



COLORADO LEAGUE *of*
CHARTER SCHOOLS



Title IX Coordinator Training
Session 2
September 2, 2021

Title IX Coordinator Course Outline

Session 1: Duties and Responsibilities of a Title IX Coordinator, Building a Title IX Program, and Developing Title IX Policies and Procedures

Session 2: Receiving & Responding to Complaints, Supportive & Interim Measures, Strategies for Establishing Rapport During Intake Interviews

Session 3: Considerations for Specific Student Populations & Trauma-Informed Approaches

Session 4: Managing Informal Resolutions

Session 5: Managing Formal Resolutions including Best Practices for Investigations

Session 6: Record Keeping and External Complaints to the Department of Education

Session 2 Handouts

Handout 1 – Title IX Report Form

Handout 2 – Long Intake Form

Handout 3 – Short Intake Form

Handout 4 – Incident Process Form

Handout 5 – Process Checklist Form

Handout 6 – Sample Supportive Measure
Statement and Form

Handout 7 – Sample No Contact Agreement

Questions?

1

What was the most valuable
takeaway from last session?

2

What topic do you need more
clarity around?

Receiving and Responding to Reports

Report vs. Complaint

Report:

Title IX Coordinator receives information about some type of sexual harassment

Complaint:

The complainant (aka impacted party) identifies a sexual harassment issue and decides to request resolution from the school

Note: A complaint is always a report, but a report is not always a complaint.

Referring to People involved in the Process

Individual affected by sex harassment:

Complainant

Impacted Party

Not “Victim”

Individual(s) accused of sex harassment:

Respondent

Responding Party

Not “Accused” “Perpetrator”

Individuals with information about
issue/event:

Witnesses

Involved Parties

*Be consistent in your policy, process &
forms*

Encouraging Reports

Policies should:

Direct reporting to the Title IX Coordinator or other responsible school employee(s).

Encourage early reporting but commit that the school will investigate regardless of when the report is made.

Inform the community that if a report is made, the Title IX Coordinator will be informed.

Outline state mandatory child abuse reporting obligations.

Recognize Reporting Barriers

Difficulty in reporting due to unpublished or unclear policies

Resources are hard to find

Embarrassment

Fear

Concerns about retaliation

Perceived lack of interest from the school

Overcoming Reporting Barriers

Clear, understandable policies

Policies clearly prohibit retaliation

Easily accessed resources (through website, trainings, etc.)

Confidential processes

Training about Title IX and school's compliance program

Consistency in process and treatment

Reliability

Documenting Intake

Develop materials and tools to assist your school in managing the intake of reports.

Consider training employees who may receive reports (counselors, teachers, coaches) to document those reports appropriately.

Handout 1 – Title IX Report Form

Develop forms for the Title IX Coordinator to use to ensure consistency during intake.

Handout 2 – Long Intake Form

Handout 3 – Short Intake Form


Documenting Process

Develop a form for use by the Title IX Coordinator to ensure consistency in the process.

Handout 4 – Incident Process Form

Handout 5 – Process Checklist Form

Establishing Rapport with Someone Making a Complaint



Who Typically Makes Title IX Reports & Complaints?

- Person impacted by behavior
- Parent or Guardians of impacted party
- Friends of impacted party
- Witnesses of behavior
- External agencies (e.g. police, child services, Safe-to-Tell referrals, etc.)

Rapport: a harmonious relationship in which the people concerned understand each other's feelings or ideas and communicate well

- Create a quiet, distraction-free environment
- Develop a collaborative communication style
- Keep any directions or messages clear and concise
- Use active listening strategies
- Use open-ended questions
- Be honest and reliable
- **Use language the child understands**
 - Translator?

- Create conditions that feel safe and comfortable.
- Choose a convenient time to meet. Avoid scheduling a Title IX meeting between existing meetings so you do not feel rushed.
- Find a suitable meeting location and make any adjustments to the room.
 - A quiet place to reduce distraction.
 - Cover or minimize obvious distractions like televisions, windows, computers, etc.
 - **Have objects available that a child can hold or manipulate during the conversation.**

Create a quiet,
distraction-
free
environment

- Consider where you sit. Sitting directly across the table, interrogation-style, can be perceived as threatening and creates a barrier. If possible, sit next to the person you are speaking with.
- Look at any materials together.
- Consider the impact your body language has on the meeting environment and tone.
- Crossing your arms, frowning, looking down over your glasses, checking e- mail or text messages, and other body language sends the message that you are not interested.
- Children are particularly adept at reading the body language of adults.

Create a quiet,
distraction-
free
environment

- Ask open-ended questions (more later).
- Ask for feedback to ensure understanding and clarify any confusing issues.
- Provide clear explanations and rationale behind any advice you may offer.
- Recognize a child's individual interests and attributes.
- Be responsive, warm, and nurturing.
- Actively encourage the child to explain situations or circumstances fully, using their own words.

