



TITLE VI VS TITLE IX: A PRACTICAL DEEP DIVE

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ABOUT US

Vision

We exist to create safe and equitable work and educational environments.

Mission

To bring systemic change to how school districts and institutions of higher education address their Clery Act & Title IX obligations.

Core Values

- Responsive Partnership
- Innovation
- Accountability
- Transformation
- Integrity



**Let Our Team Support The
Good Work You And Your
Team Are Doing.**

- Delegated Roles
- Investigations
- Hearings & Appeals
- Alternative Resolutions
- Program Review
- Policy & Procedures
- Consulting & Coaching
- Training & Free Webinars
- Resources
- Case Tracker Software



MEET YOUR FACILITATORS

Emma Hempel



Emma Hempel is the Regional Account Manager for the Northeast at Grand River Solutions. She comes to this role after being an essential part of the Director and Coordinator Services Team for nearly four years. She is frequently sought after as a trainer and has trained thousands of individuals across the country on Title VI, Title IX, and other equity topics. With over 15 years of experience in higher education, Emma has served as Title IX and EEO Coordinator for both large and small public and private institutions across the country.

Chantelle Botticelli



Chantelle Botticelli J.D., is the Senior Director of Business Development at Grand River Solutions. As a nationally recognized subject-matter expert in Title IX and related fields, she lectures extensively at universities and conferences throughout the U.S. on Title IX, VAWA, harassment, and implementation of best and emerging practices. Before she was in her current role, Chantelle was the Director of Strategic Partnerships and Client Relations for the Northeast Region. Chantelle has more than 15 years of experience in the investigation and adjudication of sexual and interpersonal violence.

GETTING TO KNOW YOU

- How long have you been doing Title IX work?
- Are you responsible for Title IX AND Title VI/VII?
- Summer or winter?
- Coffee or tea?
- Cookie or cupcake?
- Pepsi or coke?
- Dog or cats?
- Email or phone call?



AGENDA



Title VI, VII & IX Overview

What do the laws cover? Where do they intersect?



Institutional Obligations

Compliance & Best Practices



Intake & Supportive Measures



Report Assessment



Campus Concerns

Community pushback



Sustainable Practices

Building a Foundation for Success

THE INTERSECTION OF TITLE VI, TITLE VII & TITLE IX



01

FEDERALLY PROTECTED CLASSES

These groups or identities are protected from discrimination and harassment, under a combination of statutes

- Sex
- Pregnancy
- Race
- Color
- Religion
- National Origin (ancestry& ethnicity)
- Disability
- Genetic Information
- Military Status
- Age (over & under 40)

TITLE VI

- Prohibits discrimination in federally funded programs
- Applies to student and employees as either respondents or complainants

Prohibits discrimination based on:

- Race
- Color
- National Origin

Covers students who are or are perceived to:

- Share ancestry or ethnic characteristics
- Have citizenship or residency in a country with a dominant religion or distinct religious identity (2023 OCR DCL)

WHAT IS DIFFERENT TREATMENT DISCRIMINATION UNDER TITLE VI?

- A school official treating people differently based on race, color, or national origin in a way that limits or denies access to programs, opportunities, benefits, services;
- Was access denied/limited? If so, is there a legitimate non-discriminatory reason? Is that reason pretextual?



TITLE VII

Title VII covers:

- Discrimination in the workplace
- Employee v. Employee claims
- Employee complainants targeted by third-parties

Discrimination based on:

- Race
- Color
- National Origin
- Sex
- Religion

Exception for religious educational institutions in hiring & exempts certain religious employees from the law.

TITLE IX

Title IX covers:

- Sex discrimination in federally funded education programs and activities
- Employees & students & others participating in an education program or activity as either complainants or respondents

Title IX's regulations are:

- Specific to sexual harassment which occurs within an educational program or activity
 - Hostile environment
 - Quid pro quo
- Include sexual violence as a form of sexual harassment
 - sexual assault
 - domestic violence
 - dating violence
 - stalking

We will focus on the definition of hostile environment under Title IX which differs from hostile environment under Titles VI & VII.

HOSTILE ENVIRONMENT

Title VI vs. Title IX

Title VI

- Unwelcome conduct based on race, color, or national origin
- Determined by a reasonable person, and
- So severe, or persistent, or pervasive
- Interferes with or limits participation or benefit from services, activities, or privileges

Title IX

- Unwelcome conduct on the basis of sex
- Determined by a reasonable person to be
- So severe and pervasive and objectively offensive
- That it effectively denies equal access to the ed program/activity

Where are the similarities and differences?

A PAUSE FOR POLICY

Assessments of reports & allegations are based on institutional policy.

Your policy may go beyond Title VII.



RAPID FIRE: TITLE VI, TITLE VII OR TITLE IX?

1. Sexual assault between two students.
2. Sexual assault between two students in a residence hall.
3. Dating violence between two student athletes on the bus en route to an NCAA game. The bus was 2 hours from campus at the time of the incident.
4. A professor denying a student an internship because of their race.
5. An employee reports pervasive sexual harassment by another employee in the office.

REMINDER:

Understanding where reported allegations fall in your policy is essential.



