

# **Title IX and CSA Training**

**Residential Life & Housing**

**Peer Ministry & FOCUS Ministry**

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# HELLO!



## Learning Outcomes for this Session:

- Define the scope of actions that you should follow as Student Staff
- Describe your role as a mandatory reporter and answer basic questions around the Carroll College Mandatory Reporter Process
- Follow steps and guidelines for reporting Title IX related incidents based on Carroll College protocol.
- Refer reporting students to appropriate resources
- Understand your responsibilities as a Campus Security Authority (CSA)

# Caveats:

- You will not be a Title IX / CSA Expert by the end of this session
- You do not need to be a Title IX / CSA Expert
- Know the basics, take what is useful
- Title IX and CSA processes change over time
- Ongoing training is essential



# Notes about Language

## Trigger Warning

- This presentation will address sexual assault, violence, and stalking in the context of Title IX laws. This presentation will also present a practice scenario where a survivor reports to a student leader.
- Please know that any time, for any reason, you may step out of this presentation, and may connect with a professional staff member or an Advocate from The Friendship Center.

### Legal/Official Language

- Used by policies, administrators, and police
- Can feel cold
- Ex: Complainant, Respondent (rarely: accused), Alleged Violation

### Advocacy Language

- Used by advocates and support services
- Person-centered
- Conveys belief in survivors and empathy
- Ex: Survivor, Abuse/Assault/Rape



## What is a CSA?

## What is Title IX

### CSA

- Campus Security Authority
- Reports major and minor crime on campus and surrounding area
- Responsible Party = Director of Campus Safety
- Daily Crime Log
- Campus Safety Alerts
- Mandatory Reporters

### Title IX

- Equal access to experiences academics, activities, living and dining
- Athletics (1972)
- Expanded to address sexual misconduct (2011)
- Mandatory Reporters

# Jeanne Ann Clery



- Raped and murdered in 1986 in her residence hall
- Perpetrator was another student she did not know
- Led to national awareness of campus crime
- 1990- Federal Jeanne Clery Act

# What Crimes Must Be Reported?



- Murder/Non-negligent Manslaughter
- Manslaughter by Negligence
- Sex Offenses
- Robbery
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Hate Crimes





# Mandatory Reporting

Carroll College employees, including all full-time and part-time faculty and staff, administrators, all Residence Life staff (including R.A.'s), Peer Ministers and FOCUS volunteers are all mandatory reporters and must report, as soon as reasonably possible, actual or suspected Sexual Harassment or Retaliation to either of the college's Title IX Coordinators



## What does that mean?

- Requires Carroll staff and volunteers to promptly share all known details of a Clery crime and Title IX report made to them in the course of being an employee of Carroll College.
- Mandatory Reporters must also share details of behaviors that they may have observed or have knowledge of, even if not reported directly to them.
- Incident Reporting System
- [Combined Reporting Form](#)





## What is Title IX?

“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 educational program or activity receiving federal financial assistance.”

Title IX of the Education Amendments of 1972 Implementing Regulations  
at:20 U.S.C. § 1681 & 34 C.F.R. Part 106





# What does Title IX do?

## Addresses

- sexual assault
- sexual harassment
- dating violence
- domestic violence
- stalking based on sex (gender)
- gender discrimination

## Protects

- all students so that a student's experiences are not disrupted
- experiences academics, activities, living and dining

## Prohibits

- retaliation against those involved
- complainants, respondents, or witnesses in a Title IX matter



## **INFORM: Interrupting to share your mandated reporter requirement**

- Allowing the person reporting to decide if they would like to share more information with you.

### **Sample language for interrupting:**

“It sounds like you want to talk about a sensitive situation. Can we pause so I can share my role as a mandatory reporter with you?”

“Before we go further, I want to let you know I’m a mandatory reporter, and this is what that means...”

# INFORM: Disclosure Decision

## They Don't Want To Disclose:

Refer to Confidential Resources

- Wellness Center counselors
- Victim Advocates
- Healthcare professionals
- Nurses in Wellness Center
- Clergy within the Sacrament of Confession (Fr. Tyler, Fr. Bart)
- Attorneys
- Off-campus clergy

They can also anonymously use the  
**Sexual Misconduct Reporting Form:**



# INFORM: Disclosure Decision

## **They Want To Disclose:** Non-Confidential Resources

- Area Coordinator
- Title IX Coordinator
- Law Enforcement
- Clergy outside of confession
- Peer Ministry Assistant Directors

## **They can also use the Sexual Misconduct Reporting Form:**





# Important Note:

Even if the student chooses not to continue to disclose, you are required to report the information available to you at that point, using the same form.

You MUST provide all known information including names of all students involved.



## Disclosure Decision - Referring Up

**When someone decides to disclose, RAs and PMs are to contact Professional Staff or Title IX Coordinator.**

- Find a private, safe space
- Name the person you need to refer to (Pro-Staff, Title IX)
- Discuss why they'll be a positive resource
- Discuss reporting up, not out
- Ask if the student would like the call to be made in their presence
- Contact professional staff on-call

## Remember what our role isn't

- We are not counselors
- We are not police officers
- We are not Title IX Investigators

**Once the report is submitted, you will likely not hear about the report or situation again.**



## Supporting a student in crisis

Inform

S.I.L.V.E.R.

Document

The S.I.L.V.E.R. model is designed to provide survivor support until pro-staff arrives.



## Disclosure Decision : S.I.L.V.E.R.

### SAFETY/SUPPORT

BELIEVE the person making the disclosure, regardless of the choices they have made (e.g. dress, alcohol consumption, etc.);

### VALIDATE

Validate feelings and reactions.

