



Safer Schools Sexual Assault Task Force Report and Recommendations

City and County of San Francisco

Department on the Status of Women

Submitted pursuant to City Ordinance Number 89-16 adding Chapter 5, Article X, Sections 5.10-1 through 5.10-7 establishing the Safer Schools Sexual Assault Task Force and requiring this written report.

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Download a copy of this report: <http://sfgov.org/dosw/safer-schools-sexual-assault-task-force>

Executive Summary

This report has been developed by San Francisco's Safer Schools Sexual Assault Task Force (Task Force) after a 12-month process of gathering information and input, researching current legal issues and challenges, and crafting a comprehensive set of recommendations for addressing campus sexual assault, primarily at the college and university level (pursuant to the scope defined by the establishing legislation). In April 2016, the San Francisco Board of Supervisors (Board) passed, and Mayor Edwin Lee signed, [legislation](#) sponsored by Supervisor Jane Kim to create the Task Force and setting out membership requirements for the ten seats. Members were subsequently appointed in October 2016 and the Task Force began meeting in November 2016. The ordinance gave San Francisco's Department on the Status of Women responsibility for providing administrative support and staffing through a consultant, Julia F. Weber, who began her work in October 2016.

San Francisco was motivated to address this issue for many reasons. San Francisco is home to a diverse population of over 800,000 people and 23 colleges and universities, with over 105,000 college and university students estimated to be enrolled in schools throughout the City. Preventing and stopping sexual assault before it happens is key to preventing the trauma and long-term consequences that result, including the City and County losing the contributions of students who may withdraw from school or leave the community after an assault. For victims/survivors on and off campus, telling others about experiences of sexual assault can be difficult for many reasons. Additionally, sexual assault remains a problem for the larger San Francisco community. It is important that San Francisco continue to improve efforts in this area generally while also identifying and addressing the specific concerns impacting students, faculty, and staff. **The Task Force strongly believes San Francisco should be the standard-bearer for implementing existing, sound state and federal laws and promoting innovation in this area.**

Sexual assault is a civil and criminal issue and a public health concern; campus sexual assault also involves campus policies and procedures and educational rights. As a result, responses and procedures can involve multiple agencies and a complex set of laws. The Task Force found that coordination on and off campus and between the various aspects of the community that may be involved in assisting victims and holding those responsible for victimizing students accountable is key. Two overarching recommendations seek to address these issues by **1) establishing an ongoing Task Force and staff to coordinate sexual assault prevention and response broadly, including on campus and in the broader community, and 2) fully implementing state and federal laws reflecting years of work to prevent sexual assault on campus and respond effectively when it occurs.** An additional 47 recommendations address coordination, policies, prevention, funding, needed services, data collection, and the importance of transparency. The recommendations identify key resources and institutions that are needed to most effectively address this issue. An index provides an easy way to cross reference which recommendations most closely align with specific agencies or resources to make this report easy and practical to use as San Francisco continues its efforts to create a safer, more supportive climate on and off campus. Appendix C includes a list of the colleges and universities in San Francisco with some additional information about their work in this area. With this report, the Task Force seeks to provide comprehensive information that meets the expectations of the legislation guiding its work and to support San Francisco's efforts to improve safety and accountability around sexual assault both on and off

campuses. Additionally, the Task Force seeks to build on the work college and community activists have been undertaking to draw attention to and address this important issue.

Safer Schools Sexual Assault Task Force: Background

In April 2016, the San Francisco Board of Supervisors (Board) passed, and Mayor Edwin Lee signed, [legislation](#) sponsored by Supervisor Jane Kim to create the Safer Schools Sexual Assault Task Force (Task Force). The legislation reflects one of the only legislatively supported efforts in the U.S. being undertaken by a municipal governing body seeking advice on how that body should develop policies to reduce sexual assault at educational institutions, primarily colleges and universities. The effort builds on work already undertaken in key related areas: 1) the San Francisco District Attorney's Office effort to enter into Memoranda of Understanding (MOUs) with institutions throughout the City to coordinate the handling of college sexual assault cases;¹ 2) San Francisco's Department on the Status of Women staffing support for the Family Violence Council for 10 years, addressing gender violence, including aspects of sexual assault, stalking, harassment, and intimate partner violence and 3) key community-based agencies and law enforcement meeting as San Francisco's Sexual Assault Response Team (SART) for many years. Additionally, campuses throughout San Francisco have ongoing programs addressing campus sexual assault prevention and response that have been an important part of the campus/community effort for many years.

In passing Ordinance number 89-16, the Board set out the requirements for the ten seats on the Task Force and for the scope of this report. Members were subsequently appointed in October 2016 and the Task Force began meeting in November 2016. The ordinance gave San Francisco's Department on the Status of Women responsibility for providing administrative support and staffing. The Department hired a consultant who began her work under the Department's direction in October 2016.

Under the ordinance, the Task Force was required to meet at least monthly in public sessions, and to submit a report to the Board at the end of 12 months. In addition to monthly meetings, the Task Force consultant conducted extensive research, and individual members, and Department on the Status of Women staff and interns contributed their expertise in written reports that were included in Task Force meeting materials. Significantly, the work of the Task Force was of great interest to victims/survivors² and members of the public who contacted the Task Force, regularly attended meetings, and contributed enormously to this report and recommendations. This report reflects these contributions and provides the information required: analysis of State and federal laws regarding campus sexual assault; recommended best practices for colleges and universities in the City to reduce sexual assault; and recommendations for any steps the City can take, including changes in law or policy, to assist colleges and universities in reducing sexual assault. Guiding principles that members agree helped the Task Force's work appear in **bold** in

¹ A sample MOU can be seen here: <http://sfgov.org/dosw/safer-schools-sexual-assault-task-force>.

² Terminology in this area matters and is varied. The Task Force has attempted to use inclusive, trauma-informed, and fair language that does not presume all allegations can be proven, that all accused are perpetrators, or that all who experience trauma describe themselves as victims. Because this report speaks to the actual experience of sexual violence, the terms victims/survivors are used together or interchangeably.

this report. The first section of this report focuses on describing sexual assault generally and in San Francisco; highlights existing numbers, resources, input and recommendations from students, and two overarching recommendations; and provides an overview of the legal context under state and federal law. Additional specific recommendations are set out under the six areas of focus from the January 2017 White House Task Force to Protect Students from Sexual Assault publication, *Preventing and Addressing Campus Sexual Misconduct: A Guide for University and College Presidents, Chancellors, and Senior Administrators*, and includes icons highlighting what resources, entities, or institutions may be critical for implementation.

The Problem

San Francisco was motivated to address this issue for multiple reasons. As a major U.S. city, the City and County is home to a diverse population of over 800,000 people and 23 colleges and universities, with estimates of over 105,000 college and university students enrolled. Some

While there are specific legal definitions of rape and sexual assault in the California Penal Code, sexual violence is best understood as a broader continuum of unwanted non-mutual sexual activities that range from subtle to extremely violent. Sexual assault can include, but is not limited to, rape, sexual threats and intimidation, incest, sexual assault by intimate partners, child sexual abuse, human sexual trafficking, sexual harassment, street harassment and other forms of unwelcome, coerced or non-consensual activity.

California Coalition Against Sexual Assault (CALCASA)
<http://www.calcasa.org/what-we-do/about-sexual-violence/>

forcible sex offenses to the U.S. Department of Education.

estimates indicate that as many as 1 in 5 women and 1 in 16 men may be sexually assaulted while in college.³ Because sexual assault is underreported, exact statistics on the prevalence of the problem are hard to come by. However, using those numbers, and assuming a 50/50 split between men and women attending college in San Francisco, 10,500 women students and 3,281 male students may be sexual assaulted while in college in San Francisco during their college experience. Across the country, there has been increasing recognition of the serious problem of sexual assault with greater attention being paid in recent years to the specific problem associated with colleges and universities. In establishing the Task Force, the Board noted the following with respect to campus sexual assault nationally:⁴

- American women aged 18-24 are at the highest risk of sexual assault victimization compared to women in all other age groups.
- In 2013, as an example, colleges and universities reported over 5,000

³ *Culture of Respect Blueprint*, citing Cantor et al., 2015; Krebs, Lindquist, Berzofsky, Shook-Sa, & Peterson, 2016; Washington Post & Kaiser Family Foundation, 2015

⁴ Statistics from U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics Special Report December 2014, NCJ 248471 *Rape and Sexual Assault Victimization Among College-Age Females, 1995–2013*

- Approximately 80% of sexual assault crimes against undergraduate women go unreported to the police.
- Only 16% of student survivors of sexual assault received assistance from a victim services agency that provides aid in recovery, guidance through the criminal justice system and/or assistance in obtaining restitution.
- A chronic lack of training of on-campus personnel hampers sexual assault investigations and disciplinary processes often creating conditions that retraumatize survivors.

The impact of this problem is hard to overstate not only for those who experience sexual violence but also for institutions and specific communities. San Francisco’s size and diversity means there are several key aspects of this issue the community needs to consider when allocating resources, designing services, and developing recommendations for improvement. San Francisco is home to both private and public colleges and universities and large and small institutions. While some students live on campus, many live throughout the City or commute in from surrounding counties. Sexual assault, a significant public health, civil rights, and criminal justice issue with a disproportionate impact on girls and women, also affects transgender people in the community as well as boys and men. San Francisco’s commitment to supporting, assisting, and protecting marginalized or vulnerable communities including people of color, international students, immigrants (including those who may be undocumented and particularly vulnerable), and those who are disabled or who identify as LGBTQ, demands that efforts to address sexual assault be particularly well-designed and implemented to be responsive to the specific needs of a variety of communities and individuals.

A **focus on recognizing and understanding intersectionality**⁵ is imperative to understanding the experiences of people in various communities experiencing sexual violence. Additionally, it is crucial to recognize that San Francisco’s diversity and focus on justice and fairness for all serves as an important resource and strength, offering significant opportunities for the community to lead the nation in implementing progressive, thoughtful, responsive promising practices.

⁵ “Intersectionality” refers to the overlap of various social identities, such as race, gender, sexual orientation, and class, that contribute to the type of systemic oppression and discrimination experienced by an individual. Intersectionality involves an approach to prevention which examines the impact and influence of social and institutional power and privilege accrued on the basis of one’s constructed identities - including but not limited to race/ethnicity, gender/gender identity, socioeconomic class, sexual orientation, age, religion, veteran status, or ability/disability – while acknowledging that no one person is ever purely privileged or completely marginalized and that most individuals make conscious and unconscious efforts to reduce the negative impacts associated with their marginalized identities by leveraging the advantages they have as a result of their privileged identities.

Sexual Assault: On and Off Campus

Understanding sexual assault and its specific characteristics in educational settings is key to effective prevention and response efforts. Sometimes, those perpetrating sexual assault are in a dating relationship with or are known to the victims/survivor. In other cases, the perpetrator may be a stranger or someone the victim/survivor knows more casually. While some situations on and off campus involve drugs or alcohol (known as “drug/alcohol facilitated assault”) many incidents do not. Incidents have been reported by children, teens, and adults. Perpetrators may be

students, faculty, staff, or members of the larger off campus community. Reliable statistics on the number and types of incidents are difficult to obtain for several reasons. First, community resources have not been allocated to develop a comprehensive analysis on the scope of the problem; as a result, in many cases numbers are not available, or are kept inconsistently across institutions, making it very difficult to get an initial sense of the depth and scope of the issue. Additionally, victim/survivors report not knowing what happened to them was a crime or wrong; some don't feel they can do anything because time has passed or are concerned they will be questioned about why they delayed talking about it. Some might suddenly remember something that happened in the past or have a realization of the significance which can be shocking; without validation or encouragement to come forward, they may never report. Others fear retaliation, don't know where to get help, or aren't sure they will be believed.

For those on campus, loyalty to the school or the perpetrator, an investment in their educational experience, and concern about whether the outcome of reporting would be more personally helpful or harmful often combine with deeply complicated feelings around “institutional betrayal” to make reporting an incident to anyone unlikely. Victim/survivors report feeling embarrassed, ashamed, scared, depressed, and confused. Those perpetrating assaults may be repeat offenders who have not been held accountable for past similar acts or are in positions of power, trust, or authority making it difficult for others to believe allegations that may also be difficult to prove without eyewitnesses. There are also many who explicitly don't want to report for fear their reputation and educational experience will be negatively affected. These people all need help and support in the aftermath. The Task Force recognizes the importance of providing ways to support survivors to access mental/physical health support even if reporting is not an option. Members also recognize that the community needs to provide resources to more effectively support reporting and documenting and addressing sexual assault broadly and on campus. Without better support and documentation of the problem, students may be more more likely to become depressed, abuse drugs/alcohol, and eventually, drop out, possibly suffering life-long consequences. Additionally, those who perpetrate will not be held accountable and may continue to cause additional harm.

