



College Council Agenda

February 3rd, 2025
3:00 PM – 5:00 PM
Main Campus Board Room

1. CALL TO ORDER
2. APPROVAL OF COUNCIL MINUTES – 12/02/25
3. SHARING SUCCESS STORIES
4. REPORTS
 - a) Accreditation Update
 - b) Research Update
 - c) EMP Workgroup Update
 - d) Other
5. DISCUSSION/ACTION
 - a) Strategic Educational Master Plan - Draft
 - b) Basic Needs Report
 - c) Accreditation Alignment Review Report
 - d) Annual Planning – Plans due 3/30/26
 - e) Board Policies / Administrative Procedures:
 - Review and Approve
 - None
 - Second Reading
 - None
 - Information Only
 - BP 4020 – Program and Curriculum Development [Update, Legally Required]
 - AP 4225 – Course Repetition [Revised, Legally Required]
 - AP 4255 – Academic Pause and Restart [Revised, Legally Required]
 - BP 6300 – Fiscal Management [Confirmation, Legally Required]
 - BP 6307 – Debt Issuance and Management [Confirmation, Legally Required]
 - AP 6307 – Debt Issuance and Management [Confirmation, Legally Required]
 - AP 6320 – Investments [Confirmation, Legally Required]
 - First Reading
 - AP 3433 – Prohibition of Sexual Harassment Under Title IX [Revised, Legally Required]
 - AP 3434 – Responding to Harassment Under Title IX [Revised, Legally Required]
 - AP 5031 – Instructional Materials and Fees [Revised, Legally Required]
 - AP 7126 – Applicant Background Checks [New, Legally Advised]
 - b) First Reading
 - None
 - c) Second Reading
 - None

d) Acknowledge Receipt

- None

6. INFORMATIONAL/FEEDBACK REQUESTED

7. OTHER/ANNOUNCEMENTS

8. ADJOURNMENT

Upcoming Meeting: February 17th, 2026

Shasta College Strategic Educational Master Plan (Draft)

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Message from the President

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Mission and Vision

Mission

Shasta-Tehama-Trinity Joint Community College District empowers students and strengthens the diverse communities we serve. As a teaching-centered institution, we are committed to student success in the classroom and beyond. We strive to foster a sense of belonging and ensure that every student, regardless of background, has the resources they need to thrive. Through quality instruction and compassionate support, we offer career-oriented programs and

transfer degrees to prepare students for meaningful professions and active engagement with our communities.

Approved by the Board of Trustees, August 13, 2025

Vision

Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth.

Introduction

The Shasta College Strategic Educational Master Plan is the District's primary long-term planning document, guiding institutional priorities from 2026–27 through 2031–32. It aligns all major planning efforts including the Facilities Master Plan, Technology Plan, Enrollment Management Plan, Student Equity Plan, Annual Planning, and other operational plans. As the environment in which the District operates is dynamic, there will be a mid-cycle progress report in Spring 2029 which will serve as assessment and an opportunity to refine strategic focus areas. The plan was developed with insights from Shasta College students, faculty, administrators, staff, and community partners. Input was received through surveys, collaboration groups, governance committees, and compiled by a task force established by College Council.

North Star and Goals

North star

Shasta College will reach a 70% completion by 2032. That means students will have achieved their stated goal or earned a degree, certificate, or successfully transferred to a four-year college or university.

Goals

Student completion is the measure that unites all of Shasta College's efforts across every campus, and instructional modality. Helping students stay enrolled, connected, and moving forward to accomplish their stated goal is central to the work of every Shasta College employee. Five themes emerged from surveys and focus groups that inform our way of proceeding in support of student success:

- **Strong Start:** All students will begin their college journey with a plan and with support.
- **Strategic Scheduling:** Students will have the resources and academic support to take as many courses as they are able for faster completion.
- **Teaching Excellence and Innovation:** Ensure every student experiences engaging and inclusive instruction that drives learning and persistence.

- **Ensure Equitable Access and Belonging:** Remove structural barriers so every learner, especially male, first-generation, and low-income students can stay enrolled and thrive.
- **Foster Sustainability, Partnerships, and Regional Resilience:** Shasta College is a national leader in sustainability, emergency readiness, and lifelong learning.

Progress will be tracked using the Early Momentum Metrics defined by the Community College Research Center (CCRC): credit accumulation, gateway course completion, program course completion, and continuous enrollment. These early indicators show whether students are gaining traction toward their goals. By embedding them in every goal, Shasta College will measure how coordinated efforts across instruction, student services, and campus operations strengthen student momentum.

Shasta College's Educational Master Plan aligns with the California Community Colleges' Vision 2030 framework. Each goal advances one or more of Vision 2030's statewide priorities, equity, future-ready teaching, workforce mobility, sustainability, and well-being, while grounding those priorities in the district's North State context.

Goal 1. Strong Start

Purpose: Students will begin college with clear goals and early support to help them succeed. This goal aims to ensure that students enter Shasta College with clarity, confidence, and connections to the resources that help them persist by focusing on removing early barriers, streamlining orientation, and creating structured support.

Strategic Focus:

- Assign an "opt-out" default 30-unit schedule for first time, first-year students based on their selected program pathway that includes transfer-level math and English and major courses in the first year (students can opt-out but the College will no longer opt-out by default).
- Link at least one Student Services Coordinator (Success Coach) to each "area of interest" Counselor to attend to transactional processes.
- Incorporate "area of interest" counseling across each academic discipline to clarify the path and help students enter the path.
- Expand a cohort-based case management system for all new students that requires pre-registration and counseling sessions during the first semester. Counseling sessions will focus on early momentum and persistence.

- Align onboarding and support services with evidence-based student-success practices, such as Ask-Connect-Inspire-Plan, to provide clear, structured guidance from the moment students engage with the College.
- Integrate responsive and developmentally appropriate career and educational counseling and comprehensive educational planning early in the high school experience.
- Improve annual FAFSA completion rates for all students.
- Redesign the new student orientation to provide “just in time information” focusing on what is necessary for success in the first semester.
- Connect students to the services that support persistence such as health services, basic needs assistance, tutoring, and other tools that help them continue toward their goals.

Indicators:

- Completion of FAFSA
- New student completion of Orientation during the first term
- New student comprehensive educational plan in first year
- Special Admit students who enroll at SC following HS graduation

Goal 2. Pathways and Student Momentum

Purpose: Students will have the resources and academic support for timely completion. This goal emphasizes the systems, structures, and pathways that keep students moving forward.

Strategic Focus:

- Using the campus Case Management Platform (CRM Advise¹), strengthen early alert interventions, proactive outreach, and coordinated support teams to help students stay on track and maintain momentum. Students do not disappear quietly.
- Design a system for cross-departmental schedule planning, including creating responses to the most likely conflicts in student registration.
- Evaluate priority registration to incentivize completion behaviors.
- Develop and highlight short-term credit and noncredit offerings to prepare students for entry-level and high-demand occupations.
- Re-engage working adults, student parents and remote learners through short-term and stackable credential pathways offered in flexible and hybrid modalities that are aligned with regional workforce needs.
- Streamline onboarding workflows, improve response times, and ensure equitable access to financial aid.
- Expand completion initiatives such as Credit for Prior learning

¹ A database that monitors student progress, providing insights for comprehensive institutional support.

- Expand the scheduling of 8-week (A Block/B Block) classes to intentionally support program completion. A/B block scheduling becomes the norm and longer time frames are largely reserved for labs or high unit courses.
- Create clear pathways for students to earn a bachelor's degree without leaving the area.

Indicators:

- Overall Persistence
- First-generation persistence
- Economically Disadvantaged persistence
- Black/African American persistence
- LGBTQ+ persistence

Goal 3. Teaching Excellence

Purpose: Instruction is engaging, inclusive, and designed to promote learning and persistence. This goal aims to ensure learning for all students.

Strategic Focus:

- Support faculty learning communities focused on universal design for learning (UDL), culturally responsive teaching, evidence-based instructional practices, regular-substantive interaction (RSI), trauma-informed approaches, and strategies that address the academic and social-emotional gaps intensified by COVID-era disruptions.
- Support collaborative course redesigns that use evidence-based practices for high Drop, Fail, and Withdrawal courses. Redesign collectively to maximize impact on students.
- Create a compensated professional development system to support faculty re-design of 8-week courses.
- Expand and integrate tutoring and supplemental instruction into a unified, high-impact support system that reaches more students, with structured incentives and proactive outreach that encourage regular participation.
- Support faculty in designing and sustaining RSI in online courses through professional development, instructional design support, and shared best practices.
- Support the integration of digital literacy and AI-supported teaching methods to prepare students for evolving workplaces.
- Recognize exceptional teaching.

Indicators:

- Increase in success rates
- Increase in retention rates
- Increase in Fall to Spring persistence

Goal 4. Ensure Equitable Access and Belonging

Purpose: Removing structural barriers allow every student, especially those currently experiencing disproportionate outcomes such as male, first-generation, and low-income students to stay enrolled. This goal commits the College to a learning environment where students feel valued, supported, and equipped to persist.

Strategic Focus:

- Use technology (AI, data dashboards, early-alert tools) as enablers of faster, smarter interventions to close equity gaps.
- Expand the Caring Campus model for students both on campus and online.
- Strengthen belonging, mentoring, and basic needs services to remove withdrawal triggers.
- Build inclusive imagery, outreach, and spaces that affirm identity and connection to make the campuses more comfortable, inviting, and inclusive.
- Implement targeted re-engagement and support strategies for underrepresented groups.
- Maintain and enhance campus environments to ensure they are comfortable, welcoming, and conducive to learning and engagement.
- Create a college-wide approach to belonging that reaches every student across the district by strengthening connection, visibility, and support both in person and online, ensuring that those who attend remote sites or learn fully online feel equally part of the Shasta College community.
- Expand equitable access to education by implementing targeted strategies that strengthen outreach, support services, and learning opportunities for students in rural communities

Indicators:

- Increase in Fall to Spring persistence

Goal 5. Foster Sustainability, Partnerships, and Regional Impact

Purpose: Shasta College strengthens our region and economy by integrating sustainable practices, building collaborative partnerships, and advancing meaningful community impact. This goal positions the College to support workforce development, climate resilience, community education, and long-term regional vitality.

Strategic Focus:

- Integrate climate action and sustainability into facilities planning processes, operational sustainability practices, and relevant curriculum development.

- Early College Enrollment Program will improve faculty-to-instructor collaboration and implement alternative delivery models, ensuring sustained and trusted relationships and instructional capacity to support students in meeting their educational goals.
- Use new facilities such as the Library and Learning Center as community learning hubs.
- Promote a supportive culture that values employee growth, collaboration, and well-being.
- Faculty lead the identification and development of new certificate, associate, and bachelor's degree programs aligned with emerging workforce needs, with the District providing data, resources, and infrastructure to support this work and expand opportunities for students.

Indicators:

- Forthcoming

Appendix A – Environmental Scan

External Environment

Shasta College serves a largely rural region that includes Shasta, Tehama, and Trinity counties. Covering more than 10,000 square miles, the District's long commutes and uneven access to services are a significant challenge for students. Changes in population, local job markets, housing, and transportation directly affect who enrolls and how well students persist. Recurring wildfires, drought, and other climate disruptions add another layer of difficulty. They interrupt daily routines and, at times, have forced Shasta College to close campuses.

Population forecasts from the [California Department of Finance](#) indicate that rural counties in the North State will likely experience slower growth than California overall. With little change expected in the number of 18- to 24-year-olds, the College's growth depends on retention and drawing more adult learners back to education.

Regional labor market analyses point to continued growth in healthcare, education, public safety, and natural resource management. According to the [North State Regional Strategies Report \(Part II\)](#) under the California Jobs First initiative, the region needs stronger training pathways in these fast-growing fields.

Student expectations are changing, reflecting broader national trends in how people view college and career preparation. In recent [Pew Research Center surveys](#), more families are questioning the return on investment of college and prioritizing clear career outcomes and affordability. These changes coincide with an expansion of online offerings from for-profit

colleges and trade schools, raising the bar for flexibility, speed, and price transparency and intensifying competition for students.

Funding remains another source of uncertainty. California's community colleges operate in a system closely tied to state revenues and enrollment. Periods of budget growth are often followed by downturns when state revenues contract, complicating long-term planning. Rising costs due to inflation, tariffs, and new regulations make long-term planning challenging. With the [Student Centered Funding Formula](#) still evolving, Shasta College needs to plan for potential fluctuations in revenue and seek to stabilize funding through efficiencies, grants, and regional partnerships ([LAO Fiscal Outlook, 2024](#); [PPIC, 2024](#)).

Technology continues to reshape higher education. Artificial intelligence (AI), other technology, and the growth of online programs are changing how the College teaches, supports students, and operates. While these tools can improve access and flexibility, they also create challenges around equity, affordability, access to devices and broadband, privacy, and academic integrity. For higher education institutions, adapting to these challenges while ensuring program outcomes are met and curricula is relevant to emerging needs will be a significant challenge.

Along with opportunities, technological advances can bring risks. Cyber risks such as data breaches, ransomware, and threats to campus networks and classroom technology are increasing. Protecting data, strengthening systems that support instruction, and planning rapid recovery after disruptions are now essential to sustaining educational and support programs.

Internal Environment

Student Profile and Enrollment Trends

Shasta College enrollment has stayed relatively steady over the past decade. Enrollment dropped during the pandemic but has since rebounded. By 2023–24, both FTES and headcount were close to pre-pandemic levels.

Nearly half of all courses are now online or in hybrid format, showing a strong demand for flexible options. Extended education sites also serve a larger share of students than in previous years.

Our Students

- Most students are between 18 and 24, yet more older students are returning to gain or update skills.
- Females make up most of the student body, while male enrollment has declined.
- The proportion of first-generation or low-income students continues to rise.
- Hispanic enrollment continues to increase

- Smaller groups of Native American, Black, and multiracial students also enroll at the College.
- Most students live in Shasta County. Key feeder schools are Red Bluff, Enterprise, Shasta, and Foothill high schools.

Programs and Goals

General and University Studies degrees account for roughly half of all associate awards. Psychology, Business, and Nursing remain among the most popular majors for both transfer and career education. Certificates in CSU General Education and IGETC account for more than half of the certificates earned. While most students plan to earn a degree or transfer, many others focus on short-term certificates or specific job skills.