### INFORM

Inform the survivor as soon as possible that you will do all you can to respect their privacy, and let them know the limits to confidentiality, including what information will be disclosed, to whom, and why.

### EMPOWER

Provide options about resources so the survivor can make informed choices. Do not make decisions for the survivor.

### LISTEN

Listen without judgment. Limit your talking and questions. Offer compassion and empathy. Do not blame the survivor for what occurred (e.g., do not ask “why” questions)

### REFER

Refer student to resources - inform the survivor of confidential and reporting options.

# Incident Reports

- Date/time of the incident
- General location
- Description (nature of the crime)
- May need to share more information based on other requirements and/or preference of person reporting
- Document Personal Observations (5 senses), Odors, gross motor skills, fine motor skills, clammy, pale, admissions...



## **INFORM: Strategies for a Supportive Conversation**

### **Remember What Your Role Is**

- Listen, support, and answer questions
- Connect with a Title IX Coordinator, and other resources
- Document situation
- Minimize retraumatization – DO NOT ask questions
- Validate and affirm
- Empower resident with resources and options

# SCENARIO #1

- A student from your floor knocks on your door at 8:00 PM, and shares the following with you:

“I was at a party and a friend and I were talking most of the night. We ended up in his room where we started kissing. He wanted to have sex and I didn’t. I told him no several times, but he continued to pursue. He kept trying for so long and I felt I couldn’t get away. Finally, I just asked him to use a condom. Immediately after sex I left. I somewhat blame myself because I could have tried harder to fend him off. At the time I felt the easiest way out was just to let him continue. If I had shouted, someone would have helped, but because he is friends with a lot of people, I wanted to avoid a scene.”



## SCENARIO #2

- One of your residents, **Alex**, approaches you visibly upset. Alex has been in a growing relationship with another resident named **Jordan**. Alex confides that after going on a few dates, she and Jordan have started to become more intimate (kissing). Alex has started receiving explicit messages and images from **Jordan**, via text. These unsolicited messages make Alex feel uncomfortable, but she is unsure how to talk to Jordan about it. Alex is unsure how to handle the situation and is worried about potential repercussions if they report it.

# Coping as an RA/Peer Minister

**You may feel overwhelmed; huge responsibility knowing this information; students confide in you, so PLEASE Remember:**

- We are all working together to make sure our community is protected and has appropriate resources
- Title IX Coordinator is point person. You don't need to shoulder the responsibility of managing the report.
- Support and expertise is available for YOU:
  - ▷ Supervisors
  - ▷ Victim Advocates
  - ▷ Campus Counselors
  - ▷ Title IX Coordinator
  - ▷ Carroll's website (Sexual Misconduct pages)

# Victim Advocate

## The Friendship Center

- Jamie Gabrielli, Victim Advocate
- Eric Parsons, Community Educator
  - ▷ Friendship Center - 1430 Sanders, Helena
  - ▷ (406) 442-6800 - office
  - ▷ (406) 459-3254 - 24/7 Friendship Center Crisis Line
- On Campus – 023 St. Charles Hall  
Days/Times TBD

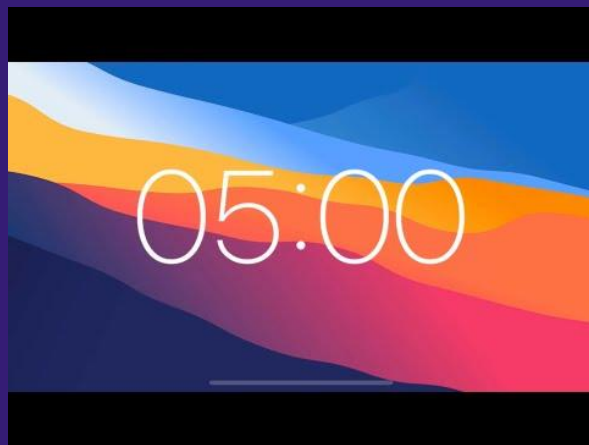
## What is Carroll doing to address Sexual Misconduct?

- Voices For Change (VFC) - Started Fall 2021 for ALL students
  - ▷ Identity and Inclusion
  - ▷ Sexual Assault Prevention
  - ▷ Alcohol and Other Drugs
  - ▷ Hazing and Bullying
- ByStander Intervention and Title IX Training, and Wellness Talk for new students during Orientation
- Visual reminders (posters, TV screens)
- Culture of Respect Grant (Kelly Parsley/Public Health majors)
- Residence Hall programming
- Spring Fever Week - February
- Empowerment Club - created in Spring 2021
- Title IX Coordinator for Students (Annette Walstad)
- Title IX Deputy for Students (Zack Eckerdt) NEW!
- Title IX Coordinator for Employees (Karla Smith)



# Questions?

# Break



## Impacts of Sexual Assault on:

### The Victim

- Falling Grades
- Drop out/Fail out
- Mental Health Issues
- Depression, Post-traumatic stress disorder
- Alcohol and drug use
- Contemplation of suicide

### The Accused

- Time lost from class
- Potential expulsion from school
- Impact on ability to obtain licenses or recommendations
- Stigma of “sex offender”

# Case Study - CSA

- A student mentions to her boyfriend that a number of rooms on her residence hall floor were broken into during the previous night's basketball game. She states that she does not know who the perpetrators are or if they are from the same institution or members of another institution. Later that day, her boyfriend tells the RA on-duty the story.
- Who is the CSA?
- What is required of the CSA?