For survivors of sexual violence, the goals of the higher education experience—unleashed potential, self-determination, and unfettered societal contribution—can be thwarted by this traumatic event. Despite earnest efforts by colleges and universities, many of which are addressing this issue head-on and searching for and implementing innovative solutions, campus sexual violence prevents schools from realizing their academic mission and may derail students from reaching their academic, professional, and personal goals.

Culture of Respect Blueprint. See <https://cultureofrespect.org/colleges-universities/the-core-blueprint/>

Research on the effects of trauma also indicate there are physiological or neurological reasons it may be difficult for someone who experiences sexual assault to report, describe, or articulate clearly the details of that experience.⁶ A victim/survivor may be confused about key events or not be able to remember important information. For some, it takes time to tell the story to anyone, resulting in “delayed reports,” making it more difficult to investigate or obtain valuable evidence and leaving victims feeling like there is no reason to come forward, interfering with their ability to gain access to critical support services. However, the Task Force recognizes that even with these complexities, there are many opportunities the community can offer to make it easier for survivors to report, get help and to heal. Additionally, the community can increase its institutional/societal prevention efforts that can be effective at preventing people from perpetrating sexual assault because **prevention is possible.**

Research suggests that those telling anyone about their experience of sexual assault are most likely to report to friends, family, and intimate partners rather than police or victim services – suggesting San Francisco needs to make sure everyone knows how to provide support and find help. ***All members of the community have a unique and important role to play in preventing and responding to sexual violence.***

Multiple Doors, Options, and Opportunities to Respond

Sexual assault is both a public health and criminal justice issue which means multiple systems and laws may be involved with addressing the consequences for victims and perpetrators. *Campus* sexual assault adds yet another layer of legal complexity and individual consequences because educational/civil rights and remedies under both state and federal law may be implicated. As a result, for many, seeking help can become more complicated as options become dependent upon how an individual reaches out or is identified. For example, someone may call 911 immediately after a sexual assault, talk with responding San Francisco Police Department (SFPD) officers, and be brought to San Francisco General Hospital (SFGH) for medical attention and an exam. A victim advocate from San Francisco Women Against Rape (SFWAR) or the Rape Treatment Center (RTC) may meet with the reporting individual at the hospital and provide services on the spot and subsequently. They will receive information about their options for pursuing a criminal investigation; if that person is a student, there may be campus resources to which they can be referred. This reflects one path someone reporting may find themselves on having made the initial decision to seek assistance.

However, many victim/survivors, including college and university students, do not end up on that path but instead may access medical services or find themselves navigating a campus disciplinary process, without criminal justice system involvement. Some may choose to contact a confidential counselor on or off campus and never make a report. Some reports may come from a student bystander who witnessed sexual

⁶ See Centers for Disease Control Violence Prevention information <https://www.cdc.gov/violenceprevention/sexualviolence/consequences.html>. For additional reasons why some may not report, see <http://time.com/2905637/campus-rape-assault-prosecution/>

misconduct that violated school policies. Still other situations may end up in civil court if a person seeks a restraining order, or decides to file a personal injury action against someone they believe caused them injuries. In some cases, an individual may tell a faculty member about an incident not realizing that person may have a legal obligation as a “responsible employee” to report the situation to the educational institution. The interface of these various paths and law in this area reinforces the **importance of communicating limitations on and availability of confidentiality** to those seeking help or reporting.

Informing a victim/survivor that options exist can be a key element of support in this area. Equally important is ensuring that those being responsive or supportive take a **trauma-informed approach**, which includes the following elements: understand the impact of trauma on people; develop, apply, and execute services in a responsible way; provide services and resources in a manner that limits or avoids re-traumatization; protect and support staff that works with those who have experienced trauma.⁷ The recommendations in this report reflect the Task Force’s interest in ensuring such an approach throughout and to hearing from victims/survivors about what works and what feels unjust or unresponsive. Not all victims/survivors want or need the same services or resources; as a result, the community must take an approach that is **victim/survivor led and options based, avoiding mandates being imposed on victims/survivors**. While cases may have similar characteristics, they are each unique and require enormous sensitivity and thoughtfulness.

When college presidents and chancellors truly commit to ending the scourge of sexual violence in institutions of higher education, they set the highest example of what we expect from students, faculty, and administration. And so I send this message to our college and university leaders: Your leadership matters. And your actions reverberate across the nation, indeed around the world. – Former Vice President Joe Biden, 2016

Additionally, those who are accused of misconduct, criminal behavior, or causing injury likewise must be afforded the opportunity to be heard in a timely and effective manner that protects their legal and educational rights. Great care must be taken to provide processes and procedures that increase public trust and confidence in San Francisco’s educational, legal, and community-based institutions. The history of innocent people, disproportionately men of color, held responsible for, wrongly accused of, or misidentified as responsible for sexual assault cannot be ignored. Shoring up the City and County’s commitment to providing appropriate resources in this area makes it more likely that outcomes in these cases will be just, healing, and, ultimately preventative.

⁷ More information may be found through the Washington Coalition of Sexual Assault Program’s publication, *Creating Trauma-Informed Services A Guide for Sexual Assault Programs and Their System Partners*, http://www.wcsap.org/sites/default/files/uploads/resources_publications/special_editions/Trauma-Informed-Advocacy.pdf including that trauma-informed services approach people from the standpoint of the question “What has happened to you?” rather than “What is wrong with you?” and that trauma-informed care is an approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives. Trauma-informed services “incorporate knowledge about trauma – prevalence, impact, and recovery – in all aspects of service delivery, minimize re-victimization, and facilitate recovery and empowerment.”

Prevention

As the Centers for Disease Control (CDC) notes, “[t]he ultimate goal [of prevention] is to stop violence before it begins.” The Task Force recommendations with respect to prevention build on existing recommendations from the CDC and other thought leaders in this area recognizing that, “prevention requires understanding the factors that influence violence.” (*Culture of Respect Blueprint*). The *Culture of Respect Blueprint* notes that prevention includes three types:

- Primary prevention: an approach that takes place before sexual violence has occurred, to prevent perpetration and victimization. In other words, the only way to stop victimization is to stop perpetration. The Task Force believes this includes changing the social conditions/norms that allow violence and harm to occur.
- Secondary prevention: intervening immediately after sexual violence has occurred, to manage the short-term consequences, prevent the problem from worsening, and protect the survivor.
- Tertiary prevention: once sexual violence has occurred, intervening over the long term, to prevent further violence and reduce trauma symptoms. (Centers for Disease Control and Prevention [CDC], 2004)



The Task Force supports San Francisco understanding and using the CDC’s four-level social-ecological model to better understand violence and the effect of potential prevention strategies. The CDC notes that, “[t]his model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level. Besides helping to clarify these factors, the model also suggests that to prevent violence, it is necessary to

act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time than any single intervention.”⁸ The CDC approach is reprinted here to help support San Francisco’s efforts to address sexual assault through prevention.

Individual: The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse. Prevention strategies at this level are often designed to promote attitudes, beliefs, and behaviors that ultimately prevent violence. Specific approaches may include education and life skills training.

Relationship: The second level examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person’s closest social circle -- peers, partners and family members -- influences their behavior and contributes to their range of experience.

⁸ <https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

Prevention strategies at this level may include parenting or family-focused prevention programs, and mentoring and peer programs designed to reduce conflict, foster problem-solving skills, and promote healthy relationships.

Community: The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence. Prevention strategies at this level are typically designed to impact the social and physical environment – for example, by reducing social isolation, improving economic and housing opportunities in neighborhoods, as well as the climate, processes, and policies within school and workplace settings.

Societal: The fourth level looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms that support violence. Other large societal factors include the health, economic, educational and social policies that help to maintain economic or social inequalities between groups in society. ***As a community, San Francisco is well-positioned to be addressing these important aspects of prevention including by addressing what we do societally and in our community in this area.***

In developing these recommendations, the Task Force recognized that prevention work in this area needs to be sensitive to a variety of issues including:

- **avoiding victim-blaming** which occurs when we place responsibility for stopping sexual assault on the shoulders of those who are victimized; and
- avoiding thinking of sexual assault as the result of a communication breakdown rather than **understanding it as an act of power abuse and a criminal violation.**

To understand what prevention approaches are already in place on San Francisco's campuses, the Task Force distributed a survey during the summer of 2017 asking about prevention programs at campuses throughout the city.

The Task Force received responses from 11 of the 23 colleges and universities in San Francisco, including the three major public institutions: UC San Francisco, San Francisco State University, and City College of San Francisco. The other schools were University of San Francisco, UC Hastings, Golden Gate University, San Francisco Art Institute, California Institute of Integral Studies, San Francisco Conservatory of Music, Academy of Art University, and Presidio Graduate School. Most schools report that in combined venues they are reaching about 60% of their student population.

If we as a campus culture adopt enthusiastic consent as a cultural value, and the idea of sex as a pleasurable, creative concept, then the rapists among us become obvious. The rest of us are going to stop making excuses for the rapists.

- Jaclyn Friedman co-editor with Jessica Valenti of *Yes Means Yes! Visions of Female Sexual Power and A World without Rape*. Friedman is a survivor of sexual assault in college.

Nearly all the schools report comprehensive programs that address sexual assault/rape, domestic violence/interpersonal violence, dating violence, stalking, and sexual harassment. The programs generally address affirmative consent, elements of a healthy relationship, managing

alcohol/other drugs in sexual relationships, and redefining/reconstructing gender role norms. Many, though not nearly all, also address debunking rape culture.

Nearly all schools reported they use multiple teaching approaches in their workshops/presentations including myths and facts/survey of basic knowledge, large group discussions, and videos. A high percentage use online self-directed courses. Most schools deliver their presentations in large events and disseminate information via print materials and posters. City College of San Francisco is one of the few institutions that offers regular classroom presentations.

Most schools offer some form of bystander intervention training. About half offer self-defense instruction and a few offer “assertive behavior training” which generally involves teaching participants how to be empowered in asserting themselves. All schools offer resource/referrals to Title IX coordinators and community-based counseling services. Only a third of the responding schools have on campus health services to which they regularly refer their students. The fact that nearly half of the schools responded to a survey that was sent out only once over the summer indicates that the Task Force had a respectable response rate. If the City establishes an ongoing Task Force, it is probable that a group of interns, under the guidance of a task force coordinator could be assigned to gather responses from the schools that did not respond to the survey.

Existing Resources, Strengths, and Challenges

San Francisco’s **Sexual Assault Response Team (SART)** includes the major public and community-based service providers addressing sexual assault in the City and County. The members of the SART team are **San Francisco Police Department, Sexual Victims Unit (SFPD SVU), San Francisco Women Against Rape (SFWAR), District Attorney for Sex Crimes, Rape Treatment Center medical providers, Trauma Recovery Center mental health clinicians, Child and Adolescent Support Advocacy and Resource Center, San Francisco Medical Examiner’s Office, and the District Attorney’s Office of Victim Services**. San Francisco was one of the first counties to allow survivors to have forensic evidence collected without having to immediately decide whether to report to law enforcement. This is now a national best practice and a required guideline for any Rape Treatment Center receiving federal funding. Current projects for SART are developing best practice guidelines on assessment and documentation of drug-facilitated sexual assault. SART is working on improving the speed at which evidence is collected and analyzed at clinics or other health care settings, which can aid in criminal case investigations. SART, with Task Force input, produced a [brochure](#) for victims/survivors on what to do if sexually assaulted in San Francisco (where to go, what will happen, how to report, etc.). A website with that same and additional information has been designed and the group seeks to make it available in 2018.

A significant challenge and limitation of SART is that there are no dedicated resources to coordinate the SART efforts. Any SART- related projects come out of individual agencies/participants’ time and resources. There is no SART Coordinator to organize SART outreach, oversee the compilation and analysis of relevant data, identify obstacles, duplication, or gaps in the current system, or to engage in strategic planning.

With respect to evidence collection in San Francisco, one of the strengths the Task Force identified is that forensic medical exams and evidence collection is centralized at San Francisco General Hospital. This approach enables specialized medical personnel to assist victims/survivors with greater consistency. Sexual assault survivors seen in the SFGH Emergency Department can get assistance from confidential advocates and can use hospital interpreters, who offer a wide variety of language capacity. For follow-up mental health services, the Trauma Recovery Center currently has capacity for Spanish, Portuguese, and Mandarin, as well as other languages through the Newcomers Health Program interpreters. All DNA kits are held at the San Francisco Police Department. The kits are still confidential, and the survivor's name/ identity is held at the San Francisco General Hospital. A practice that the Police Department and the San Francisco General Hospital are implementing is to distribute the DNA Bill of Rights to each survivor. If there is a hit with the DNA that shows a serial rapist, the SFPD contacts the Rape Treatment Center/Trauma Recovery Center for that purpose, notifying first the Rape Treatment Center manager who pulls in a Trauma Recovery Center mental health clinician to outreach to the survivor.

