



# IX 101: Introduction to K-12 Title IX

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January 24, 2024

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**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.**

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

# Agenda

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- ★ The Fundamentals of Title IX
- ★ Role of the Title IX Coordinator
- ★ Athletics
- ★ Pregnant and Parenting Students
- ★ Single-Sex Programs
- ★ Sexual Orientation & Gender Identity Discrimination
- ★ Sexual Harassment
- ★ Records, Tracking, and Compliance
- ★ Resources

# Introduce yourself!

Name

School/District

Role

What is the biggest thing you've learned this year as an educator or administrator?







# The Fundamentals of Title IX

# Title IX

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*“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.”*

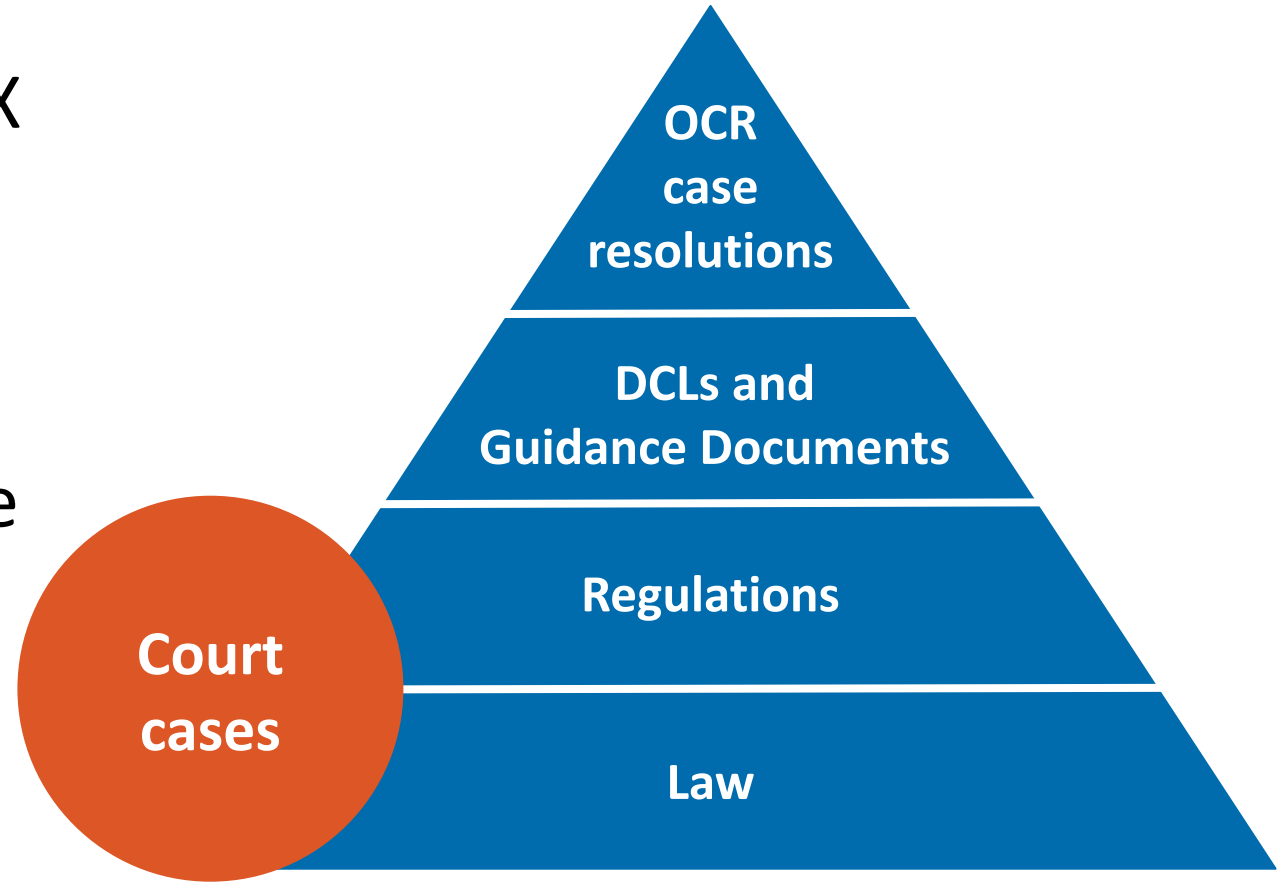


# Title IX is an evolving and living law!

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

The Office of Civil Rights, Congress, and the Courts have all impacted how Title IX is implemented and enforced through:



# Sex Discrimination includes Sexual Orientation and Gender Identity

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“Consistent with the Supreme Court’s ruling and analysis in Bostock, the Department interprets Title IX’s prohibition on discrimination “on the basis of sex” to encompass discrimination on the basis of sexual orientation and gender identity.”

-OCR Notice of Interpretation, June 16, 2021

# The Summer 2022 NPRM: What does it mean?

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Draft regulations (Notice of Proposed Rulemaking) were released on June 23, 2022. If adopted, these regulations would replace many of the current regulations, including the 2020 regulations that outlined strict sexual harassment procedures.

- Subsequent athletics-specific regulations were proposed in May 2023.
- If adopted, these regulations would affect nearly every piece of Title IX compliance, some in very small and some in larger ways.

OCR has recently stated that these new regulations should be expected in **March 2023**.





# Role of the Title IX Coordinator

# Compliance

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Schools and districts are responsible for complying with Title IX as a condition of their Federal funding.

All schools/districts must designate at least one employee to coordinate their compliance (Title IX Coordinator).