TITLE IX REVIEW

02

TITLE IX

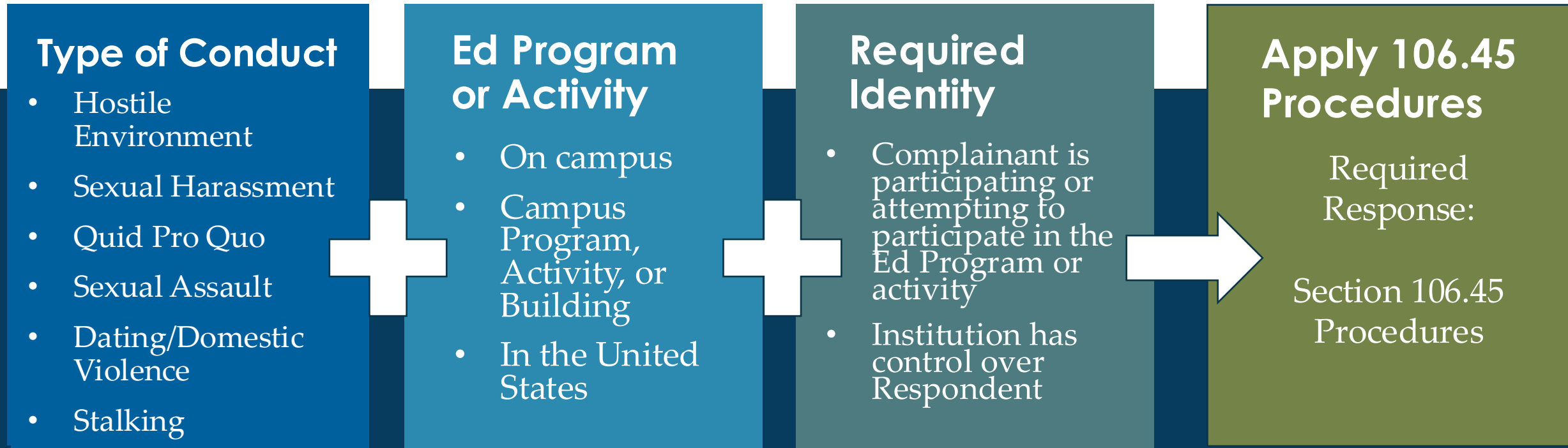
Title IX of the Education Amendments Act of 1972

"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."

20 U.S.C. § 1681 (1972).



TITLE IX APPLICATION (POST-MAY 2020)



TITLE IX SEXUAL HARASSMENT: *SECTION 106.30*

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).

SEXUAL ASSAULT

Sexual Assault includes Rape, Sexual Contact, Incest, and Statutory Rape.

These definitions come from the FBI.

SEX OFFENSES

A. Rape — The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person or by a sex-related object, without the consent of the victim.

B. Sexual Contact (Replaced Fondling) — The intentional, nonconsensual touching of the clothed or unclothed body parts of another person for the purpose of sexual degradation, sexual gratification, or sexual humiliation. Sexual Contact also includes the forced, nonconsensual touching by the victim of the actor's clothed or unclothed body parts for the purpose of sexual degradation, sexual gratification, or sexual humiliation.

C. Incest — Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

D. Statutory Rape — Sexual intercourse with a person who is under the statutory age of consent.

DATING VIOLENCE

Definition:

- “Violence committed by a person
- Who is or has been in a social relationship of a romantic or intimate nature with the victim;
- The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship”

DOMESTIC VIOLENCE

The term domestic violence is a “felony or misdemeanor crimes of violence” committed by:

- A. A current or former spouse of the victim
- B. A person with whom the victim shares a child in common
- C. A person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner
- D. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the violence occurred
- E. Or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred

STALKING

- The term stalking means “engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
 - A. fear for the person’s safety or the safety of others; or
 - B. suffer substantial emotional distress.



EXAMPLE: STALKING

- A student sends you the following email:
 - *Hi. This is Jordan Jones. Kris keeps staring at me in the dining hall and I don't feel safe. Please tell Kris they can't be in the dining hall while I'm eating with my friends. It's not fair that I pay money to go here and I am at risk.*
- Will you address under Title IX? Why or why not? What other information do you need to know?





COVERED GEOGRAPHY

Includes locations, events, or circumstances over which the recipient exercised **substantial control** over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution.

- ✓ On campus or in a building owned or controlled
- ✓ Off-campus incident that occurs as part of the institution's operations
- ✓ Institution exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a); or
- ✓ The incident of sexual harassment occurs at an off-campus building owned or controlled by a student organization officially recognized by a postsecondary institution

COVERED INDIVIDUALS

ELIGIBILITY FOR TITLE IX'S PROTECTIONS:

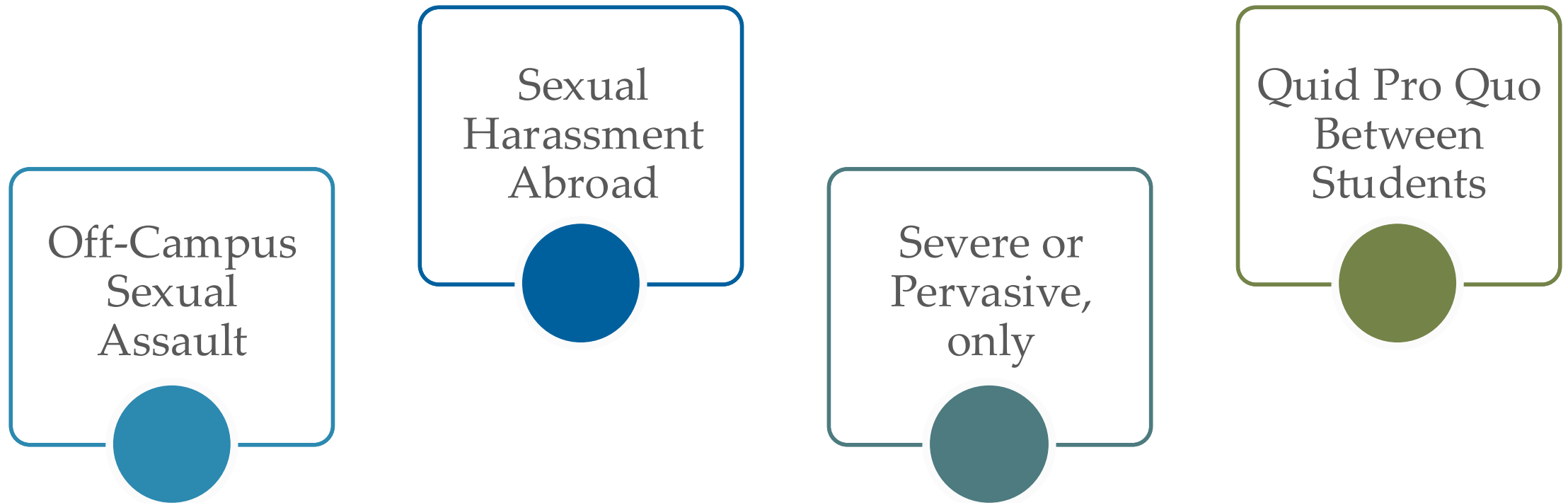
“At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed.” 34 C.F.R. § 106.30

