



Title IX for Students, Faculty, Staff, and Administrators



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I. Introduction

The Yuba Community College District (YCCD or District) is committed to providing a safe, inclusive, and respectful learning and working environments for all members of our community. This handbook is designed to serve as a comprehensive guide for faculty, staff, and administrators to understand and effectively navigate Title IX-related matters.

Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funding. This includes addressing issues related to sexual misconduct, gender-based discrimination, and the promotion of gender equity. This handbook will focus on sexual misconduct/sexual harassment. For information regarding Title IX and athletics programs, please click [here](#).

A. Purpose of this Handbook

The primary purposes of this handbook include:

1. Provide essential information about Title IX, its requirements, and its relevance to YCCD.
2. Equip faculty, staff, and administrators with the knowledge and resources necessary to address and/or appropriately refer Title IX issues.
3. Offer guidance on reporting options, support for survivors, and promoting a safe and respectful campus community.
4. Help YCCD community members understand their roles, responsibilities, and rights regarding Title IX.

B. Importance of Title IX

Title IX is a crucial piece of legislation that promotes gender equity and works to prevent and address sexual misconduct and gender-based discrimination in educational settings. It ensures that everyone in the YCCD community, regardless of their gender, has equal access to educational opportunities and is protected from discrimination, harassment, and violence. YCCD is dedicated to upholding the principles of Title IX and fostering an environment where every individual can thrive.

C. Our District's Commitment to Title IX

YCCD is fully committed to complying with Title IX and to providing a safe and supportive environment for our students, staff, faculty, and administrators. We are dedicated to:

1. Actively working to prevent sexual misconduct and gender-based discrimination.

2. Responding promptly, appropriately, and effectively to all Title IX complaints and reports.
3. Offering support services and resources to both complainants and respondents.
4. Ensuring fairness and District-neutrality during the Title IX grievance process.
5. Promoting education and awareness about Title IX and related issues.
6. Ensuring that our policies and practices align with Title IX regulations.

D. Scope of this Handbook

This handbook covers a range of topics related to Title IX, providing information and guidance to help faculty, staff, and administrators understand their roles and responsibilities in addressing Title IX issues.

The handbook includes sections on reporting options, confidentiality, supporting survivors, language for syllabi, legal rights and protections, and valuable resources. By becoming familiar with the content of this handbook, you will play a vital role in upholding YCCD's commitment to Title IX and creating a campus community that is safe, respectful, and inclusive for all.

II. Understanding Title IX

A. Overview of Title IX

Title IX is a federal law that prohibits discrimination on the basis of sex in any educational program or activity that receives federal funding. It was enacted as part of the Education Amendments of 1972 and is a landmark piece of legislation designed to promote gender equity in educational settings. Understanding the basics of Title IX is crucial for faculty, staff, and administrators at Yuba Community College District.

B. Scope of Title IX

Title IX covers a wide range of activities, including admissions, academic programs, extracurricular activities, and more. It is not limited to addressing sexual misconduct but also encompasses other forms of sex-based discrimination, such as gender-based harassment and unequal treatment based on sex.

1. Applicability

Our District, like all educational institutions receiving federal funding, is subject to Title IX regulations. This means that our responsibilities under Title IX extend to all students, staff, and faculty.

2. Gender Equity

One of the primary goals of Title IX is to promote gender equity and ensure that all individuals have equal access to educational opportunities, regardless of their gender. This includes creating an environment free from gender-based discrimination and sexual harassment.

C. Key Definitions and Terminology

To effectively address Title IX issues, it's essential to understand key terminology and definitions related to this law. Please review the definitions contained in [Administrative Procedure 3434](#).

By understanding these key aspects of Title IX, you will be better equipped to navigate the complexities of this important law and fulfill your role in promoting a safe and equitable learning and working environment at YCCD.