Student Outcomes and Success

Course success and retention have improved for most groups, with notable gains among low-income and first-generation students. Despite overall gains in success and retention, equity gaps persist, particularly among low-income, first-generation, Native American, and Black students, who continue to complete at lower rates than their peers. Fully online courses still show lower success rates than face-to-face courses, indicating a need for stronger course design and ongoing attention to student engagement.

Persistence has remained stable over the last five years, hovering around 66%, despite focused efforts to improve. Associate degree earners took fewer units and finished their coursework more quickly than in previous years, possibly reflecting recent curriculum and advising reforms. However, this may also be a short-term fluctuation.

The College awards more than 2,000 degrees and certificates annually. Recent increases are primarily the result of automated degree awarding processes that capture students who previously didn't apply to graduate. Transfer activity averages around 900 students annually. Most transfer students attend CSU Chico and Simpson University. Psychology, social science, and business programs make up the majority of transfer-student majors. Career education graduates show strong employment outcomes and wage gains.

Equity and Inclusion

Disproportionate Impact data from the Student Equity Plan or local data reveal persistent gaps for low-income, first-generation, Native American/Alaskan Native, and Black students.

Student well-being is an essential part of student success. The Shasta College #RealCollege survey found that many students experience food or housing insecurity, and nearly half report depression or anxiety affecting their studies (#RealCollege survey data, 2025). The region's high rate of adverse childhood experiences (ACEs) reinforces the need to respond to the survey results. In rural areas, these challenges can be even more severe, especially where healthcare

and social services are limited. Educational barriers differ across student groups. First-generation, low-income, veteran, Tribal, rural, foster, justice-impacted, disabled, and LGBTQ+ students often need targeted supports to stay on track and reach their goals.

DRAFT

Appendix B - SEMP Success Indicators

North Star								
Students will have achieved their stated goal or earned a degree, certificate, or successfully transferred to a four-year college or university.								
EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Aspirational Target
	2022-23	2023-24	2024-25		Floor (21% Growth)	Aspirational (42% growth)		
3-Year Completion Rate-Overall				27.2%	48.2%	69.2%	855	1,228
	26.4%	28.1%	27.0%					
	429	472	480					
	1,627	1,680	1,775					
3-Year Completion Rate-Degree				13.1%	34.1%	55.1%	605	977
	9.8%	15.9%	13.5%					
	159	267	240					
	1,627	1,680	1,775					
3-Year Completion Rate-CCCCO Certificate				12.2%	33.2%	54.2%	589	962
	10.2%	13.6%	12.8%					
	166	228	227					
	1,627	1,680	1,775					
3-Year Completion Rate-Transfer				15.6%	36.6%	57.6%	649	1,022
	16.7%	15.8%	14.2%					
	272	265	252					
	1,627	1,680	1,775					

Goal 1. Strong Start

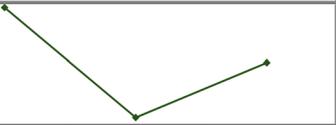
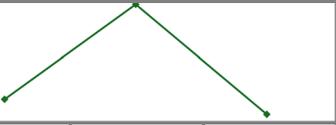
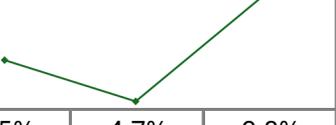
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EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor <small>(6% growth)</small>	Aspirational <small>(12% growth)</small>		
Complete a FAFSA application each AY				62.1%	68.1%	74.1%	7,609	8,280
	62.9%	62.5%	60.8%					
	6,001	6,491	6,800					
	9,540	10,389	11,178					
New students complete orientation during the first term				65.3%	71.3%	77.3%	1,664	1,804
	67.5%	60.9%	67.5%					
	1,196	1,312	1,575					
	1,773	2,153	2,334					
New students have a comprehensive education plan within their first year				53.2%	59.2%	65.2%	1,383	1,523
	50.0%	52.3%	57.5%					
	887	1,125	1,341					
	1,773	2,153	2,334					
Special admit students who enroll at SC the following fall after their high school graduation				28.2%	34.2%	40.2%	555	653
	28.7%	27.4%	28.4%					
	401	427	462					
	1,396	1,560	1,625					

Goal 2. Pathways and Student Momentum

Purpose: Students will have the resources and academic support for timely completion. This goal emphasizes the systems, structures, and pathways that keep students moving forward.

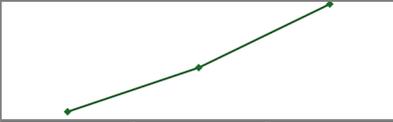
EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor <small>(6% growth)</small>	Aspirational <small>(12% growth)</small>		
Overall-Persistence from fall-to-spring (Also in Goal 3)				65.2%	71.2%	77.2%	6,645	7,205
	64.1%	66.3%	65.1%					
	5,062	5,597	6,075					
	7,896	8,436	9,337					
First Generation-Persistence from fall-to-spring				64.6%	70.6%	76.6%	1,679	1,821
	59.9%	66.7%	67.2%					
	838	1,215	1,599					
	1,400	1,822	2,378					
Economically Disadvantaged - Persistence from fall-to-spring				73.2%	79.2%	85.2%	3,044	3,275
	71.8%	73.5%	74.2%					
	2,207	2,435	2,853					
	3,073	3,312	3,845					
Age 25-29 -Persistence from fall-to-spring				62.1%	68.1%	74.1%	586	638
	60.1%	63.6%	62.8%					
	463	497	540					
	771	782	860					

Native American/Alaskan Native - Persistence from fall-to-spring				60.9%	66.9%	72.9%	108	117
	62.4%	59.3%	60.9%					
	93	108	98					
	149	182	161					
Black/AA-Persistence from fall-to-spring				63.5%	69.5%	75.5%	124	134
	62.8%	65.4%	62.4%					
	86	104	111					
	137	159	178					
LGBTQ+-Persistence from fall-to-spring				64.4%	70.4%	76.4%	404	438
	58.7%	63.8%	70.6%					
	260	337	405					
	443	528	574					
Complete 9+ CTE Units in a given year				13.8%	19.8%	25.8%	2,649	3,451
	13.6%	14.1%	13.7%					
	1,580	1,736	1,835					
	11,576	12,348	13,371					
Special admit students who complete transfer-level English and math while in HS				5.7%	11.7%	17.7%	420	636
	5.5%	4.7%	6.8%					
	167	154	244					
	3,024	3,244	3,595					

EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor (21% Growth)	Aspirational (42% growth)		
New students complete 30 degree-applicable units in the first year				5.3%	26.3%	47.3%	614	1,104
	4.3%	5.9%	5.7%					
	76	127	133					
	1,773	2,153	2,334					
New students complete at least one major course in their first term				24.8%	45.8%	66.8%	1,069	1,559
	25.2%	24.4%	24.8%					
	447	526	579					
	1,773	2,153	2,334					
New students complete transfer-level math and English course in first year				7.0%	28.0%	49.0%	431	753
	6.5%	7.6%	7.0%					
	74	108	108					
	1,132	1,426	1,535					
Active courses offered as short-term				29.9%	50.9%	71.9%	224	316
	29.1%	29.5%	31.1%					
	121	125	137					
	416	424	440					
Number of students who receive CPL				410	509	608	99	197
	391	370	470					

Goal 3 Teaching Excellence

Purpose: Instruction is engaging, inclusive, and designed to promote learning and persistence. This goal aims to ensure learning for all students.

EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor <small>(2% growth)</small>	Aspirational <small>(4% growth)</small>		
Success Rate				76.0%	78.0%	80.0%	11,551	11,847
	74.7%	75.5%	77.8%					
	9,387	10,306	11,521					
	12,566	13,650	14,809					
Retention Rates				88.0%	90.0%	92.0%	13,333	13,629
	86.2%	87.8%	90.1%					
	10,832	11,985	13,343					
	12,566	13,650	14,809					
EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor <small>(6% growth)</small>	Aspirational <small>(12% growth)</small>		
Overall-Persistence from fall-to-spring				65.2%	71.2%	77.2%	6,645	7,205
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Goal 4 Ensure Equitable Access and Belonging

Purpose: Instruction is engaging, inclusive, and designed to promote learning and persistence. This goal aims to ensure learning for all students.

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Overall-Persistence from fall-to-spring				65.2%	71.2%	77.2%	6,645	7,205
	64.1%	66.3%	65.1%					
	5,062	5,597	6,075					
	7,896	8,436	9,337					

Background

Shasta College participated in the system-wide Basic Needs - Real College Survey in Spring 2025. The survey was distributed via a Canvas Announcement link and received 1,838 responses. The results provide a glimpse into what students experience outside the classroom and are consistent with the results we collected in 2023. Many students are working long hours, facing mental health challenges and housing and food insecurity, and often do not know what help is available. These challenges affect their ability to stay enrolled and succeed

Key Findings

Work/Life/Academic Balance

Survey Results:

- Most respondents (62%) attend full-time (12 or more credits), balancing education with significant work and family obligations.
- Only 13% of respondents attend fully in-person classes; all others attend fully online or a combination of in-person and online classes.
- A large proportion of respondents rely on both financial aid and employment income to cover educational costs.
- Many survey participants report having the responsibility of caring for others at home.

Broader Impact:

- Work/life challenges directly impact student persistence and progress toward a degree or certificate.
- With the majority of students enrolled fully or partially online, student success is increasingly tied to the effectiveness of online learning experiences, including regular substantive interaction. Long-term improvements in persistence, and completion will depend on aligning instructional practices, student services, and institutional planning with the realities of students' work and life commitments.

Employment and Finances

Survey Results:

- Slightly over 25% of respondents reported working 20-40 hours/week, and over 25% reported working 40+ hours/week.
- Over one-third of survey respondents are actively seeking employment, suggesting financial instability.
- Most rely on a combination of wages, grants, loans, and credit cards to meet basic expenses. One-third reported using credit cards for ongoing expenses, and 15.5% reported taking out student loans.
- Students frequently struggle to pay rent and utilities, often needing to borrow money to cover bills.

Broader Impact:

- Balancing work demands with academics creates risks to student persistence and retention.
- Despite access to financial aid resources, students still need to work to meet their living expenses.

Housing Insecurity

Survey Results:

- Nearly one-third of survey participants indicated that rising rents and mortgages create financial strain.

- One-third reported moving at least once in the past year.
- Some respondents indicated that they do not feel entirely safe in their living arrangements.
- Students reported that they have lived in a range of settings that are transient, including camper/travel trailers, outdoors, and in spaces not intended for human habitation.

Broader Impact:

- Housing instability is a persistent barrier that threatens to derail students' enrollment and progress.

Food Insecurity

Survey Results:

- Nearly half of respondents experienced skipping meals, reducing meal sizes, or entire days without food due to a lack of money.
- Over one-third of respondents rely on public food benefits such as CalFresh and WIC.
- Survey respondents with children reported food insecurity for their child(ren), compounding family stress.

Broader Impact:

- Nutrition challenges directly affect our students' health and academic performance.

Other Challenges

Survey Results:

- Over 60% of respondents are considered first-generation.
- Approximately 42% of respondents considered themselves to be single parents.
- Nearly half of the respondents described themselves as having mental health challenges.

Broader Impact:

- First-generation students are frequently unaware of the cost of higher education and of the resources available, including financial aid.
- Mental health challenges reduce students' ability to concentrate, complete coursework, and remain enrolled.
- Stress, anxiety, and depression compound the effects of housing, food, and financial insecurity, creating overlapping barriers to success.
- Unmet mental health needs contribute to lower retention, persistence, and overall student well-being.

Awareness and Use of Supports

Survey Results:

- One quarter of survey participants were not aware of the Basic Needs Center or related resources.
- Those who do know often learned through faculty/staff referrals or peers rather than published material or campus notices.

Broader Impact:

- Uptake of services (food, housing, transportation, and mental health) is lower than reported need, suggesting barriers such as stigma, lack of understanding regarding eligibility, or unclear access processes. This also underscores the importance of personal interactions with students.

Next Steps for Consideration

- **Awareness Campaign:** Enhance promotion of the Basic Needs Center through multiple channels, including faculty syllabi, classroom announcements, and student orientations.
- **Faculty/Staff Training:** Equip employees with clear referral pathways to connect students



to supports.

- **Resource Expansion:** Explore opportunities to grow food pantry offerings, emergency housing partnerships, and transportation subsidies.
- **Mental Health Support:** Increase awareness of campus and community resources and provide faculty/staff training regarding referral tools.

Continuous Improvement Action Items from 24/25 Accreditation Alignment Review

As part of the college's ongoing commitment to continuous improvement, we annually review our practices to ensure alignment with ACCJC Standards. The action items below emerged from the 2024–25 review and are intended to move the college toward the Highly Developed category on the ACCJC Rubric for Institutional Alignment and Transformation. Even in areas where standards are being met, we continue to focus on strengthening and refining our practices.

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1 The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)

Action Items:

- Ensure goals and KPIs in new SEMP support meeting the mission

1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

Action Items:

- Set ambitious goals and meaningful KPIs in the SEMP

1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Action Items:

- Incorporate disaggregated data into annual ISS report
- Where appropriate, consider additional use of qualitative data
- Revisit ISLO assessment plans to see if we can do something better/different

1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Action Items:

- Invite President to share research reports more frequently
- Individualized dashboards in Data Hub for faculty
- Scale data coaching

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes for all students.

2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Action Items:

- Check with GE committee Chairs to see if a guiding framework might help with decision-making – for example GE rubric that aligns with BP on GE philosophy (breadth, depth etc.) and CalGETC/ICAS GE criteria, Blooms Taxonomy

2.2 The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)

Action Items:

- Forthcoming PCAH will likely provide a framework for enhanced documentation of compliance with this standard
- Ask the Office of Instruction for the annual report on program/course changes etc.
- Review Curriculum Committee minutes for discussion of student success
- Review comments in Curriculum of evidence of dialogue about curriculum design

2.3 All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)

Action Items:

- Consider if guiding framework might be needed for GE committee – for example GE rubric that aligns with BP on GE philosophy and CalGETC/ICAS GE criteria

2.4 The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Action Items:

- Develop a timeline to obtain samples of student-facing communications in multiple formats and modalities.
- Prioritize student-facing documents and determine in which languages these should be presented to meet the needs of specific student populations.
- Incorporate *Caring Campus* warm handoff and cross-departmental awareness training for Classified staff and Counselors to support referrals to student and learning support services.
- Create a framework and timeline to evaluate the effectiveness of our student-facing communications (eg: communication survey results, website/social media analytics, processes for ensuring consistency of messages across multiple communication platforms, analysis of varying needs of different campus locations, etc.)
- Create a framework, timeline, and depository to document examples of changes or improvements in communication--in messaging, format, or modality resulting from evaluations.