# What does the Title IX Coordinator do?

- Ensure the district/school is fully complying 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

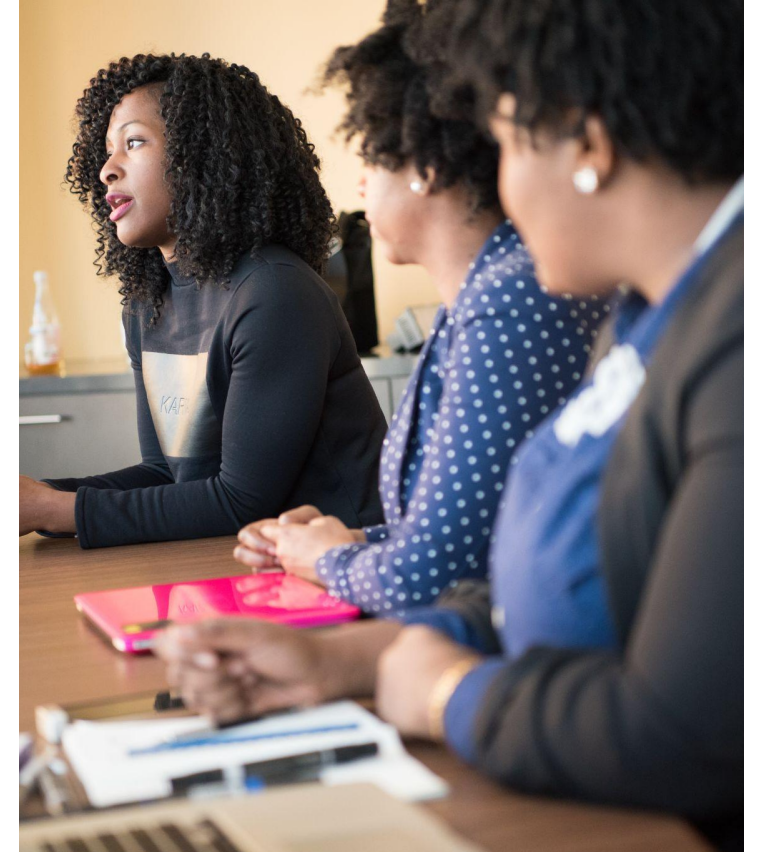
# Am I “qualified” to be the Title IX Coordinator?

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There are no *current official* qualifications in law or rule other than that this person must be “designated” and “authorized.” In practice, this translates to:

- sufficient independence and authority to carry out the necessary duties
- receives training on Title IX
- is not biased by other role, personal beliefs, or conflict of interest

Helpful historical document: [\*\*\*Dear Colleague Letter on Title IX Coordinators\*\*\*](#)



# One or more?

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Schools/districts must designate at least one Title IX Coordinator, but may designate more than one.

## Pros:

- Spreads the work around
- More minds to tackle complaints
- Building/discipline-level familiarity
- Can mitigate conflicts of interest

## Cons:

- Information can get “lost”
- More work to align practices/procedures
- “Building-level” coordinators may result in more frequent conflicts of interest

# Title IX Community of Practice

This is a more casual opportunity for K-12 Title IX Coordinators and other designated Title IX personnel to gather on a regular basis to discuss current issues and connect with each other. Each meeting will include a short update and training/discussion, as well as breakout time to connect with colleagues.

[January 30th \(Tues\), 10 am - Mid-Year Check-In](#)

[February 22nd \(Thurs\), 9 am - Title IX  
Investigations Hot Topics](#)

[March 12 \(Tues\), 10 am - Section 504 and Title IX  
Intersections](#)

[April 18 \(Thurs\), 9 am - New Regulations Update](#)

[May 7 \(Tues\), 10 am - Preparing for 2024-2025  
School Year](#)



# Athletics

# Three Analytical Standards for Athletics

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1. Schools must offer male and female students equal athletic opportunities and effectively accommodate students' athletic interests and abilities.



The “three-part test”

2. Schools must allocate athletic financial assistance equitably.

3. Schools must provide male and female athletes with equal benefits and opportunities.



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.





## 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



## What does a Title IX athletic equity concern look like?

Doug Fir High School has two time slots for basketball games on Friday nights: 5 pm and 7 pm. Girls basketball games are always at 5 pm, and boys basketball games are always at 7 pm.

Spruce High School rents softball and baseball facilities from the city. A private donor has donated money to the city to build a new state-of-the-art baseball facility, which the Spruce baseball team will now get to use.

# Booster Clubs and Donors

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All athletic funding, equipment, travel, etc. counts towards your Title IX equity, *even if it comes from booster clubs or donors.*

- Some sports will be more popular than others with the community; this creates an unfair advantage for certain teams, even if the “opportunity” to fundraise is provided equally.
- School admin and athletic staff must understand the implications of accepting donations and support, especially if it is targeted and specific

Helpful Resource: [OSAA and ODE webinar series on booster clubs](#)

# Trans, Nonbinary, and Gender-Diverse Athletes

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- Oregon law and Title IX both prohibit discrimination based on gender identity.
- OSAA's policies allow trans students to play athletics on the team that matches their gender identity.
- Nonbinary, gender-fluid, and other gender diverse students may play on either team, provided they don't play the same sport for both teams (i.e., cannot swim for the girls and boys team during the same season).
- Recommendation: make individualized safety or transition plans with students (and families) as needed.



Oregon Department of Education

# Pregnant and Parenting Students

# Pregnant and Parenting Students

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*A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's **pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom**, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.*

34 CFR 106.40(b)(1)

# Breakout Discussion: Supporting a Pregnant Student

A new 11th grade student enrolls in your district over the summer after moving to the area with her family. At enrollment, her parents tell you that she is pregnant and will be giving birth at the end of October. Her pregnancy is high risk and she has to travel for weekly doctor's appointments that will mean missing half a day of school each week. This student was enrolled in several advanced placement classes at her last school and played varsity volleyball, and wants to continue to pursue those same academic and athletic pursuits here.

- How will you proceed with enrollment, scheduling, and athletic access?
- What adjustments or accommodations do you anticipate this student may need?
- Anticipating that the student will need leave at the end of October, what plans and support will you put in place?