D. Title IX Officer/Coordinator

Every educational institution must designate a Title IX Officer/Coordinator responsible for overseeing Title IX compliance, addressing complaints, and providing information to the campus community. This person is the main point of contact for Title IX-related matters. The District's Title IX Officer/Coordinator is:

Jake M. Hurley
Associate Vice Chancellor
Office of People and Culture
Email: jhurley@yccd.edu

The District's Title IX complaint form can be accessed [here](#).

III. Reporting

Title IX requires that the District provide accessible and clear reporting options for addressing sexual misconduct, gender-based discrimination, and related issues. This section outlines the reporting mechanisms available to faculty, staff, and administrators, as well as the procedures and responsibilities associated with each.

A. Mandatory Reporting

All supervisors, managers, and administrators must promptly report any known or suspected incidents of sexual misconduct or gender-based discrimination directly to the Title IX Officer/Coordinator. This reporting requirement applies to any known or suspected incidents of sexual misconduct or gender-based discrimination involving:

- Students;
- Anyone employed by the District;
- Volunteers; and
- Members of the public.

Supervisors, managers, and administrators *are not confidential resources* and must promptly report any known or suspected incidents of sexual misconduct or gender-based discrimination directly to the Title IX Officer/Coordinator. This includes:

- All relevant information known about the situation;
- The name of the complainant(s);
- The name of the respondent(s);
- The names of known witnesses; and
- The date, time, and location of the alleged incident.

B. Encouraged Reporting

Faculty, classified professionals, confidential employees, students, and members of the public are strongly encouraged to report allegations to the Title IX Officer/Coordinator but are not required to do so.

NOTE: These employees are mandated reporters where the incidents involve minors (CANRA) but are not required to report suspected Title IX violations involving only adults.

C. Reporting Options

Students, employees, volunteers, and members of the public wishing to report sexual misconduct, gender-based discrimination, and related issues, may utilize the following reporting options (or more than one, if desired):

- 1. Filing a Title IX Complaint:** A Title IX complaint can be filed [here](#).
- 2. Law Enforcement:** Individuals may also choose to report Title IX violations to law enforcement. The District's Title IX Officer/Coordinator will support and assist students in making such reports if they decide to do so.
- 3. External Agencies:** The District encourages students and employees to report Title IX violations to external agencies, such as state and federal authorities, if they feel it is necessary. The District will provide support and resources to students who opt for external reporting.

IV. Distinguishing Discrimination and Title IX Complaints

It is important to understand the differences between a discrimination complaint and a Title IX complaint, as well as areas of overlap, as different policies and procedures may apply.

A. What is a Discrimination Complaint?

Discrimination complaints are allegations of unequal treatment based on characteristics such as race, color, national origin, religion, age, disability, or other protected categories. For a complete list of protected classes, please refer to [Board Policy 3410](#). Examples include unfair hiring practices, disparate treatment in

educational settings, or discriminatory policies that affect a specific group within the YCCD community.

B. What is a Title IX Complaint?

Title IX complaints specifically pertain to sex-based discrimination, including instances of sexual harassment, sexual assault, dating violence, domestic violence, and gender-based harassment. Examples include allegations of sexual harassment by a faculty member, gender-based discrimination affecting a student's academic experience, or instances of sexual assault within the campus community.

C. Overlapping Areas

One of the key overlapping areas is that both discrimination and Title IX complaints may involve sex-based discrimination. Programs designed to prevent sex-based discrimination may naturally incorporate elements addressing both discrimination and Title IX requirements. Where a discrimination complaint involves multiple protected categories, including sex, careful consideration is given to addressing the unique aspects of sex-based discrimination under Title IX, as appropriate.

D. Unified Reporting System

YCCD maintains a unified reporting system where individuals can report both discrimination and Title IX concerns using this [form](#). This ensures that reports are appropriately reviewed and investigated.