- Applicant
- Enrolled or Employed
- Accepted or Hired

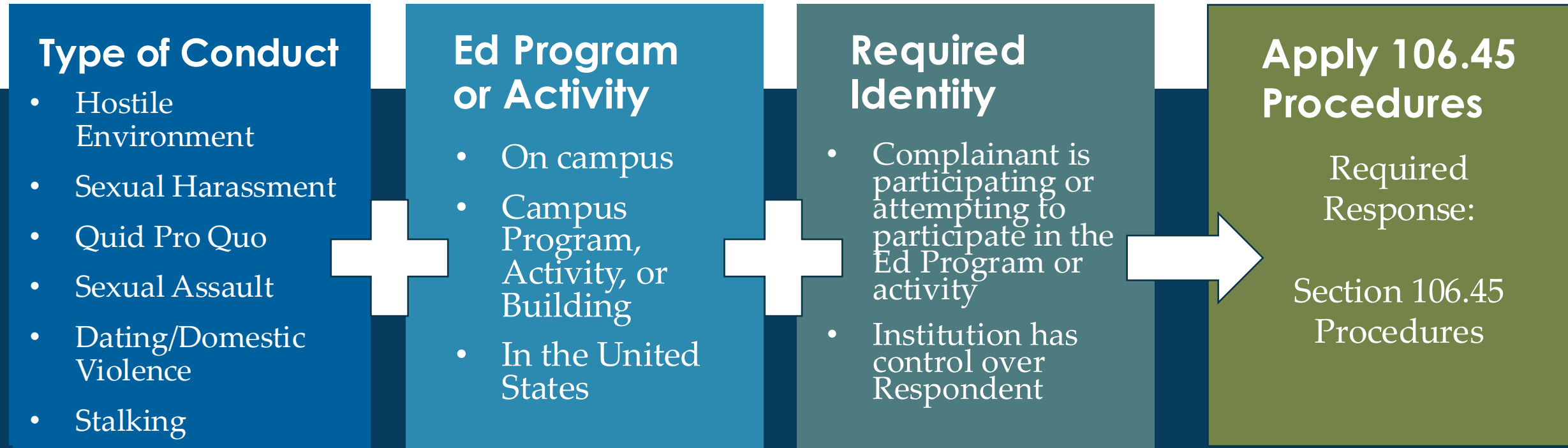


CONDUCT FALLING OUTSIDE THE SCOPE OF TITLE IX

- Apply other institutional policies and procedures
- Ensure that those policies and procedures comply with VAWA/Clery, other intersecting federal and state laws



TITLE IX APPLICATION



IS THIS TITLE IX SEXUAL HARASSMENT?

You receive a 3rd party report from a professor who heard some rumors about a student in their English class, Taylor.

Taylor is constantly receiving sexually explicit photos via Snapchat from another classmate. Taylor has asked them to stop numerous times. During class, Taylor has shared that they often whisper sexual comments to them. There has also been “gross comments” about them on YikYak, and Taylor is convinced it is Respondent making those comments.

In class, Taylor pretends to ignore them. Taylor emailed the professor today saying they needed to miss a class for the 2nd time this week because they are "sick".

Why? Why not? What other information would you need to know?

INSTITUTIONAL OBLIGATIONS

Compliance & Best Practices

03

THE THREE ESSENTIAL FUNCTIONS OF COMPLIANCE

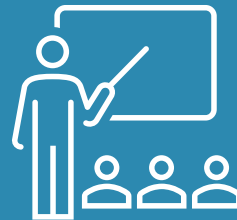
01

Response



02

Education &
Prevention



03

Compliance



DEVELOPING A STRATEGY FOR COMPLIANCE

1

Identify Compliance Obligations

2

How you will prove that you are compliant

3

Record Keeping

TITLE VI: INSTITUTION'S OBLIGATION

The What and How

OBLIGATIONS

Take prompt and effective steps to:

- End the harassment,
- Eliminate the hostile environment, and
- Prevent reoccurrence

POTENTIAL STEPS

Depends on the circumstances and may include:

- Offering "supportive measures" to those impacted,
- Conducting an investigation,
- Making a statement that clearly states the institution's opposition to discriminatory conduct

Institutions should consider the impacts holistically and with thoughtful intention to meet their obligation to respond.

PROHIBITION OF RETALIATION

- **Retaliation** is:
 - Intimidating, threatening, coercing, or otherwise retaliating against someone for making a complaint or participating in the complaint process.
- This applies to:
 - peer retaliation
 - institutional retaliation

GRIEVANCE PROCEDURES:

THERE IS NO SPECIFIC PRESCRIBED PROCESS FOR TITLE VI



Take the best (of Title IX obligations), leave the rest.



Documentation and recordkeeping are critical.



Monitor ongoing guidance and enforcement for takeaways and evolving information from agreements.