Develop a Collaborative Style

- Avoid long and complicated sentences.
- Avoid frequent or rapid switches of topic.
- Keep the meeting short.
- Repeat important points several times.
- Young children tend to focus on one aspect at a time in conversation. Simple sentence structure with a subject, a verb, and an object will be most successful. This pattern is recommended until at least age ten.

Keep it Simple

- Ask clarifying questions
- Use empathic statements at appropriate times.
- Repeat what has been said to signal that you understand.
- Make brief, affirming comments throughout a story to let them know that you're hearing them, e.g., *'That sounds really frustrating'* or *'Wow, that must have been really hard'*
 - BUT avoid language that suggests you have made a conclusion, e.g., *'Sure sounds like you were sexually harassed'*
- Use the child's words for people and things, e.g., if the child calls a brother *'Junior'* instead of his given name, call him as Junior as well

Active Listening

- Use open-ended questions to optimize the ready exchange of information.
- Be mindful of your phrasing, making modifications as needed.
- Be aware when you are receiving limited, brief, yes-or-no responses, and ask questions that require greater responses.
- Use informal prompts (e.g., 'tell me more') to encourage more information, including key facts.

Ask opened-
ended
questions

- Be honest and do not make promises you might not be able to keep.
- Only offer to do as much as you know you can achieve.
- Be reliable.
- Avoid making promises that you cannot keep.
- Children can come from backgrounds where adults fail to follow-through on promises. Show the child that they can rely on you.

Be honest
and reliable.

- Be attentive to the child's language, phrasing, terms, and names of important people, places, or things.
- Use casual conversation at the beginning of an interaction to draw a sample of the child's language so you can mirror it.
- Get the child to discuss a neutral topic to put the child at ease with the situation.
- Err on the side of using language below or at a child's grade level and become more elaborate if you feel the child understands.

Use language
the child
understands

- Avoid assuming children cannot comprehend relevant information. Children usually understand much more than adults give them credit for understanding.
- Use nonverbal and verbal strategies to enhance comprehension.
- Children, especially those with trauma histories, are adept at reading adults and can see when someone is not being truthful or may be withholding information.

Use language
the child
understands

Supportive & Interim Measures

Supportive & Interim Measures

Supportive measures are individualized supports to help those who may have experienced incidents of sexual harassment continue to participate within the school community.

The goal is to create conditions that allow both parties to participate in school programs and activities in a safe, comfortable environment.

These measures can be implemented at any time during a Title IX process.

Interim measures are usually implemented for a short period of time, usually enough time to allow a Title IX report to be investigated and a decision to be made.

Supportive measures can be made permanent in cases where the conditions need to continue.

Policy Statement Example

Resources are available at [School] and in the surrounding community to assist those who have been impacted by sexual harassment. [School] will provide support to the [parties] and the [School] community as reasonable and appropriate to the circumstances. Such support may take many forms, including, but not limited to the following:

Issuing no-contact orders;

Providing referrals for counseling and/or victim's support services;

Providing referrals for medical services;

Coordinating class schedules to eliminate or decrease conflicts; and

Providing academic support services, such as tutoring.

[School] may impose any other steps [School] determines are reasonable and appropriate given the circumstances.

Supportive & Interim Measures

Academic Accommodations:

Longer time on assignments

Testing supports

Changes to schedules

Arranging for remote learning

Safety Accommodations:

No Contact Directives to manage communication + space at school

Arranging for remote learning

SRO Escorts

Counseling

Supportive & Interim Measures

Title IX Coordinators should work with students and school staff to ensure that supportive measures are tailored to meet each individual's needs.

Supports do not need to be reciprocal, meaning that you do not have to offer or implement the same supports.

Document! Be sure to document all supportive measures offered by the school and all supportive measures implemented by the school. If a supportive measure is rejected, document when and why.

Handout 6 – Sample Supportive Measure Form

No Contact Orders & No Contact Agreements

No contact orders are issued by a school and are designed to limit or prohibit contact or communications between or among individuals.

No contact agreements are usually agreed to by the parties and the school to limit or prohibit contact or communications between or among individuals.

They generally are **mutual** in nature, meaning that they restrict each party from contacting, or communicating with, the other.

They are intended to protect both individuals by preventing future interactions that could be problematic.

See **Handout 7** – Sample No Contact Agreement

No Contact Orders & No Contact Agreements

Ideally, you can work with the parties involved and develop a no contact agreement where the parties agree to terms that ensure they will not have contact with one another.

If agreement cannot be reached, the school can consider implementing no-contact orders without input from the parties.

No contact agreements and no contact orders can be useful tools in crafting **informal resolutions** which will be discussed in Session 4 of this training.

Helpful Links

The Title IX Law:

<https://www.justice.gov/crt/title-ix-education-amendments-1972>

Interim Measures discussion:

<https://www.justice.gov/archives/ovw/page/file/910296/download>

Next Session September 9

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