While discrimination and Title IX complaints may address distinct aspects of unfair treatment, it is essential to recognize the potentially interconnected nature of these issues. The District remains dedicated to fostering a campus environment that actively addresses all forms of discrimination, including sex-based discrimination under Title IX. Our commitment to an inclusive and equitable community necessitates a nuanced understanding of these complaints and a thoughtful approach to their resolution.

V. Confidentiality and Privacy

A. Supervisors, Managers, and Administrators: Supervisors, managers, and administrators *cannot maintain confidentiality* as they are required to report Title IX related concerns to the Title IX Officer/Coordinator. They must, however, ensure privacy (see above).

B. Confidential Resources: Certain resources, such as mental health service providers and medical professionals, are confidential resources. Individuals seeking support from these resources can share information without triggering a formal investigation unless there is an imminent threat to safety.

C. FERPA and Title IX Privacy Considerations: The District adheres to the Family Educational Rights and Privacy Act (FERPA) and takes measures to protect education records while still fulfilling its obligations under Title IX.

VI. Title IX Officer/Coordinator's Role

The Title IX Officer/Coordinator plays a central role in ensuring compliance with Title IX regulations and managing related matters. This section provides information about the Title IX Officer/Coordinator's role and the support resources available to our community. The Title IX Officer/Coordinator is a key point of contact for matters related to Title IX, including reports, investigations, and compliance. Their responsibilities include:

- D. Overseeing Title IX Compliance:** The Title IX Officer/Coordinator is responsible for ensuring that YCCD complies with Title IX regulations and guidelines.
- E. Handling Title IX Reports:** The Title IX Officer/Coordinator receives and addresses Title IX reports, including those related to sexual misconduct, gender-based discrimination, and related concerns.
- F. Investigations:** The Title IX Officer/Coordinator may initiate and/or oversee investigations into Title IX violations to determine whether there has been a breach of Title IX policy.
- G. Support for Affected Parties:** The Title IX Officer/Coordinator can provide information about available resources and support services for individuals affected by Title IX violations.
- H. Training and Education:** The Title IX Officer/Coordinator is involved in providing training and education on Title IX-related issues for YCCD employees and students.

Understanding the role of the Title IX Officer/Coordinator and the availability of support services is crucial for members of the YCCD community. The Title IX Officer/Coordinator serves as a central resource for addressing Title IX concerns and ensuring compliance with Title IX regulations. Additionally, knowing where to access support services is essential for individuals affected by Title IX violations.

VII. Supporting Survivors

Title IX requires the District to provide support for individuals who have experienced sexual misconduct, gender-based discrimination, or related issues. This section outlines the importance of understanding and providing effective support to survivors.

A. Understanding the Impact of Sexual Misconduct

Survivors of sexual misconduct may experience a wide range of physical, emotional, and psychological effects. It is essential to recognize and understand the potential impact, which may include:

- 1. Emotional Distress:** Survivors often experience intense emotions, such as fear, anger, sadness, and anxiety, resulting from the trauma they have endured.

- 2. Physical Effects:** Physical symptoms, such as sleep disturbances, appetite changes, and psychosomatic complaints, can be common reactions to sexual misconduct.
- 3. Psychological Consequences:** Survivors may suffer from symptoms of post-traumatic stress disorder (PTSD), depression, and other mental health challenges.
- 4. Social and Academic Impact:** Sexual misconduct can significantly affect a survivor's academic performance and social interactions.

B. Empathy and Active Listening

When providing support to survivors, demonstrating empathy and active listening is vital. This involves:

- 1. Empathy:** Showing understanding, compassion, and a non-judgmental attitude towards survivors. Empathetic responses convey that you believe and support them.
- 2. Active Listening:** Actively listening to survivors and allowing them to share their experiences without interruption. Avoiding advice or judgment during this stage is important.
- 3. Respect for Autonomy:** Allowing survivors to make decisions about their own healing process and, to the extent possible, any steps they wish to take in response to the incident.