TITLE IX HAS MANY REGULATORY REQUIREMENTS



TITLE IX COMPLIANCE OBLIGATIONS



Designate a Title IX Coordinator



Disseminate Policy

Notification, Publication



Promptly respond to instances of sexual harassment occurring within the educational program or activity of which the institution has actual knowledge in a manner that is not deliberately indifferent;



Provide supportive measures in accordance with the requirements of section 106.30



For reports of sexual harassment utilize grievance procedures that comply with section 106.45



Require that individuals participating in the grievance process do so impartially and that they are trained in accordance with the 106.45(b)(1)(iii).



Maintain records regarding response to sexual harassment in accordance with 106.45 (10)



Comply with 106.71 prohibition against retaliation

ACTUAL NOTICE

Institution must respond when it has:

“Actual Knowledge...”

- When “an official of the recipient who has authority to institute corrective measures” has notice
- e.g., Title IX Coordinator

...of “sexual harassment that occurred within the school’s “education program or activity...”

- “Includes locations, events, or circumstances over which the recipient exercised substantial control” over the respondent and the context in which the sexual harassment occurred
- Fact specific inquiry focused on control, sponsorship, applicable rules, etc.

...against a “person in the United States”

- So, not in the study abroad context

A Narrowed Scope of Institutional Responsibility



WHAT ARE PROCEDURAL REQUIREMENTS FOR TITLE IX INVESTIGATIONS?



PROCEDURAL REQUIREMENTS FOR INVESTIGATIONS

Notice to BOTH parties

Equal Opportunity to Present Evidence

An advisor of choice

Written notification of meetings, etc., and sufficient time to prepare

Opportunity to review all directly related evidence, and 10 days to submit a written response to the evidence prior to completion of the report

Report summarizing relevant evidence and 10-day review of report prior to hearing

WHAT ARE PROCEDURAL REQUIREMENTS FOR TITLE IX HEARINGS?



PROCEDURAL REQUIREMENTS FOR HEARINGS

Must be live, but can be conducted remotely

Cannot compel participation of parties or witnesses

Standard of proof used may be preponderance of the evidence or clear and convincing; standard must be the same for student and employee matters

Cross examination must be permitted and must be conducted by advisor of choice or provided by the institution

Decision maker determines relevancy of questions and evidence offered

Written decision must be issued that includes finding and sanction

FINAL RULE § 106.45(B)(8)

“Institutions must offer both parties an appeal from a determination regarding responsibility, and from a recipient’s dismissal of a formal complaint or any allegations therein.”



WHAT ARE MANDATORY GROUNDS FOR TITLE IX APPEALS?



APPEALS: MANDATORY GROUNDS

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

OTHER REQUIREMENTS OF THE REGULATIONS

Designation of a Title IX Coordinator

Dissemination of policy

Separation of Responsibilities

Training and posting of training

Impartiality

Record Keeping

INTAKE & SUPPORTIVE MEASURES



03

INITIAL RESPONSE REQUIREMENTS



1. Receipt of Report

2. Outreach/Response from Title IX Coordinator

3. Support Measures, whether or not Formal Complaint is filed

4. How to File

5. Options for Resolution

RECEIVING REPORTS AND INITIATING THE RESPONSE



1. Review the report



2. Determine the appropriate initial response



3. Promptly initiate that response



4. Document/record the receipt of the report and the response thereto

PREPARING FOR THE INTAKE

- What are some things you do to prepare for your intake meeting?



PREPARING FOR THE INTAKE MEETING

- Familiarize yourself with names/parties
- Identify areas where you need additional information or clarity
 - What else do you need to know to connect conduct to policy?
- Review relevant policies
 - Does it appear that the Coordinator may need to move forward regardless of the Complainant's wishes?
- Threat assessment(emergency removal, timely warning)
- Check your bias
- Prepare mentally/emotionally for the conversation

**What are some
goals of an initial
intake meeting?**



GOALS OF THE INTAKE MEETING

- Review supportive measures and pathways for resolution
- Gather enough information to connect conduct to policy
- Ask about the impact on the Complainant to determine supportive measures
- Discuss the options for resolution or retention of the complaint
- Be forthcoming about responsibility to move complaint forward (if applicable)
- Safety? Threat assessment referrals? Clery?



HOW DOES AN INVESTIGATIVE INTERVIEW DIFFER FROM AN INITIAL INTAKE MEETING?



INTAKE CHECKLIST

- Introductions and Establish Rapport
- Describe your role/office
- Outline the purpose of the intake and what to expect
- Explain Privacy vs. Confidentiality
- Invite parties to share their experience OR ask follow-up questions*
- Review policy and appropriate pathways for resolution (formal, informal, law enforcement, etc)
- Review supportive measures
- Review rights of party
- Answer any remaining questions
- Confirm next steps