One of the significant challenges San Francisco faces in addressing campus sexual assault is the lack of consistent data collection that would enable the City and County to more accurately describe the problem. Each educational institution publishes numbers as required by law. However, those numbers, available by reviewing the Clery Reports⁹ accessible on the school's website, only tell part of the story. Numbers from the key community-based organizations and criminal justice system departments help paint a picture of the places some people are going for assistance and the resources required to address sexual assault. These numbers should be understood as reflecting a portion of the problem as it is well recognized that only a small number of victims/survivors reach out for help. Additionally, difficulties with definitions abound: SFPD reports numbers for "rape" for example, but incident reports involving sexual violence may be documented as "assault" or in one of the other many categories the department maintains. There is no consistent way to report data on how many of those making reports or accessing services are also students, faculty, or staff in San Francisco. By recommending that ongoing Task Force work be supported, members seek to empower that group to identify better ways to collect and present data consistently in this area.

⁹ See discussion of the Clery Act and required security reports in the discussion of Federal legislation on page 16.

Data on Sexual Assault in Various Systems in San Francisco

Organization or Agency	Numbers	Type (Includes all sexual assault cases, not just campus-related, unless otherwise noted)	Time Period
San Francisco Women Against Rape	524	contact/crisis intervention with people (“new” survivors)	FY 2016-17
Rape Treatment Center	347	sexual assault kits administered	FY 2015-16
San Francisco Police Department Crime Statistics	429	Incidents of rape from year end reports	2016
District Attorney Case Filings	36 (0 campus)	Cases filed	2016
Campus Clery Reports from 23 institutions	74	incidents of rape	2014-2016 as reported in 2017

Existing Legislative Framework

A combination of federal and California laws and administrative guidance shape the legal landscape with respect to preventing and responding to sexual assault on campus. Interpretation and implementation of those laws has created a somewhat complicated framework. The largest schools (San Francisco State University, City College of San Francisco, and University of California, San Francisco) are additionally guided in their understanding by the state governing body for each institution. The California Coalition Against Sexual Assault has produced several publications addressing campus policies and legal requirements which are summarized to some extent here.¹⁰

It is important to recognize that sexual assault conduct that may be addressed through the civil courts or through campus misconduct policies may also be criminally charged. Due to the depth and scope of laws that may apply in any given case, and space limitations, this report does not include the various Penal Code sections, both misdemeanors and felonies, that govern sexual assault, nor does it include restraining order laws and other statutes that may provide protection for survivors or consequences for perpetrators. The Task Force limited the legal references largely to sexual assault on campus policies under California and federal law.

¹⁰ For more information, see “Legal Intersections: An Outline of Federal Laws, Guidelines, and California State Law on Campus Sexual Assault,” available at <http://www.calcasa.org/resources/publications/>

Most recently, the California legislature passed SB 169 which was vetoed by Governor Brown on October 15, 2017. The bill sought to codify in state law a legal framework that had previously been articulated in guidance from the federal government. In vetoing the bill, Governor Brown noted his support of SB 967, known as “Yes Means Yes,” passed in 2014. In his veto message, he stated, in part:

Given the strong state of our laws already, I am not prepared to codify additional requirements in reaction to a shifting federal landscape, when we haven't yet ascertained the full impact of what we recently enacted. We have no insight into how many formal investigations result in expulsion, what circumstances lead to expulsion, or whether there is disproportionate impact on race or ethnicity. We may need more statutory requirements than what this bill contemplates. We may need fewer. Or still yet, we may need simply to fine tune what we have. It is time to pause and survey the land. I strongly believe that additional reflection and investment of time in understanding what is happening on the ground will help us exercise due care in this complex arena. I intend to convene a group of knowledgeable persons who can help us chart the way forward.

The landmark measure, SB 967, amended California’s Education Code to add section 67386. The legislation requires that in order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions must adopt a policy concerning sexual assault, domestic violence, dating violence, and stalking, as defined in the federal Higher Education Act of 1965 (20 U.S.C. Sec. 1092(f)), involving a student, both on and off campus. The policy must include the following:

- (1) An affirmative consent standard in the determination of whether consent was given by both parties to sexual activity. “Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.
- (2) A policy that, in the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:
 - (A) The accused’s belief in affirmative consent arose from the intoxication or recklessness of the accused.
 - (B) The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.
- (3) A policy that the standard used in determining whether the elements of the complaint against the accused have been demonstrated is the preponderance of the evidence.

(4) A policy that, in the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

(A) The complainant was asleep or unconscious.

(B) The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.

(C) The complainant was unable to communicate due to a mental or physical condition.

Additionally, to receive state funds for student financial assistance, section (b) requires the same institutions adopt detailed and victim-centered policies and protocols regarding sexual assault, domestic violence, dating violence, and stalking involving a student that “comport with best practices and current professional standards.” Minimally, the policies and protocols must cover the following:

(1) A policy statement on how the institution will provide appropriate protections for the privacy of individuals involved, including confidentiality.

(2) Initial response by the institution’s personnel to a report of an incident, including requirements specific to assisting the victim, providing information in writing about the importance of preserving evidence, and the identification and location of witnesses.

(3) Response to stranger and non-stranger sexual assault.

(4) The preliminary victim interview, including the development of a victim interview protocol, and a comprehensive follow-up victim interview, as appropriate.

(5) Contacting and interviewing the accused.

(6) Seeking the identification and location of witnesses.

(7) Providing written notification to the victim about the availability of, and contact information for, on- and off-campus resources and services, and coordination with law enforcement, as appropriate.

(8) Participation of victim advocates and other supporting people.

(9) Investigating allegations that alcohol or drugs were involved in the incident.

(10) Providing that 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 institution's student conduct policy at or near the time of the incident, unless the institution 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.

(11) The role of the institutional staff supervision.

(12) A comprehensive, trauma-informed training program for campus officials involved in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.

(13) Procedures for confidential reporting by victims and third parties.

Section (c) requires that the institutions enter into memoranda of understanding, agreements, or collaborative partnerships with existing on-campus and community-based organizations, including rape crisis centers, to refer students for assistance or make services available to students, including counseling, health, mental health, victim advocacy, and legal assistance, and including resources for the accused and Section (d) requires implementation of prevention and outreach programs addressing sexual violence, domestic violence, dating violence, and stalking. Section(e) requires that outreach programming be included as part of every incoming student's orientation.

This state legislation shapes the approaches being taken by San Francisco's campuses, in conjunction with federal requirements and guidance described below, along with specific areas covered under California law and examples from other states.

[Title IX of the Education Amendments of 1972](#)

Title IX states that "no person in the United states shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."¹¹ Though the Title IX statute does not make any specific statements regarding sexual assault or sexual harassment, the courts, Department of Education guidance, and other government publications have elaborated on Title IX and its application to sexual assault and harassment. Most recently, the federal Department of Education issued a [Q&A document](#) addressing sexual assault on campus. The September 22, 2017 publication notes,

The Department of Education intends to engage in rulemaking on the topic of schools' Title IX responsibilities concerning complaints of sexual misconduct, including peer-on-peer sexual harassment and sexual violence. The Department will solicit input from stakeholders and the public during that rulemaking process.

The guidance also referenced and reinforced reliance on the Office of Civil Rights 2001 publication, "Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties." While the federal approach to Title IX is in flux, both these

¹¹ Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. §§ 1681–1688.

documents reinforce that Title IX remains available as a federal remedy and provides guidance regarding the handling of sexual assault on campus.

Clery Act

Colleges that receive federal funding must publish a campus safety report that details campus policies regarding crime, incidence of specified crimes, prevention efforts, disciplinary policies, and emergency response and notification system details. This report must be available to the public. Crime statistics cannot contain identifying information about the survivor/victim. The Clery Act specifies that a clear statement of policy must address the “procedures for institutional disciplinary action” in sexual assault, domestic violence, and dating violence cases. Programs designed to prevent sexual assault, domestic violence, and dating violence, including, but not limited to, awareness programs, bystander intervention, and ongoing prevention and awareness campaigns must also be outlined in the Campus Safety Report.¹²

Campus Safety and Accountability Act (CASA) – Introduced in Congress July 2014

CASA would amend the Clery Act and require that institutions of higher education designate confidential advisors and provide information about reporting options to students. CASA would also require specialized training for employees involved in the investigations and disciplinary procedures of sexual assault cases and memorandums of understanding with local law enforcement agencies. Amnesty from non-violent student conduct violations would also be given to those making a report of sexual violence.¹³ San Francisco’s Board of Supervisors passed a resolution supporting the legislation noting,

*The Board of Supervisors of the City and County of San Francisco urges the Congress of the United States to pass the Campus Accountability and Safety Act, or similar legislation, aimed at preventing sexual assaults on campuses and protecting survivors in the event of a crime, and which would require colleges and universities to designate confidential advisors for sexual assault survivors, provide specialized training to ensure that college and university staff properly respond to these kinds of crime, and provide information regarding sexual assaults on campus.*¹⁴

As of the issuance of this report, CASA is still pending in Congress.

The following chart provides information about specific issues covered by California legislation and/or legislation in other states that may be helpful as further policies are considered locally and statewide.

¹² Clery Act, 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46.

¹³ [Campus Safety and Accountability Act](#) S. 2692, 113th Congress, Introduced Jul. 30, 2014, Proposing to Amend Section 485(f) of the Higher Education Act of 1965 (20 U.S.C. 1092(f)) <https://www.congress.gov/bill/114th-congress/senate-bill/590/text>

¹⁴ [Resolution 80-15 Supporting CASA](#) <https://sfgov.legistar.com/View.ashx?M=F&ID=3676372&GUID=45DA2E09-3CF6-4C20-A4AD-3B64B337B937>

State Legislation

Issue	California Legislation	Legislation from Other States
Accommodations	The Clery Act states that institutions must outline in their policies what protective measures that institution may offer. California does not have additional legislation outlining more specific accommodations for college students. Labor Code §230 and §230.1 outline rights for accommodations for survivors in the workplace. ¹⁵	New York’s 2015 bill, S5965, known as “Enough is Enough,” added Article 129-B sections 6439 - 6449 to the state education law and details specific accommodations that survivors must be provided, including no contact orders, campus police or security escorts, and academic, housing, employment, and transportation accommodations. ¹⁶
Anonymous Reporting	California does not currently have any laws regarding anonymous reporting of sexual assault on college campuses. University of California, San Francisco, San Francisco State University, and the University of San Francisco have options for anonymous reporting of sexual assault.	Louisiana Revised Statutes (R.S.) 17:3399.11 through 3399.15 ¹⁷ mandate that institutions of higher education have an online reporting system for victims of crime, including sexual assault, to report the crime anonymously. Minnesota’s Postsecondary Education Law requires institutions of higher education have an online reporting system that allows for anonymous reports. ¹⁸
Amnesty for Bystanders (“Good Samaritan” provisions)	SB 967 added §67386 to the Education Code which gives witnesses of sexual assault amnesty if they participate in a Title IX investigation; however, the law does not give amnesty to bystanders who may help the survivor in another way, such as calling for help or making a report, but do not wish to partake in the investigation. ¹⁹	Louisiana, Illinois, Texas, Maryland, and Minnesota have laws that give amnesty to witnesses that report an assault, but do not require that they participate in a Title IX investigation past reporting. ²⁰ New York state law states that amnesty can be given to those who report assaults, but also stipulates that amnesty can be granted in other cases not outlined in the bill. ²¹

¹⁵ [Cal. Labor Code sections 230 and 230.1](#)

¹⁶ [NY Ed. Law, Article 129-B, sections 6439-6449](#)

¹⁷ [Louisiana Revised Statutes \(R.S.\) 17:3399.11 through 3399.15](#)

¹⁸ [Minnesota Postsecondary Education Law](#)

¹⁹ [California SB 967](#) and [Cal. Education Code section 67386](#)

²⁰ [AASCU State Policies on Campus Sexual Assault](#)

²¹ [New York S 5965](#)

Issue	California Legislation	Legislation from Other States
Consent	SB 967 added §67386 to the California Education Code, requiring affirmative consent.	Illinois, Maine, Massachusetts, Minnesota, and New York have also passed affirmative consent laws. ²²
Confidential Advocates	SB 967 added §67386 to the Education Code which requires school policies and procedures address the “participation of victims’ advocates and other supporting people.” ²³ However, this confidentiality does not completely extend to advocates on college campuses. According to Evidence Code 1035.4 ²⁴ disclosure to a sexual assault counselor who has completed the required 40-hour training is confidential, yet advocates employed by colleges may still have to report to the campus’ Title IX Coordinator unless they are acting as a pastoral counselor or a professional counselor. ²⁵	Oregon Evidence Code 40.264 Rule 507-1 grants privilege to certified advocates meaning that any person who has completed the required 40-hour domestic violence, sexual assault, and stalking advocacy training and works for a qualified victim’s service program. Oregon law specifically states that this includes programs that offer “safety planning, counseling, support or advocacy services to victims...on the campus of or affiliated with two- or four- year post-secondary institution[s].” ²⁶ Illinois’ Preventing Sexual Violence in Education Act also requires that the school provide students with a confidential advisor. ²⁷
Climate Surveys	California does not currently require institutions of higher education to administer campus climate surveys regarding sexual assault.	Louisiana, under R.S. 17351(H), requires that institutions of higher education conduct campus climate surveys annually. ²⁸ Maryland’s HB 571 requires climate surveys, but does not specify how often they should be done. ²⁹ New York S 5965 requires that every other year, a climate survey be completed. The bill also specifies what topics must be covered. ³⁰