C. Providing Emotional Support

Offering emotional support to survivors includes:

- 1. Validation:** Validating the survivor's feelings and experiences, recognizing their courage in coming forward, and acknowledging the impact of the incident.
- 2. Reassurance:** Reassuring survivors that you are there for them and that you believe and support them.
- 3. Resource Referrals:** Providing information on available resources, such as counseling, advocacy, or medical services, to help survivors access the support they need. A variety of external (and often confidential) support resources can be accessed [here](#).

D. Avoiding Victim-Blaming and Stigmatization

It is important to refrain from victim-blaming or stigmatizing language or behavior when supporting survivors. Instead, emphasize that the survivor is never at fault for the misconduct they experienced.

E. Trauma-Informed Practices

Implementing trauma-informed practices in supporting survivors is crucial. This approach recognizes the potential trauma they have experienced and ensures that responses and interactions are sensitive to their needs. This is a helpful resource produced by the Office of Sexual Assault and Relationship Abuse Education and Response at Stanford University: [video](#).

Supporting survivors of sexual misconduct and gender-based discrimination is an essential aspect of YCCD's commitment to Title IX. By providing empathetic, non-judgmental, and informed support, we can help survivors navigate their healing process and access the resources they need to recover from their experiences.

VIII. Supporting Respondents

The District is committed to ensuring a fair and equitable Title IX grievance process for all parties involved, including respondents. Respondents are individuals who have been accused of violating Title IX policies. It is crucial to approach the Title IX process with a commitment to due process, transparency, and support for all parties. This includes:

A. Impartiality

Faculty, staff, and administrators involved in the Title IX grievance process must approach their roles with impartiality, ensuring fair treatment of both the complainant and the respondent.

B. Communication

Clear and transparent communication with respondents is essential throughout the grievance process, informing them of their rights, the allegations against them, and the steps involved.

C. Initial Notification

Respondents should be promptly informed of any Title IX complaints filed against them, along with details of the allegations.

D. Confidentiality

While maintaining confidentiality is crucial, respondents should be informed that some information may need to be disclosed to conduct a thorough investigation and resolution.

E. Opportunity to Respond

Providing respondents with an opportunity to respond to the allegations is a fundamental aspect of due process. This may involve interviews, written statements, or other appropriate means of response.

F. Interim Measures

YCCD may implement interim measures to ensure the safety and well-being of all parties involved during the investigation. These measures should be applied in a way that is fair and minimally disruptive to the respondent's academic or employment status in the context of the allegations and other considerations.

G. Access to Information

Respondents should have access to information related to the investigation, including the evidence and statements provided by the complainant and witnesses.

H. Legal Representation

Respondents have the right to have legal representation or an advisor throughout the process.

I. Support Services

YCCD will support services for respondents, recognizing that the investigation process can be challenging. This may include counseling services, access to mental health resources, or referrals to external support organizations.

J. Timely Resolutions

YCCD is committed to resolving Title IX complaints in a timely manner, ensuring that the grievance process does not unnecessarily prolong the resolution. It is important to note, however, that the Title IX grievance process may be extended due to a variety of factors.

K. Appeal Process

Clear procedures for appealing findings or sanctions should be provided to respondents, ensuring that they have an avenue to challenge outcomes they believe to be unjust.

YCCD is dedicated to fostering a culture of fairness, respect, and due process throughout the Title IX grievance process. Providing clear communication, support services, and a commitment to impartiality helps create an environment where all parties are treated with dignity and fairness.

IX. Syllabus Statements

Including Title IX information in course syllabi is a proactive step that faculty can take to inform students about their rights, resources, and the commitment of our District to providing a safe and inclusive learning environment. This section provides guidance on the importance of syllabus statements, what to include, and sample language for inclusion in syllabi.