SUPPORTIVE MEASURES

04

SUPPORTIVE MEASURES

Non-Disciplinary

May not
unreasonably
burden the other
party

Designed to restore
or preserve equal
access

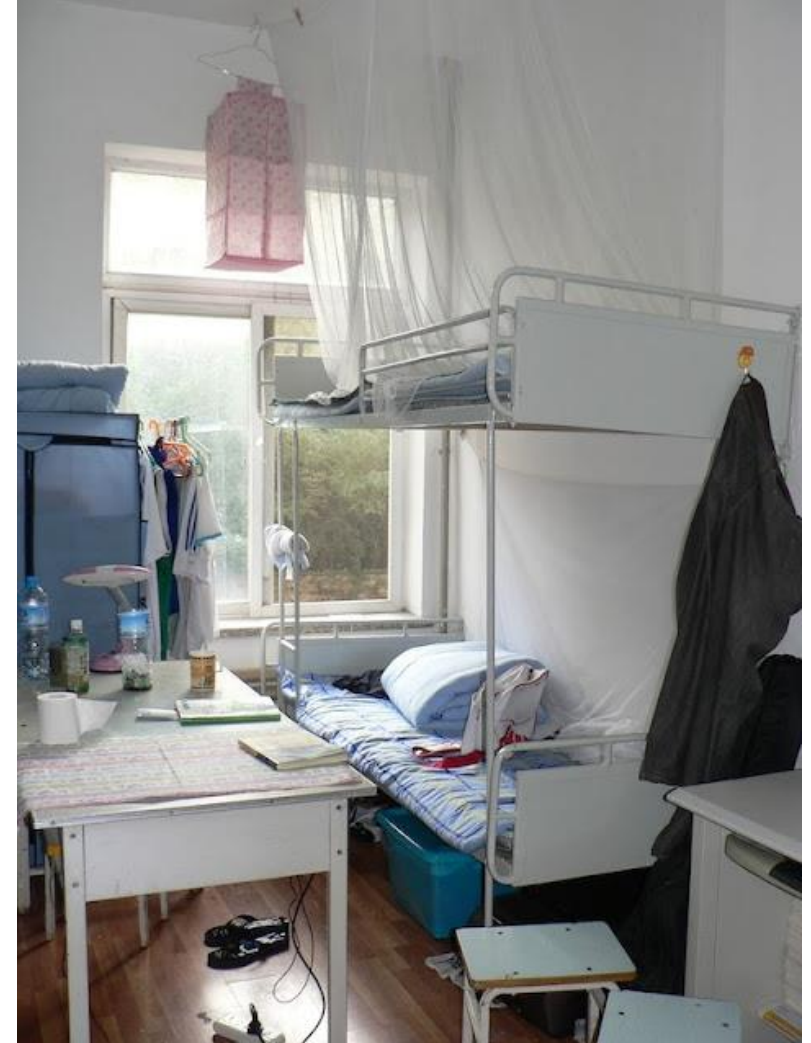
Non-punitive

As appropriate and
reasonably
available

Confidential

EXAMPLES OF SUPPORTIVE MEASURES

- Assistance obtaining access to counseling, advocacy, or medical services;
- Assistance obtaining access to academic support and requesting academic modifications and supportive measures;
- Changes in class schedules;
- Assistance requesting changes in work schedules, job assignments, or other work accommodations;
- Changes in campus housing;
- Safety escorts;
- Leaves of absence;
- Mutual restrictions on contact between the Parties (“No-contact” orders).



**“MUTUAL
RESTRICTIONS
ON CONTACT
BETWEEN THE
PARTIES”**



REPORT ASSESSMENT

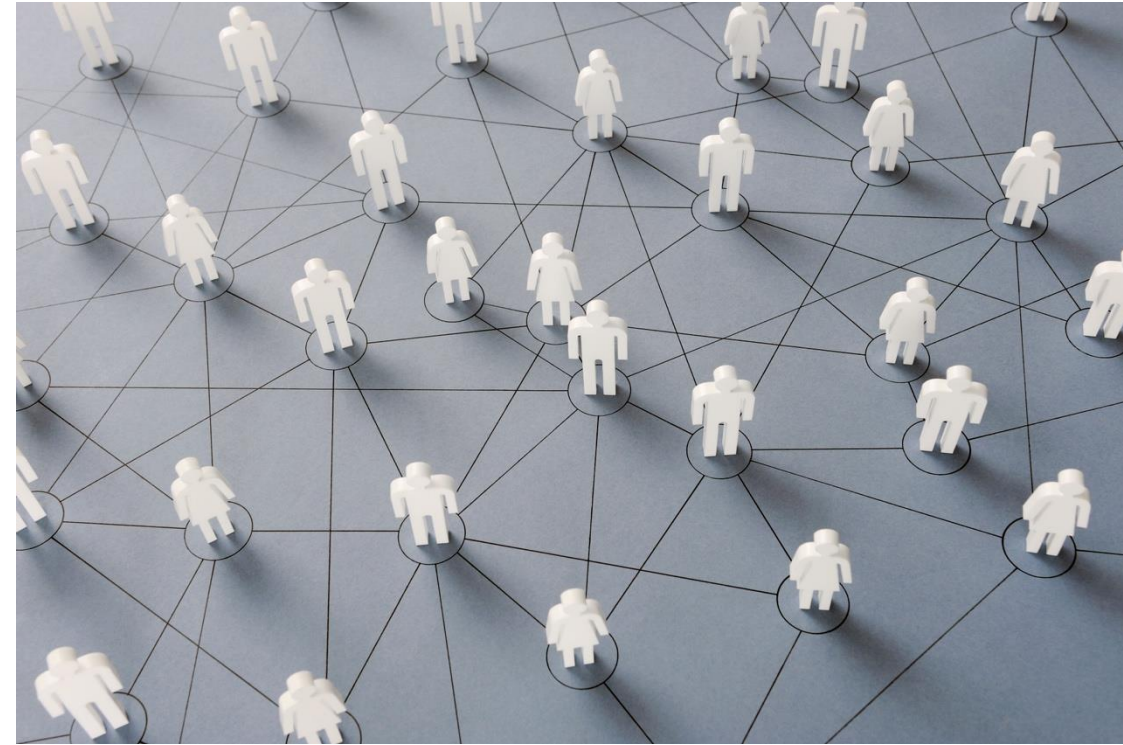
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INITIAL ASSESSMENT – DOES THE PROHIBITED CONDUCT APPLY?

- **The initial assessment does not predetermine an outcome or equal a finding.**
 - All relevant information will be considered at the conclusion of an investigation, and a finding will be made using the preponderance of the evidence standard.
- This is a first review of whether the report/complaint/matter is in the correct place.