2.5 The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Action Items:

- Develop a Strategic Enrollment Management dashboard to support shortening the time to completion

- Explore additional guaranteed schedules

2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote student learning and achievement for all students.

Action Items:

- Work with academic senate to review Online course evaluation form for ACCJC RSI alignment

2.7 The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Action Items:

- Institutionalize Front End Transcript Evaluations by classified staff, allowing counselors to focus more on identifying students' academic, non-academic, personal wellness, and basic needs.
- Update the student messaging workflow to ensure that students are regularly informed about services.
- Finalize and Implement the Inreach Student Educational Planning Strategic annual plan to ensure a broad array of efforts are made to ensure all students have an educational plan on file by the time they reach 12-15 completed units.
- Create a framework and timeline to document evidence outlining how we intentionally monitor students' progress towards their educational goals.
- Document how we evaluate the effectiveness of student support services (program review metrics, disaggregated data, institution-set standards and/or similar program outcomes related to student success outcomes)

2.8 The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Action Items:

- To further strengthen student engagement and foster a sense of belonging, we aim to involve student workers—such as tutors, Supplemental Instruction (SI) leaders, Federal

Work-Study (FWS) students, and others—in our campus events. If each student worker dedicates just two hours per semester to volunteering at these events, we anticipate a noticeable increase in participation.

- Additionally, we recognize the need to create more opportunities for students to engage with one another outside of formalized clubs. Much of our current engagement is one-way communication from the institution to students, with limited avenues for students to bond and connect independently.

2.9 The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

Action Items:

- For the programs not assessing PLO's in year 2025 follow up by Research and SLO coordinator this year to help them figure out how to do the work in meaningful ways and document it
- Emphasize training in CIPR for how to analyze data in order to produce actionable outcomes
- Create a system for follow up on action items from CIPR to Annual Planning and for documenting "closing the loop."

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote success for all students. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

No action items at this time.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation by relevant stakeholders.

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Action Items:

- Deepen academic integrity education for students through Canvas modules
- Explore creating a restorative contract for first time “offenses” of academic integrity

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

Action Items:

- Attempt to increase student participation/representation in governance meetings

4.3 The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

Action Items:

- Sunshine action items from Program Review and Annual Planning to encourage action.

**College Council BP-AP Agenda
February 3, 2026**

Board Policies / Administrative Procedures

1st Reading	2nd Reading	Information Only
<ul style="list-style-type: none"> ▪ AP 3433 – Prohibition of Sexual Harassment Under Title IX [Revised, Legally Required] ▪ AP 3434 – Responding to Harassment Under Title IX [Revised, Legally Required] ▪ AP 5031 – Instructional Materials and Fees [Revised, Legally Required] ▪ AP 7126 – Applicant Background Checks [New, Legally Advised] 	<ul style="list-style-type: none"> ▪ None at this meeting. 	<ul style="list-style-type: none"> ▪ BP 4020 – Program and Curriculum Development [Update, Legally Required] ▪ AP 4225 – Course Repetition [Revised, Legally Required] ▪ AP 4255 – Academic Pause and Restart [Revised, Legally Required] ▪ BP 6300 – Fiscal Management [Confirmation, Legally Required] ▪ BP 6307 – Debt Issuance and Management [Confirmation, Legally Required] ▪ AP 6307 – Debt Issuance and Management [Confirmation, Legally Required] ▪ AP 6320 – Investments [Confirmation, Legally Required]

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Prohibition of Sexual Harassment Under Title IX

AP 3433

Reference: ~~Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.; Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e~~
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e;
Title IX Education Amendments of 1972;
Title 5 Sections 59320 et seq.

The District is committed to providing an academic and work environment free of unlawful sexual harassment under Title IX. This procedure defines sexual harassment ~~on campus~~.

This procedure and the related policy protects students, employees, applicants for admission or employment, in connection with all the academic, educational, extracurricular, athletic, and other individuals participating or attempting to participate in the District's education program or activity. ~~programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.~~

Definitions

Sexual Harassment under Title IX:

Conduct that satisfies one or more of the following:

- **Quid pro quo harassment:** A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct ~~(quid pro quo harassment)~~;
- **Hostile environment harassment:** 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 District's education program or activity;
- **Sexual assault:** ~~Sexual assault, including the following:~~ Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent or unlawful, sexual intercourse. Sexual assault includes sexual exploitation and the following:
 - ~~Sex Offenses. Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.~~
 - ~~Rape (except Statutory Rape). Sexual intercourse between two people, and may include oral or anal intercourse, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their temporary or permanent mental or physical incapacity. The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their temporary or~~

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~~permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.~~

- Statutory Rape. Sexual intercourse with a person who is under the statutory age of consent.
- **Sexual Assault with an Object**. To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, ~~including instances where the victim is incapable of giving consent because of his/her/their age or their age or because of their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.~~
- Sexual Contact/Fondling. ~~The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.~~ The intentional touching of the clothed or unclothed body parts without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation or the forced touching by the victim of the actor's clothed or unclothed body parts, without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation.
- Incest. Sexual intercourse between persons who are related to each other within the degrees where marriage is prohibited by law.
- ~~Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse.~~
 - ~~Incest~~. ~~Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.~~
 - ~~Statutory Rape~~ ~~Non-Forcible~~. ~~Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.~~
- **Dating violence**. Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the. ~~The~~ existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

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- **Domestic Violence.** Violence committed:
 - By a current or former spouse or intimate partner of the victim;
 - By a person with whom the victim shares a child in common;
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or
 - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

Board Approved 02/10/21

Board Approved 12/13/23

[Cabinet 1st Reading 05/20/2025](#)

[Human Resources Reviewed 07/01/25](#)

[Cabinet 2nd Reading 07/08/25](#)

[Cabinet 3rd Reading 08/19/25](#)

[CCLC Update 10/15/25](#)

[Human Resources Reviewed 11/20/25](#)

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Responding to Harassment ~~Based on Sex~~ under Title IX

AP 3434

Reference: ~~20 U.S. Code Sections 1681 et seq.;~~
~~34 Code of Federal Regulations Parts 106.1 et seq.;~~
20 U.S. Code Sections 1681 et seq.;
~~Education Code Sections 212.5, 66282.1 et seq., and 67380 et seq.~~

Introduction

The District encourages members of the District community to report sexual harassment. This procedure and the related policy protects students, employees, applicants for employment, and applicants for admission. This procedure only applies to conduct defined as sexual harassment under Title IX and applicable federal regulations and that meets Title IX jurisdictional requirements. The District will respond to sexual harassment that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using California law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with California law, unless they are preempted by the Title IX regulations.

Title IX Coordinator

Questions concerning Title IX may be referred to the District Title IX Coordinator whose contact information is below.

The District's Title IX Coordinator is the Associate VP of Human Resources and the Title IX Coordinator's contact information is:

11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049
530-242-7649

The current Title IX Coordinator's email address can be found on the District's Title IX webpage.

mewilliams@shastacollege.edu

The Title IX Coordinator is required to respond to reports of sexual harassment. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on campus, comply with state and federal legal requirements, or share information to implement supportive measures.

Jurisdictional Requirements – Application of Procedures

These procedures apply if the conduct meets the following jurisdictional requirements:

- The conduct meets the definition of Title IX sexual harassment;
- The conduct took place in a District "education program or activity." This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control; and
- The conduct took place in the United States.

Reporting Options

Any individual may report sexual harassment to the District's Title IX Coordinator.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, and witness statements. A delay may limit the District's ability to effectively investigate and respond.

Because individuals may be deterred from reporting incidents of sexual harassment if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform individuals that the primary concern is for student and employee safety and that use of alcohol or drugs never makes a Complainant at fault for sexual harassment. An individual who participates as a Complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

Individuals have the opportunity to decide whether they want to pursue a Title IX formal complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder legal process or proceedings.

The District will document reports of sexual harassment in compliance with the Clery Act, a federal law requiring data collection of crime within the campus geography. Under the Clery Act, the District does not document personal information; the District reports the type of conduct, and the time, date, and location. (Also see BP/AP 3540 Sexual and Other Assaults on Campus

Obligations of Employees

District employees who have authority to institute corrective measures on behalf of the District, and are not confidential resources are required to report allegations of sexual harassment to the District's Title IX Coordinator promptly when they have information about conduct that may reasonably constitute sexual harassment. (See *Confidential Resources on page three*).

Additionally, the following employees must report allegations of sexual harassment to the District's Title IX Coordinator promptly:

- Academic or Classified Administrators
- Campus Safety Officers

- [Title IX Coordinator/any anti-harassment coordinator](#)
- [Residential Advisors](#)
- [Housing directors, coordinators, or deans](#)
- [Student Life director, coordinators, or deans](#)
- [Athletic directors, coordinators, or deans](#)
- [Coaches of any student athletic or academic team or activity](#)
- ~~Faculty and associate~~ [All faculty, teachers, instructors, or lecturers](#)
- [Internship or externship directors or coordinators](#)
- [Study abroad program directors or coordinators](#)

[The District requires the employees identified in this section to report all relevant information they know about sexual harassment including the name of the respondent, the complainant, any other witnesses, and the date, time, and location of the alleged incident.](#)

[Confidential Resource Options at the District](#)

[Students, faculty, and staff may wish to seek confidential assistance in dealing with an incident of sexual harassment. The District has identified specific employees who will maintain confidentiality under the professional license or professional ethics necessary for their employed role at the District. Please see the District's Title IX webpage for a list of District employees who may keep information regarding an incident of sexual harassment confidential.](#)

[In most cases, Confidential Resources at the District will not share the substance of any such communications or that such communications occurred without consent. Individuals who wish to talk confidentially about issues related to sexual harassment, with the understanding that the District will not take any action based on such confidential communications, are encouraged to contact one of these Confidential Resources.](#)

[Confidential Resources may, however, have an obligation to disclose otherwise-privileged information where they perceive an immediate or serious threat to a person or property. This is a limited exception to the privileged nature of communications with Confidential Resources. Reports or records maintained by the District \(including Counseling Service records\), and other confidential, non-privileged records may, however, be subject to a subpoena if civil or criminal charges are filed in court.](#)

[In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Confidential Resources will not report Clery crimes they learn about through confidential communications for purposes of the District's compilation of campus crime statistics. In addition, when appropriate and legally permissible, the District shall conduct record-keeping on reports of dating violence, domestic violence, stalking and sexual assault, such as that collected for legally required disclosures, that excludes personally-identifiable information of any Complainants.](#)

Under California law, any health practitioner employed in a health facility, clinic, physician's office, or local or state public health department or clinic is required to make a report to local law enforcement if they provides medical services for a physical condition to a person who they knows or reasonably suspects is suffering from: (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury where the injury is the result of assaultive or abusive conduct (including sexual assault, dating violence, and domestic violence). This requirement does not apply to sexual assault and domestic violence counselors and advocates.

Definitions

Advisor: Throughout the grievance process, both the Complainant and Respondent have a right to an Advisor of their choice. ~~A student Party has the right to select an advisor of their choice or to request the District provide an advisor to the student.~~ If a Party does not have an Advisor at the time of the hearing, the District must provide the Party an Advisor of the District's choice, free of charge. The District may establish restrictions regarding the extent to which the Advisor may participate in the proceedings as long as the restrictions apply equally to both Parties.

Parties have the right to consult with an attorney, at his/her/their own expense, at any stage of the grievance process if they wish to do so. An attorney may serve as an advisor.

Business Day: Business day means a day the District office is open. Business days do not include Saturdays, Sundays, or days on which the District office is closed.

Complainant: A Complainant is an individual who alleges they are the victim of conduct that could constitute sexual harassment.

Consent: Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that they have the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence does not indicate consent. Affirmative consent must be ongoing throughout a sexual activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent.

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent's belief is not a valid defense where:

- The Respondent's belief arose from the Respondent's own intoxication or recklessness;
- The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or

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Responding to Harassment Based on Sex under Title IX

AP 3434

- The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
 - asleep or unconscious;
 - unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
 - unable to communicate due to a mental or physical condition.

Decision-Maker: The person who will oversee the live hearing and make a determination of responsibility

Disciplinary sanctions: Consequences imposed on a respondent following a determination under the District's Title IX policies and procedures that the Respondent violated the District's prohibition on sexual harassment.

Formal Complaint: A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, they will not become a Party to the complaint.

Parties: As used in this procedure, this means the Complainant and Respondent.

Relevant: Related to the allegations of sexual harassment under investigation as part of these grievance procedures. Relevant evidence means evidence, including evidence relevant to the credibility of a Party or witness, having any tendency in reason to prove or disprove any disputed fact material to the allegations under investigation. Questions are relevant when the question seeks evidence that may aid in showing whether the alleged sexual harassment occurred.

Remedies: Measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sexual harassment. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sexual harassment occurred.

Respondent: A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation: Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by this procedure, or because the individual has reported information, made a Complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this procedure.

Sexual harassment under Title IX: Conduct that satisfies one or more of the following:

- **Quid pro quo harassment:** A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- **Hostile environment harassment:** 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 District's education program or activity; or
- **Sexual assault:** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent or unlawful sexual intercourse. Sexual assault includes sexual exploitation and the following:
 - Rape: Sexual intercourse between two people, and may include oral or anal intercourse, without the consent of the victim, ~~including instances where the victim is incapable of giving consent because of his/her/their temporary or permanent mental or physical incapacity.~~
 - Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.
 - Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, ~~including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.~~
 - Sexual Contact/Fondling: ~~The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.~~ The intentional touching of the clothed or unclothed body parts without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation or the forced touching by the victim of the actor's clothed or unclothed body parts, without the consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation.
 - Incest: Sexual intercourse between persons who are related to each other within the degrees ~~wherein marriage is prohibited~~ by law.
- **Dating violence:** Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - Domestic Violence: Violence committed:
 - By a current or former spouse or intimate partner of the victim;
 - By a person with whom the victim shares a child in common;
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or
 - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.

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- Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

Supportive measures: Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant and the Respondent regardless of whether a formal complaint has been filed.

Response to Reports of Sexual Harassment

Timeframe for Reporting

To promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon possible because a delay in reporting may affect the ability to collect relevant evidence and may affect remedies the District can offer.

Receipt of Report

After receiving a report of sexual harassment, the Title IX Officer will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Officer will discuss supportive measures with the Parties.