A. Importance of Including Title IX Information in Syllabi

The inclusion of Title IX information in course syllabi is essential for several reasons:

- 1. Promoting Awareness:** It raises students' awareness of their rights and available resources related to Title IX, creating a more informed campus community.
- 2. Preventing Incidents:** It may deter potential violators by sending a clear message that sexual misconduct, gender-based discrimination, and harassment are not tolerated.
- 3. Encouraging Reporting:** It provides clear instructions for students on how to report incidents and seek support if they experience or witness Title IX violations.
- 4. Creating a Safe Environment:** It reinforces the commitment of our District and our faculty to creating a safe and respectful classroom environment.

B. Sample Language for Inclusion in Syllabi

Here is sample language that can be included in course syllabi to address Title IX:

- The Yuba Community College District, our Colleges, and our faculty are committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing or has experienced any of these, there are resources available to support and assist you. As a member of the faculty, I may determine it is necessary to report any incident of sex discrimination or gender-based violence to the campus Title IX Officer/Coordinator, although you will still have options about how this matter will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

To contact the Title IX Office or access additional information, please visit the District's [Title IX website](#). To file a complaint, please click [here](#). To access community support, some of which may be confidential and/or anonymous, please click [here](#). Please also know that retaliation against anyone reporting Title IX concerns, or participating in investigations is strictly prohibited.

- [Collegel] is committed to providing a safe learning environment, free of harassment and discrimination, as described by Title IX, Senate Bill 493, and District policies found on the District's website. It is my goal that you feel you can share information related to your life experiences in classroom discussions,

in your written work, and in our one-on-one meetings, and I will seek to keep the information you share private to the greatest extent possible.

However, if you share information about incidents of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking, I may determine it is necessary to inform the Title IX Officer/Coordinator to ensure that you and others are safe, and that appropriate steps are taken.

To contact the Title IX Office or access additional information, please visit the District's [Title IX website](#). To file a complaint, please click [here](#). To access community support, some of which may be confidential and/or anonymous, please click [here](#). Please also know that retaliation against anyone reporting Title IX concerns, or participating in investigations is strictly prohibited.

- As an instructor, one of my responsibilities is to help create a safe learning environment for my students and the campus as a whole. If you share information about incidents of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking, I may determine it is necessary to inform the Title IX Officer/Coordinator to ensure that you and others are safe, and that appropriate steps are taken.

To contact the Title IX Office or access additional information, please visit the District's [Title IX website](#). To file a complaint, please click [here](#). To access community support, some of which may be confidential and/or anonymous, please click [here](#). Please also know that retaliation against anyone reporting Title IX concerns, or participating in investigations is strictly prohibited.

X. Conclusion

The Yuba Community College District reaffirms its unwavering commitment to maintaining an environment free from sexual misconduct, gender-based discrimination, and Title IX violations. This comprehensive handbook has been crafted to serve as a vital resource for faculty, staff, administrators, and students, providing guidance on reporting options, confidentiality, supporting survivors, and promoting a culture of prevention.

As we navigate the complexities of Title IX, it is essential for every member of the YCCD community to be informed, vigilant, and actively engaged in creating a safe and inclusive learning and working environment. By fostering a culture of respect, promoting education and awareness, and implementing proactive measures, we can collectively contribute to the prevention of Title IX violations and the well-being of our entire community.

YCCD encourages open dialogue, ongoing education, and a commitment to continuous improvement in our efforts to address and prevent Title IX violations. This handbook serves as a living document, subject to updates and enhancements as needed, to ensure that it remains a relevant and valuable resource for all members of the YCCD community.

Appendix A: Frequently Asked Questions

1. Do I have to report incidents of sexual misconduct?

Supervisors, managers, and administrators are required to report incidents of sexual misconduct. Other employees, including faculty and staff, are strongly encouraged to do so.