# Title IX Requirements: Alternative Programs



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

*If a school offers a voluntary alternative program, that program must provide academic, extracurricular, and enrichment opportunities comparable to those provided to the students in the regular school program.”*

[Supporting the Academic Success of Pregnant and Parenting Students](#), 2013



# Title IX Requirements: Adjustments

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*“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.”*

[Supporting the Academic Success of Pregnant and Parenting Students](#), 2013





# Title IX Requirements: Program Participation

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*“A school may require a pregnant student or student who has given birth to submit medical certification for school participation only if the school also requires such certification from all students with physical or emotional conditions requiring the attention of a physician.”*

[Supporting the Academic Success of Pregnant and Parenting Students](#), 2013

This includes for:

- athletic participation
- CTE program participation
- attending school while pregnant
- field trips
- overnight travel
- returning to school after birth

# Title IX Requirements: Leave

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*“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... The student should be allowed to choose how to make up the work.”*

[Supporting the Academic Success of Pregnant and Parenting Students, 2013](#)



# Troy University Pregnancy Discrimination Case

*“...when the student became unable to fit into a classroom desk due to her pregnancy, she requested a table for one of her classes, but never received one. She also was penalized in a class for poor attendance and received a failing grade in another class because she was denied the ability to make up work.*

*OCR’s investigation identified concerns that:*

- The university did not make reasonable and responsive adjustments responsive to the student’s pregnancy-related requests.*
- Those responses the university did offer to the student’s requests were ad hoc and uncoordinated.*
- The Title IX coordinator did not consistently or timely intervene when the student alerted him to issues with certain classes.*
- No evidence reflected that the Title IX coordinator responded to a professor who sought guidance in addressing the student’s requests. And,*
- The absence of available information about how to obtain pregnancy-related adjustments contributed to the university’s uncoordinated response and left the student to make multiple requests through both the university’s Title IX coordinator and individual professors.”*

[U.S. Department of Education’s Office for Civil Rights Announces Resolution of Pregnancy Discrimination Investigation of Troy University in Alabama](#)

# What can we learn from Troy's OCR case?

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In the resolution agreement, the school was required to:

- update and/or draft policies on addressing accommodation requests for pregnant students
- add information to their website about the rights of pregnant students and how to request adjustments/accommodations
- provide training to staff
- track requests and responses for pregnancy adjustments/accommodations

## Questions to ask:

- How do you know if you are serving any pregnant or parenting students?
- What services does your school or district provide to pregnant or parenting students?
- How do pregnant or parenting students learn about their rights?
- Do you have a process in place so that pregnant and parenting students can request and receive adjustments/accommodations?



# Single-Sex Programs



# Single-Sex Programs: Core Concepts

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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, instruction on human sexuality, choruses, etc.), or
- If it meets specific requirements outlined in 34 CFR 106.34(b):
  - based on an important educational objective that is implemented evenhandedly
  - enrollment is voluntary
  - excluded students are provided a substantially equal coeducational opportunity

# Is this allowable under Title IX?



A group of high school girls approach the Assistant Principal and ask if the school can add a women's weightlifting course next semester. They complain that the current weightlifting class period is dominated by football players, and that the girls in the class don't get enough help from the teacher because he designs the class for the football team.

# Community Partners and External Programs

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External organizations partnering with the school to offer programs may still be a part of the school's education program (and may be subject to Title IX). Schools generally cannot provide **significant assistance** to external organizations that exclude students based on sex (i.e., single-sex programs).

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 External Programs

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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 program to excluded students

# Is this allowable under Title IX?



“Empower Girls CBO” is a community-based organization that offers co-curricular programs in schools. The mission of Empower Girls is “to provide educational and empowerment opportunities for girls and their families to make them leaders in their community.” A district wants to use federal grant funding they received to fund the Empower Girls’ programs in their middle schools.



# Sexual Orientation & Gender Identity Discrimination

# Title IX

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“Consistent with the Supreme Court’s ruling and analysis in Bostock, the Department interprets Title IX’s prohibition on discrimination “on the basis of sex” to encompass discrimination on the basis of sexual orientation and gender identity.”

-OCR Notice of Interpretation, June 16, 2021

# Oregon Law

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Oregon law has prohibited discrimination based on sexual orientation and gender identity in education since 2007.

- OAR 581-021-0045 prohibits protected class discrimination in schools and defines sexual orientation and gender identity.
- Every Student Belongs (OAR 581-022-2312) requires schools to develop a policy for bias incidents, including those based on sexual orientation and gender identity.
- Schools must prohibit and address bullying, intimidation, harassment, and cyber-bullying (ORS 339.356), including protected-class incidents.

# LGBTQ2SIA+ Student Data: Why it Matters

About **8%** of Oregon youth are **transgender, unsure, or gender-expansive**

8% of 6th, 8th, and 11th Graders

OHA [2020 SHS Survey](#)

About **1 in 3** of Oregon youth state a **LGB+, other, or unsure** sexual orientation

34.4% of 8th Graders

28.7% of 11th Graders

OHA [2020 SHS Survey](#)

**43%** of gender expansive students report **seriously considering suicide**

OHA [2020 SHS Survey](#)

LGBTQ+ students are **3x** as likely to **miss school due to fear**

LGBTQ+ students are **2-3x** as likely to experience **sexual assault**

OSSCC [2020 Oregon Safe Schools Report](#)