Student Complainant Requests for Confidentiality

If a student complainant requests confidentiality when reporting sexual harassment that could preclude a meaningful investigation or potential discipline of a respondent, if found responsible, or that no investigation or disciplinary sanctions could be pursued to address the alleged sexual harassment, the District shall take the request seriously, while at the same time considering its responsibility to provide a safe and nondiscriminatory environment for all students, including for a complainant. The District shall normally grant the request when possible. In determining whether to disclose a complainant's identity or proceed to an investigation over the objection of a complainant, the District may consider whether any of the following apply:

- There are multiple or prior reports of sexual misconduct against the respondent;
- The respondent reportedly used a weapon, physical restraints, or engaged in battery;
- The respondent is a faculty or staff member with oversight of students;
- There is a power imbalance between the complainant and Respondent;
- The complainant believes that they will be less safe if the Complainant's name is disclosed or an investigation is conducted; and
- The District is able to conduct a thorough investigation and obtain relevant evidence in the absence of the complainant's cooperation.

If the District determines that it can honor the student complainant's request for confidentiality, it shall still take reasonable steps to respond to the formal complaint, consistent with the request, to limit the effects of the alleged sexual harassment and prevent its recurrence without initiating an investigation or revealing the identity of the complainant. The District shall also take immediate steps to provide for the safety of the complainant while keeping the complainant's identity confidential as appropriate. The District shall notify the complainant that the request for

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confidentiality will limit the steps the District will take to respond to the report of sexual harassment.

If the District determines that it must disclose the student complainant's identity to the respondent or proceed with a formal complaint, it shall inform the complainant prior to making this disclosure or initiating the response to a formal complaint. The District shall also take immediate steps to provide for the safety of the complainant where appropriate. In the event the complainant requests that the District inform the respondent that the complainant asked the District not to investigate or seek discipline, the District shall honor this request.

Implementation of Supportive Measures

The District will offer and coordinate supportive measures as appropriate for the Complainant and Respondent to restore or preserve that person's access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all Parties or the District's educational environment, or deter sexual harassment.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. The Title IX Coordinator should record and retain records regarding requests and provision of supportive measure in accordance with the requirements set out in this procedure. A Party may request supportive measures from the Title IX Coordinator.

Supportive measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more Parties; leaves of absence; changes in class, work, District-provided housing, or extracurricular or any other activity, and other similar measures.

The District shall not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one Party of supportive measures provided to another Party, unless necessary to provide the supportive measure or restore or preserve a Party's access to the education program or activity, or as required by law.

Sexual Assault and Domestic Violence Counselors

For further information about services provided by sexual assault and domestic violence counselors on campus, see AP 3540 Sexual and Other Assaults on Campus and in Campus Programs.

Emergency Removal

The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

The District may not use emergency removal to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only

available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The District's Title IX Investigator or designee will conduct the individualized safety and risk analysis.

If the Title IX Investigator determines emergency removal is appropriate, the Investigator or designee will provide the person the District is removing from campus on an emergency basis with a notice and opportunity to attend a meeting and challenge the basis of his/her/their removal. The Title IX Investigator or designee will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

Administrative Leave

The District may place a non-student employee Respondent on administrative leave during the pendency of a grievance process. The District will follow any relevant policies, procedures, collective bargaining agreements, and state law in placing an employee on administrative leave.

No-Contact Order in Reports of Sexual Harassment Involving Students

When requested by a Complainant or otherwise determined to be appropriate, the District shall issue an interim no-contact directive prohibiting the Respondent from contacting the Complainant during the pendency of the investigation. The District shall not issue an interim mutual no-contact directive automatically, but instead shall consider the specific circumstances of each case to determine whether a mutual no-contact directive is necessary or justifiable to protect a Party's safety or well-being, or to respond to interference with an investigation. If the District issues any no-contact directive, the District shall provide the Parties with an explanation of the terms of the directive, including the circumstances, if any, under which violation could be subject to disciplinary action. If the District issues a mutual no-contact directive, the District shall also provide the Parties with a written justification for the directive.

Response to Formal Complaints of Sexual Harassment

In addition to the response discussed in the Response to Reports of Sexual Harassment section, above, the District's response to a formal complaint will include the steps described below.

Consolidation of Complaints

The District may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sexual harassment arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Dismissal of a Formal Complaint

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The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the District's education program or activity;
- If the conduct alleged did not occur against a person in the United States.

The District has discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the investigation or hearing: a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the District; or
- If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the District dismissed the formal complaint or any allegations, the Title IX Coordinator shall simultaneously provide the Parties with written notice of the dismissal and reason. The District will also notify the Parties of their right to appeal. See the section on appeals for more information.

The District may commence proceedings under other policies and procedures after dismissing a Complaint.

Equitable Treatment of the Parties

The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably. The procedures will apply equally to both Parties. The District will not discipline a Respondent unless it determines the Respondent was responsible for sexual harassment at the conclusion of the grievance process.

Statement of Presumption of Non-Responsibility

The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.

Role of Advisor

The role of the Advisor is to provide support and assistance in understanding and navigating the grievance process.

The Advisor may not testify in or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an Advisor and take reasonable steps to ensure compliance with this procedure.

A Party does not have a right to self-representation at the hearing; an Advisor must conduct any cross-examination. The District must provide an Advisor of its choice, free of charge to any Party without an Advisor in order to conduct cross-examination. If an Advisor fails to appear at the hearing, the District will provide an Advisor to appear on behalf of the non-appearing Advisor. To limit the number of individuals with confidential information about the issues, each Party may identify one Advisor.

Privacy

The District will take reasonable steps to protect the privacy of the Parties and Witnesses during its grievance procedures. These steps will not restrict the ability of the Parties to discuss the allegations under investigation or to gather and present relevant evidence.

Consistent with the requirements of this procedure, the District shall keep confidential the identity of any individual who has made a report or Complaint of sexual harassment, any Complainant, any Respondent, and any witness, except as may be permitted by law, or to carry out the purposes of this procedure. This means that the District will protect the Party's privacy consistent with this procedure but may disclose information to those who have a legitimate need to know and in order to process Complaints under this policy.

Confidentiality is not absolute, however. Where criminal conduct has occurred, or where the health or safety of others in the community may be in danger, it may be necessary for the University to take appropriate steps to protect the safety of its students and employees, including the person who has reported the misconduct.

Prohibition Against Bias or Conflict of Interest

The District's Title IX Coordinator, investigator, Decision-Maker, or any person designated by the District to facilitate an informal resolution process, will not have potential or actual bias or conflict of interest in the investigatory, hearing, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-Maker in the process. The District will ensure that the Title IX Coordinator, investigator, Decision-Maker, and facilitator receive training on:

- The definition of sexual harassment in this procedure;
- The scope of the District's education program or activity;
- How to conduct an investigation;
- The grievance process including conducting hearings, appeals, and informal resolution processes; and
- How to serve impartially, including avoiding: prejudgment of the facts at issue, conflicts of interest, and bias.

Timeline and Extensions

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The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility or the informal resolution process within 180 calendar days.

When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180 calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation. The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case recordkeeping. The District shall grant a student Party's reasonable request for an extension of a deadline related to a Complaint during periods of examinations or school closures.

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing, to the Parties:

- Notice of the District's Title IX grievance process;
- Notice of the allegations of alleged sexual harassment with sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Notice that the Parties may have Advisor of their choice, who may be, but is not required to be, an attorney. ~~A student Party may request the District provide an Advisor to the student;~~
- Notice that the Parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence whether obtained from a Party or other source;
- Inform the Parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
- For student Parties, notice regarding appropriate counseling resources the District has developed and maintains.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide notice in writing of the additional allegations to the Parties.

Informal Resolution

At its discretion, the District may offer the Parties informal resolution in lieu of resolving a Complaint through the District's grievance procedures. The District does not offer informal resolution, including settlement, to resolve allegations that an employee engaged in sexual harassment of a student, to resolve allegations that an employee engaged in sexual assault, sexual violence, or sexual battery, or to resolve allegations of sexual violence involving a student Party.

The District shall not require the Parties to participate in an informal resolution process. The District does not require waiver of the right to an investigation and determination of a Complaint as a condition of enrollment or continuing enrollment, or employment or continuing employment, or exercise of any other right. The District must obtain the Parties' voluntary, written consent to the informal resolution process.

The District will inform the Parties in writing of any informal resolution process it offers and determines is appropriate, if any. Before the initiation of an informal resolution process, the District will explain in writing to the Parties:

- The allegations;
- The requirements of the informal resolution process;
- That any Party has the right to withdraw from the informal resolution process and initiate or resume grievance procedures at any time before agreeing to a resolution;
- That if the Parties agree to a resolution at the end of the informal resolution process, the Parties cannot initiate or resume grievance procedures arising from the same allegations; and
- What information the District will maintain and whether and how the District could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed.

Investigations

The Title IX Coordinator is responsible to oversee investigations to ensure timely resolution and compliance with Title IX and this procedure.

Both Parties have the right to have an Advisor present at every meeting or proceeding described in this section.

The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment, how the District's grievance procedures operate, and trauma-informed investigation techniques. The District will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

Notice of Investigative Interview

The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to a Party whose participation is invited or expected, with sufficient time for the Party to prepare to participate.

Evidence

The burden is on the District—not on the Parties—to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The District will provide an equal opportunity for the Parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and otherwise permissible.

The District will objectively evaluate all evidence that is relevant and otherwise permissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

Use of Privileged Information

The District’s formal complaint procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally-recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

Evidence of Past Sexual History

An investigator or Decision-Maker shall not consider the past sexual history of a Party except in the limited circumstances described below:

- The investigator or Decision-Maker shall not consider the prior or subsequent sexual history between the Complainant and anyone other than the Respondent for any reason unless directly relevant to prove that physical injuries alleged to have been inflicted by the Respondent were inflicted by another individual; or
- The investigator or Decision-Maker shall not consider the existence of a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent unless the evidence is relevant to how the Parties communicated consent in prior or subsequent consensual sexual relations.
 - Where the investigator or Decision-Maker allows consideration of questions or evidence about a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent, the mere fact that the Complainant and Respondent engaged in other consensual sexual relations with one another is never sufficient, by itself, to establish that the conduct in question was consensual.

Before allowing the consideration of any evidence proffered pursuant to this section, the investigator or Decision-Maker shall provide a written explanation to the Parties as to why consideration of the evidence is consistent with this procedure.

Evidence Review

Prior to the investigator preparing an investigative report, the District will provide all Parties an equal opportunity to engage in evidence review. Parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal

complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

The District will make available to each Party and the Party's Advisor, if any, the evidence subject to evidence review in an electronic format or a hardcopy. The District will allow Parties at least ten days to submit a written response. The investigator must consider any written response prior to completing the investigative report.

Investigative Report

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the formal complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony provided by each witness with information relevant to the allegations;
- A summary of all relevant and permissible evidence gathered through the investigation, including a list of relevant documents;
- A description of recommended findings;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the District.

The investigator will not make a determination regarding responsibility.

The investigator may redact information not directly related to the allegations or privileged information. However, the investigator will keep a log of information they do not produce to the Parties. The investigator will provide this log only to the Title IX Coordinator. The Title IX Coordinator will not disclose the log to the Parties but will maintain the log in the Title IX Coordinator's file, in the event it later becomes relevant.

The District will send the investigative report to each Party and their Advisors, if any, at least 10 days prior to the live hearing. The District will provide the final investigative report in an electronic format or a hard copy. Parties may review the investigation report and provide a written response. The District will allow Parties at least ten days to submit a written response.

Live Hearing

After completing the investigation and prior to completing a determination regarding responsibility, the District will hold a live hearing to provide the Parties an opportunity to respond to the evidence gathered before a Decision-Maker. Neither Party may waive the right to a live hearing, but the Parties may choose whether to participate in the hearing or answer some or all cross-examination questions.

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The District will provide all Parties written notice of the date, time, location, participants, and purpose of the hearing with sufficient time for the Party to prepare to participate.

Hearing Format

The District may provide a live hearing with all Parties physically present in the same geographic location or, at the District's discretion if a Party or a witness requests, the District may provide Parties, witnesses, and other participants the ability to appear at the live hearing virtually with technology enabling participants simultaneously to see and hear each other in real time.

The District will make the information reviewed during the Evidence Review available at the hearing for reference and consultation. The District will not restrict the ability of either Party to discuss the allegations under investigation or to gather and present relevant evidence.

The District will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the Parties for inspection and review.

The Decision-Maker shall provide an explanation of the meaning of the preponderance of the evidence standard and affirm that it shall apply to adjudications under this procedure. The preponderance of the evidence standard is met if the District determines that it is more likely than not that the alleged misconduct occurred, based on the facts available at the time of the decision.

Decision-Maker

The Decision-Maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents. In cases where the Complainant or Respondent objects to the Decision-Maker based on a conflict of interest, the Complainant or Respondent may request the Title IX Coordinator select a different Decision-Maker. The Complainant or Respondent must make this request to the Title IX Coordinator in writing at least five business days prior to the hearing.

The Decision-Maker may ask the Parties and the witnesses questions during the hearing. The Decision-Maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility without giving deference to the investigative report. The Decision-Maker must receive training on issues of relevance, how to apply the rape-shield protections for Complainants, and any technology to be used at the hearing.

Presenting Witnesses

The District will provide the Complainant and Respondent an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Witnesses, like Parties, are not required to participate in the live hearing process.

Only relevant evidence will be admissible during the hearing. Relevant evidence means evidence, including evidence relevant to the credibility of a Party or witness, having any tendency in reason to prove or disprove any disputed fact material to the allegations under investigation.

Generally, the Parties may not introduce evidence, including witness testimony, at the hearing that the Party did not identify during the investigation and that was available at the time of the investigation. However, the Decision-Maker has discretion to accept for good cause, or exclude, such new evidence offered at the hearing.

Cross-Examination

The District shall permit each Party's Advisor to ask the other Party and any witness relevant questions, including questions challenging credibility. The Party's Advisor must conduct cross-examination directly, orally, and in real time. A Party may never personally conduct cross-examination. The other Party shall have an opportunity to object to a question posed. The District may limit such objections to written form, and neither the Decision-Maker nor the District are obligated to respond, other than to include any objection in the record. The Decision-Maker shall have the authority and obligation to discard or rephrase any question that the Decision-Maker deems to be irrelevant. In making these determinations, the Decision-Maker is not bound by, but may take guidance from, the formal rules of evidence.