2. What does sexual misconduct include?

Non-consensual sexual contact of any kind, an attempt to have non-consensual contact of any kind, or the threat of such contact. This includes:

- *Non-consensual sexual contact of any kind;*
- *The attempt to have non-consensual sexual contact or the threat of such contact;*
- *Sexual exploitation;*
- *Emotional/psychological abuse;*
- *Sexual harassment;*
- *Stalking; and*
- *Dating violence.*

See [Administrative Procedure 3434](#) for a comprehensive list of conduct prohibited by Title IX, as well as definitions of that conduct.

3. Why do I have to report incidents of sexual misconduct?

The District strives to provide a safe environment in which students can pursue their education free from the detrimental effects of sexual misconduct. If there is a culture of sexual violence in our community, then we are not meeting this effort. Reporting incidents of sexual misconduct helps us create a space conducive to our students' and employees' well-being and success.

4. What do I have to report and to whom?

Supervisors, managers, and administrators must promptly report all information that you have received to the Title IX Officer/Coordinator. Even if the assault occurs off campus, if it involves District students, it must be reported. You are welcome to contact the Title IX Officer/Coordinator by phone or by email.

All other employees are strongly encouraged to report suspected violations of Title IX to the Title IX Officer/Coordinator by phone or by email.

5. How soon do I have to report?

If required to report, you must to report promptly after hearing about or witnessing a sexual assault or sexual harassment incident. The sooner you report, the sooner the information can be investigated and the less opportunity there will be for an offender to continue the behavior.

6. What are some examples of sexual misconduct?

- *A student repeatedly sends sexually oriented jokes around on an email list they created, even when they are asked to stop; this causes one recipient to avoid the sender on campus.*
- *A professor displays explicit sexual pictures in their office or on a computer monitor in a public space.*
- *Two supervisors frequently 'rate' several employees' bodies and sex appeal, commenting suggestively about their clothing and appearance.*
- *A professor insists that a student have sex with them in exchange for a good grade.*
- *A professor engages students in discussions in class about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. The professor probes for explicit details and demands that students answer, though they are clearly uncomfortable and hesitant.*
- *An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to the clear discomfort of the boyfriend, turning him into a social pariah on campus.*
- *A student grabs another student by the hair, then grabs her breast.*
- *An individual participates in non-consensual video or audiotaping of sexual activity.*
- *A person goes beyond the boundaries of consent (such as letting friends hide in the closet to watch consensual sex).*

7. When should I let a student know that I am required to report all information relating to sexual misconduct?

Supervisors, Managers, and Administrators: *If a student or an employee begins to tell you about a sexual assault or sexual harassment incident, you should promptly inform them that you are mandated to report any information they provide you. You can ensure their privacy (only those with a need-to-know basis will be informed), but that you are not a confidential resource.*

Sample Dialogue: *I am a Title IX Responsible Employee; that means that I must inform the Title IX Officer/Coordinator that an incident has occurred. Your personal safety and overall health are our primary concerns. We make this report to ensure that you are able to get the help and support you need. The Title IX Officer/Coordinator will work with you to determine your preferences and how to move forward. I am, however, required to report what you tell me/have told me to the Title IX Officer/Coordinator who will reach out to you directly.*

Faculty: Please consider including a clear statement in your course syllabi and, if applicable, in your office space, relating to your role and responsibilities, students' reporting options, and available resources.

8. How should I respond to a student who chooses to report to me?

When a student chooses to report to you, the most important steps to take are to:

- *listen,*
- *believe the student,*
- *ask if the student feels safe, and*
- *Promptly contact Title IX Officer/Coordinator.*

Encourage the student to report the incident to the Title IX Officer/Coordinator on campus by phone or by email or using this [form](#). Please remember that there are trained District employees and external contractors who perform Title IX investigations and licensed therapists who can counsel students appropriately; you are neither expected nor encouraged to take on the role of either an investigator or therapist in these matters.

It is also important that you avoid promising specific outcomes to reporting students. Responses like, "I'm sure the Respondent will be expelled!" especially when an initial report is made, is premature and does not reflect the District's commitment to thorough, equitable processes and policies.