IX complaints or the action the school will take...The Title IX Coordinator could play this role, provided there are no conflicts of interest, but does not have to.”

[Letter to Title IX Coordinators](#)

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A person free of actual or perceived conflicts of interest and biases must lead the investigation.

[Sept 2017 Interim Guidance](#)

Question 6



Sex-Based Harassment

Sex-Based Harassment

- Defined as:
 - Sexual in nature
 - Unwelcome
 - Denies or limits a student's ability to participate in or benefit from a school's education program



- Sexual Harassment
- Sexual Violence
- Gender-Based Harassment and Bullying

- Can affect male or female students
- The harasser and the victim can both be of the same sex
- Conduct can be verbal, nonverbal or physical

Sexual Harassment

A 2011 study conducted by the American Association of University Women (AAUW) found that nearly **half of students surveyed in grades 7-12** experienced some form of sexual harassment within the past school year.

[Crossing the Line: Sexual Harassment at School](#)



Sexual Violence

Between fiscal years 2009-2016,
the Office for Civil Rights received 265 **sexual
violence** related complaints at the
elementary and secondary levels.

[Achieving Simple Justice Highlights of Activities Office for Civil Rights](#)

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Gender-Based Harassment and Bullying

Title IX “prohibits sexual harassment and gender-based harassment of **all students**, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.”

[Oct 26, 2010 Dear Colleague Letter on Harassment and Bullying](#)

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- Gender-based harassment includes:
 - Verbal, nonverbal, or physical
 - Aggression, intimidation, or hostility
 - Based on sex or sex-stereotyping
 - Even if the acts do not involve sexual conduct



Transgender Students Harassment and Bullying

- May 13, 2016 Dear Colleague Letter on Transgender Students
 - *Rescinded*
- Replaced with Feb 22, 2017 Dear Colleague letter
 - *Emphasizes that withdrawal of May 2016 transgender guidance does not alleviate schools of their responsibility to “ensure that **all students**, including LGBT students, are able to learn and thrive in **a safe environment.**”*

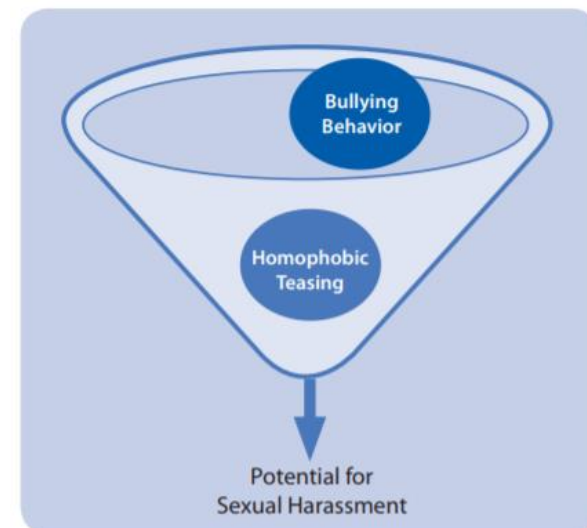
LGBT Students Harassment and Bullying

- It can be sex discrimination if students are harassed for **exhibiting what is perceived as stereotypical characteristics for their sex or for failing to conform to stereotypical notions of masculinity or femininity.**
- Title IX prohibits sexual and gender-based harassment of all students **regardless of the actual or perceived sexual orientation or gender identity of the harasser or the target.**
- Title IX protects all students, **including LGBT students**, from sex discrimination.

The Bully-Sexual Violence Pathway in Early Adolescence

- 3 year study
- Overlap between bullying and sexual violence
- Homophobic teasing in the Bully-Sexual Violence Pathway
- “If you hear this>say this”

https://www.cdc.gov/violenceprevention/pdf/ASAP_BullyingSV-a.pdf



If you hear this...



Say this...