Before a Complainant, Respondent, or witness answers a question, the Decision-Maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. The Decision-Maker need not provide a lengthy or complicated explanation in support of a relevance determination.

If a Party or witness disagrees with a relevance determination, that individual has the choice of either (1) abiding by the Decision-Maker's determination and answering the question or (2) refusing to answer the question.

If a Party or witness does not submit to cross-examination at the live hearing, the Decision-Maker may admit any statement of that Party or witness in reaching a determination regarding responsibility. The Decision-Maker will give the statements whatever weight the Decision-Maker determines appropriate, bearing in mind that the statements have not been tested by cross-examination. In doing so, the Decision-Maker should consider, and if possible determine, whether the witness or Party made the statement and what the statement proves.

The Decision-Maker cannot draw an inference about the determination of responsibility based solely on a Party's or witness's absence from the live hearing or refusal to submit to cross-examination or to answer any question.

The Decision-Maker may also ask any Party or witness questions. If a Party or witness refuses to respond to a Decision-Maker's questions, the Decision-Maker is not precluded from relying on that Party or witness' statements.

Determinations of Responsibility

The Decision-Maker will issue a written determination of responsibility no later than 20 business days after the conclusion of the live hearing.

The Decision-Maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-Maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-Maker will use the preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the Decision-Maker will decide whether it is more likely than not that sexual harassment occurred.

The written determination will include:

- Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation and gave notifications to the Parties. The determination will also state when, where, and the date the investigator interviewed the Parties and witnesses, conducted site visits, the methods used to gather other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence and the date of any hearings held and who attended the hearing;
- Findings of fact supporting the determination. In making these findings, the Decision-Maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
- Conclusions regarding the application of the District's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent. The District will inform the Complainant of the sanctions against the Respondent;
- A statement of whether the District will provide the Complainant with remedies designed to restore or preserve equal access to the District's education program or activity. The District need not disclose to the Respondent remedies that do not affect him/her/them as part of the written determination;
- The District's procedures and permissible bases for the Complainant and Respondent to appeal.

The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of any appeal if a Party files an appeal, or, if no Party appeals, the date on which an appeal would no longer be considered timely.

Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility

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A Complainant or Respondent may appeal the District's dismissal of a formal complaint or any allegations or the determination regarding responsibility.

Grounds for Appeal

A Party may appeal based on the following grounds:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The District's Title IX Coordinator, investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

Appeal Procedure

- A Party may submit a written appeal no later than five business days from the date of the District's notice of dismissal of a formal complaint or any allegations or from the date of the notice of determination regarding responsibility. The Party appealing must state the grounds for appeal and a statement of facts supporting those grounds.
- The Appeal Decision Maker will serve as the Decision-Maker on Appeal.
- If the District receives an appeal, the District will notify the other Party in writing within *five business days* of receiving a Party's appeal.
- The non-appealing Party may submit a written statement in support of, or challenging, the District's decision to dismiss the formal complaint or allegations or the District's decision in the determination regarding responsibility. The District will allow the non-appealing Party at least *ten business days* from the date of receipt of the appeal to submit the written statement.
- The appeal Decision-Maker will issue a written decision on whether to grant or deny the appeal, and the rationale for the decision, within 45 business days after the Decision-Maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide the written decision simultaneously to both Parties.

The Decision-Maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the appeal Decision-Maker explaining the need for the extension and the proposed length of the extension. The Decision-Maker will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

Disciplinary Sanctions and Remedies

Following a determination that sexual harassment occurred, the District may impose disciplinary sanctions on the Respondent. The action will be prompt, effective, and commensurate with the severity of the offense.

Possible disciplinary sanctions for student Respondents include written or verbal reprimand, required training or counseling, non-academic probation, suspension, and expulsion. Possible

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disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, suspension, or discharge.

The District may also issue a no-contact directive against the Respondent.

The District may also provide remedies to the Complainant, which may include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Within five business days of a decision of disciplinary action against a respondent in response to a complaint of sexual harassment, the District will provide a notification of the disciplinary action to the Respondent and Complainant.

Retaliation Prohibited

The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

Training

The District will ensure that its Title IX Coordinator(s), investigators, Decision-Makers, facilitators of an information resolution process, and other persons who are responsible for implementing the District's grievance procedures or have the authority to modify or terminate supportive measures have training on topics required by Title IX regulations and State law and regulations including training regarding his/her/their obligation to report sexual harassment and instruction on how to report sexual harassment to the Title IX Coordinator.

The District shall ensure that residential life student and nonstudent staff, or their equivalent, annually receive training on topics requires by Title IX regulations and State law and regulations.

File Retention

The District will retain on file for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;
- The investigative report including all evidence gathered and any responses from the Parties;
- The District's determination regarding responsibility;
- Audio or audiovisual recording or transcript from a hearing;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process. The District will make these training materials publicly available on its website.

The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

Complaint Reporting

The [Superintendent/President](#) shall provide the Board of Trustees, upon request, a report of complaints filed pursuant to this procedure. This report must disaggregate the complaints by complaint type (Student Complainant and Student Respondent, Student Complainant and Employee Respondent, Employee Complainant and Student Respondent, Employee Respondent and Employee Respondent, etc.). This report must also disaggregate the complaints by the Complainant's race, age, gender, religion, or any other characteristic identified by the Board.

The [Superintendent/President](#) shall prepare and submit to the Board of Trustees a report on the activities undertaken by the District to ensure campus programs and activities are free from sex discrimination including sexual harassment. The report shall include information required by law. The District shall post the annual report on its internet website and shall present each report during a public meeting of the governing board. The Board of Trustees will submit this report to the Chancellor of the California Community Colleges by September 1 of each year.

Introduction

~~The District encourages members of the District community to report sexual harassment. This procedure only applies to conduct defined sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The District will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using California law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with California law, unless they are preempted by the Title IX regulations.~~

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Title IX Coordinator

~~Questions concerning Title IX may be referred to the District Title IX Coordinator whose contact information is below.~~

~~The District's Title IX Coordinator is the Associate Vice President of Human Resources and the Title IX Coordinator's contact information is:~~

Mailing address:

~~P.O. Box 496006, Redding, CA 96049-6006~~

Physical address:

~~11555 Old Oregon Trail, Redding, CA
Administrative Building 100, Room 121~~

~~530-242-7640 hr@shastacollege.edu~~

~~The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on campus, comply with state and federal legal requirements, or share information to implement supportive measures.~~

~~A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. However, the Title IX Coordinator will make an assessment to determine if there is a safety risk to the campus. If the Title IX Coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.~~

Title IX Harassment Complaints, Investigations, and Hearings

~~These Title IX sexual harassment procedures and the related policy protect students, employees, applicants for employment, and applicants for admission.~~

~~The investigation and adjudication of alleged sexual harassment under this procedure is not an adversarial process between the Complainant, the Respondent, and the witness, but rather a process for the District to comply with its obligations under existing law. The Complaint does not have the burden to prove, nor does the Respondent have the burden to disprove, the underlying allegation or allegations of misconduct.~~

Jurisdictional Requirements – Application of Procedures

~~These procedures apply if the conduct meets the following three jurisdictional requirements:~~

- ~~• The conduct took place in the United States;~~

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- ~~The conduct took place in a District “education program or activity.” This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control.~~
- ~~The conduct meets the definition of Title IX “sexual harassment.”~~

Definitions

Advisor: ~~Throughout the grievance process, both the Complainant and Respondent have a right to an Advisor of their choice. If a Party does not have an Advisor at the time of the hearing, the District must provide the Party an Advisor of its choice, free of charge. The District may establish restrictions regarding the extent to which the Advisor may participate in the proceedings as long as the restrictions apply equally to both Parties.~~

~~Parties have the right to consult with an attorney, at their own expense, at any stage of the Complaint process if they wish to do so. An attorney may serve as an advisor.~~

Complainant: ~~A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.~~

Consent: ~~Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence does not indicate consent. Affirmative consent must be ongoing throughout a sexual activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent. The Respondent’s belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent’s belief is not a valid defense where:~~

- ~~The Respondent’s belief arose from the Respondent’s own intoxication or recklessness;~~
- ~~The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or~~
- ~~The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
 - ~~asleep or unconscious;~~
 - ~~unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or~~
 - ~~unable to communicate due to a mental or physical condition.~~~~

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~~**Decision-Maker:** The person who will oversee the live hearing and make a determination of responsibility. The Decision-Maker cannot be the Title IX Coordinator or the investigator.~~

~~**Formal Complaint:** A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.~~

~~**Parties:** As used in this procedure, this means the Complainant and Respondent.~~

~~**Respondent:** A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.~~

~~**Sexual Harassment under Title IX:** Conduct that satisfies one or more of the following:~~

- ~~● A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*quid pro quo* harassment);~~
- ~~● 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 District's education program or activity;~~
- ~~● **Sexual assault**, including the following:~~
 - ~~○ **Sex Offenses.** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.~~
 - ~~○ **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their temporary or permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.~~

~~**Sexual Assault with an Object.** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.~~

~~**Fondling.** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of their temporary or permanent mental or physical incapacity.~~

~~**Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse.**~~

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- ~~○ **Incest.** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.~~
- ~~○ **Statutory Rape**— Non-Forcible. Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.~~
- ~~**Dating violence.** Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.~~
- ~~**Domestic Violence.** Violence committed:~~
 - ~~○ By a current or former spouse or intimate partner of the victim;~~
 - ~~○ By a person with whom the victim shares a child in common;~~
 - ~~○ By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;~~
 - ~~○ By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or~~
 - ~~○ By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.~~

~~**Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.~~

Reporting Options

Any individual may report sexual harassment to the District's Title IX Coordinator.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, and witness statements. A delay may limit the District's ability to effectively investigate and respond.

Because individuals may be deterred from reporting incidents of sexual harassment if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform individuals that the primary concern is for student and employee safety and that use of alcohol or drugs never makes a Complainant at fault for sexual harassment. An individual who participates as a Complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

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~~Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.~~

~~If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder legal process or proceedings.~~

~~The District will document reports of sexual harassment in compliance with the Clery Act, a federal law requiring data collection of crime within the campus geography. Under the Clery Act, the District does not document personal information; the District reports the type of conduct, and the time, date, and location. (Also see BP/AP 3540 Sexual and Other Assaults on Campus).~~

District Employees and Officials with Authority

~~District Officials with Authority are not confidential resources and are required to report allegations of sexual harassment to the Title IX Coordinator promptly. All other employees are encouraged to report allegations to the Title IX Coordinator but are not required to do so.~~

~~The District has designated the following employees as Officials with Authority:~~

- ~~● Academic or Classified Administrators~~
- ~~● Campus Safety Officers~~
- ~~● Title IX Coordinator/any anti-harassment coordinator~~
- ~~● Residential Advisors~~
- ~~● Housing directors, coordinators, or deans~~
- ~~● Student Life director, coordinators, or deans~~
- ~~● Athletic directors, coordinators, or deans~~
- ~~● Coaches of any student athletic or academic team or activity~~
- ~~● Faculty and associate faculty, teachers, instructors, or lecturers~~
- ~~● Internship or externship directors or coordinators~~
- ~~● Study abroad program directors or coordinators~~

~~Officials with Authority are required to report all relevant information they know about sexual harassment including the name of the Respondent, the Complainant, any other witnesses, and the date, time, and location of the alleged incident.~~

Intake and Processing of Report

Receipt of Report

~~After receiving a report of sexual harassment, the Title IX Officer will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Officer will discuss supportive measures with the Parties.~~

Timeframe for Reporting

~~To promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon possible because a delay in reporting may affect the ability to collect relevant evidence and may affect remedies the District can offer.~~

Supportive Measures

~~Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The District will provide the Complainant and Respondent with written notice of options for, available assistance in, and how to request available supportive measures. The District will provide such measures to Complainant and Respondent as appropriate and as reasonably available to restore or preserve equal access to the District's education program or activities. These measures are designed to protect the safety of all Parties, protect the District's educational environment, or deter sexual harassment. The District will provide supportive measures on a confidential basis and will not disclose that the District is providing supportive measures except to those with a need to know to enable the District to provide the service. Supportive measures may include changes to academic, living, transportation, and working situation or protective measures such as counseling, extensions of deadlines, other course related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.~~

~~When requested by a Complainant or otherwise determined to be appropriate, the District shall issue a no-contact directive prohibiting the Respondent from contacting the Complainant during the pendency of the investigation. The District shall not issue a mutual no-contact directive automatically, but instead shall consider the specific circumstances of each report of sexual harassment to determine whether a mutual no contact directive is necessary or justifiable to protect a Party's safety or well-being, or to respond to interference with an investigation. If the District issues any no-contact directive, the District shall provide the Parties with an explanation of the terms of the directive, including the circumstances, if any, under which violation could be subject to disciplinary action. If the District issues a mutual no contact directive, the District shall also provide the Parties with a written justification for the directive.~~

Sexual Assault and Domestic Violence Counselors

~~For further information about services provided by sexual assault and domestic violence counselors on campus, see AP 3540 Sexual and Other Assaults on Campus and in Campus Programs.~~

Removal of Respondent Pending Final Determination

~~Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The District has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.~~

Emergency Removal

~~The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.~~

~~The District may not use emergency removal to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence.~~

~~Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.~~

~~The District's Title IX Investigator or designee will conduct the individualized safety and risk analysis.~~

~~If the Title IX Investigator determines emergency removal is appropriate, they or designee will provide the person the District is removing from campus on an emergency basis with a notice and opportunity to attend a meeting and challenge the basis of their removal. The Title IX Investigator or designee will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.~~

Administrative Leave

~~The District may place a non-student employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The District will follow any relevant policies, procedures, collective bargaining agreements, or state law in placing an employee on administrative leave.~~

Formal Complaint Grievance Process

Notice to Parties

~~Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing, to the Parties:~~

- ~~• Notice of the District's Title IX grievance process;~~
- ~~• Notice of the allegations of alleged sexual harassment with sufficient details known at the time and with sufficient time to prepare a response before any initial interview;~~
- ~~• Statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;~~
- ~~• Notice that the Parties may have Advisor of their choice, who may be, but is not required to be, an attorney;~~
- ~~• Notice that the Parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a~~

~~determination regarding responsibility, and inculpatory or exculpatory evidence whether obtained from a Party or other source; and~~

- ~~• Inform the Parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and~~
- ~~• For student Parties, notice regarding appropriate counseling resources the District has developed and maintains.~~

