

**SUPPORTING  
THE COMMUNITY  
TO SUPPORT  
OUR STUDENTS:**

**LAWS THAT AFFECT US**

## SESSION OUTCOMES

- Develop an understanding of regulations which guide our work and understand your obligation to act
- Develop awareness in how to respond with clarity and consistency to student situations, recognize key words which trigger a referral or request for support, and understand the unintended consequences of good intentions
- Understand resources on campus to assist student in key areas and recognize that you are not alone; we are here to support you so we can all support our students
- Understanding the difference between privacy versus confidentiality, and their limits.



## CASE STUDY

Ana is a good student, turns in assignments on time and is actively engaged in class. It was easy to notice when they stopped attending class. Since Ana is a responsible student, you figured they will reach out to determine how to complete the missed coursework in order to meet the outcomes of the course.

# ABSENT STUDENT

- Timing of absence matters: impact on Federal Financial Aid for both the student and the college
- 60% date – the date in which a student’s financial aid will not be adjusted in a financial aid withdrawal calculation
- May affect athlete eligibility
- If there is a concern that a resident student may be missing, we must take this seriously and do our very best to ensure they are safe
- Extended (I)ncompletes in a course can prevent a student from registering the following course
  - Counts as an (U)nsatisfactory when calculating Satisfactory Academic Progress(SAP)
    - If this causes a student to go to an ineligible SAP status, the student becomes unable to register

# DEPARTMENT OF EDUCATION PROGRAM REVIEW TITLE IV: NEXT STEPS

- Census/ Roster Verification
  - Dept. of ED requires that aid is only given to students in courses they actually attend (not just enrolled)
  - Never Attended students are ineligible for aid and should be removed for the roster in a timely manner
- Last Date of Attendance (LDA)
  - Prior to the 60% date, students who withdraw will need to have their aid adjusted based on the last day they attended
- Important to report correctly in order to remain compliant
  - Compliance = Access to administer financial aid to students



# WHAT IS OUR ROLE?

1. VERIFY THE ROSTER
2. CALL THE REGISTRAR
3. ENTER A BLAZE REFERRAL

# TITLE IX/VAWA

“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.

## Who Must Comply with Title IX?

- Institutions that receive federal funds

## Who Does Title IX Cover?

- Students
- Employees
- Third Parties (Visitors and Vendors)

## What Is Included in Discrimination “On the Basis of Sex”?

- Sexual Harassment
- Sexual Violence
- Differential Treatment
- Gender-based Harassment
- Pregnant and Parenting

## Who Guides and Enforces Title IX?

- Office of Civil Rights within the Department of Education
  - Title IX Coordinator



A student stops in at your office hours and asks if they can drop the class. You are perplexed because they are doing very well and the semester is more than half over. You dig a little deeper and ask why they would drop the course at this point in the semester. The student says they don't really want to talk about it, but they found themselves in a very uncomfortable situation with a classmate while they were at an off campus event.

## CASE STUDY

# HARASSMENT

- **The college is on notice** and under Title IX, all cases must to go to the Title IX Coordinator
- Whether harassment or assault happens off campus or on campus, you have a duty to report, we are all mandatory reporters –Even if the student says they do not want to do anything about it, you are still required to report it. The college is officially “on notice”
- The Campus Counselor (Meg), Campus Nurse (Tamra), and Campus Minister (Vacant) are the only confidential resources on campus
- You can’t just refer the student...you must call the Title IX Coordinator directly
- [Title IX Website](#)

- Sending nude or unrequested photos/videos
- Partner's having sex in a room with another person present
- Walking around outside of your bedroom without wearing socially acceptable clothing or in just a towel.
- Unwelcome touching
- Unwelcome advances
- Requests for sexual favors – **QUID PRO QUO**
- Making comments of a sexual nature, off-color jokes, gossip about sexual relations, locker room talk
- Display of derogatory or sexually suggestive materials
- Sexually suggestive comments about an individual's body or body parts or sexually degrading words to describe an individual.
- Cyber harassment of a sexual nature

## WHAT IS SEXUAL HARASSMENT?

Unwelcome conduct of a sexual nature, or based on sex or gender. May create a hostile or uncomfortable environment.