Resources: Sex-Based Harassment and Bullying

- October 2010 Dear Colleague Letter on Harassment and Bullying
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>
- Colorado School Safety Resource Center, Bullying and Harassment
<https://www.colorado.gov/pacific/cssrc/bullying-harassment>
- Colorado Department of Education, Bullying Prevention
<http://www.cde.state.co.us/mtss/bullying>
- PACER Center Kids Against Bullying (elementary students)
<https://www.pacerkidsagainstbullying.org/>
- PACER Center Teens Against Bullying (secondary students)
<https://www.pacerteensagainstbullying.org/>
- Ability Path (students with disabilities)
<http://abilitypath.org/2014/06/23/bullying-special-needs-antibully-programs/>
- One Colorado (LGBT students)
<http://www.cde.state.co.us/mtss/makeitsafe>



Resources: Sexual Harassment and Sexual Violence

- Sept 2017 Interim Guidance

<https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>

- Sexual Harassment: It's Not Academic pamphlet

<http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.pdf>

- Revised Sexual Harassment Guidance (Jan 2001)

<http://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

- Stop SV: A Technical Package to Prevent Sexual Violence

<https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>

- Colorado School Safety Resource Center, Sexual Assault

<https://www.colorado.gov/pacific/cssrc/sexual-assault-0>



Resources for Parents

- Teach Your Child the Underwear Rule

http://www.underwearrule.org/Default_en.asp

- The Underwear Rule

http://www.underwearrule.org/source/text_en.pdf

- The Underwear Rule: The Book

http://www.underwearrule.org/Source/Book_en.pdf



Training for Educators

Bullying Prevention

Department of Health and Human Services
Centers for Disease Control and Prevention
Stopbullying.gov

<https://www.stopbullying.gov/index.html>

- How to Assess Bullying
 - Cyberbullying
- Prevention at School
 - Engage Parents and Youth
 - Set Policies and Rules
- Working in the Community
- Videos
- Free Online Course--Bullying Prevention at School

<https://www.stopbullying.gov/prevention/training-center/bullying-prevention-training-course/index.html>



Training for Educators

Sexual Harassment

The National Center on Safe Supportive Learning Environment

U.S. Department of Education Office of Safe and Healthy Students

Safe Supportive Learning

<https://safesupportivelearning.ed.gov/safe-place-to-learn-k12>

- 4 online training modules
- Preventing peer-to-peer sexual harassment
- Recognizing and responding to sexual harassment
- Guide for administrators
- Coordinated response team planning guide
- Trauma sensitivity training module
- Resources



Training for Educators

Teen Dating Violence Prevention

U.S. Department of Health and Human Services Centers for Disease Control and Prevention Dating Matters: Understanding Teen Violence Prevention (MS & HS)

- Free Online Course

https://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res_id=5057

- Capacity Assessment and Planning Tool

<http://vetoviolence.cdc.gov/apps/datingmatterscapt/>

- Interactive Guide on Informing Policy

<https://vetoviolence.cdc.gov/apps/datingmatterspolicy/>

- Case Scenarios

- Resources—embedded and separately

<https://vetoviolence.cdc.gov/apps/datingmatterspolicy/content/additional-resources>

- Evidence-Based Programs

<https://vetoviolence.cdc.gov/apps/datingmatterspolicy/content/preventing-teen-dating-violence>

- Technical Packages

<https://www.cdc.gov/violenceprevention/pub/technical-packages.html>



Guidance on Sexual Misconduct Policies

Federal Guidance on Sexual Misconduct Policies

- April 4, 2011 Dear Colleague Letter on Sexual Violence
 - *Rescinded*
- April 29, 2014 Questions and Answers on Title IX Sexual Violence
 - *Rescinded*
- Replaced with Sept 2017 Interim Guidance (Q&A on Campus Sexual Misconduct)
 - *Emphasizes continued reliance on the January 2001 Revised Sexual Harassment Guidance and the Jan 25, 2006 Dear Colleague Letter on Sexual Harassment*



Grievance Procedures for Sexual Harassment

- Title IX does not require separate grievance procedures specific to sexual harassment
- Rather, a school/district's nondiscrimination policy and grievance procedures “must provide effective means for preventing and responding to sexual harassment”

[Revised Sexual Harassment Guidance Jan 2001](#)

Considerations for Sexual Misconduct Policies

- However, in Sept 2016, the White House Task Force to Protect Students from Sexual Assault highlighted considerations for drafting sexual misconduct policies, including why a district might benefit from having a separate sexual misconduct policy.
- Considerations include:
 - Who should participate in drafting the policy
 - How to measure if the policy is clear and understandable to the audience
 - Other documents that should be considered during policy development
 - Specific items to consider including
 - Next steps

Grievance Procedures

***Grievance Procedures
must be prompt and
equitable***

Prompt

What constitutes “prompt”?

- “There is no fixed time frame under which a school must complete a Title IX investigation.”
- “The Office for Civil Rights (OCR) will evaluate a school’s good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with resolution.”