~~If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide notice in writing of the additional allegations to the Parties.~~

Dismissal of Formal Complaint

~~The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:~~

- ~~• If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;~~
- ~~• If the conduct alleged did not occur in the District's education program or activity;~~
- ~~• If the conduct alleged did not occur against a person in the United States.~~

~~The District has discretion to dismiss a formal complaint or any allegation under the following circumstances:~~

- ~~• If at any time during the investigation or hearing: a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;~~
- ~~• If the Respondent is no longer enrolled or employed by the District; or~~
- ~~• If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.~~

~~If the District dismissed the formal complaint or any allegations, the Title IX Coordinator shall simultaneously provide the Parties with written notice of the dismissal and reason.~~

~~The District will also notify the Parties of their right to appeal.~~

~~The District may commence proceedings under other policies and procedures after dismissing a formal complaint.~~

Consolidation of Formal Complaints

~~The District may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of sexual harassment arise out of the same facts or circumstances.~~

Equitable Treatment of the Parties

~~The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably. The procedures will apply equally to both Parties. The District will not discipline a Respondent unless it determines the Respondent was responsible for sexual harassment at the conclusion of the grievance process.~~

Statement of Presumption of Non-Responsibility

~~The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.~~

Bias or Conflict of Interest

~~The District's Title IX Coordinator, investigator, Decision-Maker, or any person designated by the District to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, hearing, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-Maker in the process. The District will ensure that the Title IX Coordinator, investigator, Decision-Maker, and facilitator receive training on:~~

- ~~• The definition of sexual harassment in this procedure;~~
- ~~• The scope of the District's education program or activity;~~
- ~~• How to conduct an investigation;~~
- ~~• The grievance process including conducting hearings, appeals, and informal resolution processes; and~~
- ~~• How to serve impartially, including avoiding: prejudgment of the facts at issue, conflicts of interest, and bias.~~

Timeline for Completion

~~The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility or the informal resolution process within 180 days calendar days.~~

~~When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180 calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation. The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.~~

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~~A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case recordkeeping. The District shall grant a student Party's reasonable request for an extension of a deadline related to a Complaint during periods of examinations or school closures.~~

Role of Advisor

~~The role of the Advisor is to provide support and assistance in understanding and navigating the investigation process.~~

~~The Advisor may not testify in or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an Advisor and take reasonable steps to ensure compliance with this procedure.~~

~~A Party does not have a right to self-representation at the hearing; an Advisor must conduct any cross-examination. The District must provide an Advisor of its choice, free of charge to any Party without an Advisor in order to conduct cross-examination. If an Advisor fails to appear at the hearing, the District will provide an Advisor to appear on behalf of the non-appearing Advisor. To limit the number of individuals with confidential information about the issues, each Party may identify one Advisor.~~

Confidentiality Agreements

~~To protect the privacy of those involved, the Parties and Advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the District's grievance process. The confidentiality agreement restricts dissemination of any of the evidence subject to inspection and review or use of this evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.~~

Use of Privileged Information

~~The District's formal complaint procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally-recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.~~

Student Complainant Requests for Confidentiality

~~If a student Complainant requests confidentiality when reporting sexual harassment, which could preclude a meaningful investigation or potential discipline of the Respondent, if found responsible, or that no investigation or disciplinary action be pursued to address alleged sexual harassment, the District shall take the request seriously, while at the same time considering its responsibility~~

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~~to provide a safe and nondiscriminatory environment for all students, including for the Complainant. The District shall normally grant the request when possible. In determining whether to disclose a Complainant's identity or proceed to an investigation over the objection of the Complainant, the District may consider whether any of the following apply:~~

- ~~• There are multiple or prior reports of sexual misconduct against the Respondent;~~
- ~~• The Respondent reportedly used a weapon, physical restraints, or engaged in battery;~~
- ~~• The Respondent is a faculty or staff member with oversight of students;~~
- ~~• There is a power imbalance between the Complainant and Respondent;~~
- ~~• The Complainant believes that the Complainant will be less safe if the Complainant's name is disclosed or an investigation is conducted; and~~
- ~~• The District is able to conduct a thorough investigation and obtain relevant evidence in the absence of the Complainant's cooperation.~~

~~If the District determines that it can honor the student Complainant's request for confidentiality, it shall still take reasonable steps to respond to the Complaint, consistent with the request, to limit the effects of the alleged sexual harassment and prevent its recurrence without initiating an investigation or revealing the identity of the Complainant. The District shall also take immediate steps to provide for the safety of the Complainant while keeping the Complainant's identity confidential as appropriate. The District shall notify the Complainant that the request for confidentiality will limit the steps the District will take to respond to the report of sexual harassment.~~

~~If the District determines that it must disclose the student Complainant's identity to the Respondent or proceed with a Formal Complaint, it shall inform the Complainant prior to making this disclosure or initiating the investigation. The District shall also take immediate steps to provide for the safety of the Complainant where appropriate. In the event the Complainant requests that the District inform the Respondent that the Complainant asked the District not to investigate or seek discipline, the District shall honor this request.~~

Investigations

~~The Title IX Coordinator is responsible to oversee investigations to ensure timely resolution and compliance with Title IX and this procedure.~~

~~Both Parties have the right to have an Advisor present at every meeting described in this section.~~

Trained investigators

~~The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment, how the District's grievance procedures operate, and trauma-informed investigation techniques. The District will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.~~

Burden of Gathering Evidence

~~The District, not the Parties, has the responsibility to gather information and interview witnesses. As part of the District's burden of gathering evidence, the District's investigator will create an investigative report that fairly summarizes relevant evidence, whether it is inculpatory or exculpatory. The investigator shall not make findings or determinations of law or fact.~~

~~Student Complainants should be aware that any evidence available but not disclosed during the investigation might not be considered at a subsequent hearing, if a hearing is required under this procedure.~~

Evidence of Past Sexual History

~~An investigator or Decision Maker shall not consider the past sexual history of the Complainant except in the limited circumstances described below:~~

- ~~• The investigator or Decision Maker shall not consider the Complainant's prior sexual history unless such questions or evidence is offered to prove that someone other than the Respondent committed the alleged conduct; or~~
- ~~• The investigator or Decision Maker shall not consider the Complainant's prior sexual behavior unless the questions or evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent:
 - ~~○ Where the investigator or Decision Maker allows consideration of questions or evidence about a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent pursuant to this circumstance, the mere fact that the Complainant and Respondent engaged in other consensual sexual relations with one another is never sufficient, by itself, to establish that the conduct in question was consensual.~~~~

~~Before allowing the consideration of any evidence proffered pursuant to this section, the investigator or Decision Maker shall provide a written explanation to the Parties as to why consideration of the evidence is consistent with this procedure.~~

Notice of Investigative Interview

~~The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to a Party whose participation is invited or expected, with sufficient time for the Party to prepare to participate.~~

Evidence Review

~~Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding~~

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~~responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.~~

~~Prior to the investigator preparing an investigative report, the District will send to each Party and the Party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least ten days to submit a written response. The investigator must consider this written response prior to completing the investigative report.~~

Investigative Report

~~The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:~~

- ~~• A description of the circumstances giving rise to the formal complaint;~~
- ~~• A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;~~
- ~~• A summary of the testimony of each witness the investigator interviewed;~~
- ~~• An analysis of relevant evidence collected during the investigation, including a list of relevant documents;~~
- ~~• A table of contents if the report exceeds ten pages; and~~
- ~~• Any other information deemed appropriate by the District.~~

~~The investigator will not make a determination regarding responsibility.~~

~~The investigator may redact information not directly related to the allegations or privileged information. However, the investigator will keep a log of information they do not produce to the Parties. The investigator will provide this log only to the Title IX Coordinator. The Title IX Coordinator will not disclose the log to the Parties but will maintain the log in the Title IX Coordinator's file, in the event it later becomes relevant. At least ten days prior to a hearing or other time of determination regarding responsibility, the District will send the investigative report to each Party and their Advisors, if any, the investigative report in an electronic format or a hard copy, for review and written response. The Parties will have at least ten days to submit a written response.~~

Hearing

~~After completing an investigation and prior to completing a determination regarding responsibility, the District will hold a live hearing to provide the Complainant and Respondent an opportunity to respond to the evidence gathered before a Decision Maker. Neither Party may choose to waive the right to a live hearing, but the Parties can choose whether to participate in the hearing or answer some or all cross-examination questions.~~

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~~If the District proceeds to a hearing, the District will provide all Parties written notice of the date, time, location, participants, and purpose of the hearing with sufficient time for the Party to prepare to participate.~~

Hearing Format

~~The District may provide a live hearing with all Parties physically present in the same geographic location or, at the District's discretion if either Party or a witness requests, the District may provide any or all Parties, witnesses, and other participants the ability to appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other in real time.~~

~~The District will make the information reviewed during the Evidence Review available at the hearing for reference and consultation. The District will not restrict the ability of either Party to discuss the allegations under investigation or to gather and present relevant evidence. The District will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the Parties for inspection and review.~~

~~The Decision Maker shall provide an explanation of the meaning of the preponderance of the evidence standard, and affirm that it shall apply to adjudications under this procedure. The preponderance of the evidence standard is met if the District determines that it is more likely than not that the alleged misconduct occurred, based on the facts available at the time of the decision.~~

Decision-Maker

~~The Decision-Maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents.~~

~~The Decision-Maker may ask the Parties and the witnesses questions during the hearing. The Decision-Maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility without giving deference to the investigative report. The Decision-Maker must receive training on issues of relevance, how to apply the rape-shield protections for Complainants, and any technology to be used at the hearing.~~

Presenting Witnesses

~~The District will provide the Complainant and Respondent an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Witnesses, like Parties, are not required to participate in the live hearing process.~~

~~Only relevant evidence will be admissible during the hearing. Relevant evidence means evidence, including evidence relevant to the credibility of a Party or witness, having any tendency in reason to prove or disprove any disputed fact material to the allegations under investigation.~~

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~~Generally, the Parties may not introduce evidence, including witness testimony, at the hearing that the Party did not identify during the investigation and that was available at the time of the investigation. However, the Decision-Maker has discretion to accept for good cause, or exclude, such new evidence offered at the hearing.~~

Cross-Examination

~~The District shall permit each Party's Advisor to ask the other Party and any witness relevant questions, including those questions challenging credibility. The Party's Advisor must conduct cross-examination directly, orally, and in real time. A Party may never personally conduct cross-examination. The other Party shall have an opportunity to object to a question posed. The District may limit such objections to written form, and neither the Decision-Maker nor the District are obligated to respond, other than to include any objection in the record. The Decision-Maker shall have the authority and obligation to discard or rephrase any question that the Decision-Maker deems to be irrelevant. In making these determinations, the Decision-Maker is not bound by, but may take guidance from, the formal rules of evidence.~~

~~Before a Complainant, Respondent, or witness answers a question, the Decision-Maker must first determine whether the question is relevant **and** explain any decision to exclude a question as not relevant. The Decision-Maker need not provide a lengthy or complicated explanation in support of a relevance determination.~~

~~If a Party or witness disagrees with a relevance determination, that individual has the choice of either (1) abiding by the Decision-Maker's determination and answering the question or (2) refusing to answer the question.~~

~~If a Party or witness does not submit to cross-examination at the live hearing, the Decision-Maker may admit any statement of that Party or witness in reaching a determination regarding responsibility. The Decision-Maker will give the statements whatever weight the Decision-Maker determines appropriate, bearing in mind that the statements have not been tested by cross-examination. In doing so, the Decision-Maker should consider, and if possible determine, whether the witness or Party made the statement and what the statement proves. The Decision-Maker cannot draw an inference about the determination of responsibility based solely on a Party's or witness's absence from the live hearing or refusal to submit to cross-examination or to answer any questions.~~

~~The Decision-Maker may also ask any Party or witness questions. If a Party or witness refuses to respond to a Decision-Maker's questions, the Decision-Maker is not precluded from relying on that Party or witness' statements.~~

Determinations of Responsibility

~~When the Decision-Maker makes a determination of responsibility or non-responsibility, the Decision-Maker will issue a written determination regarding responsibility, no later than 20 business days after the date that the hearing ends.~~

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~~When making a determination regarding responsibility, a Decision-Maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-Maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-Maker will use the preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that sexual harassment occurred.~~

~~The written determination will include:~~

- ~~• Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;~~
- ~~• A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation and gave notifications to the Parties. The determination will also state when, where, and the date the investigator interviewed the Parties and witnesses, conducted site visits, the methods used to gather other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence and the date of any hearings held and who attended the hearing;~~
- ~~• Findings of fact supporting the determination. In making these findings, the Decision-Maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;~~
- ~~• Conclusions regarding the application of the District's code of conduct to the facts; determination regarding responsibility;~~
- ~~• A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent;~~
- ~~• A statement of whether the District will provide the Complainant with remedies designed to restore or preserve equal access to the District's education program or activity;~~
- ~~• The District need not disclose to the Respondent remedies that do not affect them as part of the written determination. The District can inform the Respondent that it will provide remedies to the Complainant. However, the District will inform the Complainant of the sanctions against the Respondent;~~
- ~~• The District's procedures and permissible bases for the Complainant and Respondent to appeal.~~

~~The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be timely.~~

Disciplinary Sanctions and Remedies

~~The District must have completed the grievance procedures (investigation, hearing, and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-Maker determines the Respondent~~

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~~was responsible for conduct that constitutes sexual harassment, the District will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.~~

~~Remedies for the Complainant might include, but are not limited to:~~

- ~~• Providing an escort to ensure that the Complainant can move safely between classes and activities;~~
- ~~• Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;~~
- ~~• Providing counseling services or a referral to counseling services;~~
- ~~• Providing medical services or a referral to medical services;~~
- ~~• Providing academic support services, such as tutoring;~~
- ~~• Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and~~
- ~~• Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.~~

~~Possible disciplinary sanctions for student Respondents include written or verbal reprimand, required training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, suspension, or discharge.~~

Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility

~~A Complainant or Respondent may appeal the District's determination regarding responsibility or the dismissal of a formal complaint or any allegations. A Complainant or Respondent must submit a written appeal within 10 business days from the date of the notice of determination regarding responsibility or from the date of the District's notice of dismissal of a formal complaint or any allegations.~~

Grounds for Appeal

~~A trained Hearing Officer will serve as the Decision-Maker on Appeal. In filing an appeal of the District's determination regarding responsibility or the District's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:~~

- ~~• A procedural irregularity affected the outcome;~~
- ~~• New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or~~