CONNECTING CONDUCT TO POLICY

- The allegation is only as strong as your connection to the policy.
- Conduct/behavior needs to be correlated to the alleged policy violation.
 - If the behavior, as alleged is true, which policy would it fall under? Title IX? General non-discrimination policy? Other campus policy?



WHEN ASSESSING A REPORT...

1

If everything reported is true, does the alleged conduct violate an institutional policy?

2

If so, which policy does it fall under (e.g. Title IX Policy, Nondiscrimination Policy, etc.)?

3

Do I need to gather more information during the intake process to determine the above?

CASE: INCIDENT REPORT

What follow-up questions would you want to ask during your initial intake? What context would be important to know?

In conversation with one of your students, Quinn, about how the semester is going, they casually mention that another student, Emerson, has been sending them “weird” messages on Blackboard.

During class the other day, Emerson said to Quinn, “You look so good today. I hope I see you out tonight at the Art Club party.” It was quiet enough for the professor not to hear, but Quinn shared that their classmates definitely heard.

Quinn also mentioned that they frequently see Emerson at Art Club parties and that Emerson gets really “handsy” when they are drunk or high. Quinn said that many other Art Club students say Emerson is “creepy”.



Title VI Matters

An Assessment Framework

DIFFERENTIATING TITLE VI FROM TITLE VII AND TITLE IX

The Confusion:

Many campus professionals are used to addressing discrimination through **Title VII (employment)** or **Title IX (sex-based)** frameworks. When a case involves religion or national origin, there's uncertainty about:

- Which coordinator or office should take the lead.
- Whether the complaint should be processed under Title VI, Title VII, or a general nondiscrimination policy.

Example:

A graduate student employee complains of harassment based on being Muslim and Arab. Is that handled under HR's Title VII process (because they're an employee) or Title VI (because they're also a student)?

→ **OCR expects coordination** across both frameworks, but many institutions don't have clear protocols.

ASSESSMENT FRAMEWORK PART 1: IDENTIFYING A CAUSAL CONNECTION

As reported, is there a potential causal connection between the conduct & the complainant's race, color, or national origin?

Did the conduct occur **because** of Complainant's protected class?



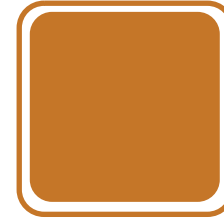
ASSESSMENT FRAMEWORK PART 2: HOSTILE ENVIRONMENT CRITERIA

As reported, is the conduct:

- sufficiently severe or pervasive or persistent
- so as to interfere with or limit participation in or benefit from services, activities or privileges?
- as determined by a reasonable person

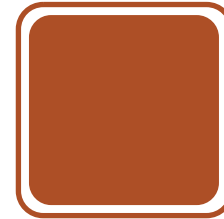


ASSESSING A HOSTILE ENVIRONMENT: CONSIDERATIONS



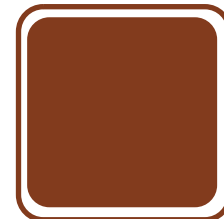
Totality of circumstances

Include cumulative effects of separate incidents.



First Amendment & Academic Freedom

Protected speech may still create or contribute to a hostile environment.



Responsible person unidentified

Obligation to respond remains.

ASSESSMENT FRAMEWORK PART 2(A): DIFFERENT TREATMENT CRITERIA

As reported, the complainant:

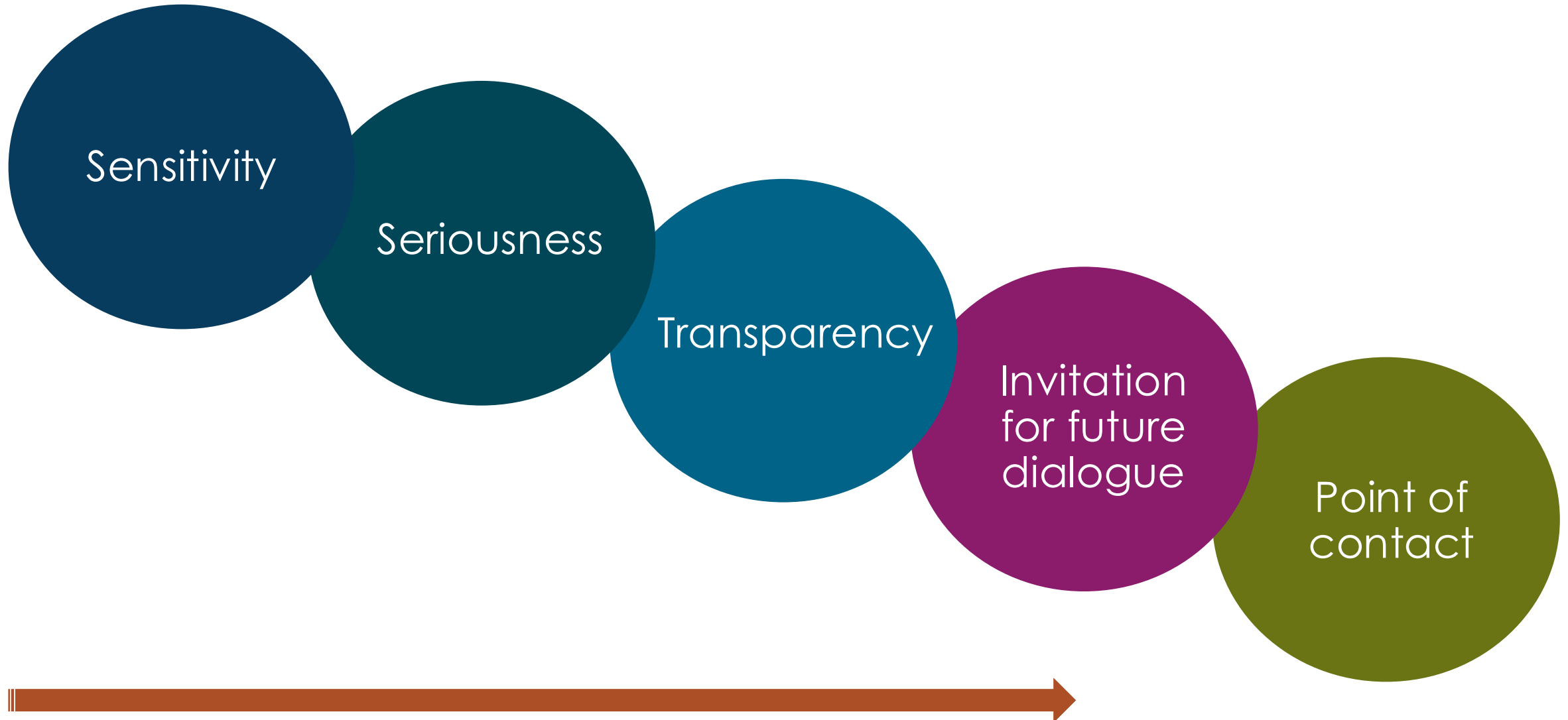
- Was treated differently
- based on race, color, or national origin
- in a way that limits or denies access to programs, opportunities, benefits, services