# WHAT IS OUR ROLE?

**1. CALL THE TITLE IX  
COORDINATOR**

A student in your course learns midway through the semester that they are pregnant. They inform you that they are experiencing significant morning sickness and this is why they are behind in their work and has struggled to get to class. The student asks for flexibility in attendance and assignment deadlines moving forward. Your initial thought is to suggest they drop the course and take it after they give birth.

## CASE STUDY

# PREGNANT AND PARENTING

According to Kimberly Anderson, former Title IX Coordinator for the University of Wisconsin – Milwaukee who presented at the WAICU Summit on Diversity and Compliance in July, 2022.

- College students who are parents or caregivers of dependent children make up more than one in five U.S. undergraduates
- Nearly 10 percent of all U.S. undergraduate students, or 1.7 million students, are single mothers.
- Single mothers are **More than Six Times Less Likely to Graduate** with a Degree than Women in College without Children
- Single mothers earn roughly \$625,000 more with a bachelor's degree than what they would have earned with a high school education

# PREGNANT AND PARENTING

- ✓ There is no “right” answer but we must respond with consistency in our process to student requests
- Cannot require a student to take leave though the student may choose to
- Excuse absences due to pregnancy, recovery from childbirth or related conditions if a doctor deems them medically necessary – for as long as the doctor deems it so
- Applies regardless of specific course attendance policy
- Allow student to make up missed work, including assessments and projects and have alternative opportunities to compensate for missed in-class participation
- Accommodations applied for pregnancy-related conditions similar to those provided students with temporary disabilities – comparable work/comparable amount of time to complete work



# WHAT IS OUR ROLE?

1. VERIFY YOUR ROSTER (60% DATE)

2. ENTER A BLAZE REFERRAL

3. CALL ACCESSIBILITY SERVICES

4. ENGAGE IN INTERACTIVE  
PROCESS WITH STUDENT AND  
OTHER COLLEGE PERSONNEL,  
INCLUDING THE TITLE IX  
COORDINATOR



Your top student is graduating in December and plans to attend graduate school. Since you have conducted research together, they have asked you to write a letter of recommendation for their graduate applications you are honored to do this for the student.

## CASE STUDY

# FERPA

- Family Educational Rights and Privacy Act
  - [Updated FERPA Policy](#)
  - Limits disclosure of student educational records except in the case of sexual harassment/assault proceedings impacting the reporting party
  - This includes parents and family members



# WHAT IS OUR ROLE?

1. CHECK COLLEAGUE TO SEE IF A STUDENT HAS SIGNED AN OFFICIAL RELEASE OF INFORMATION

2. IF NO, GO TO THE REGISTRAR'S WEBSITE AND HAVE THE STUDENT COMPLETE THE OFFICIAL RELEASE – EVEN FOR LETTERS OF RECOMMENDATION

3. REFER ALL OUTSIDE INQUIRIES ABOUT A STUDENT TO THE REGISTRAR'S OFFICE

You are grading papers and one of your students writes about their struggles with their mental health and indicates “I can’t do it anymore.” The student appears happy and engaged in class so you think those comments are a thought in the moment but there is no way this student is serious about those comments.

## CASE STUDY

# MENTAL AND EMOTIONAL HEALTH

## mental health issues are prevalent among young adults

Sometimes referred to as the “anxious generation,” today’s generation of college students and young professionals are actually much more likely to talk about mental health than their parents or grandparents. This generation is closer than ever to breaking the stigma around mental illness in a time when only 44 percent of adults—and less than 20 percent of children and adolescents—with diagnosable mental health problems receive the treatment they need.

