Title IX Training: Harrison Central School District

Training for Qualified Personnel

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Agenda

- Setting the Stage – Title IX and the new Title IX Regulations

- Designate and Train Qualified Personnel
  - Title IX Coordinator(s)
  - Investigator(s)
  - Decision-Makers and
  - Appellate Decision-Makers

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Title IX and the New Title IX Regulations

- Title IX of the Education Amendments of 1972:

  "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

- Previously Liable Under Title IX if the sexual harassment:
  - Deprived the victim of educational opportunities or services; and
  - School was deliberately indifferent to the harassment, then the school is liable.

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New Title IX Regulations

- New Title IX regulations promulgated and issued in May with August 14, 2020 effective date.
- Regulations are a series of **formal, legalistic rules** and requirements for how schools must prepare for and respond to complaints of sexual misconduct.
- New regulations contain a much more formalized structure for handling sexual harassment complaints and a very detailed set of rules regarding the process that must be followed.

New Title IX Regulations

- Focus on fairness, transparency, and equitable treatment of complainants and respondents.
- Grievance process starts with presumption that the respondent is innocent.
- Need to consider overlap between Title IX regulations and existing state laws that prohibit sexual harassment.

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Title IX Coordinator

- An employee designated to coordinate Title IX compliance must be referred to as the Title IX Coordinator.
  - Not a new obligation but employee must now be known as the "Title IX Coordinator"
  - Cannot leave position vacant
- School must notify "applicants for admission and employment, students, parents, legal guardians, employees and all union or professional organizations holding collective bargaining or professional agreements with the school of the name, office address, electronic email address, and telephone number of the Title IX Coordinator."

Title IX Coordinator

- Schools must prominently display the contact information for the Title IX Coordinator and the Title IX Policy on its website and in each handbook or catalog that it makes available to persons/organizations listed in the bullet point above.

- Key stakeholders in school community must understand new policy.

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Definition of Sexual Harassment

- Employee quid pro quo (conditioning aid, assistance or service on an individual's participation in unwelcome sexual conduct).
- Sexual Harassment – Unwelcome conduct that a reasonable person would determine is so ***severe, pervasive****, and objectively offensive* that it effectively denies a person *equal access to the school's education program or activities.*
- Sexual Assault - offense classified as a forcible or non-forcible sex offense under the uniform reporting system of the FBI.

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Definition of Sexual Harassment

- Dating Violence - defined in Violence Against Women Act.
- Domestic Violence - defined in Violence Against Women Act.
- Stalking - defined in Violence Against Women Act.

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Must Occur within School Program or Activity

- The sexual harassment must be:
  - Against a person in the United States.
  - Who is currently participating in, or attempting to participate in, a school's educational programs or activities.
  - In the school's education program or activity – includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurs. Cyber-harassment?

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Who has "knowledge" of potential harassment?

- Prior Standard:
  - Districts would not be liable for sexual harassment under Title IX unless an appropriate school official had "actual knowledge" of discrimination;
    - The school official must have had authority to take corrective action to address the alleged discrimination
- New Standard:
  - A District is considered to have "actual knowledge" of harassment when **ANY** employee (from teachers, to guidance counselors, to bus drivers to cafeteria personnel) has notice of sexual harassment or allegations of sexual harassment
- Once on notice, cannot act in a manner that is deliberately indifferent

Prepare for New Responsibilities

- **Mandatory dismissals** – Required to Dismiss Title IX Formal Complaint if:
  - All allegations, if true, won't meet definition of sexual harassment under Title IX
  - Did not occur against a person in the United States
  - Did not occur by someone participating in or attempting to participate in the school's program or activity.
    - These dismissals are appealable.
  - Must provide written Notice of dismissal and reasons for the dismissal simultaneously to the parties

Prepare for New Responsibilities

- Mandatory dismissal under the Title IX Policy does not preclude action under another provision of the school's code of conduct or other policy/law
  - DASA
  - New York State Human Rights Law – Standard: Petty Slight or Trivial Inconvenience
  - Code of Conduct
  - Notification to the Police (if appropriate)

