

Title IX Coordinator Roles and Responsibilities **Local School Districts**

"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."

Legal Citation: *Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)*

Designation of a Coordinator

- A.** School systems or other recipients of federal funds (including all public schools, charter schools and magnet schools) must designate at least one professional employee as the Title IX coordinator to oversee compliance efforts and investigate any complaints of sex discrimination.

- B.** All students, employees and parents/guardians must be notified of the names, office address(es), and telephone number(s) of the designated coordinator(s) of Title IX.

Dissemination of Policy

The school district's policy of nondiscrimination must be prominently included in each student handbook, bulletin, catalog, booklet, announcement, brochure, student application form or other publication distributed to students, potential students, parents, and any other persons benefiting from the school district's activities and programs. The name and contact information(office address , telephone number, fax number, email address) of the Title IX Coordinator must also be included in this announcement.

Monitoring compliance

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the school district and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following:

Admissions: Admissions and Recruitment

Education Programs and Activities: Housing, Comparable Facilities, Access to Course Offerings, Access to Schools operated by the School District, Counseling and Related Materials, participation in extra-curricular activities, Financial

Assistance, Employment Assistance, Health Services and Insurance, Marital/Parental Status, Athletics and Physical Education.

Employment in Education Programs and Activities: Employment Criteria, Recruitment, Compensation, Job Classification, Fringe Benefits, Marital or Parental Status, Advertising, Pre-employment Activities

Other areas of consideration include:

- Developing a committee to assist in meeting Title IX obligations is highly recommended.
- Arranging to have a Title IX/Equity coordinator in each school building enables better monitoring of Title IX in individual schools leaving the District Title IX Coordinator to take care of the district as a whole.
- Participating in the development and implementation of the school system's sexual harassment policy. Be aware of new needs which may dictate changes or revisions in existing policies or practices. For example, since sexual harassment is a violation of Title IX, you should include a prohibition of sexual harassment in the school district's list of disciplinary infractions.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions. For example, if females are under-represented in advanced mathematics, science or computer programming courses, ask the faculty to plan for several workshops, student tutorial services, or other ways to increase enrollment of females in these advanced courses.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource to the local superintendent of schools on Title IX/Gender issues, and submitting annual reports on Title IX compliance activities to the district superintendent.
- Monitoring and evaluating the district's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues
- Maintaining contact with the state education agency Title IX coordinator and with the federal regional equity assistance center
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

Grievance Procedures

Adoption and publication of procedures providing prompt and equitable resolution of complaints is critical. Nondiscrimination policy notices and their attendant Grievance Procedures must be made public and disseminated throughout the educational community. Develop Title IX grievance procedures for students and teachers in cooperation with local student service and human resources staff; give public notice of the procedures and the name and contact information of the school system Title IX coordinator.

Have copies of the grievance procedure and any related forms available in schools and libraries to students, parents or school personnel alleging sexual harassment or discrimination. Assist them in filing their grievance and oversee the step-by-step procedure to be sure that time frames are met. Assist administrative personnel who need a better understanding of the grievance based on Title IX. Keep records of all grievances filed.

In carrying out this responsibility, the Title IX coordinator may actually investigate any complaint filed under the institution's grievance procedures. If the Title IX coordinator does not conduct the investigation of complaints, she or he should receive information about any grievance filed. This will allow the institution to identify any patterns, and repeat offenders that may be missed when grievances are handled by several individuals. The coordinator should also receive sufficient information throughout the process so that she or he can provide guidance or information to ensure that the institution carries out its responsibilities under Title IX. The Title IX coordinator should also be sufficiently knowledgeable about the requirements of the regulations to advise the institution about policies and practices, which may violate Title IX.

Core Responsibilities of Title IX Coordinators

- Develop a working knowledge of the federal Title IX (of the Education Amendments of 1972) law and its implementation regulations. Have a copy of Title IX readily available and understand the requirements and the intent of the law. Keep informed of current research and legal and judicial decisions related to Title IX and gender equity.
- Be informed about state laws, regulations and policies on all equity issues, including bullying and harassment and child abuse laws.
- Be knowledgeable of federal and state laws (e.g. ADA, Section 504, IDEA) prohibiting discrimination against all protected classes (including race, religion and sexual orientation) and assist whenever possible.
- Be sure female and male students participating in work-based learning programs are guaranteed equal treatment by their employers.

- Coordinate with other staff and document an internal self-evaluation of practices and policies with respect to treatment of female and male students, **if** this responsibility was never completed. If the evaluation was completed by a previous Title IX coordinator, check if the evaluation's remedies for eliminating segregation and discrimination were carried out.
- Provide program development, including in-service training, to eliminate sex discrimination in the district. You may also want to consider conducting a school-wide in-service or assembly on sexual harassment. For another example, continued gender-segregated classes in workforce development education courses should prompt you to plan special on-going activities for lessening students' gender-role stereotypes.
- Attend state and national conferences specifically for Title IX coordinators and/or on gender equity issues generally, and share the information with local administrators, staff and faculty.
- Provide updated resources on Title IX and gender equity to local school districts

*Adapted from the US Department of Education/Office for Civil Rights/Boston Regional Office, North Carolina State Board of Education, the New Hampshire Department of Education, the Connecticut State Department of Education and the Equity Assistance Center/NYU at Rutgers University, and the Maryland State Department of Education

William A. Howe, Ed.D., Connecticut State Department of Education
Email: william.howe@po.state.ct.us

Marilyn Hulme, Equity Assistance Center/NYU at Rutgers University
Email: hulme@rci.rutgers.edu

Susan McKeivitt, New Hampshire Department of Education
Email: smckevitt@ed.state.nh.us

Linda Shevitz, Maryland State Department of Education
email: lshevitz@msde.state.md.us