²² [AASCU State Policies on Campus Sexual Assault](#)

²³ [California SB 967](#) and [Cal. Education Code section 67386](#)

²⁴ [California Evidence Code section 1035.4](#)

²⁵ [Department of Education, The Handbook for Campus Safety and Security Reporting](#)

²⁶ [Oregon Evidence Code 40.264 Rule 507-1](#)

²⁷ [Illinois Prevention Sexual Violence in Education Act](#)

²⁸ [Louisiana SB 255](#) made several changes in Louisiana’s statutes including in R.S. 17:3351(H) and Part XII of Chapter 26 of Title 17 of the Louisiana Revised 3 Statutes of 1950, R.S. 17:3399.11 through 3399.15

²⁹ [Maryland HB 571](#)

³⁰ [New York S 5965](#)

Issue	California Legislation	Legislation from Other States
Data	California Education Code § 67380 requires institutions of higher education to report instances of crime that have taken place on their campuses. It also requires that more information be given in the instance of a hate crime. ³¹	Minnesota’s Postsecondary Education Law requires that institutions of higher education must report statistics annually including reports required by the Clery Act. Schools must also report additional data, including the number of incidents of sexual assault that were investigated by the college, how many went to disciplinary proceedings, and the result of those disciplinary proceedings. ³²
Disciplinary Proceedings	Addressed in Education Code § 67386. SB 186 added §76033 to the Education Code which allows community colleges to expel, suspend, or remove a student for sexual assault or sexual exploitation even if the victim is not affiliated with the college. ³³	Illinois’ Preventing Sexual Violence in Higher Education Act outlines the rights of complainants and respondents and details guidelines on disciplinary procedures. ³⁴
Medical Care for Survivors	SB 967 added § 67386 to the Education Code requiring MOUs “to refer students for assistance or make services available to students, including counseling, health, [and] mental health.” ³⁵	New York S 5965 states that colleges have a Sexual Assault Nurse Examiner (SANE Nurse) employed at the on-campus health center than can administer a Sexual Assault Forensic Examination or enter into a Memorandum of Understanding with a local health care facility that can administer the examination. ³⁶
MOUs with Community-based Organizations	Education Code §67386 requires institutions to enter into Memoranda of Understanding with specific types of community-based organizations to refer students for assistance or provide services, including rape crisis centers ³⁷ .	Maryland HB 571 requires that institutions of higher education enter into a formal agreement with “a state designated rape crisis program, federally recognized sexual assault coalition or both.” ³⁸

³¹ [California Education Code § 67380](#)

³² [Minnesota Postsecondary Education Law](#)

³³ [California SB 186 and Cal. Education Code section 76033](#)

³⁴ [Illinois Preventing Sexual Violence in Higher Education Act](#)

³⁵ [California SB 967](#) and [Cal. Education Code section 67386](#)

³⁶ [New York S 5965](#)

³⁷ [Cal. Education Code section 67836](#)

³⁸ [Maryland HB 571](#)

Issue	California Legislation	Legislation from Other States
MOUs with local law enforcement	AB 913 amended §67381 of the Education Code which now requires institutions of higher education to enter into a written agreement with local law enforcement agencies. These policies should reaffirm that campus police have primary authority on their campuses to investigate specific crimes, including sexual assault. ³⁹	Maryland HB 571 ⁴⁰ and Louisiana SB 255 ⁴¹ require that postsecondary institutions enter into Memoranda of Understanding with local law enforcement agencies.
Prevention Education	Education Code §67386 requires that sexual assault, domestic violence, dating violence, and stalking prevention education is part of every incoming student’s orientation. Outreach and prevention programs addressing sexual assault, domestic violence, dating violence, and stalking are also required. ⁴²	Illinois’ Preventing Sexual Violence in Higher Education Act requires that every student complete sexual violence prevention and awareness training
Publicizing Policies	Education Code § 67383 requires that institutions of higher education “adopt and implement written policies and procedures” regarding “violent crime, sexual assault, or hate crime.” § 67385 of the Education Code outlines what must be included in the policy regarding sexual assault. ⁴³	New York S 5965 requires that a copy of the policies regarding sexual assault, dating violence, domestic violence, and stalking be provided to all students and the policies should be easily accessible to the public on the school’s website. ⁴⁴

³⁹ [California AB 913](#) and [Cal. Education Code section 67381](#)

⁴⁰ [Maryland HB 571](#)

⁴¹ [Louisiana SB 255](#)

⁴² [California SB 967](#) and [Cal. Education Code section 67386](#)

⁴³ [Cal. Education Code sections 67383 and 67385](#)

⁴⁴ [New York S 5965](#)

Issue	California Legislation	Legislation from Other States
Secondary School Education	SB 695 added §33544 to the Education Code which requires the commission setting policy for public high school to require comprehensive sex education that includes affirmative consent and is inclusive of students of “all races, gender, sexual orientations, gender identities, and ethnic and cultural backgrounds.” ⁴⁵ California was the first state to require consent education.	

⁴⁵ [California SB 695](#) and [California Education Code section 33544](#)

Student Perspectives

The Task Force prioritized gathering student input and appreciated the input that students provided at public meetings and by contacting the consultant and members with additional input. Additionally, one member conducted outreach and interviewed 18 current students from four institutions in San Francisco. The Task Force elected to interview students to bring student concerns to the attention of the Board of Supervisors, identify themes and common concerns shared by students at different campuses, identify best practices for sexual assault prevention and intervention, and integrate student perspectives into the final policy recommendations beginning on page 26.

Students were asked the following open-ended questions:

1. What do you think are the key issues on your campus regarding sexual assault?
2. What do you think the Board of Supervisors should generally know about campus sexual abuse when figuring out policy and allocation of city resources?
3. What do you know about off-campus resources and what do you think you still need?

Students were recruited for the project through personal outreach to student organizations that work on sexual assault, gender-based violence, gender/sexuality, and other related issues. Interviews were conducted both individually and in small groups, based on comfort level of the interviewees. Students raised concerns about school personnel being insensitive and not using trauma-informed approaches in working with victims/survivors. Concerns were raised about the way incidents are reported to the broader student community as required, too often being announced without information about resources for other sexual assault victims/survivors.⁴⁶ Additionally, students expressed a lack of

Quotes from student interview participants who reported sexual assault or have student friends who have reported.

School staff talked to me like a toddler who put her hand on a stove and had to learn that fire was hot.

The Title IX coordinator said, 'Sorry, I forgot about this meeting; can we reschedule? Let's try to make this quick.' I know to her it's just a job, and I'm just an item on a to-do list. But this is my life and my trauma, and in the end, I'm the only person who's going to have to deal with it.

I have more friends who have been sexually assaulted than not at this point. My friends were strung on for a very long time and felt their cases were not taken seriously. They had to retell their story over and over, just to hear at the end that their trial won't happen due to insufficient evidence.

When I was a freshman, in response to campus sexual assault incidents, our president said in an interview, 'Women at our university are too smart for this to happen to them.' It was quoted out of context and he later clarified what he was trying to say, but what he was trying to say ALSO wasn't okay. The administration will say problematic things and it normalizes entitlement towards women's bodies.

⁴⁶ As an example of a trauma-informed approach, Mission Local includes this when reporting on neighborhood incidents: "Crime is trauma and the county offers different services, which can be found [here](#). Victims of violent crime can also contact the [Trauma Recovery Center at UCSF](#)."

confidence in their schools' ability to prevent potential incidents of misconduct or address campus climates that tolerate ongoing sexual harassment. Specific recommendations from the interviews are included in the full recommendations below.

Overarching Recommendation #1: A Coordinated Community Response

Services, legal remedies, and administrative options vary significantly in this area and different cases may warrant different approaches. For this reason, the Task Force recommendations heavily emphasize that **coordination is key** to prevention and response. Members unanimously agreed that the relationships formed during this past year, combined with having a dedicated staff person whose role included identifying gaps and problems, talking with thought leaders locally and nationally, identifying best practices and current research in the field, proposing solutions, and convening key stakeholders to change the way San Francisco handles sexual assault, provided the most effective and efficient way for the City and County to take concrete action in this area. The Task Force also recognized it was impossible to address sexual assault on campus without addressing more broadly the institutions that respond to all types of sexual assault. **The current Task Force strongly supports having an ongoing Council, Task Force, or other appropriate entity established and staffed with appropriate resources to ensure that the coordination and important work accomplished so far may continue not only to address sexual assault in the education context but also more broadly in San Francisco.** This recommendation is bolstered by Governor Brown's SB 169 veto message noting the importance of taking stock of the current landscape and the need to monitor the impact locally of changes at the federal and state level. **The Task Force calls on the Board of Supervisors to enact an ordinance to create an ongoing Task Force and fund staff for the Task Force (see specific recommendation #1 below and recommendations throughout identifying the various duties the Task Force would undertake).**

Overarching Recommendation #2: Managing Changes in Federal Enforcement of Title IX

Title IX's plain language is simple and straightforward: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Enacted in 1972, Title IX has been interpreted by courts and the federal government and implemented more expansively in the ensuing decades. At the same time, campus sexual assault has received significant attention in recent years both at the state and federal levels. Nationally, college and university administrators have been implementing trainings, developing policies, and working on prevention programs specific to their campus environments. Under President Obama, the White House Task Force to Protect Students from Sexual Assault produced "Preventing and Addressing Campus Sexual Misconduct: A Guide for University and College Presidents, Chancellors, and Senior Administrators."⁴⁷ San Francisco's Task Force used this document as a guide for developing its recommendations.

As noted above, the current federal administration has indicated that it will be issuing new guidance on Title IX compliance and enforcement, replacing the [2011 Dear Colleague letter](#) that had shaped much of the work in this area until now. For this reason, the Task Force strongly recommends that at the state and local level, **legislative policy efforts be undertaken to counteract any rollback of Title IX.** California state law

⁴⁷ <https://www.whitehouse.gov/sites/whitehouse.gov/files/images/Documents/1.4.17.VAW%20Event.Guide%20for%20College%20Presidents.PDF>

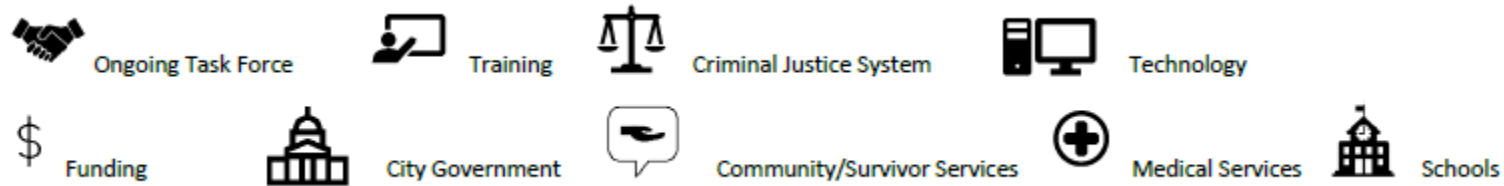
reflects promising practices in this area. San Francisco needs to continue to ensure that existing state law is implemented, be supportive of any needed state legislative efforts to prevent and respond to sexual assault and to support all students' civil rights in this area, especially given the changing federal landscape.

The Task Force's specific recommendations follow with descriptions and icons indicating what critical resources or leadership within the City and County may be needed for full and effective implementation.


Specific Recommendations


The Task Force organized its recommendations into areas of focus based on those articulated in the White House Task Force to Protect Students From Sexual Assault report, *Preventing and Addressing Campus Sexual Misconduct: A Guide for University and College Presidents, Chancellors, and Senior Administrators*: Coordinated Campus and Community Response; Prevention and Education; Policy Development and Implementation; Reporting Options, Advocacy, and Support Services; Climate Surveys, Performance Measurement, and Evaluation; and Transparency. An index on page 56 organizes the recommendations by icons reflecting resources critical to implementation.