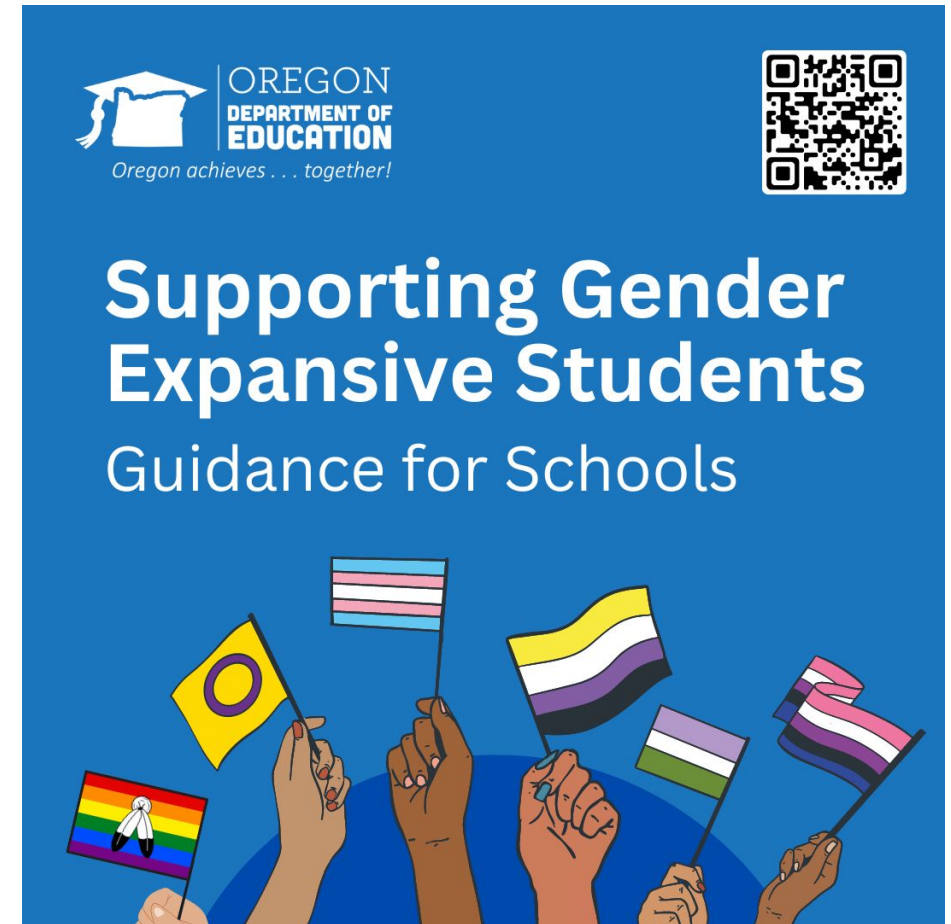


# Supporting Gender Expansive Students: Guidance to School Districts

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Released Jan 2023!

Provides a synthesis of Oregon and federal requirements, data, and best practice for supporting gender expansive students in Oregon K-12 schools.



# Supporting Gender Expansive Students Guidance Overview



## Section 1: Recommended Nondiscriminatory Practices

**Student-driven scenarios** included throughout, in the gray boxes

- Equal Educational Access
- Student Identity and Expression
- Student Safety
- Student Privacy
  - Includes information on Parental Notification
- Gender-Affirming Care in Schools
- Student Records
  - Sex/Gender Marker and First Name Changes
- Facilities Access
- Instructional Materials, Education Standards, and Opt-Out
- School Programs and Activities
  - GSAs, Athletics, Travel
- Staff Training and Support

## Section 2: Complaint Processes

- Discrimination Complaints
  - Covers District, State, and Federal Complaints and appeals processes
- Division 22 Complaints

## Appendix

- Terminology used throughout the document

# Guidance Supplemental Resources Overview



## Tools for School Staff Educators, GSA Advisors, School-Based Health and Mental Health Professionals, Administrators

- ❑ Gender-Affirming Schools Action Plan (Word, PDF)
- ❑ Student Support and Safety Plan Template (Word)
- ❑ Affirming Gender, Names, and Pronouns in Student Information Systems (PDF)
- ❑ Gender Expansive Individual Education Program (PDF)

## Tools for Students, Parents, Families, and Community Based Organizations

- ❑ Gender-Affirming Care Resources (PDF)
- ❑ Oregon K-12 Discrimination Complaint Process FAQ (PDF)
- ❑ Supporting LGBTQ2SIA+ Students in Oregon (PDF)

# What would you do?

Cal is starting 5th grade, and his parents have asked his teachers to use he/him pronouns and to use the name Cal instead of his legal name. The music teacher doesn't want to use a name that is not the student's legal name. He refuses to do so, and offers to call Cal by his last name instead.

Some parents have complained to you about the LGBTQ+ student club at the middle school. They say that the topics discussed by this club are inappropriate for middle-school-aged students, and petition the school board to disband the club.



# Sexual Harassment



# 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 Part 106.30

# Jurisdictional Requirements

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- The conduct must occur within the educational programs or activities offered by the school/district.
  - On school grounds
  - Off school grounds, including: field trips, athletic games, transportation, school fundraising events, etc.
- The conduct must occur within the United States.
- The school/district must exercise reasonable control over the respondent.