[Sept 2017 Interim Guidance](#)

Question 5



What constitutes “prompt”?

- “...whether complaint resolutions are timely will vary depending on the complexity of the investigation and the severity and extent of the harassment.”
- “During the investigation, it is good practice for schools to inform students who have alleged harassment about the status of the investigation on a periodic basis.”

What constitutes “equitable”?

- “The burden is on the school, not the parties, to gather sufficient evidence to reach a fair, impartial determination”
- A trained investigator must analyze, document, and synthesize the evidence and objectively evaluate the credibility of witnesses
- Any opportunities that are made available to one party during the investigation should be made to the other party on equal terms

Equitable, cont.

What constitutes “equitable”?

- Once the decision to open an investigation has been made, the school should provide written notice of the allegations to the responding party, including sufficient details and time to prepare before an initial interview
- Each party should receive advance written notice prior to any interview or hearing with sufficient time and equal access to any information to prepare
- The investigation should result in a written report summarizing relevant evidence

Elements Used to Evaluate Prompt and Equitable

- i. Provides notices of the school's grievance procedures, including how and where to file a complaint
- ii. Applies grievance procedures to all Title IX complaints regardless of who files the complaint
- iii. Ensures an adequate, reliable, and impartial investigation, including the opportunity to present witnesses and other evidence
- iv. Designates and follows a reasonably prompt time frame for major stages of the complaint process
- v. Notifies parties of the outcome
- vi. Provides assurance that the school will take steps to prevent recurrence and to remedy its discriminatory effects, as appropriate

Common Elements of Title IX Grievance Procedures

- Notice to students, parents, and employees of the grievance procedures and how to file a complaint
- Statement that procedures apply to complaints alleging harassment by employees, other students, or third parties
- Definitions of sex discrimination, sexual harassment and consent
- A promise of adequate, reliable, and impartial investigation of complaints, including the opportunity for both parties to present witnesses and evidence
- Designated and reasonably prompt time frames to complete the major stages of the process
- Notice to parties (parents, if students are minors) of the investigation's outcome
- Assurance that the school will take steps to prevent recurrence of any harassment and correct any discriminatory effects
- Prohibition of retaliation, how to report subsequent problems, and how the district will respond
- Standard used to investigate (“preponderance of evidence” vs “clear and convincing”)
- Appeal process, if any, including timeframe
- Contact information for filing a complaint with the Office for Civil Rights

Resources

- **Letter to Title IX Coordinators**

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201504-title-ix-coordinators.pdf>

- **Title IX Resource Guide**

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

- **September 2017 Interim Guidance**

<https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>

- **Title IX and Sexual Harassment in K-12 Public Schools: Key Steps to Compliance**

<https://www.ue.org/uploadedFiles/Title%20IX%20and%20Sexual%20Harassment%20in%20K-12%20Public%20Schools.pdf>



Investigations

Sexual Harassment Investigations

- A school is obliged to investigate alleged sex-based harassment that the school knows of **or reasonably should know of, regardless of whether or not a complaint has been filed.**
- **“The burden is on the school,** not the parties, to gather sufficient evidence to reach a fair, impartial determination”
- A trained investigator, **free from conflict of interest,** must analyze, document, and synthesize the evidence and objectively evaluate the credibility of witnesses
- Once the decision to open an investigation has been made, the school should provide written notice of the allegations to the responding party, **including sufficient details and time to prepare before an initial interview**
- Each party should receive advance written notice prior to any interview or hearing **with sufficient time and equal access to any information to prepare**

Sexual Harassment Investigations

- Any opportunities that are made available to one party during the investigation should be made to the other party on equal terms
- The investigation should result in a written report summarizing relevant evidence
- OCR recommends that **both parties receive written notification of the outcome concurrently** as well as:
 - Remedies offered to the reporting party
 - Sanctions imposed on the responding party
 - Steps taken to eliminate the hostile environment, if found to exist
- **A district may choose to allow appeals** solely by the responding party or by both parties.

Sexual Harassment Investigations

Hostile Environment

- Schools may have an obligation to respond to sexual harassment that **initially occurred off school grounds**.
 - “Schools are responsible for redressing a hostile environment that occurs on campus even if it relates to off-campus activities.”
- Students often experience the **continuing effects** of sexual harassment **within the school setting**, resulting in a hostile educational environment.
 - “When sexual misconduct is so severe, persistent, or pervasive as to deny or limit a student’s ability to participate in or benefit from the school’s programs or activities, a hostile environment exists and the school must respond.”