Key: Resources Critical to Implementation






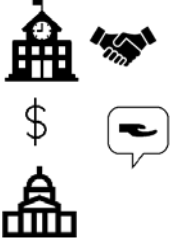
Coordinated Citywide and Campus Efforts


Rec. #	Recommendation	Description	Critical Resources
1.	<p>Support ongoing Task Force and dedicated staff to increase and improve coordination between campus & community efforts to prevent and respond to sexual assault.</p> <p>Estimate cost: \$157,000 for one FTE.</p>	<p>Ongoing support for a Task Force or similar body that meets monthly and is staffed with a full-time employee so that the coordination and communication that has been developed this year may continue. The White House Task Force Report also specifically calls on communities to establish a dedicated community/campus task force. San Francisco’s size and the importance of this issue require ongoing, focused attention to better prevent and respond to sexual assault on campus and in the community. The value of having a dedicated staff person who can convene meetings, make connections between professionals and organizations, draft MOUs and policies, and follow up on identifying and implementing promising practices, cannot be overstated. Additionally, that staff person could assist the SART members with coordination and follow-up to ensure those efforts are effectively implemented and coordinated.</p> <p>Over the course of doing this work, members found that their jobs keep them focused on the important tasks within their specific organizations and that there was enormous value in meeting with others, recognizing that victims/survivors end up having contact with multiple agencies and individuals, and that resources can be more effectively leveraged and applied when there is ongoing coordination and more accountability for communication and cooperation. The Task Force should publish periodic updates on campus prevention efforts, resources allocated to addressing sexual assault, and</p>	

Rec. #	Recommendation	Description	Critical Resources
		<p>how SFPD, DA, and SFGH are working with CBOs and campuses to improve the handling of sexual assault cases.</p> <p>The Task Force also found that not all institutions are keeping websites up to date with respect to Title IX information or always making it easy for the campus community to have access to resources in this area. To most effectively build on work done thus far, and continue established efforts to provide safe and fair campuses, all San Francisco institutions must have a Title IX coordinator, and the city and county need to continue to expand the number of Memoranda of Understanding between schools and governmental and community-based agencies. Establishing a standing committee/task force will provide an entity with responsibility to track policies and procedures, identify gaps, and support full implementation around prevention and response in San Francisco.</p> <p>The City should provide funding to support this Task Force’s work on an ongoing basis and build on the work accomplished thus far.</p>	
2.	Support ongoing implementation of Memoranda of Understanding (MOUs) between educational institutions, law enforcement and community-based organizations.	In San Francisco, the eight largest institutions out of a total of 23 colleges and universities have established MOUs. This is an area in which San Francisco has excelled and should build on that success to ensure that each school has an MOU in place and is aware of the details within the MOU so that full and ongoing implementation may be reached. An established Task Force would be able to track MOU development and assist with implementation.	





Rec. #	Recommendation	Description	Critical Resources
3.	<p>Provide at least one annual citywide training event and regular (each semester or quarter) presentations on and off campus to ensure greater coordination and communication.</p> <p>Estimated cost: \$20,000</p>	<p>An established Task Force would be able to work on these events. The annual Red Zone event, coordinated by the District Attorney’s office with support from the Safer Schools Sexual Assault Task Force, the Dept. on the Status of Women, UCSF, USF, and the Cooperative Restraining Order Clinic was very successful this year bringing together campuses, law enforcement, and community agencies to learn about issues and resources and solve problems together. An ongoing Task Force and staff would be able to work with the community to identify training needs.</p>	
4.	<p>Develop a citywide public service announcement campaign addressing sexual assault on and off campus.</p> <p>Estimate cost: \$50,000</p>	<p>Consider examples such as “It’s on Us” or “You Have Options” to promote healthy relationships, set positive social norms on campuses, support bystander intervention, and provide options for victim/survivors, family, and friends seeking help in San Francisco. Funding in the range of \$50,000 should be allocated to develop the project, and the new Task Force should be expected to work with key stakeholders to implement.</p>	
5.	<p>All campuses ensure that Title IX coordinators are in place, that contact information for coordinators is regularly updated and readily available on campus websites, and that all information about campus resources is up to date on institutional websites.</p>	<p>San Francisco has schools of varying sizes and resources. Title IX offices vary as well and some schools provide easier access to information on how to contact the coordinator(s). There appears to be significant turnover at some schools and information on websites is not always up to date at all schools making it difficult for some San Francisco students to obtain needed information.</p> <p>Capptivation, in an effort to get information to survivors and advocates, has created “Reach Out,” an app that draws information from existing school websites. If</p>	



Rec. #	Recommendation	Description	Critical Resources
		<p>school websites are not up to date, accurate data may not be communicated effectively. Reach Out provides an easy way to ensure that all San Francisco colleges and universities (they are expanding to high schools, too), have correct and up to date information on the app and/or the ability to update their information directly as more people use that app and electronic resources to access services and obtain information. This reinforces the importance of keeping website info up to date citywide.</p>	
6.	<p>Implementation of citywide website with information about campus and community resources addressing sexual assault and listserv to support coordination.</p>	<p>A survivor-focused and supportive approach will provide information so that all options can be explored and survivors, professionals, and advocates can take appropriate next steps. San Francisco's access to technology and innovation should be reflected in the access to information in this area. The full-time Task Force coordinator should be responsible for maintaining the listserv and updating information on the website with input from Task Force and community members.</p> <p>San Francisco's Sexual Assault Response Team (SART) has developed a brochure with information about SART resources with input from the Task Force. The brochure should be widely disseminated, updated with campus information, and replicated on a website so that the information can be readily accessed by students, faculty, and staff, and others throughout the city.</p>	 <p>A collection of icons: a school building, a handshake, a dollar sign, a city hall building, a hand pointing to a speech bubble, a scale of justice, a person at a computer, and a medical cross.</p>
7.	<p>Identify-ways to ensure more stakeholder involvement, including students and survivors, in developing policy and ensuring accountability.</p>	<p>Victim/survivor voices should be included in Task Force membership, and all efforts should include review by students to ensure the proposed approach is responsive to stakeholder needs. Consider including student and campus representation on existing relevant boards or</p>	 <p>A collection of icons: a school building, a handshake, a dollar sign, and a hand pointing to a speech bubble.</p>




Rec. #	Recommendation	Description	Critical Resources
		<p>commissions and/or conducting outreach to the campuses to include input from students, faculty, and staff. Where appropriate, consider stipends, internships, and other ways to support student and volunteer involvement.</p> <p>Campuses should be supported in finding additional ways of getting student input and evaluating approaches with survivor and student feedback.</p> <p>The student input described in this report demonstrates the importance of including student input and ensuring that policies and services are responsive to their needs and perspectives.</p>	
8.	Increase support for student groups addressing sexual assault on campus.	<p>Support should be facilitated through grants, recognition of their work, highlighting the availability of their programs on a citywide website, connecting student groups to other related efforts in San Francisco, and connecting student groups to existing CBOs.</p> <p>Student respondents overwhelmingly agreed that the efforts of student organizations have contributed significantly to easing the trauma experienced by sexual assault survivors. One student described a project many survivors have appreciated called “Letters to Survivors.” Student organizations host a table in a public area where people can drop by and decorate a card with a supportive message for a sexual assault survivor. The cards are then split up among the student organizations, which can put the cards up to decorate their offices. One student noted, “We try to have them up in our office so survivors know they can feel safe here.” Other student leaders help organize events during Sexual</p>	


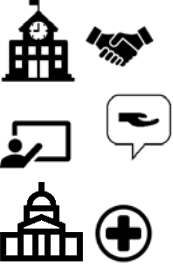
Rec. #	Recommendation	Description	Critical Resources
		Assault Awareness Month including, for example, “Consent Weeks,” which are weeks scheduled with school-sponsored programming to address sexual violence.	
9.	Information and services relevant to all people who may experience sexual assault, including members of the LGBTQ community, immigrants (including those who may be undocumented and particularly vulnerable), people with disabilities, and members of all racial and ethnic groups, must be provided.	<p>Training for city and campus professionals should include cultural competency and specific information relevant to San Francisco’s campus community which is diverse, largely off campus, and includes many commuters. Information and services should be offered in multiple languages and be accessible to those who are hearing impaired.</p> <p>Additionally, the task force’s student respondents agreed that schools must provide comprehensive sensitivity training to all staff members who may work with sexual assault survivors, not just those in the Title IX office, given the numerous university offices that have potential involvement in a sexual misconduct investigation or may hear from student victims. Students expressed specific concerns around communication with transgender survivors, as well as communication that may inadvertently come off as blaming the victim.</p>	

Prevention


Rec #	Recommendation	Description	Critical Resources
10.	Provide prevention and education programs addressing: not perpetrating sexual misconduct; avoiding adhering to rape myths; and on forming healthy relationships to all incoming college and university students. These programs must include methods for evaluating effectiveness, including, for example, pre-and post-surveys and evaluations.	Training should be provided to all first-year students, transfer students, and graduate students, and throughout the course of all students' education. CCSF provides courses free to San Francisco residents that could supplement training provided at other institutions or be taken by those providing training citywide.	
11.	Provide campus-specific annual training for university and college staff.	<p>Training should include administrators at all levels, campus law enforcement and security, faculty, staff, contract employees, and volunteers on sexual misconduct policies and on Title IX, Title IV, and Clery Act obligations, including the provision of a victim-centered, trauma-informed response to sexual misconduct.</p> <p>While campus-specific policies and procedures are key to prevention and response, campuses should also coordinate with the community to participate in and collaborate with other campuses on citywide training as may be feasible.</p>	
12.	Campuses should work with affinity groups and organizations that can collectively prevent and respond effectively to sexual misconduct within specific communities.	Fraternities, sororities, athletic teams, and other student groups have been identified as groups with significant influence over whether and how members take sexual misconduct and healthy relationships seriously. Campuses should communicate clear expectations for these communities and identify ways of encouraging appropriate conduct.	
13.	Adopt and promote bystander amnesty policies.	San Francisco should adopt a policy supporting bystander amnesty, encourage campuses to adopt bystander amnesty policies, and advocate for statewide legislation	

Rec #	Recommendation	Description	Critical Resources
		<p>providing for bystander amnesty to hold those committing violence accountable, to prevent multiple acts of violence and to support getting victim/survivors access to resources. Policies should indicate schools “will not take disciplinary action against individuals reporting in good faith (including witnesses) for non-violent code-of-conduct offenses that are related to the assault, including the use of intoxicating substances occurring at or around the time of a reported incident; if a school’s code-of-conduct prohibits sexual activity (or certain forms of sexual activity), the school will not take disciplinary action against individuals reporting in good faith (including witnesses) on the basis of the reported incident, non-harassing sexual activity related to the reported incident, or other non-harassing sexual activity discovered during an investigation into the reported incident. These protections should explicitly apply to students who report violence within the context of a same-sex relationship or same-sex sexual activity.” [<i>Know Your IX State Playbook</i>]</p> <p>New York’s ‘Enough is Enough’ law contains a strong mandate for an amnesty policy at the state level. The bill was passed into law in 2015 https://www.ny.gov/programs/enough-enough-combating-sexual-assault-college-campuses</p>	
14.	Support efforts to provide increased, effective prevention education to K-12 students in San Francisco.	Students in public, independent, and religious schools in San Francisco should be provided with developmentally appropriate information on maintaining healthy relationships and preventing and responding to sexual violence. California law requires comprehensive, research-based, and inclusive consent education for all	

Rec #	Recommendation	Description	Critical Resources
		<p>students grades 9 through 12. Currently, Expect Respect SF is offered by CCSF to all 9th graders in San Francisco Unified School District. Many schools provide information in health courses. Others include information on the social context of sexism and sexual violence as part of the general curriculum. Ongoing efforts to expand these approaches should be supported to ensure that students graduating or leaving high school in San Francisco are well-positioned to support city-wide sexual misconduct prevention efforts. An ongoing Task Force should have a more expanded mission that includes prevention and response for K-12 and in the broader community around addressing sexual violence.</p>	
15.	<p>Prevention education pedagogy and framework need to reflect best practices for delivering effective prevention education.</p>	<p>Training and education need to be “evidence-informed, medically accurate, and regularly evaluated to ensure consistency with contemporary best practices; be conducted in-person, to the extent possible; be inclusive and clearly explain that all community members who experience and/or report gender violence have the same rights under school policy and applicable laws as other survivors;</p> <p>include programming that helps students identify behavior that constitutes gender-based harassment, including dating and domestic abuse, stalking, and sexual violence (and including childhood sexual abuse).</p> <p>[.C]urriculum should include age-appropriate and evidence-informed information about relevant topics, including..[c]onduct that constitutes gender-based</p>	 

Rec #	Recommendation	Description	Critical Resources
		harassment and violence under the school’s policies and relevant law, including examples.” ⁴⁸	
16.	Organizations and city agencies should conduct outreach to parents and through agencies/organizations that support families and children.	<p>Prevention efforts should include outreach to parents and information being provided to parents through parent networks (for example, see www.parentsforprevention.org; http://stopsexualassaultinschools.org/)</p> <p>The city should direct programs focusing on children and families to provide information about existing resources addressing sexual assault and prevention methods to create a culture of respect and commitment to preventing sexual assault on and off campus</p>	
17.	<p>San Francisco's prevention work in this area should include working on changing social norms around gender roles, healthy relationships between those who know each other, respectful treatment between acquaintances and strangers, and respectful communication generally.</p> <p>Sex education is an opportunity to promote social norms and prevent sexual misconduct and assault. Sex education content should be developmentally appropriate, sex positive, medically accurate, and promote mutually enjoyable experiences.</p>	<p>In this context, consent is not the absence of “no” but the presence of an enthusiastic and ongoing “yes.” In a sex-positive culture, the norm would be sex as fun and enjoyable for those who want and choose to engage in it. San Francisco should be promoting diverse forms of pleasurable and consensual sexual expression among diverse sexualities and gender identifications, especially through educational programs that are developmentally appropriate at various stages for students throughout the city.</p> <p>As the city promotes sexual health education along with sexual violence prevention, the community needs to be especially sensitive to how important it is to support survivors around their healing which may be promoted more effectively in a sex-positive environment.</p>	