# Schools are required to designate, at minimum:

Title IX Coordinator

Investigator

Decision-Maker

Appeals Decision-Maker

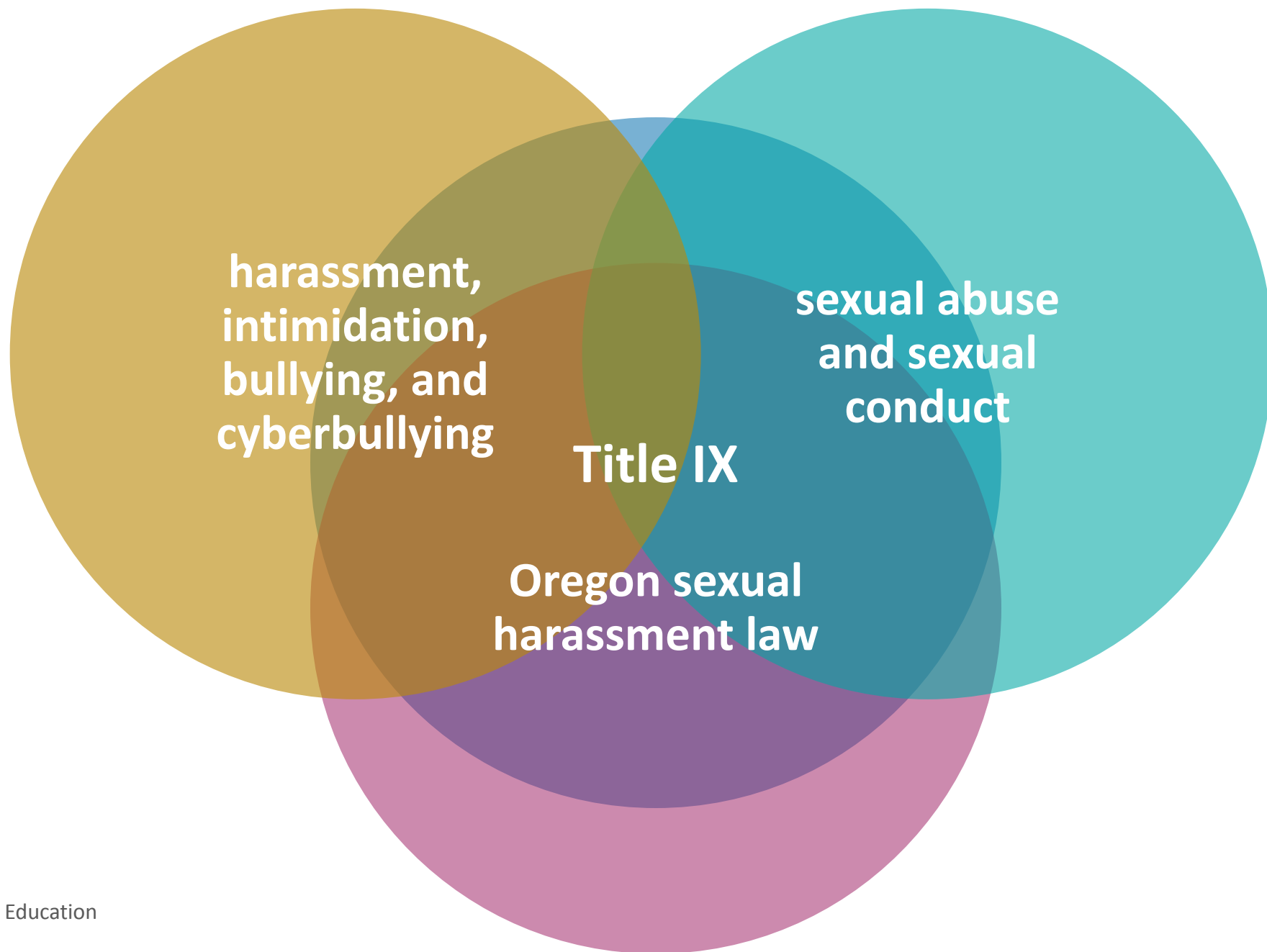
The Title IX Coordinator may also serve as the Investigator.

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

	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	





# Title IX Sexual Harassment

- (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
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# Oregon Sexual Harassment Law

- (i) A demand or a request for sexual favors in exchange for benefits.
- (ii) 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.
- (iii) Assault, when sexual contact occurs without a person's consent.

# Sexual Conduct

“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.

# Bullying, Intimidation, and Harassment

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

# Which policies apply?

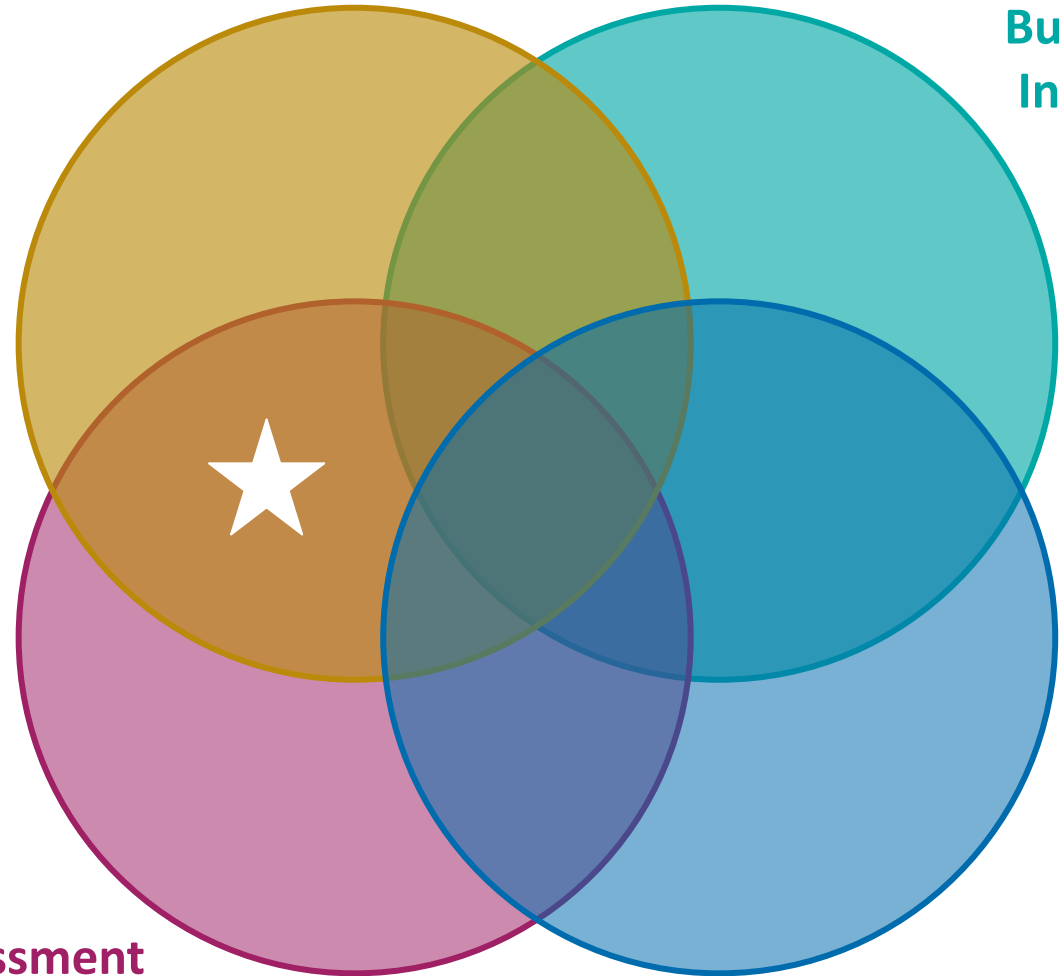
A school employee is accused of having sex with a 17-year-old high school senior while they are attending a church retreat together.