(Sept 2017 Interim Guidance, pg. 1)

(Sept 2017 Interim Guidance, pg. 1)



Sexual Harassment Investigations and law enforcement

A law enforcement investigation does not relieve the school from the obligation to conduct it's own Title IX investigation

“Although a school may need to delay temporarily the fact-finding portion of a Title IX investigation while the police are gathering evidence, once notified that the police department has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any changes), the school must promptly resume and complete the fact-finding for the Title IX investigation. Moreover, the criminal investigation should not prevent a school from notifying complainants of their Title IX rights and the school’s grievance procedures, or from taking interim steps to ensure the safety and well-being of the complaint and the school community while the law enforcement agency’s fact-gathering is in progress.”

Sexual Harassment Investigations

*The findings should be reached by applying **either**:*

- The **“preponderance of the evidence”** standard

- It is more likely than not that sexual harassment or violence occurred

OR

- The **“clear and convincing”** standard

- It is highly probable or reasonably certain that the sexual harassment or violence occurred

*“The standard of evidence for evaluating a claim of sexual misconduct **should be consistent with the standard the school applies in other student misconduct cases.**” (Sept 2017 Interim Guidance, pg. 5 footnote 19)*



Sexual Harassment Investigations

- Prior to or during a sexual harassment investigation, interim measures may be offered to either party, as appropriate, and may include but are not limited to:
 - Counseling
 - Extended time or other course related adjustments
 - Modifications of work
 - Modified schedule
 - Campus escort services
 - Restrictions on contact between the parties
 - Changes in work locations
 - Leaves of absences
 - Increased security and monitoring of certain areas

“Any separation of the target from the harasser should be designed to **minimize the burden on the target’s educational program.**” (Oct 26, 2010 Dear Colleague letter, pg. 3)



Sexual Harassment Investigations

- If the results of the investigation are that sexual harassment has occurred, the school must take prompt and effective steps to:
 - End the harassment
 - Eliminate any hostile environment
 - Address the effects of the harassment
 - Prevent the harassment from recurring
 - Protect the student from retaliation
 - At minimum, includes making sure the harassed students and their parents know how to report any subsequent problems and making follow-up inquiries to see if there have been any new incidents or any retaliation.

Possible Remedies for the Complainant

Some ideas may include, but are not limited to:

- Provide an escort to ensure the complainant can safely move between classes/activities
- Ensure complainant and alleged perpetrator do not attend the same classes
- Moving the complainant or alleged perpetrator to another school within the district
- Providing counseling services
- Providing medical services
- Providing academic support, such as tutoring
- Arranging for the complainant to re-take a course
- Reviewing any disciplinary actions taken against the complainant to check for a causal connection between the harassment and the misconduct

“Responsive measures...should be designed to **minimize**, as much as possible, **the burden on the student who was harassed.**” (Jan 2001 Revised Sexual Harassment Guidance, pg. 25)

Many of these remedies may also be appropriate prior to or during the investigation.



Informal Resolution of Complaints

- A school **can not** require a student to confront his/her harassers.

(Oct 26, 2010 Dear Colleague letter, pg. 7)

- If all parties agree **voluntarily** and if the school determines that the particular Title IX complaint is appropriate for such a process, the school **may** facilitate an informal resolution.

(Sept 2017 Interim Guidance, pg. 4)

- The complainant **must be notified of the right to end an informal process at any time** and begin the formal complaint process.

(Jan 2001 Revised Sexual Harassment Guidance, pg. 30)



Resources

Sample Nondiscrimination Statements

Office for Civil Rights Aug 2010 Notice of Nondiscrimination

- Meets minimum requirements of the regulations enforced by OCR
- **Rockwood School District**
 - [Rockwood School District Anti-Harassment Policy](#)
 - [Rockwood School District Anti-Harassment Statement](#)
 - [Rockwood School District Sexual Harassment Policy](#)
 - [Rockwood School District Student Code of Conduct Sexting, Sexual Harassment, & Sexual Misconduct](#)
- **Los Angeles Unified School District**
 - [Los Angeles Unified School District Nondiscrimination Statement](#)
 - [Los Angeles Unified School District Sexual Harassment Webpage](#)
 - [Los Angeles Unified School District Sexual Harassment Policy \(Student-to-Student, Adult-to-Student, & Student-to-Adult\)](#)
- **Yakima School District**
 - [Yakima School District Nondiscrimination Statement, Harassment & Bullying Statement, and Sexual Harassment Statement](#)
- **Montgomery County Public Schools**
 - [Montgomery County Public Schools Gender Equity Policy](#)
 - [Montgomery County Public Schools Sexual Harassment Policy](#)