⁴⁸ [Know Your IX State Playbook, published July 2017, pp. 11-12](#)



Rec #	Recommendation	Description	Critical Resources
18.	Increase the number of colleges and universities that use an anti-oppression framework ⁴⁹ in their prevention education programs to promote transformative justice practices in San Francisco colleges and universities.	<p>Restorative justice and transformative justice offer alternatives to the criminal justice system, though restorative practices have been incorporated in some criminal justice systems. Currently, transformative justice practices are primarily used in community-based settings. Rather than recommending that they be employed at colleges and universities where resolution practices may not include transformative justice best practices, a possible approach could involve prevention education. One of the key distinctions between restorative and transformative justice is that transformative justice seeks to promote structural and social change and values community accountability in addition to perpetrator accountability.⁵⁰</p> <p>One could argue that employing an anti-oppression framework in prevention education works to promote structural and social change. Reviewing the results of the Prevention Survey to which nearly half of San Francisco colleges and universities responded, only four of them reported using an anti-oppression framework.</p> <p>One practical suggestion to encourage other colleges and universities to adopt an anti-oppression framework would be to recommend that staff, including peer educators, enroll in “The Politics of Sexual Violence” class</p>	










⁴⁹ An approach to prevention that **acknowledges and resists** systematic political, economic, and social oppression. Health education that seeks to prevent and repair physical, sexual, and psychological interpersonal violence addresses the links among various forms of oppression, such as racism, classism, sexism, heterosexism, homophobia, transphobia, ageism, ableism, and anti-Semitism/anti-Arabism.









⁵⁰ See Appendix B.



Rec #	Recommendation	Description	Critical Resources
		<p>at City College of San Francisco. This course uses an intersectional and anti-oppression framework. It is conveniently scheduled in the late afternoon/early evening each spring semester, in the early afternoon each fall semester, and will soon offer an evening class, most likely each fall semester at the Mission Campus. CCSF now offers free tuition to San Francisco residents and low cost tuition to others. An ongoing Task Force should also consider the pros and cons of making restorative justice mediation/facilitation resources available for survivors who may want to undertake that approach in a safe and supportive environment.</p> <p>Resources to consider:</p> <ul style="list-style-type: none"> --Creative Interventions Toolkit http://www.creative-interventions.org/tools/toolkit/ --Bay Area Transformative Justice Collective Resources https://batjc.wordpress.com/batjc-resources/ 	




Policy Development and Implementation

Rec #	Recommendation	Description	Critical Resources
19.	Maintain a preponderance of evidence standard for campus disciplinary proceedings.	Under the 2011 Dear Colleague Letter, federal guidance supported use of the preponderance of evidence standard in campus sexual assault cases. In September 2017, the federal administration withdrew that guidance and indicated schools can choose whether to use the preponderance of evidence or clear and convincing standard so long as they use the same standard for all campus disciplinary proceedings. Under California Education Code section 67386, however, San Francisco’s colleges and universities receiving state funding must maintain the preponderance of evidence standard. Some critics of the preponderance of evidence standard raised concerns that accusations that require less evidence can combine with racial bias to disproportionately impact accused men of color. While the Task Force supports use of the preponderance of evidence standard, members believe it is crucial that institutions carefully consider how consequences are determined with a commitment to avoiding racial bias, implicit or explicit, when investigating and handling cases. Taking an effective, strong stand against sexual assault must include fair processes for all students – both those accused and those reporting – at all educational levels.	
20.	Every educational institution in San Francisco should ensure that in compliance with state law there is in place a comprehensive policy for responding to sexual misconduct that applies to students.	Care must be taken to ensure these policies are focused on victim safety as well as accountability for the person engaging in sexual misconduct. The policy should include providing survivors with options - not mandates - so that the survivor may make informed decisions	










Rec #	Recommendation	Description	Critical Resources
		about next steps. Training on the policies should be provided.	
21.	Schools need to ensure that policies prohibiting sexual misconduct apply to employees.	While policies on sexual harassment may address this issue, it's important for schools to review and consider their approaches with sexual assault and student/staff/faculty and employed graduate students in mind.	
22.	Schools should develop procedures that resolve allegations of sexual misconduct effectively and fairly.	Title IX focuses on equal education rights. It is expected that everyone – those making reports of sexual misconduct, those responding, and the rest of the school community – will receive the benefit of a nondiscrimination policy and have confidence in the resolution.	
23.	Implement grievance processes consistent with the requirements of Title IX and the Clery Act.	Schools need to have a grievance process to ensure that concerns about the way cases are being handled can be addressed.	
24.	Support policies and efforts to ensure that community-based institutions, local government agencies, health services and law enforcement and others have a grievance process to address concerns with services and processes.	The San Francisco Sexual Assault Response Team and the Safer Schools Sexual Assault Task Force heard from people who had gone through the process of reporting sexual assault and had concerns about the way their case was handled. Several suggested having ways for people in similar situations to call on others in the community to help navigate the system especially when systems aren't responding as expected. Grievance processes, appeals, and complaint procedures within organizations or institutions can be useful in these instances and coordinated community efforts to improve system responses can also provide relief in some cases.	     

Rec #	Recommendation	Description	Critical Resources
25.	Support ongoing policy and procedure development efforts to improve coordination between public health services, criminal justice procedures, and civil court processes.	<p>Many survivors may choose to pursue civil remedies and should have access to information obtained as a result of the sexual assault nurse exam (SANE) they requested/were provided at San Francisco General Hospital (SFGH). San Francisco provides free medical services at SFGH for those who have experienced sexual assault and no police report is required.</p> <p>Information collected during that exam and provided on CalEMA Form 2-923 should be provided on a separate form that may be made available to a survivor and that survivor’s attorney.</p> <p>The City should support efforts to improve coordination between civil and criminal proceedings and services to reduce burdens on survivors of having to obtain information for multiple proceedings in different ways, coordinate interviews, and obtain information about available resources, such as Rape Treatment Center and the District Attorney’s Victim Services that may be available regardless of whether a police report has been filed or a criminal proceeding is pending.</p>	     
26.	Schools should adopt policies that prohibit issuing mutual no-contact directives automatically.	Mutual no-contact directives should only be issued when all parties have filed a complaint for sexual misconduct against all other parties. Only a party filing such complaint may be issued a no-contact directive against respondent.	
27.	When adopting policies and procedures, schools should ensure those policies and procedures are trauma-informed.	Victim/survivors in San Francisco report being prohibited by their educational institutions from talking with others – including friends, family, and local experts, about their experiences once they make a complaint to the school,	



Rec #	Recommendation	Description	Critical Resources
		thereby interfering with their ability to access resources and support.	
28.	Schools should either provide direct, on campus access to confidential advocates or adopt policies for making referrals to free, confidential, 24-hour access to state-certified, confidential rape treatment counselors – and resources should be allocated to support local agencies providing those services.	<p>As an example, UCSF employs a confidential CARE advocate who is not a “responsible employee” under Title IX and is therefore not required to report sexual misconduct allegations brought to her by students. This role is separate from the Title IX investigators; it is crucial that this position when established on other campuses not be one that reports to the Title IX director or that person’s supervisor. Ideally, this position would be filled by a staff person and not a volunteer. Alternatively, campuses should enter into Memoranda of Understanding with the District Attorney’s office which includes referrals to San Francisco General Hospital, San Francisco Women Against Rape, Rape Treatment Center, and the District Attorney’s Office of Victim Services. City resources need to be allocated to support these services providing this assistance. Institutions should have in-house victim advocates or contracts with advocates from SFWAR, for example. Students felt that the result would be a safer environment for survivors to discuss their experience and obtain access to helpful resources without having to report their experiences to administrators.</p>	
29.	Schools should take as limited approach to designating positions/individuals as “responsible employees” as may be legally required or expected.	Schools should consider the ramifications for victims/survivors of an approach to designating all employees as “responsible employees” thereby mandating that if they receive reports of sexual assault, they must report that information to the administration. A more limited approach can provide more options for survivors and has the potential of enabling more students to feel that coming forward will still give them	

Rec #	Recommendation	Description	Critical Resources
		the flexibility to determine when and how to disclose more broadly.	
30.	Policies for conducting joint interviews during investigations should be adopted.	This would apply when someone files a complaint with both the school and law enforcement and requests a joint interview and is designed to provide more efficient and less traumatizing options for victims/survivors.	
31.	Social media and technology policies should be designed to reflect and help shape campus norms.	Campus policies regarding misuse of technology and social media should address inappropriate use of both with respect to gender-based violence, retaliation, and sexual harassment.	
32.	Incident notifications policies should reflect an understanding of the impact on students.	Students advocated for a change in the language used in campus-wide notifications about sexual assault incidents. They want to see messages that include additional, supportive information and resources. And more information provided in advance of large events that may result in incidents (“party-heavy” citywide events).	




Reporting Options, Advocacy, and Support Services

Rec #	Recommendation	Description	Critical Resources
33.	Schools should encourage and facilitate the reporting of sexual misconduct for those who desire to report.	<p>Schools should make clear, accessible information available that describes the various reporting options for survivors.</p> <p>Institutions should consider developing an online system for anonymous reporting of sexual misconduct. USF's use of Calisto provides one example. While investigations may be more difficult to conduct initially, Calisto and other approaches can provide a way for students to journal, document, and connect, eventually leading to reporting for those who so choose.</p>	
34.	Community-based organizations should provide information on Title IX options and referrals to campus resources when reports are received.	When students contact SFWAR's hotline or connect with other off campus services, those organizations should be familiar with campus resources and make appropriate referrals to on campus services and programs, where appropriate and available.	  
35.	Schools should provide access to free legal services during campus disciplinary proceedings when one side is represented by an attorney.	San Francisco, through an ongoing Task Force, should investigate the approach being taken at the University of Oregon which has a program in place funded through campus budgets and with grant monies providing a model for possible replication. ⁵¹	 
36.	Campuses should ensure information is provided to students about San Francisco General Hospital (SFGH) as a resource for survivors and the centralized evidence location site for sexual assault victims.	Health services should be provided with the consent of the survivor at every step of the process. For campuses without health centers, existing MOUs provide clarity about referrals to SFGH. Campus community members should know that exams are provided at no cost to	  


⁵¹ See Merle H. Weiner, "Legal Counsel for Survivors of Campus Sexual Assault," Yale Journal of Law and Feminism, 2017 <https://law.uoregon.edu/images/uploads/entries/MerleHWeinerLegalCounsel.pdf>

		survivors and regardless of whether a survivor has decided to report an assault to law enforcement. ⁵²	 
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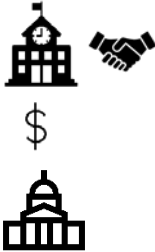

Climate Surveys, Performance Measurement, Evaluation and Transparency



Rec #	Recommendation	Description	Critical Resources
37.	Schools should regularly (at least every 3 years) conduct research-based sexual misconduct climate surveys	<p>Additional data gathering needs to be conducted to understand and document the range and depth of surveys already being conducted on campuses. An ongoing Task Force could gather that information and consider developing a citywide template or examples of best practices for questions schools can use to conduct climate surveys on a regular basis.</p> <p><i>Know Your IX notes: “The survey should not require or encourage individuals to provide personally identifiable information. Given the sensitive nature of the survey, questions should use trauma-informed language (language written with an understanding of trauma and its potential impacts on students taking the survey) to prevent re-traumatization and effectively measure experiences with sexual violence, dating violence, domestic violence, and stalking.”</i></p> <p>Additionally, focus groups, community meetings, and regular Task Force public meetings can provide opportunities to gather more information and support efforts to make responsive, up to date changes in policies and procedures.</p>	  

⁵² For additional information, see campus sexual assault resources from the American College Health Association: <http://www.acha.org>