**Sexual  
Conduct**

**Harassment,  
Bullying, and  
Intimidation**

**Oregon  
Sexual Harassment**

**Title IX**



# Which policies apply?

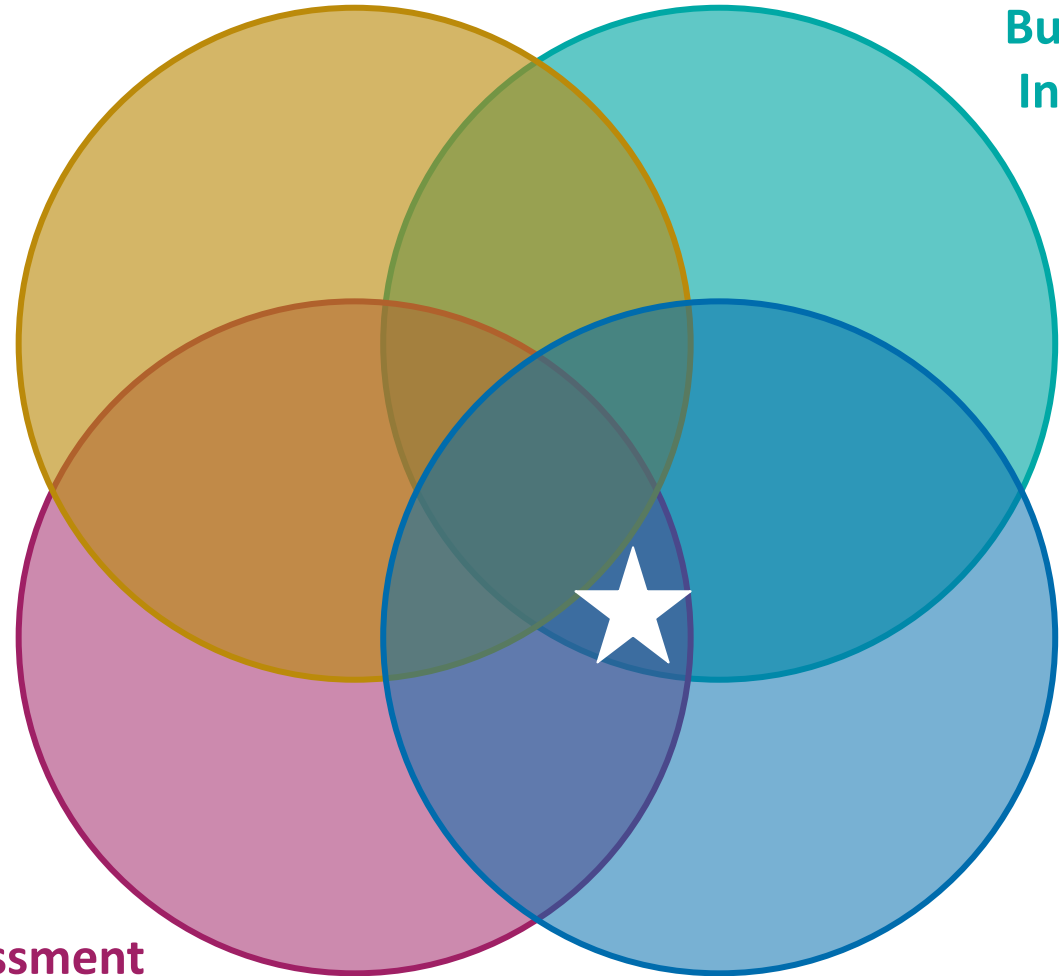
An anonymous instagram account posts pictures of a ninth grade girl taken in the hallways and classrooms at school. The account calls her gender identity-related slurs and dissects whether she is “really a boy” by discussing what they can tell about her body parts, including breasts and genitals, from the photos.

**Sexual  
Conduct**

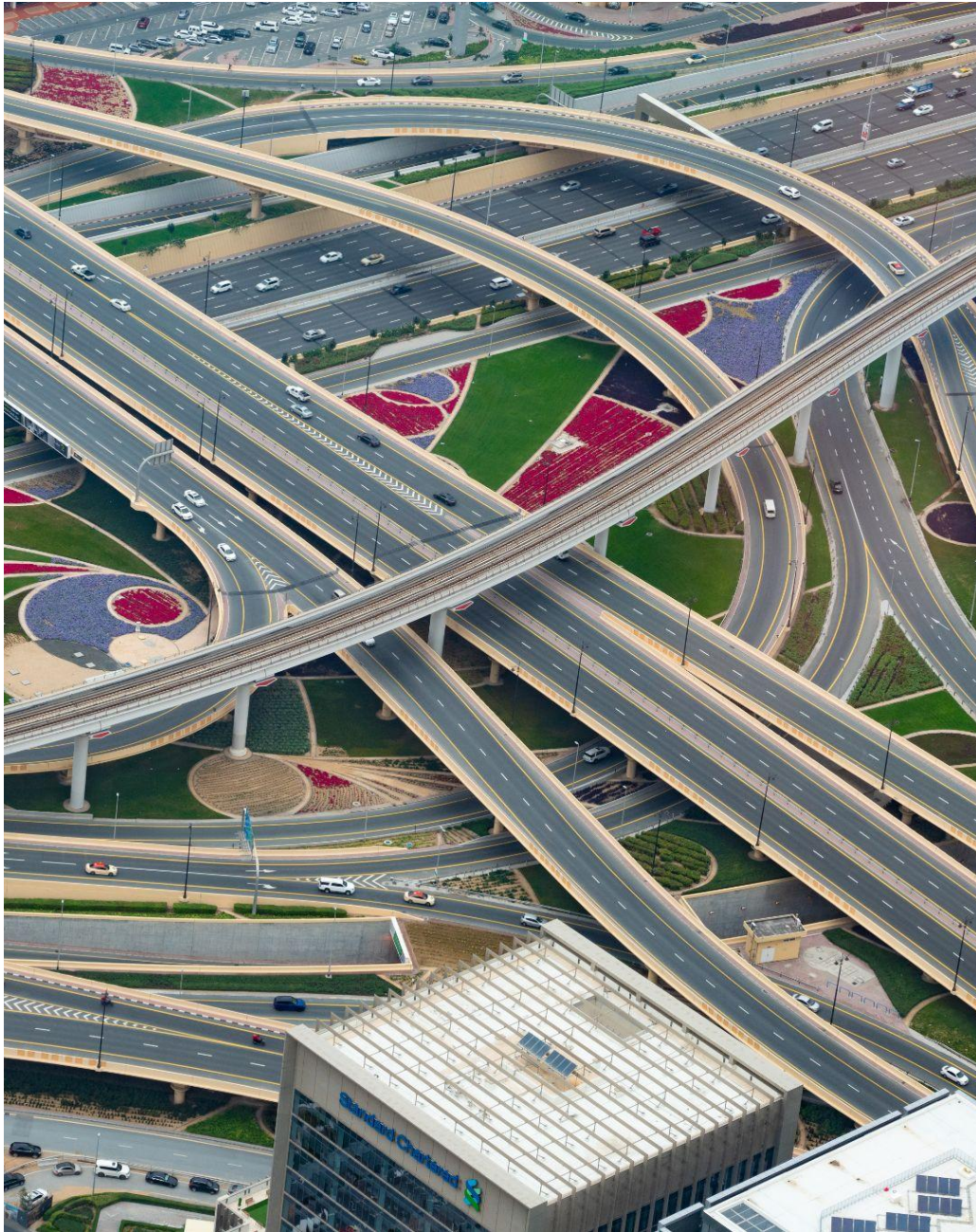
**Harassment,  
Bullying, and  
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**Oregon  
Sexual Harassment**