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- ~~• The District's Title IX Coordinator, investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.~~

Appeal Procedure

~~If the Complainant or Respondent submit an appeal to the District, the District will:~~

- ~~• Notify the other Party in writing within five (5) business days of receiving a Party's appeal;~~
- ~~• Allow the non-appealing Parties at least ten (10) business days from the date of receipt of the appeal to submit a written statement in support of, or challenging, the outcome;~~

~~The appeal Decision-Maker will issue a written decision on whether to grant or deny the appeal, and the rationale for the decision, within 45 days business days after the Decision-Maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide the written decision simultaneously to both Parties.~~

~~The Decision-Maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the appeal Decision-Maker explaining the need for the extension and the proposed length of the extension. The Decision-Maker will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.~~

Informal resolution

~~If the District determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.~~

~~The District will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.~~

~~The District must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement, the District does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.~~

~~The informal resolution process is not available to resolve allegations that an employee sexually harassed a student or any allegations of sexual assault.~~

Retaliation prohibited

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~~The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Individuals who experience retaliation may file a complaint using the formal complaint process described above.~~

Dissemination of Policy and Procedures

~~The District will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the District. The District will also provide its policy and procedures related to Title IX to all volunteers who will regularly interact with students and each individual or entity under contract with the District to perform any service involving regular interaction with students.~~

~~When hired, employees are required to sign acknowledging that they have received the policy and procedures. The District will place the signed acknowledgment of receipt in each employee's personnel file.~~

Training

~~The District will provide a comprehensive trauma-informed training program to Title IX Coordinators, investigators, Decision-Makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the District's education program or activities, best practices for assessment of a sexual harassment complaint, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, bias, and implicit bias and racial inequities, both broadly and in school disciplinary processes. Any materials used to train the District's Title IX Coordinator, investigators, Decision-Makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. Materials for this training must include statistics on the prevalence of sexual harassment and sexual violence in the educational setting, and the differing rates at which students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity.~~

~~The District shall ensure that residential life student and nonstudent staff, or their equivalent, annually receive training on how to handle, in a trauma-informed manner, reports made to them of sexual harassment and situations in which they are aware of sexual harassment in student residential facilities.~~

~~The District will provide Officials with Authority with training regarding his/her/their obligation to report sexual harassment and instruction on how to report sexual harassment to the Title IX Coordinator.~~

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File retention

~~The District will retain on file for a period of at least seven years after closing the case copies of:~~

- ~~• The original report or complaint;~~
- ~~• Any actions taken in response to the complaint, including supportive measures;~~
- ~~• The investigative report including all evidence gathered and any responses from the Parties;~~
- ~~• The District's determination regarding responsibility;~~
- ~~• Audio or audiovisual recording or transcript from a hearing;~~
- ~~• Records of any disciplinary sanctions imposed on the Respondent;~~
- ~~• Records of any remedies provided to the Complainant;~~
- ~~• Any appeal and the result;~~
- ~~• Any informal resolution and the result; and~~
- ~~• All materials used to train Title IX Coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process. The District will make these training materials publicly available on its website.~~

~~The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.~~

Board Approved 02/10/21

Board's Ad Hoc Committee on Policy Reviewed 04/20/22

Board's Ad Hoc Committee on Policy Reviewed 06/08/22

Submitted by Human Resources 09/07/23

Board Approved 02/14/24

[Cabinet 1st Reading 05/20/25](#)

[Human Resources Reviewed 07/01/25](#)

[Cabinet 2nd Reading 07/08/25](#)

[Cabinet 3rd Reading 08/19/25](#)

[CCLC Update 10/15/25](#)

[Human Resources Reviewed 11/20/25](#)

Instructional Materials Fees

AP 5031

Reference: *Education Code Section 76365;*
Title 5 Sections 54221 and 59400 et seq.

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Many courses require a material/instructional usage fee. Students should consult the current schedule of classes for fee amounts which are noted under the appropriate class description. Material fees are due at the time of registration and are not subject to waiver.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

The District will ensure student access to textbooks and supplemental materials that are needed on the first day of class. The District will strengthen student access to other instructional materials before their required use in any course to minimize financial and administrative burdens to students.

Instructors are responsible for selecting instructional materials and shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

Definitions

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional material is not available except through the District, or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) the instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons; or 2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

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Instructional Materials Fees

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"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

Establishing Required Materials and Related Fees

Faculty shall identify the need and recommend materials fee. The recommended fee shall be reviewed by the Division Dean to ensure need and compliance with regulations. The Assistant Superintendent/Vice President of Instruction will confirm compliance with the definitions. The office of the Assistant Superintendent/Vice President of Administrative Services will respond to the State Chancellor's Office inquiries regarding fees.

The office of the Assistant Superintendent/Vice President of Administrative Services will submit the recommended materials fees to the Board for final approval.

The schedule of classes available on MyShasta, which is updated on a regular basis and available on-line, contains the most recent information regarding instructional materials fees. Optional fees are generally collected at the Business Office or at the Admissions and Records office. Mandatory material fees are paid at the time of registration.

The lecture or laboratory faculty member will provide students with the materials covered by the fee.

Board Approved 07/12/17

Board Approved 10/14/20

Board's Ad Hoc Committee on Policy Reviewed 10/08/25

[CCLC Update 10/15/25](#)

[Student Services Managers Approved 10/16/25](#)

[Cabinet 1st Reading 10/28/25](#)

[Cabinet 2nd Reading 11/04/25](#)

[Student Senate 1st Reading 11/07/25](#)

[Student Senate 2nd Reading 11/21/25](#)

[Academic Senate Informed 12/08/25](#)

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New, Legally Advised

Applicant Background Checks

AP 7126

References: *Education Code Sections 67459 and 87604.5;*
15 U.S. Code Sections 1681 et seq. (Fair Credit Reporting Act);
Civil Code Sections 47, 1785.16, 1785.20, and 1786.16 et seq.

Applicants for positions may be subject to background or reference checks.

Applicants including volunteer positions, shall disclose whether they have been subject to a final administrative decision or final judicial decision, issued within the last seven years from the date of submission of the application, determining that the applicant committed sexual harassment. The District will permit applications to disclose if they have filed an appeal with the previous employer, or, if applicable, with the United States Department of Education. Applicants for such positions shall sign a release authorizing the District to request and receive information from the applicant's previous employers concerning any substantiated allegations of misconduct, in order to permit the District to evaluate the released information with respect to the criteria for a potential job placement. The District shall make a reasonable attempt to obtain this information about a finalist applicant prior to making a final hiring decision.

Where a background investigation is performed by a third party, the Associate Vice President of Human Resources or designee shall make a clear and conspicuous disclosure to the applicant on a separate form before the report is procured. The applicant shall be provided an option to receive or not receive the report. If the applicant is not hired, or the District takes other action that adversely affects any applicant based in whole or in part upon the third-party report, the Associate Vice President of Human Resources or designee shall provide oral, written, or electronic notice of:

- the adverse action to the applicant;
- the name, address, and telephone number of the third-party agency that furnished the report;
- the applicant's right to obtain a free copy of the report; and
- the applicant's right to dispute the accuracy or completeness of any of the information in the report.

New 10/15/25
Human Resources Reviewed 10/21/25
Cabinet 1st Reading 12/02/25
Cabinet 2nd Reading 12/16/25

Program and Curriculum Development

BP 4020

References: *Education Code Section 70901 subdivision (b), 70902 subdivision (b) and 78016;*
Title 5, Sections 51000, 51022, 55002.5, 55090 et seq., 55100, 55130 and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
ACCJC Accreditation Standard 2

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. Relying primarily upon the advice of the Academic Senate, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for vocational and occupational programs.

All new programs shall be approved by the Board as established in Administrative Procedure 4020 – Program and Curriculum Development

All discontinuances shall be approved by the Superintendent/President, relying primarily upon the advice of the Academic Senate, as established in Administrative Procedure 4021 – Program Review and Discontinuance.

All new programs shall be submitted to the California Community Colleges Chancellor’s Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board, relying primarily on the advice of the Academic Senate. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board, relying primarily upon the advice of the Academic Senate

See Administrative Procedure 4020 – Program and Curriculum Development and Administrative Procedure 4021 – Program Review and Discontinuance.

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*****Update, Legally Required*****

Program and Curriculum Development

BP 4020

Board Approved 04/09/03

Board Approved 10/10/07

Board's Ad Hoc Committee on Policy Reviewed 11/12/08

Academic Senate Approved 08/22/16

Board Approved 10/12/2016

Academic Senate Approved 09/10/18

Board Approved 10/17/18

Academic Senate Approved 05/13/24

Board Approved 11/13/24

[CCLC Update 10/15/25](#)

[Cabinet Informed 10/28/25](#)

[Student Senate Informed 11/07/25](#)

[Academic Senate Informed 12/08/25](#)

Reference: *Education Code Section 76224;*
Title 5 Sections 55040, 55041, 55042, 55043, ~~55270.9~~, 55253, 56029, and 58161

Students may repeat credit courses only under the following circumstances:

Designated Repeatable Courses

Students may repeat, without petition, courses that have been designated as repeatable courses in the College Catalog. Only the following courses are repeatable:

- 1) Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
- 2) Intercollegiate athletics courses; and
- 3) Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances.

Courses qualifying under this provision will be designated as repeatable in the College Catalog. Courses designated as repeatable under this provision may not be repeated more than three times for a maximum of four enrollments. When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average. This limit applies even if the student receives a substandard grade or "W" during one or more enrollments or if a student petitions for repetition due to extenuating circumstances.

Alleviation of Substandard Work

Students receiving a substandard grade in a course (a "D", "F", "FW" or "NP"; see Administrative Procedure 4230) may repeat the course, without petition, up to two times, for a total of three enrollments. If, under this provision, a student repeats a course not designated as a repeatable course and receives a satisfactory grade, then they may not repeat the course again under this provision and any further repetition of the course must be allowed under another provision of this Administrative Procedure. When a course is repeated, under this provision, the previous grade and credit may be disregarded, and the last evaluative grade earned shall be the grade used in the computation of the student's grade point average. No more than two substandard grades per course may be alleviated. Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.

Courses for Students with Disabilities

Students with disabilities can repeat, without petition, a special class for students with disabilities any number of times when an individualized determination from the Partners in Access to College Education (PACE) Office verifies that such repetition is required as a disability related accommodation for the student for one of the reasons specified in Title 5 Section 56029. The

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District will disregard previous grades in computing the student's grade point average each time a course is repeated.

Activity Courses

Students may enroll in active participatory credit courses that are related in content in physical education, visual arts, or performing arts. Such courses may not be repeated for more than four semesters. This limit applies even if the student receives a substandard grade (less than "C" and including "FW" and "NP" or "W" during one or more enrollments or if a student petitions for repetition due to extenuating circumstances.

Cooperative Work Experience Courses

Students are allowed to repeat a cooperative work experience course if the college only offers one course in cooperative work experience in a given field. Where only one work experience course is offered in a given field, students may be permitted to repeat this course any number of times as long as they do not exceed the limits on the number of units of co-operative work experience set forth in Title 5 Section 55253(a). Each time a course is repeated under this provision, the grade received shall be included for purposes of calculating the student's grade point average.

Legally Mandated Courses

Students are allowed to repeat a course when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or paid employment regardless of whether the student recorded substandard work. The grade received by the student each time the course is taken may be included in the calculation of the student's grade point average. Prior to enrollment, the student must submit to the Assistant Superintendent/Vice President of Student Services or designee verifiable documentation that course repetition is necessary to complete legally mandated training required for volunteer or paid employment.

Significant Lapse of Time

Under special circumstances, students may repeat courses in which a "C" or better grade was earned.

A student may repeat a course once, in which a satisfactory grade was earned, after a significant lapse of time, of no less than 36 months, as defined by the District and described in the most recent edition of the College Catalog. Such repetitions are permissible only when a recency prerequisite for a course or program has been established by the District or other institution of higher learning to which the student seeks to transfer. Course repetition may be allowed after a significant lapse of time that is shorter than as defined by the District if another institution of higher learning to which the student seeks to transfer has established a shorter recency requirement which the student will not be able to satisfy without repeating the course in question. In order to repeat a course under this provision, the student must petition the Scholastic Standards Committee for permission prior to enrolling in the course. When a course is repeated under this provision, the new grade awarded may not be used in calculating the student's grade point

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average. However, the new grade may be considered by a specific program for admission to that program. Petitions for course repetition due to significant lapse of time can be obtained from and submitted to the Admissions and Records Office.

Extenuating Circumstances

In order to repeat a course, other than as expressly authorized by other provisions of this Administrative Procedure, the student must petition the Scholastic Standards Committee for permission, prior to enrolling in the course, on the basis that the student's previous grade of "C" or better was, at least in part, the result of extenuating, emergency or extraordinary circumstances which justify such repetition. Emergency conditions or extraordinary conditions are those meeting the requirements of Title 5, Section 58146(b). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Repetition, when permitted under this provision, is limited to one enrollment. When a course is repeated, under this provision, the last evaluative grade earned may be the grade used in the computation of the student's grade point average. Petitions for course repetition due to extenuating circumstances can be obtained from and submitted to the Admissions and Records Office.

Significant Change in Industry or Licensure Standards

Students may petition to repeat a course needed for employment or licensing because of a significant change in the industry or licensure standards such that repetition of the course is necessary for employment or licensure. Students may take these courses any number of times. The course must be requested and approved through the petition process. The student is required to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history. Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records. Apportionment will be limited as set forth in Title 5 section 58161.

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

Competency Based Education Course Repetition

Students in direct assessment competency-based education (CBE) [curricular modules \(sets of competencies that are equivalent to a credit course\)](#) are permitted to repeat a ~~CBE module~~[competencies](#) consistent with the District's established policy for non-CBE programs.

[Students in a CBE program are allowed to apply equivalent coursework previously completed with a grade of "A" or "B." If previously completed coursework was completed with a grade of "C," student will be allowed to re-enroll in the course for purposes of completing the curricular module through the CBE competencies to achieve Mastery or Mastery+ \(equivalent to a "B" or "A."\)](#)

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respectively). This will be considered an extenuating circumstances; the student must petition for the course repetition through the Admissions and Records Office.

Students in CBE pathways will have a maximum of three attempts to display mastery on each competency's ~~module's summative~~ final assessment before the non-evaluative symbol "PW" will be assigned.

A student can repeat ~~modules~~ competencies after receiving a "PW" if approved by the faculty member and the counselor.