Note these are only samples and may not meet all Title IX requirements under the Office for Civil Rights



Sample Grievance Procedures

- Rockwood School District
 - [Rockwood School District Harassment Regulation](#)
 - [Rockwood School District Sexual Harassment Regulation](#)
- Los Angeles Unified School District
 - [Los Angeles Unified School District Title IX Webpage](#)
 - [Los Angeles Unified School District Title IX Policy Complaint Procedures](#)
 - [Los Angeles Unified School District Uniform Complaint Procedures](#)
- Yakima School District
 - [Yakima School District Sexual Harassment Policy and Grievance Procedures](#)

Note these are only samples and may not meet all Title IX requirements under the Office for Civil Rights



Enforcing Agency

Denver Office for Civil Rights

Region VIII Office

U.S. Department of Education

Phone: 303-844-5695

Email: OCR.Denver@ed.gov



Office for Civil Rights Resolutions

- Policies, Procedures, and Training
 - [Surry County Public Schools](#)
 - [Clark County School District](#)
 - [Opdyke-Belle Rive School District #5](#)
 - [Yonkers Public Schools](#)
 - [Dayton Regional STEM School](#)
 - [Norfolk Public Schools](#)
- Athletics
 - [Libertyville School District 70](#)
 - [Eanes Independent School District](#)
 - [Chicago Public Schools](#)
 - [Indianapolis Public Schools](#)
 - [School District of Superior](#)
 - [Guilford County Public Schools](#)
- Single Sex Classes
 - [Middleton School District 134](#)

Office for Civil Rights Resolutions, cont.

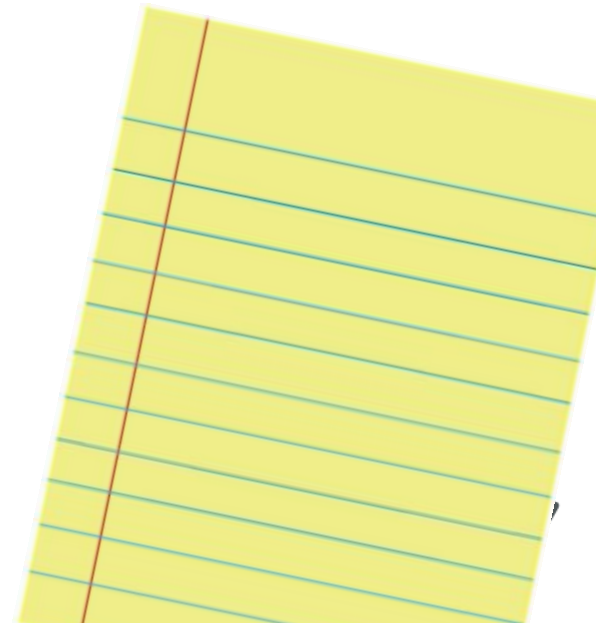
- Sex-Based Harassment
 - [Anoka-Hennepin School District \(MN\)](#)
 - [Tehachapi USD \(CA\)](#)
- Policies and Procedures and Sexual Harassment
 - [LaPorte Community School Corporation \(IN\)](#)
- Sexual Harassment
 - [Saddleback Valley Unified School District](#)
 - [West Contra Costa Unified School District](#)
 - [Washington Mathematics Science Technology Public Charter School](#)
 - [Falls Church County Public Schools](#)
 - [Prince George's County School District](#)
 - [Public Schools of Robeson County](#)
- Title IX, Title VI, Section 504 & Title II: Sex, Race, & Disability Harassment
 - [Yakima School District \(WA\)](#)



Needs Assessment

- What additional support or information around Title IX would be helpful? What areas need additional clarification?
- What effective practices does your district/school already have in place? Would you be willing to share your process with other districts?

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Thank You!

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Office of Culturally and Linguistically Diverse Education

Unit of Federal Programs

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303-866-6285

https://www.cde.state.co.us/cde_english/titleix