**UNPROFESSIONAL
BUT NOT
UNLAWFUL: What's
next?**



WHEN YOU NEED TO REFER



CULTIVATING A CULTURE OF REPORTING

Building a Foundation for Success

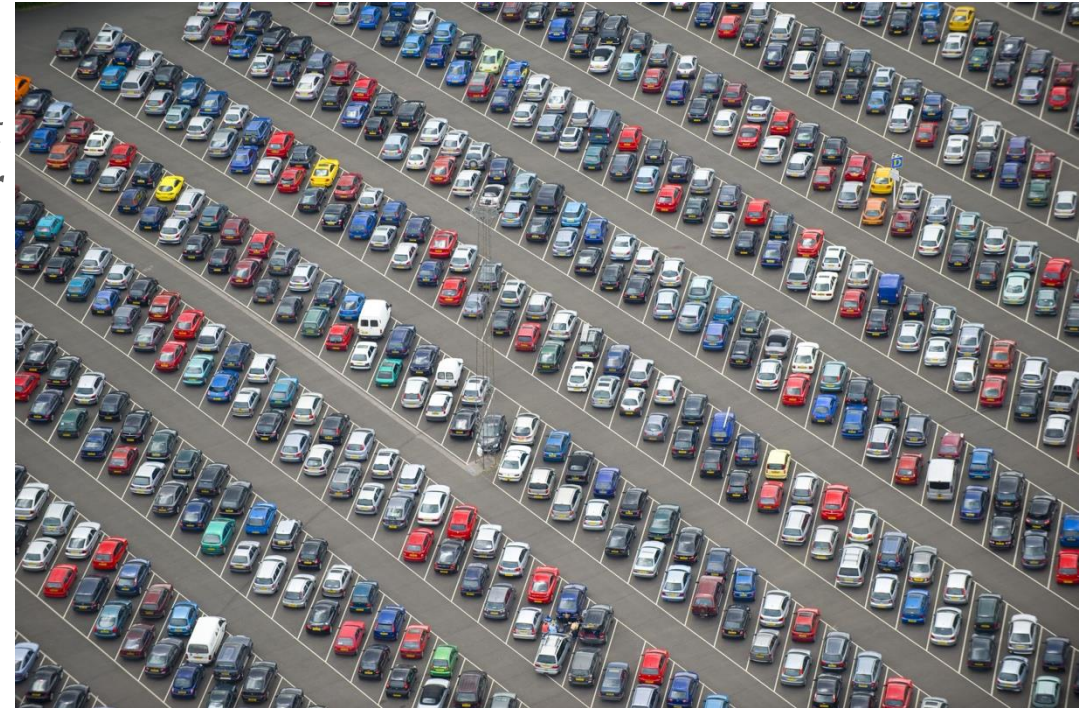
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Now What?

A MANAGER IS RELUCTANT TO REPORT ON BEHALF OF AN EMPLOYEE THAT WORKS IN THEIR DEPARTMENT. THEY SENT YOU THE FOLLOWING EMAIL ABOUT AN HOUR AGO AND IS NOW OUTSIDE YOUR OFFICE REQUESTING TO SPEAK WITH YOU.

"My name is Alex Jones, and I am the team manager in the Marketing Department. One of my employees confided in me yesterday that they were stalked last week by another employee in the parking lot. They explicitly asked me not to report the incident or share their name, and I want to respect their privacy. Besides, I know the Title IX/EEO Office never does anything about concerns that are reported to them anyway."

I think I know who the other employee is and one of my buddies is the department chair in their department. Can you give me the name of our campus mediator so we can resolve this in a friendly way?"