- **39% of students** in college experience a significant mental health issue
- **1/2 mental health issues** begin by age 14; 75% begin by age 24
- **67% of people 18-24** with anxiety or depression don't seek treatment
- graduate students are more than six times as likely to experience depression and anxiety as compared to the general population

**mental illness is treatable and suicide is preventable** Even so, many suffer in silence. We're on a mission to make mental health a comfortable, everyday conversation.

## Key statistics

- **#2 leading cause** of death among young adults is suicide
- **280 people** decide not to go through with a suicide attempt for every person who dies by suicide
- **67% of young adults** first tell a friend they are feeling suicidal before telling anyone else
- **1 in 5 adults** have a diagnosable mental illness
- **50% of us** will experience a mental health condition in our lifetime

# WHAT IS OUR ROLE?

1. TAKE ALL COMMENTS SERIOUSLY: WE HAVE BEEN PUT ON NOTICE

2. EXPRESS CONCERN AND ASK IF THEY ARE OK. DO NOT PROMISE CONFIDENTIALITY

3. IF IT IS A THREAT TO SELF OR OTHERS, CALL CAMPUS SAFETY

4. REFER THE STUDENT TO COUNSELING & HEALTH SERVICES, AND ALSO REPORT THE INCIDENT YOURSELF

5. ENTER A BLAZE REFERRAL  
DO NOT ATTEMPT TO DIAGNOSE

# OTHER COMPLIANCE TOPICS

- Student Handbook Compliance and Consistency
- Student Dismissal and Leave Policy
- Digital Accessibility
- Clery - Report all Concerning Behavior or Crimes
- Service vs Emotional Support Animals

# BLAZE

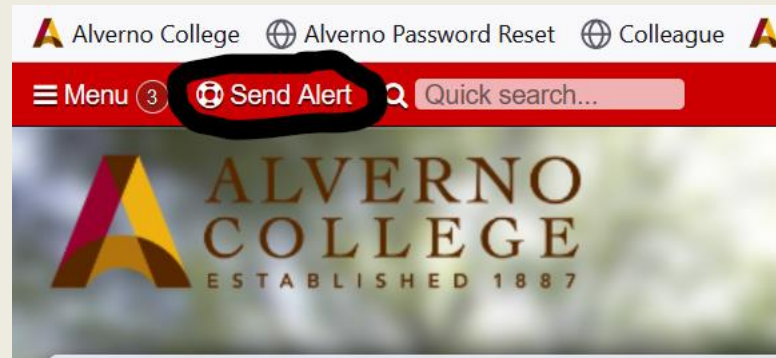
## QUICK LINKS

- Alverno Google
- Colleague
- LiveText

- Microsoft Office 365
- Moodle
- Fac/Staff Email

- IOL
- Library
- Campus map

- Alverno Blaze (Early Alert)
- DigiCopy Login





# BLAZE REFERRALS

1. Report observable data; don't diagnose
2. Academic referrals are managed by Academic Advising
3. Non-Academic referrals are managed by Rachel Haos
4. The concern is triaged to the appropriate person to support the student
5. More complex cases are discussed in Student Support Committee and resolutions are led by the most appropriate person to support the student:
  1. Counseling
  2. Residence Life
  3. Dean of Students Office
  4. Academic Advising
  5. Accessibility Services
  6. Campus Safety/Title IX
  7. Student Success

# TIPS FOR A STRONG PARTNERSHIP

- Document your decisions
- Read the [Handbook](#)
- Include others in the conversation when appropriate
- Enter A Blaze Referral
- Invite us to a department meeting for further discussion
- Call us for help, we are here to support you and our students

A male student comes to the site coordinator for their program and states they are a new parent and their newborn is not doing well and he has not been getting much sleep since the birth. The student has disclosed that they have a seizure disorder that has been under control; however, it always gets worse under stress. They also disclose that they have suffered with severe depression in the past and that it had an overwhelming impact on their life at the time. The student says they are feeling the same way again as if the world is too much; however, they want to try to continue in school. They are trying to get in to see their mental health provider but are having trouble with that. They are asking for some accommodations on attending their classes.

## CASE STUDY