**Title IX**







1

Actual Notice and  
Supportive Measures

2

Formal Complaint

3

Investigation

4

Decision-Making

5

Appeals

6

Sanctions and Remedies

7

Wrap-up and Compliance





# Actual Notice and Supportive Measures

Whenever any school employee has knowledge of possible sexual harassment, the school is “on notice” and must respond:

- outreach to complainant
- provision of **supportive measures**, which are “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.”
- can engage in emergency removal of respondent

Overlap your Oregon-specific processes:

- mandatory reporting
- Oregon sexual harassment law “notification of rights and options”
- bullying and harassment parental notification

## Formal Complaint

Once a formal complaint has been filed by the complainant, their parent (if a minor), or the Title IX Coordinator, the Title IX grievance process begins.

- Schools must issue a **Notice of Allegations**
- Participants now have the option to opt into an informal process

## Investigation

Investigating the allegations of sexual harassment under Title IX involves:

- Interviewing parties
- Gathering and reviewing evidence
- Writing and Issuing the **Investigation Report**

## 4 Decision-Making

The decision-maker(s) take the evidence from the investigation and:

- Conduct the “modified cross-examination” process
- Independently review the investigation report and evidence
- Determine responsibility and sanctions
- Write and issuing the **Determination of Responsibility**

## 5 Appeals

Appeals must be allowed on procedural irregularity, newly discovered/available evidence, or allegations of bias/conflict of interest.

If an appeal is submitted, the appeals decision-maker(s) will independently review the investigation, determination, and any newly submitted statement and evidence and write the **Appeal Determination**.

## 6 Sanctions and Remedies

Once the results of the grievance process are finalized, the school must implement sanctions and remedies.

- **Sanctions** are disciplinary or other measures imposed on on a respondent found responsible.
- **Remedies** are measures designed to restore educational access for the complainant and remedy any harm caused.

## 7 Wrap-Up and Compliance

The final steps of the process ensure the everything is finalized and the school has met the standards of compliance, including:

- Ensuring confidentiality
- Recordkeeping
- Debriefing and review

# Key Sexual Harassment Points for Coordinators

- ★ Ensure your district/school's policies are up-to-date with the 2020 regulations.
- ★ Identify your personnel (investigators, decision-makers, etc) and make sure they receive required training.
- ★ Make sure staff understand their reporting responsibilities (under sexual harassment AND sex discrimination generally).



# Records, Tracking, and Compliance



# Notification

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## Who is notified?

- applicants for admission and employment
- students
- parents or legal guardians of elementary and secondary school students
- employees
- unions or professional organizations holding collective bargaining or professional agreements with the recipient

## What information must be shared?

- Title IX Coordinator's name/title, email address, physical address, phone number
- The the district/school does not discriminate
- That discrimination can be reported **verbally** (including in-person or over the phone) or by **writing** (including email, mail, or otherwise)
- About the school's grievance procedures

34 CFR Part 106.8

# Notification: Websites

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- The school's nondiscrimination policy, including Title IX policies
- Information about the Title IX Coordinator including name (or title), email address, physical address, and phone number
- The school's grievance procedures
- All materials used to train Title IX Coordinators and other designated personnel related to sexual harassment

If the school/district does not have a website, these must be otherwise published.