Redirection

Students in CBE courses will receive additional support if they are unsuccessful at the ~~summative~~ final assessment. The first attempt will trigger a meeting with the faculty member. The second attempt will trigger a meeting with the faculty member and the counselor. On the third attempt, the student, faculty, and counselor will meet to determine if the lack of success is due to:

- 1) Challenge with the CBE modality
- 2) Challenge with the ~~module~~ competency
- 3) Challenge with a non-academic barrier that may be one-time or ongoing.

If it is determined that the CBE modality is the barrier to academic progress, the student will be redirected from CBE to a credit-hour program. The district will ensure that the transition will be non-punitive, meaning that students will be able to transfer all completed ~~competency~~ curricular modules to equivalent credit-hour coursework and have them applied to the credit-hour program. This will be handled on a case-to-case basis with input from the student, faculty, and counselor.

A student may elect to redirect themselves from competency-based education to a credit-hour program by completing a CBE Self-Redirection request form. As above, the transition would be non-punitive.

Program and Coursework Withdrawal that May or May Not Lead to Redirection

Program Withdrawal

A student is not considered to have withdrawn from the competency-based program if the student successfully:

- 1) Completes at least one ~~module~~ curricular module within the term; or
- 2) Is actively participating in at least one curricular module for at least 49 percent of the number of days in the term/financial aid payment period, excluding scheduled breaks of five or more consecutive days and all days between curricular modules; or
- 3) Successfully petitions the college's Scholastic Standards Committee for Late Drop or Excused Withdrawal for one or more ~~competency~~ curricular modules (however, if all ~~competency~~ curricular modules are dropped prior to completion, it would prompt a financial aid Return to Title IV calculation, and the student may owe back federal financial aid funds).

Course Repetition

AP 4225

Any of these situations would result in a conversation between the student, faculty, and counselor about whether CBE is an appropriate modality for the student.

Coursework Withdrawal

Any competency-curricular modules enrolled in that are not completed prior to the end of the term will earn the non-evaluative symbol “W” (Withdrawal) or “I” (Incomplete). This may negatively affect a student’s campus-based academic progress and/or their financial aid satisfactory academic progress.

If a student withdraws from all enrolled competency-curricular modules after the first day of class, the campus will be required to complete a Return to Title IV calculation, and the student may owe back federal financial aid funds. Either action would prompt a conversation between student, faculty, and counselor, which may lead to Redirection to a credit-hour program.

Academic Senate Adopted 11/28/11

Board Reviewed 12/14/11

Board Reviewed 07/10/13

Board Reviewed Revisions 06/11/14

Academic Senate Approved 03/12/18

Board Reviewed 06/13/18

Academic Senate Approved 05/13/19

Board Reviewed 07/10/19

Academic Senate Approved 11/13/23

Board Reviewed 02/14/24

[SCAILE Reviewed 07/17/25](#)

[Cabinet 1st Reading 10/14/25](#)

[Cabinet 2nd Reading 10/28/25](#)

[Student Senate 1st Reading 11/07/25](#)

[Academic Senate 1st Reading 10/13/25](#)

[Academic Senate 2nd Reading 12/08/25](#)

Academic Pause and Restart

AP 4255

Reference: *Title 5 Sections 55033, 55034 and 55511*

Standards for Academic Pause and Restart (formerly Dismissal and Readmission)

A student who is on academic notice shall be subject to academic pause:

- If the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of at least three consecutive semesters which were graded on the basis of the grading system described in section 55023, and/or
- ~~if~~ If the percentage of units in which the student has been enrolled for which entries of "W," "I," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent. Semesters shall be considered consecutive on the basis of the student's enrollment, so long as the break in the student's enrollment does not exceed one ~~full~~ primary semester.

A student on academic notice who earns a grade point average of 2.0 or better for the semester, but whose cumulative grade point average still results in academic notice, shall have their notice extended an additional semester prior to academic pause. This extension may continue each semester as long as the student meets the GPA requirement.

A student on ~~academic notice for~~ progress notice who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress notice, shall have their notice extended an additional semester prior to academic pause. This extension may continue each semester as long as the student meets the completion requirement.

Academic Pause Letter Communication

The Admissions and Records Office shall make ~~every~~a reasonable effort to notify a student of academic pause from Shasta College due to continued academic notice as soon as that information is available following the completion of ~~the~~each primary semester.

The ~~letter communication~~ notifying the student that they are subject to academic pause will cover, at a minimum, reference to this procedure, explanation of what pause means, and the procedure for restart.

Academic Pause after Spring Semester

- If the student is already registered for Summer classes and Fall classes:
 - If the student earns a 2.0 GPA or better in summer classes, they may stay registered in Fall classes, and the student's academic standing will continue to be academic notice ~~level 2~~.
 - If ~~they~~the student earns less than a 2.0 GPA in summer classes, they will be dropped from Fall classes and required to pause for at least one semester.

Academic Pause and Restart

AP 4255

- If they ~~student is already~~ registered for Summer classes, but not Fall classes:
 - They can stay registered for Summer classes, ~~but they will not be able to register for Fall classes.~~
 - They may register in Fall classes if they earn a 2.0 GPA or better in summer classes and the student's academic standing will continue to be academic notice.
 - If they earn less than a 2.0 GPA in summer classes, they will not be able to register in Fall classes.

Academic Pause after Fall Semester

~~Special circumstances exist for academic pause after the Fall semester since students traditionally enroll in Spring courses before Fall grades are available. a~~ Academic pause ~~letters~~ notifications will be sent ~~no later than one month after the end of Fall semester two weeks after grades are posted and verified from the Fall semester, and after the academic standing process has been run, but no later than~~ prior to the start of Spring term semester informing students that:

- If they are already enrolled in the Spring semester, they will be ~~permitted to continue on academic notice~~ dropped from Spring classes and required to pause for at least one semester. Academic pause status will be reevaluated at the end of the Spring semester.
- If they are not yet registered in Spring semester classes, they will be required to pause for Spring semester, and may restart in the Summer term or Fall semester.

Restart after Academic Pause

Students may restart after an academic pause of one or more semesters.

~~One semester academic pause:~~

- The student must meet with a Counselor to clear the registration hold on their account and establish a new comprehensive education plan.
- The student is encouraged to complete the online Academic Notice workshop.
- The student under Academic Restart will re-enter on Academic Notice. At the end of their first semester back, if they earn below a 2.0 GPA or complete less than 50% of attempted units, they will remain on Academic Notice. Because the break resets the count of consecutive semesters, the student may continue on Academic Notice for up to three consecutive semesters before being subject to Academic Pause.
- ~~The student will return with academic notice as their standing at academic notice level 2.~~
- The student may submit a Loss of CCPG Appeal Form to regain eligibility for the California College Promise Grant. Foster/former foster youth do not lose eligibility for CCPG.
- The student may submit a Priority Registration Petition to re-establish their registration priority group. Foster/former foster youth do not lose priority registration.
- ~~Two or more semesters academic pause:~~
 - ~~The student must reapply to Shasta College, meet with a Counselor to establish a new education plan, and complete the online orientation.~~

Shasta-Tehama-Trinity Joint Community College District
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Revised, Legally Required

Academic Pause and Restart

AP 4255

- ~~○ The student is encouraged to complete the online Academic Notice workshop. The student may submit a Loss of CCPG Appeal Form to regain eligibility for the California College Promise Grant. Foster/former foster youth do not lose eligibility for CCPG.~~
- ~~○ The student may submit a Priority Registration Petition to re-establish their registration priority group. Foster/former foster youth do not lose priority registration.~~

~~At the end of the student's first semester back at Shasta College, they must earn a 2.0 GPA and complete at least 50% of attempted units as a standalone for this semester, or the student will be placed on academic pause again.~~

~~If students return after a long absence with a large deficit, please see Administrative Procedure 4240 – Academic Renewal for more information which may allow a student to petition to have units of substandard ('D' or 'F') grades excluded from their Shasta College GPA when past performance does not reflect their current academic ability.~~

Academic Senate Approved 03/12/18
Board Reviewed 06/13/18
Academic Senate Approved 12/10/18
Board Policy Review Subcommittee Reviewed 02/19/19
Academic Senate Approved 09/25/23
Board Reviewed 12/13/23
Board Approved 08/13/25
[Student Services Managers Reviewed 09/19/25](#)
[Cabinet 1st Reading 09/23/25](#)
[Cabinet 2nd Reading 09/30/25](#)
[Academic Senate 1st Reading 10/13/25](#)
[Academic Senate 2nd Reading 12/08/25](#)

Fiscal Management

BP 6300

Reference: *Education Code Section 84040(c); Title 5 Section 58311; ACCJC Accreditation Standard III.D; 2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305, and 200.400 et seq.*

The District Superintendent/President shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5, section 58311, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

The District Superintendent/President shall also establish procedures that satisfy the U.S. Education Department General Administrative Regulations (EDGAR) Second Edition for any federal funds received by the District.

The books and records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

As required by the California Community Colleges Budget and Accounting Manual, expenditures shall be recognized in the accounting period in which the liability is incurred, and shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.

See Administrative Procedure 6300 – Fiscal Management.

Board Approved 11/10/10

Board's Ad Hoc Committee on Policy Reviewed 02/18/15

Board Approved 03/11/15

Board Approved 07/12/17

Board's Ad Hoc Committee on Policy Reviewed 06/08/22

[Administrative Services Reviewed 01/08/26](#)

[Cabinet Reviewed 01/13/26](#)

Debt Issuance and Management

BP 6307

Reference: Government Code Section 8855

The Superintendent/President shall establish procedures to ensure the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission.

Procedures shall include:

- The purposes for which the debt proceeds may be used.
- The types of debt that may be issued.
- The relationship of the debt to, and integration with, the District's capital improvement program or budget, if applicable.
- Policy goals related to the District's planning goals and objectives.
- The internal control procedures that the District has implement, or will implement, to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

See Administrative Procedure 6307 – Debt Issuance and Management.

Board Approved 12/13/17

Board's Ad Hoc Committee on Policy Reviewed 06/08/22

[Administrative Services Reviewed 01/08/26](#)

[Cabinet Reviewed 01/13/26](#)

Debt Issuance and Management

AP 6307

Reference: Government Code Section 8855, Title 4 Sections 6000 et seq.

No later than 30 days prior to the sale of any debt issue, the District shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission through the Commission's online submittal system. The report of the proposed debt issuance shall include a certification by the District that it has adopted local debt policies concerning the use of debt and that the contemplated debt issuance is consistent with those local debt policies.

No later than 21 days after the sale of the debt, the District shall submit a report of final sale to the California Debt and Investment Advisory Commission through the Commission's online submittal system. A copy of the final official statement for the issue shall accompany the report of final sale. If there is no official statement, the District shall provide each of the following documents, if they exist, along with the report of final sale:

- Other disclosure document.
- Indenture.
- Installment sales agreement.
- Loan agreement.
- Promissory note.
- Bond purchase contract.
- Resolution authorizing the issue.
- Bond specimen.

The District shall submit an annual report for any issue of debt for which it has submitted a report of final sale on or after January 21, 2017. The annual report shall cover a reporting period from July 1 to June 30, inclusive, and shall be submitted no later than seven months after the end of the reporting period. The annual report shall consist of the following information:

- Debt authorized during the reporting period, which shall include the following: (1) Debt authorized at the beginning of the reporting period; (2) Debt authorized and issued during the reporting period; (3) Debt authorized but not issued at the end of the reporting period; and (4) Debt authority that has lapsed during the reporting period.
- Debt outstanding during the reporting period, which shall include the following: (1) Principal balance at the beginning of the reporting period; (2) Principal paid during the reporting period; and (3) Principal outstanding at the end of the reporting period.
- The use of proceeds of issued debt during the reporting period, which shall include the following: (1) Debt proceeds available at the beginning of the reporting period; (2) Proceeds spent during the reporting period and the purposes for which it was spent; and (3) Debt proceeds remaining at the end of the reporting period.

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*****Confirmation, Legally Required*****

Debt Issuance and Management

AP 6307

Board Approved 11/08/17

Board's Ad Hoc Committee on Policy Reviewed 01/15/20

Board's Ad Hoc Committee on Policy Reviewed 06/08/22

[Administrative Services Reviewed 01/08/26](#)

[Cabinet Reviewed 01/13/26](#)

Investments

AP 6320

Reference: *Government Code Section 53600 et seq.*

The Superintendent/President or designee is responsible for investing the funds of the District that are not required for the immediate needs of the District. Funds so invested shall follow the investment policy approved by the Governing Board in accordance with the Government Code Sections cited above and the following:

- Funds that are not required for the immediate needs of the District shall be prudently invested in order to earn a return on such investment.
- The preservation of principal is of primary importance. Each transaction shall seek to ensure that capital losses are avoided, whether from securities or erosion of market value.
- The investment program should remain sufficiently flexible to enable the District to meet all operating requirements that may be reasonably anticipated in any fund. Investments in bonds will have a laddered maturity schedule. After preservation of principal, liquidity is the objective.
- In managing District investments, District officials should avoid any transactions that might impair public confidence.
- Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived. (See Government Code Section 53600.6 regarding solvency and creditworthiness.)

District funds maintained by the County Treasurer that are not required for the immediate needs of the District may be invested as follows:

- County Treasurer's Investment Pool. Investment of District funds may be delegated to the County Treasurer. In accordance with county procedures, District funds may be pooled with other local agencies and invested by the County Treasurer in accordance with the investment guidelines specified by Government Code 53635 and investment policies adopted by the County Board of Supervisors.
- State's Local Agency Investment Fund (Government Code Sections 16429.1-16429.3). District funds not required for immediate needs of the District may be remitted to the State Local Agency Investment Fund (LAIF) for the purpose of investment (Government Code 16429.1). District funds deposited with the LAIF shall be invested by the State Treasurer in securities prescribed by Government Code 16430, or the Surplus Money Investment Fund and as determined by the Local Investment Advisory Board (Government Code 16429.2).
- Other Investments - Other investments as permitted by Government Code Section 53600 et seq., and in particular Government Code Sections 53601, 53601.8, 53635, and 53635.8, may be made by the Superintendent/President or designee, subject to prior approval of the Governing Board.

Board Approved 12/16/09
Board Approved 12/14/16

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Confirmation, Legally Required

Investments

AP 6320

Board Approved 05/11/22

[Administrative Services Reviewed 01/08/26](#)

[Cabinet Reviewed 01/13/26](#)