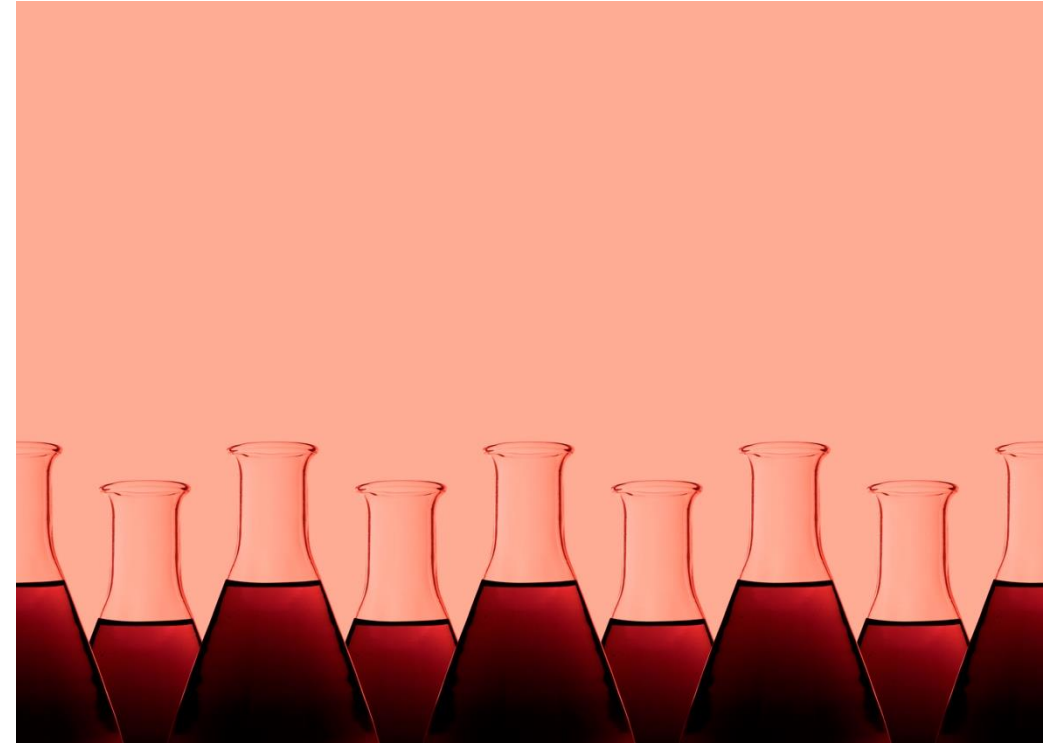
NOW WHAT?

You receive an email from another employee on campus. What next?

"This is Jordan over in the Chemistry Department. My friend is an admin assistant in another department on campus. She has been experiencing some unwanted racial comments by a professor in her department.

She is too scared to make a report about another employee because she knows he will retaliate against her. She is a single mom and needs this job.

Everyone knows this guy is a racist jerk, but no one wants to report it. Everyone knows he won't change and he is union protected and can't get fired. What should I do?"



ASSESSING YOUR CURRENT CAMPUS CULTURE

- What are you doing well? Where are there opportunities for improvement?
- Ask for input from your key stakeholders.
- Assessment: Do most employees report? Is there consistent pushback to reporting? What else are you hearing?
- Acquiring that feedback:
 - Listening sessions
 - Surveys



SUSTAINABLE PRACTICES

Building a Foundation for Success

07

BEST PRACTICES



Ensure you have a clear reporting mechanism.

Ensure the campus community understands where to report.

Conduct prompt intake and assessment with those impacted.

Provide supportive measures and resources. This also includes resolution options where applicable.

Conduct a hostile environment assessment and take steps to address it, if found.

Investigations should be prompt, thorough, and unbiased to determine whether there is a policy violation.

Provide training about where/how to report the conduct and what can be reported under Title VI.

WHAT IS BURNOUT?

- A form of exhaustion and feeling overwhelmed
- A result of prolonged emotional, physical, and/or mental stress
- More likely to occur in those who work in helping professions, put other's needs first, and work long hours
- Can be especially present for those who are continuously exposed to direct and indirect trauma through their work

SCENARIO: PREVENTING BURNOUT

This is the 3rd time this month that you have received a text message after 7:00pm from a Vice President, asking to chat about an ongoing Title VI Investigation.

Earlier today, you conducted 3 Title VI intakes and 2 Title IX Intakes with Complainants and 1 required an emergency removal. You are exhausted.

- How can you navigate this?
- How can we establish boundaries?
- How can we prevent burnout?
- Where do YOU go for support?

QUESTIONS AND PARTING THOUGHTS



THE RIVER CONNECT



A place to

communicate
share
educate
learn

for HIGHER EDUCATION
PROFESSIONALS working in

Title IX, Equity & Clery



THE RIVER CONNECT is a virtual community of experts and colleagues gathered together to help each other process the complexities of the work.





Let Our Team Support The Good Work You And Your Team Are Doing.

- Delegated Roles
- Investigations
- Hearings & Appeals
- Alternative Resolutions
- Program Review
- Policy & Procedures
- Consulting & Coaching



RESOLUTION SERVICES



Resolution Services

We work to resolve employee, faculty, and student cases at companies and educational institutions.

Our experienced practitioners are available to serve as facilitators of alternative resolutions, investigators, decision-makers, hearing officers, chairs, panel members, or appellate officers for all equity and discrimination cases.



DELEGATED ROLES

Gap in staffing? We can help.
Interim or Long-Term Needs

- Title IX Coordinators and Staff
- Title VI Coordinators and Staff
- EO Director
- Equity Director
- ADA/504 Coordinators and Staff



Delegated Roles



GRAND RIVER | SOLUTIONS

ADA/504

ADA/504 Coordinator
Policy Development & Review
Training
Accessibility & Compliance Assessment
Investigations

Digital Accessibility

Policy Development & Review
Training
Consulting
Investigations



[ADA/504 Services](#)

TRAINING AND TRAINING MEMBERSHIP

Please check out our wide selection of trainings and learn about our new unlimited training membership. ***Unlimited open training access for your whole campus, one annual fee.***



Equity
Titles VI, VII, IX



Clery
Stop Campus
Hazing Act



ADA/504
&
Digital Accessibility



[Explore Training](#)

CASE MANAGEMENT SOFTWARE

Case Tracker

Titles VI, VII, IX & Equity
Software Solution

by Grand River Solutions



**Designed for you,
by people like you**

We are experts and practitioners working in response and resolution for discrimination, harassment, & equity concerns.

Case Tracker allows you to:

- track and manage your cases
- communicate with campus stakeholders without compromising case privacy, and
- provide parties with the ability to follow the status of their case



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