Rec #	Recommendation	Description	Critical Resources
		<p>Examples of survey resources:</p> <p>https://campuspreventionnetwork.com/resources/sexual-assault-campus-climate-survey-guide-best-practices-recommendations-templates-and-sample-survey/</p> <p>https://cultureofrespect.org/</p> <p>http://archive.naspa.org/files/CORE_Blueprint_2ndEd.pdf</p>	
38.	<p>Educational institutions in San Francisco should be keeping accurate and timely statistics on the number of incidents of sexual misconduct, the outcomes of campus disciplinary proceedings, and findings from evaluations and audits of policy reviews and programs, and make campus climate survey data/other relevant aggregate data on sexual misconduct publicly available on the school’s website.</p>	<p>Federal reporting requirements are limited and federal law limits the amount of information that may be disclosed regarding particular cases. San Francisco seeks to provide transparent information about college, high school, middle school and elementary campus resources, responses, outcomes, and services.</p> <p>Schools should publish, as appropriate, findings from research and evaluations of sexual misconduct programs. Schools should offer and include this information on each school’s website and in reports.</p> <p>This would include not only climate survey and other forms of aggregate data, but also the school’s complete Annual Security Report (required by the Clery Act).</p> <p><i>Know Your IX</i> notes in its Playbook that Minnesota’s Postsecondary Education Law (§135A.15) requires postsecondary institutions to report aggregate data about reported incidents of sexual assault and related disciplinary outcomes. <i>Know Your IX</i> recommends that published/posted/accessible “data include:</p>	




Rec #	Recommendation	Description	Critical Resources
		<p>The number of reported instances of sexual harassment and gender-based violence, including domestic and dating violence and stalking;</p> <p>The type of process used to resolve each report (i.e., informal resolution or formal investigation), including alternative resolutions such as complainants or respondents leaving campus to end the process prior to a resolution;</p> <p>The number of investigations opened;</p> <p>The number of cases in which accommodations were requested, granted, modified, and denied;</p> <p>Where not identifying (as determined by a state agency through regulation), the number of students who experienced any of the following after reporting gender violence:</p> <p>Withdrawal from a class;</p> <p>Placement on academic probation;</p> <p>Voluntary or medical leave from school;</p> <p>Transfer;</p> <p>Withdrawal from school;</p> <p>The number of respondents who were found responsible, the sanctions imposed, and the reasons given for the decision;</p> <p>The number of respondents who were found not responsible and the reasons given for the decision;</p> <p>The number of cases in which any changes were made to the determinations or sanctions as a result of an appeal and reasoning;</p> <p>The length of each case, from the time of the initial report to the final resolution.”</p>	

Rec #	Recommendation	Description	Critical Resources
39.	Campuses should be encouraged to regularly evaluate the effectiveness of the school’s sexual misconduct policies and practices.	<p>The City should encourage development of a student/consumer checklist to review how a campus is measuring up not just in terms of numbers of incidents which can be an indication of how comfortable (or not) people feel about coming forward. Schools should be providing information that speaks to whether they are adhering to promising practices. An ongoing Task Force should develop a citywide tool to help in this area. For example, the Task Force could consider the self-assessment tool for schools from <i>Culture of Respect</i> as a basis for developing this tool</p> <p>http://archive.naspa.org/files/CORE_Evaluation_4.13.17.pdf</p> <p>Campuses should be encouraged to arrange a partnership with an impartial evaluator experienced in sexual violence research to regularly evaluate the effectiveness of the school’s sexual misconduct policies and practices—and publicly share significant aspects of the evaluation.</p>	
40.	Campuses should survey students who are going through or have been through the reporting and/or campus disciplinary process	<p>Schools should provide reporting students, responding parties, and witnesses with an optional evaluation form after the completion of a process.</p> <p>The form should gather feedback on the students’ experiences with the reporting and disciplinary processes, and with accessing resources and reasonable accommodations.</p> <p>Anonymous evaluations should be shared with the oversight body responsible for auditing an institution’s</p>	

Rec #	Recommendation	Description	Critical Resources
		<p>gender-based misconduct policy, but in no circumstances, should they be shared widely</p> <p>Questions should be trauma-informed and accessible. For example, institutions could have questions sent electronically with other information asking whether a student is getting the information they need, are aware of resources, seeks additional information, or may have other concerns the campus or community resources might be able to address.</p>	
41.	<p>Schools should consider having a campus-specific webpage focused on sexual assault prevention that is transparent about the problem and provides information that avoids victim-blaming and supports best practices around prevention efforts.</p>	<p>A webpage that focuses exclusively on both school and local community resources for prevention and response to sexual misconduct, that is easily accessible and up to date can help direct students, faculty, staff, and friends and family to resources. It offers a place where information and data can be provided regularly to the campus community.</p> <p>It also provides an opportunity to connect with a citywide website and resources.</p>	 

Additional Recommendations

Rec #	Recommendation	Description	
42.	Consider methods for collecting and earmarking funding for sexual assault services.	San Francisco should consider whether there are approaches to raising and earmarking revenue to more consistently fund sexual assault services at the state or local level. Texas provides an example: In 2007, the Texas legislature imposed a fee on certain businesses termed “sexually-oriented” that has resulted in a fund of over \$10 million being available to fund programs focused on sexual assault. The fund primarily supports civil legal services for sexual assault survivors (LASSA). With that funding, the Texas Access to Justice Foundation provides grants to nine nonprofit organizations throughout the state to provide free legal services to survivors of sexual assault. LASSA grantees provide a range of free legal services; community, law enforcement and leadership training; and other resources and materials for survivors.	
43.	Increase funding for on-campus services for students who have experienced trauma.	Students indicated that more mental health services were needed on campuses and requested that additional funds be allocated to prevent long wait times and provide needed services.	
44.	Schools should be taking more preventative measures to prevent assaults and harassment being perpetrated by strangers.	As colleges and universities located in a dense urban area, campuses may have decentralized buildings and students may encounter strangers unaffiliated with the university. At one campus surveyed, students use a school-provided bus service to get to various buildings. Students from this school consistently named the bus stops as sites for potential incidents	

45.	Establish on campus survivor wellness/resource centers.	<p>Students emphasized the need for central wellness centers on campus designated for survivors and people experiencing other sexual health issues. Some students expressed dissatisfaction that the Title IX office was the only resource that students knew. As one student described the problem, “Lots of students don’t know where to go because they get the runaround when they try to report. There’s no official office or center or anyone to talk to except the Title IX coordinator. Her work is primarily legal and because of that, she may not be able to do the preventative initiatives she wants to do. Because of our lack of a center on campus it decentralizes our work and makes our services seem really fragmented.” Proponents of the survivor wellness centers offered several ideas for implementation, typically modeling these centers off an existing campus resource or a resource center at another school. A possible model for this resource would be the SAFE Place at San Francisco State University, a resource center that conducts peer education, houses Crisis Intervention Counselors, hosts violence prevention programming, and offers a men’s program.</p>	
46.	Schools and local government should find ways to support student loan reforms that would provide more supportive approaches to address the consequences for victims of sexual assault.	<p>Rep. Jackie Speier has noted the importance of schools and federal government understanding the impact of sexual assault on students with loans “Letter to Assistant Secretary Lhamon from the Office of Rep. Jackie Speier,” available at: https://www.knowyourix.org/wp-content/uploads/2017/01/9-13-16-Speier-Letter-to-OCR-re-Sexual-Assault-Student-Loan-Debt.pdf</p>	
47.	Schools should consider the various accommodations that may be most appropriate in a given case.	<p><i>Know Your IX’s</i> state policy playbook provides significant guidance that has shaped many of these</p>	

		<p>recommendations. The specifics regarding accommodations warrants special emphasis.</p> <p>The Playbook notes that “schools must ensure a survivor’s safety, eliminate a hostile campus environment and address its effects, and support a survivor’s continued access to education by providing them with reasonable interim measures and accommodations. These measures can include, but are not limited to: housing/residential accommodations, campus escorts, academic accommodations such as tutoring, and transportation arrangements, and campus employment accommodations. In appropriate circumstances, the school should promptly provide these services as interim measures pending the conclusion of a school’s investigation.”</p> <p>Additionally, “when the accused and/or respondent is a member of the campus community (including students, faculty, and staff), schools should issue a “no contact order,” stipulating that continued contact with a victim constitutes a violation of school policy and is subject to additional conduct charges and sanctions (including interim suspension pending a disciplinary hearing).....when the respondent is not a member of the school community, school officials should serve them a persona non grata letter prohibiting them from entering school property, subject to applicable legal requirements.”</p> <p>Restraining Orders: School officials should facilitate an individual’s access to restraining orders including making appropriate referrals to the Cooperative</p>	
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		<p>Restraining Order Clinic or other San Francisco resources. School assistance should include connecting an individual to victim services providers and assisting with transportation, if needed, to services or hearings. Individuals should not be penalized for missing class, work, or other school obligations to attend hearings.</p> <p>Qualified Survivor Advocate: Advocates should be available to students through SFWAR or other local service provider.</p> <p>Mental Health Counseling and Disability Services: These services include, but are not limited to, access to qualified trauma counselors; academic accommodations for individuals who develop PTSD, anxiety, or other mental health conditions as a result of harassment and gender-based violence; and other reasonable disability accommodations required by state and federal law, including Section 504 and Title II of the Americans with Disabilities Act.</p> <p>A Campus Escort: If necessary, schools should provide a campus escort so that a survivor can move safely and comfortably between classes, campus jobs, sports, and other extracurricular activities.</p> <p>Residential and Dining Arrangements: When a school moves a survivor to a new dormitory or campus dining facility as an accommodation to avoid a perpetrator, they must ensure student survivors are not forced to pay more in housing and meal fees as a result. If necessary, the school should arrange to</p>	
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		<p>cover moving costs for the survivor or to reimburse a survivor for lost dining fees.</p> <p>Academic Support: Student survivors should be able to withdraw from and retake classes without financial penalty, receive tutoring without charge, and be exempted from course change fees, when those services are reasonably necessary to ensure a survivor’s continued access to education.</p> <p>Mental Health and Disability Services: School officials should ensure victims have access to mental health services (at no cost) and other reasonable disability accommodations required by relevant federal and state law, including Section 504 and Title II of the Americans with Disabilities Act.</p> <p>Student Loan Counseling: Schools should provide student loan counseling for student survivors considering temporary withdrawal, permanent withdrawal, or half-time enrollment to help them access loan deferment, forbearance, income-based repayment plans, or other student loan programs.</p> <p>Review of Disciplinary Actions: Schools should review any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined. For example, if the complainant was disciplined for skipping a class in which the perpetrator was enrolled, the school should review the incident to determine if the complainant skipped class to avoid contact with the perpetrator. Under no</p>	
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		<p>circumstances should a student who reports gender-based harassment or assault be penalized under school disciplinary codes prohibiting sexual activity.</p> <p>When a community member reports gender-based harassment or violence, the school should be responsible for promptly informing them, in writing, of their right to request services and accommodations. When taking steps to separate the complainant and the accused student/respondent, a school should minimize the burden on the complainant, and thus should not, as a matter of course, remove complainants from classes, housing, or extracurriculars while allowing alleged perpetrators to remain.</p> <p>To ensure the financial costs of sexual or domestic violence do not push survivors out of school, schools must be required to provide reasonable accommodations and resources at no financial cost to victims.</p> <p>School should be required to take the academic impact of gender-based violence into account when assessing a student's scholarship eligibility, participation in work-study programs, requests for leave, and class withdrawals.</p>	
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Recommendations Associated with Specific Resources (by recommendation number)



Schools: 1-15; 17-23; 26-33; 35-41; 43-47



Task Force: 1-11; 13, 14, 17, 18, 20, 24, 25, 28, 35-39; 42, 44



Funding: 1, 3, 4; 6-9; 14, 18, 24, 25, 28, 36, 37, 39, 42, 43, 44, 45



Criminal Justice System: 1-4, 6, 9, 18, 24, 25, 28, 30, 34, 44, 45



Medical Services: 1-4; 6, 9, 17, 18, 24, 25, 28, 34, 36, 45



City Government: 1-4; 7-9; 13, 14, 18, 24, 25, 28, 36, 37, 39, 42, 44, 45, 46



Victim Services: 1-4; 7, 8, 9; 17, 18, 24, 25, 28, 30, 34, 36, 43, 45



Training: 3, 6, 9, 10, 11, 14, 15, 17, 18, 20, 45



Technology: 5, 38, 41

Appendix A: Resources

Legislation establishing the Safer Schools Sexual Assault Task Force: <http://sfgov.org/dosw/file/1131>

White House Task Force to Protect Students from Sexual Assault, *“Preventing and Addressing Campus Sexual Misconduct: A Guide for University and College Presidents, Chancellors, and Senior Administrators”*

<https://www.whitehouse.gov/sites/whitehouse.gov/files/images/Documents/1.4.17.VAW%20Event.Guide%20for%20College%20Presidents.PDF>

Know Your IX Proposed Student Survivor Bill of Rights: [https://www.knowyourix.org/campus-action/what-should-my-school-be-doing/San Francisco's Colleges and Universities September 2017](https://www.knowyourix.org/campus-action/what-should-my-school-be-doing/San-Francisco's-Colleges-and-Universities-September-2017)

Appendix B: Restorative/Transformative Justice Alternatives to Incarceration

Criminal Justice System	Restorative Justice	Transformative Justice*
Focuses on punishing offenders, through incarceration, without much attention to victims	Tries to restore or make whole the victim's physical and psychological health	Treats root causes and promotes structural and social change while focusing on survivor needs
Perpetuates ongoing disenfranchisement of working class communities of color and other working class communities	Requires perpetrators to offer victims and/or communities restitution in the form of money and/or services	Values moving forward, via political education and organizing, rather than restoring/repairing past conditions
Crisis oriented	Crisis oriented	Non crisis-oriented
Rarely offers rehabilitation such as drug treatment programs, support groups, or education	Sometimes uses tribal practices, such as healing circles or banishment from the community (worked better before perpetrators could simply move to another community)	Critiques use of indigenous practices in inappropriate cultural contexts where survivor and perpetrator do not have equal power relations
Promoted by dominant culture institutions, especially government, law enforcement, and large corporations	Promoted by liberal wing of criminal justice system and community groups, including churches and some tribal governments	Promoted by community activists, many of whom are the most vulnerable survivors, such as women of color and LGBT people
Serves the upper echelons of the dominant culture	Serves clients	Welcomes survivors as potential organizers
Values control over working class communities of color and other working class communities	Values perpetrator accountability	Values ongoing perpetrator accountability as well as community accountability

This chart draws from work done by key community organizations and national movements, such as Incite! Women of Color against Violence, Generation Five, Critical Resistance and others committed to alternatives to incarceration. Most, if not all, advocates of transformative justice models acknowledge the need for incarceration in extreme cases. None would support capital punishment.