34 CRF Part 106.8 and 106.45(b)(1)(iii)

#### Title IX Notice of Nondiscrimination:

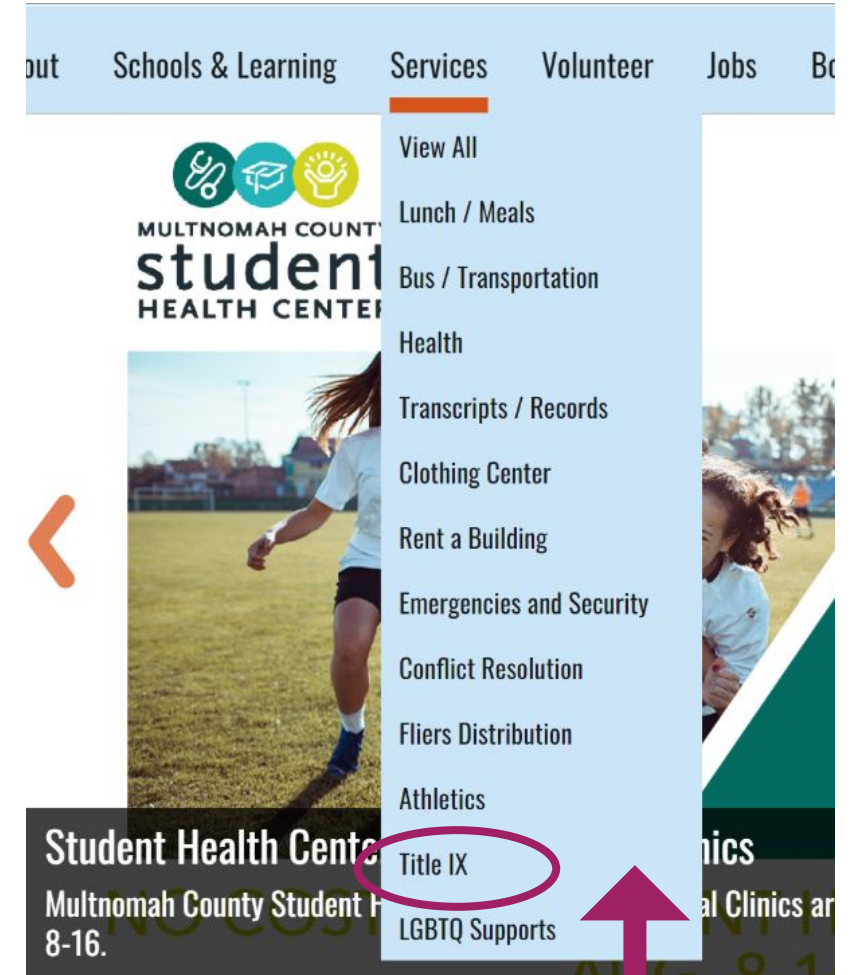
The Siuslaw School District does not discriminate on the basis of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries regarding the non-discrimination policies:

Lisa Utz  
Special Programs Director,  
Siuslaw School District 97J  
541-997-5456

[lutz@siuslaw.k12.or.us](mailto:lutz@siuslaw.k12.or.us)

[Siuslaw Title IX page](#)


[Click here for further information on notice of non-discrimination](#)



website footer appears on the bottom of each page

easily accessible in dropdown menu

A website search for “Title IX” yields accessible information as the top results



## Search

×Q

42 results

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[Student TITLE IX Resource Flyer 2021.pdf](#)  
<https://4.files.edl.io/7e33/10/29/21/193238-0a3a632b-544f-491d-8169-8c415bed9507.pdf>  
Title IX Coordinator: David Marshall titleix@brookings.k12.or.us www.brookings.k12.or.us/ apps/pages...What is Title IX?...Title IX is a federal civil rights law passed as part of the Education Amendments of 1972....Title IX states that: "No person in the United States shall, on the basis of sex, be excluded from...Who do I contact with a Title IX/Sexual Harassment complaint?"

[File A Complaint - Parent and Student Resources - Brookings-Harbor School District](#)  
[https://www.brookings.k12.or.us/apps/pages/index.jsp?uREC\\_ID=1399057&type=d&pREC\\_ID=1577692](https://www.brookings.k12.or.us/apps/pages/index.jsp?uREC_ID=1399057&type=d&pREC_ID=1577692)  
Title IX Complaints The Brookings-Harbor School District 17C is committed to establishing and maintaining...Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees...The regulations implementing Title IX, published in 1975, prohibit discrimination, exclusion, denial...Title IX states: "No person in the United States shall, on the basis of sex, be excluded from...IX Coordinator: Title IX Coordinator Email(titleix@brookings.k12.or.us) Title IX Resource

# What should be recorded/tracked for Title IX?

- All complaints of sex discrimination including: bullying/harassment, sexual harassment, athletic equity complaints, LGBTQ+ equity complaints, academic equity complaints, and employment equity complaints.
  - It is a best practice to log both “formal” and “informal” reports for tracking and response purposes
  - Sexual harassment complaints have specific regulatory tracking requirements
- Athletic equity analysis (conducted regularly)
- School data related to sex discrimination (student surveys, enrollment and attendance data, etc)
- Notifications to students and staff
- Trainings given to students, staff, and designated personnel

# Sexual Harassment Regulatory Requirements

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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)





Oregon Department of Education

# Resources

# Title IX Community of Practice

This is a more casual opportunity for K-12 Title IX Coordinators and other designated Title IX personnel to gather on a regular basis to discuss current issues and connect with each other. Each meeting will include a short update and training/discussion, as well as breakout time to connect with colleagues.

[January 30th \(Tues\), 10 am - Mid-Year Check-In](#)

[February 22nd \(Thurs\), 9 am - Title IX  
Investigations Hot Topics](#)

[March 12 \(Tues\), 10 am - Section 504 and Title IX  
Intersections](#)

[April 18 \(Thurs\), 9 am - New Regulations Update](#)

[May 7 \(Tues\), 10 am - Preparing for 2024-2025  
School Year](#)

# Office of Civil Rights (OCR) Resources

[Title IX Regulations \(34 CFR Part 106\)](#)

[Policy Guidance Portal](#)

- Search for “Title IX” to find guidance documents

[OCR Blog](#)

[Department of Education Youtube Page](#)

[LGBTQI+ Student Resources Page](#)

[OCR Hotline and Contact Information](#)

# ODE and Oregon Resources

[ODE Civil Rights Page](#)

[ODE Title IX Coordinators Resource Page](#)

- Webinars and recordings will be added here when available

[OSAA Title IX Page](#)

# Who Can I Call?

[OCR Seattle Office](#) - 206-607-1600

[ODE Civil Rights Support](#) - 503-551-5713

You should always contact legal counsel for legal advice, such as your district legal counsel or organizations you belong to (OSBA, ATIXA, etc).



# CONTACT US

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503-551-5713