Appendix C: Various measures of Sexual Assault Response & Prevention at San Francisco’s College and Universities 2017

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
City College of San Francisco	https://www.ccsf.edu/en/student-services/student-health-services/sexual_assault_oncampus.html http://www.ccsf.edu/Offices/Title_IX/Title_IX-Coordinators_Webpage-091014.pdf	Yes	Yes; Project SURVIVE https://www.ccsf.edu/en/educational-programs/school-and-departments/school-of-behavioral-and-social-sciences/womens-studies/project-survive.html	https://www.ccsf.edu/en/about-city-college/administration/police_services/crime_stats.html
San Francisco State University	http://titleix.sfsu.edu/content/rape-and-sexual-assault http://upd.sfsu.edu/ http://titleix.sfsu.edu/contact https://www.calstate.edu/eo/EO-1095-rev-6-23-15.pdf	Yes	Yes	http://upd.sfsu.edu/sites/default/files/assets/pdf/Campus_Security_Report_Current.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
	https://www.calstate.edu/eo/EO-1096-rev-10-5-16.pdf https://www.calstate.edu/eo/EO-1097-rev-10-5-16.pdf https://www.calstate.edu/eo/EO-1098-rev-6-23-15.pdf https://titleix.sfsu.edu/sites/default/files/TitleXOrgChart.pdf			
University of California, Hastings College of the Law	http://sexualviolence.universityofcalifornia.edu/get-help/index.html http://policy.ucop.edu/doc/4000385/SVSH http://www.uchastings.edu/student-life/student-services/sexual-misconduct-policy/info-victims-sexual-assault.php http://www.uchastings.edu/student-life/student-services/sexual-misconduct-policy/silent-witness-form.php https://www.tipsubmit.com/webtipforms/webform.aspx?id=128&AgencyID=1307	Yes	Yes	http://www.uchastings.edu/about/admin-offices/security/docs/AnnualSecurityReport2016.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
University of California, San Francisco	https://shpr.ucsf.edu/policies https://shpr.ucsf.edu/sites/shpr.ucsf.edu/files/Reporting%20Options%20and%20Resources.pdf http://sexualviolence.universityofcalifornia.edu/files/documents/implementation-of-svsh-recommendations.pdf http://ucnet.universityofcalifornia.edu/news/2016/01/uc-implements-new-student-model-in-ongoing-progress-toward-addressing-sexual-violence-and-sexual-harassment---.html https://sexualviolence.ucsf.edu/complaints https://shpr.ucsf.edu/confidential-care-advocate https://shpr.ucsf.edu/frequently-asked-questions	Yes	Yes	http://police.ucsf.edu/system/files/ucsf annual security report 2016-17 sept 2017.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
	<p>Implementing mandatory system wide education and training on sexual violence issues and prevention. Incoming students must participate in the education and training program at their campus within the first six weeks of classes. Continuing students participate in ongoing education and training during the year. A system wide program for faculty and staff that will require routine training will be implemented this month.</p> <p>Establishing a “CARE: Advocate Office for Sexual and Gender-Based Violence and Sexual Misconduct” on each campus with a full-time trained staff member to provide crisis intervention to students and help them access campus resources such as psychological counseling and academic accommodations. CARE advocates help students understand reporting options and accompany them through the reporting process, if they choose to file a report. These are confidential and independent offices, separate from reporting and investigations.</p> <p>Ensuring every campus has designated</p>			

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
	<p>individuals to help respondents understand their rights and UC's investigation and adjudication processes, in order to provide fair support services to respondents in cases involving sexual violence or sexual assault.</p> <p>Strengthening its policy against sexual and domestic violence, stalking and harassment as part of its ongoing compliance with the federal Violence Against Women Act. The university adopted an affirmative consent standard that defines consent as conscious, voluntary and revocable, before the California affirmative consent bill became law.</p> <p>Implementing a standardized two-team response model at all UC campuses. A case management team reviews sexual violence reports to ensure that institutional responses are timely and appropriate and that complainants and respondents receive fair and objective consideration. A second team focuses on policies, community relations, prevention and intervention.</p> <p>Creating a system wide website designed to serve as a user-friendly, one-stop</p>			

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
	<p>portal for quick access to campus resources and important information. In addition, key information such as how to get help and reporting options is standardized on all campus sexual violence websites.</p> <p>Collecting a standard set of data across all campuses on sexual violence reports and the use of campus programs and resources. The university will use the data to assess the effectiveness of its services and identify areas for improvement.</p>			
Academy of Art University	<p>http://www.academyart.edu/content/aa/en/disclosures/title_IX.html</p> <p>http://www.academyart.edu/content/dam/assets/pdf/Academy-of-Art-University-Title-IX-Policy.pdf</p>	Yes	Yes	<p>https://www.academyart.edu/content/dam/assets/pdf/Revised_security_report.pdf</p>
Alliant International University, formerly California School of	<p>Inquiries or complaints regarding the application of Title IX and its implementing regulations may be referred to the University's Title IX compliance coordinator or the Office of Civil Rights (U.S. Department of</p>		No	<p>https://www.alliant.edu/wp-content/uploads/2016/08/1617_Campus_Security_and_Fire_Safety_Report_.pdf</p>

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
Professional Psychology	Education, 50 Beale Street, Suite 7200, San Francisco, CA 94105). https://www.alliant.edu/consumer/#Sexual_Harassment			
Art Institute of California - San Francisco			Yes	http://content.edmc.edu/assets/pdf/AI/Student-Consumer-Information/crime-reports/crime-report-san-francisco.pdf
Arthur A. Dugoni School of Dentistry, part of the University of the Pacific	http://dental.pacific.edu/departments-and-groups/human-resources/employee-resources/policies-and-procedures http://www.pacific.edu/Documents/hr/acrobat/Title%20IX.pdf		No	http://www.pacific.edu/Documents/Policies/annualSecurityReportSFO.pdf
California College of the Arts	https://www.cca.edu/students/handbook/harassment Getting Help: CCA encourages all members of the CCA community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention as needed		No	https://drive.google.com/file/d/0BxXre2Axeji1ME8tQ2FtbVdxRFRGZV9EVTNSM1RTWnhzamtZ/view

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
	[contact info for police and local resources provided]			
California Institute of Integral Studies	http://www.ciis.edu/student-resources/student-affairs		Yes	https://www.ciis.edu/campus-resources/campus-safety
DeVry University	http://www.devry.edu/d/DVU-Sexual-Misconduct-Response-and-Prevention.pdf		No	https://www.devry.edu/d/annual-disclosure-Oakland.pdf
The Fashion Institute of Design and Merchandising (FIDM)	http://fidm.edu/wps/wcm/connect/6aa31ad6-865b-4407-ac2b-0e74de3b774a/Reporting+Options++and+Resources+for+Sexual+Assault+and+Relationship+Violence.pdf?MOD=AJPERES		No	http://fidm.edu/wps/wcm/connect/7decbd00487fe7908229c2bbf60aa78e/FIDM+Annual+Security+Report+2016.+All+Campuses.+9.26.16-+FINAL.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE-7decbd00487fe7908229c2bbf60aa78e-IJEC90v
Golden Gate University	http://www.ggu.edu/media/about-ggu/documents/policies/discrimination-compliant-processing.pdf	Yes	Yes	http://www.ggu.edu/media/employee/documents/facilities/street-smarts-annual-security-report.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
	http://www.ggu.edu/about-ggu/campus-safety-and-security/			
Minerva Schools at Keck Graduate Institute	https://www.minerva.kgi.edu/resources/		No	http://www.kgi.edu/about-kgi/consumer-information/clery-act-(campus-security)
Presidio Graduate School	https://www.presidio.edu/wp-content/uploads/2017/01/2016-2017-PGS-San-Francisco-Student-Handbook.pdf		Yes	
San Francisco Conservatory of Music	http://sfcmm.edu/student-life/life-campus/campus-safety	Yes	Yes	https://sfcmm.edu/sites/default/files/Annual%20Campus%20Safety%20and%20Security%20and%20Annual%20Fire%20Safety%20Report%202016.pdf
San Francisco Art Institute	http://www.sfai.edu/uploads/resources/20170125_SFai_Student_and_Campus_Handbook.pdf http://www.sfai.edu/about-sfai/campus-safety-and-security http://www.sfai.edu/about-sfai/campus-safety-and-security/sexual-assault-resources		Yes	http://www.sfai.edu/uploads/resources/2016_Annual_Security_Report_Final.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
San Francisco Law School	https://www.alliant.edu/consumer/#Sexual_Harassment		No	https://www.alliant.edu/wp-content/uploads/2016/08/1617_Campus_Security_and_Fire_Safety_Report_.pdf https://www.alliant.edu/documents/alliant/pdfs/consumer-info-students/1516_Campus_Security_and_Fire_Safety_Report_2.pdf https://www.alliant.edu/documents/alliant/pdfs/consumer-info-students/1415_Campus_Security_and_Fire_Safety_Report_3.pdf
San Francisco School of Digital Filmmaking	http://filmschoolsf.com/wp-content/uploads/Links-to-Student-Complaint-Websites.pdf http://filmschoolsf.com/wp-content/uploads/2016-Policy-manuel.pdf		No	http://filmschoolsf.com/wp-content/uploads/2015-Campus-Crime-and-Fire-Safety.pdf
Saybrook University	http://www.saybrook.edu/academics/student-services/campus-safety-and-sexual-misconduct/		No	http://www.saybrook.edu/wp-content/uploads/2016/02/2016-Annual-Security-Report_Saybrook_092916.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
University of San Francisco	<p>https://www.usfca.edu/news/usf-implements-groundbreaking-sexual-assault-reporting</p> <p>https://usfca.callistocampus.org/</p> <p>https://cm.maxient.com/reportingform.php?UnivofSF&layout_id=40</p> <p>https://myusf.usfca.edu/red-folder/sexual-assault (staff and faculty)</p> <p>“All faculty and staff have now been enrolled in a Canvas course to view an important video regarding mandated reporting. Please watch the video at your earliest convenience.”</p> <p>https://myusf.usfca.edu/title-ix</p> <p>https://myusf.usfca.edu/system/files/student-conduct/sexual-misconduct.pdf</p>	Yes	Yes. Uses Calisto for students to document and implements multiple other prevention programs. “In order to create a culture of campus safety, staff throughout the Division of Student Life collaborated with an online educational provider CampusClarity to develop "Think About It," an online interactive substance abuse and sexual violence prevention program. Now used in over 185 colleges and Universities throughout the United States, the program helps to fulfill educational mandates in compliance with Title IX, Drug-Free Schools, and the Campus Sexual Violence Elimination (SaVE) Act as part of the Violence Against Women Reauthorization Act of 2013. In order to maintain a socially responsible learning community, USF requires all first-year and transfer undergraduate students to complete the Think About It	https://www.usfca.edu/sites/default/files/pdfs/annual-security-report.pdf

Institution	Policies Online	MOU	Prevention Survey Participation (yes/no) and Awareness/Primary Prevention Programs	Annual Security Report
			course before arriving on campus. Think About It is a research-based, online training program that empowers incoming students to make healthy choices and to minimize risks associated with alcohol, drugs, and sexual violence.”	
Wharton School of the University of Pennsylvania	https://secure.www.upenn.edu/vpul/vp/p/studentgroups.php		No. Broacher institutional approach includes Men Against Rape & Sexual Assault (MARS) MARS (previously known as 1 in 4) is a men's group that uses peer-education to combat sexual violence. MARS presents a one-hour program, <i>Build A Safer Community: Be An Active Bystander</i> , to all male student groups including sports teams, residence hall students, student organizations, fraternities, and off-campus groups. MARS also presents to coed audiences when requested.	https://www.publicsafety.upenn.edu/files/Wharton-SF-Clery-ASR-2017.pdf