Informal Reports vs. Formal Title IX Complaints

- Informal Reports can be filed by anybody.
- In order for Title IX formal grievance process to be triggered, complainant (or his/her parent or guardian) must file a formal **written** complaint with the Title IX Coordinator.
  - No formal complaint required in order to initiate investigation for DASA
- Must be signed by complainant (or his/her parent or guardian) – an email has been deemed sufficient.
- Complainant must be an individual participating or attempting to participate in the educational program or activity of the school.
- Formal complaint triggers formal notice to complainant and respondent – including their parents and the right to advisor of choice.

Hearings Pursuant to Title IX

- Title IX hearings for K-12 educational institutions are optional
- NOT recommended – Already have:
  - Education Law Section 3020-a procedures for Teachers
  - Civil Service Law Section 75 (or just cause disciplinary procedures) for civil service employees
  - Education Law Section 3214 student disciplinary hearings for students.
- If want to conduct hearing pursuant to Title IX, needed additional training re: how to run the hearing, cross-examination implications, how to make a decision etc.

Training for Qualified Personnel

- Title IX Coordinator(s)
- Investigator(s)
- Decision-Makers and
- Appellate Decision-Makers

Training for Qualified Personnel: Impartiality, Bias, Prejudgment & Conflict of Interest

- All individuals involved in the Title IX process must be impartial and free from bias, prejudgment and any conflicts of interest.
- Impartiality:
  - Basing a conclusion or decision on the facts rather than on a preference for one party over another; unbiased

Training for Qualified Personnel: Impartiality, Bias, Prejudgment & Conflict of Interest

- Bias:
  - A pre-disposition or pre-conceived opinion that prevents one from impartially evaluating facts
- Conflict of Interest:
  - Demonstrating bias or inability to be impartial because it will be to one's own personal benefit or other competing interest
- Prejudgment:
  - Reaching a conclusion before considering all relevant evidence

Title IX Coordinator Responsibilities

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District's Title IX Coordinator

- Responsibilities and Authority
  - Coordinating the school's compliance with Title IX.
  - Coordinating the school's grievance procedure for resolving Title IX complaints.
  - Coordinating Title IX investigations
    - Including sex discrimination/sexual harassment
  - Coordinates the supportive measures for complainant and respondent
  - Must be a different person from the investigator and decision makers

Title IX Coordinator Responsibilities:

1. Upon receipt of an informal report the District's Title IX Coordinator must:

- contact complainant to explain the process for filing a formal complaint and complainant's right to decide to file a formal complaint.

- offer "supportive measures." Such supportive measures must be offered/provided regardless of whether the complainant files a formal complaint.

  - Support Measures = Non-disciplinary, non-punitive, individualized services (e.g. counseling, contact restrictions, class modifications, etc.)

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Supportive Measures

- Once the Respondent learns of allegations of sexual harassment, the Title IX coordinator must also offer supportive measures to the Respondent (regardless if a formal Title IX complaint is filed).
- If a party's request for a supportive measure is denied, the party will be afforded an opportunity to have the denial promptly reviewed to assess whether the supportive measure is reasonable under the circumstances
- A party who is directly affected by a supportive measure will be afforded an opportunity to request reconsideration of the need for and/or terms of the supportive measure (e.g., a change to a student's class schedule).
- A party will be allowed to submit evidence in support of, or in opposition to, the request to the extent the supportive measures under review affect that party
- Determination made by Title IX Coordinator

Supportive Measures: Emergency Removal

- Only if immediate threat to the ***physical*** health or safety of any student or other individual arising from the allegations
- Based on individualized safety and risk analysis
- May be total (*i.e.*, the student is suspended) or partial (e.g., the student is prohibited from being on campus, or presence is limited to specified areas, times or purposes)
- Respondent provided notice and an opportunity to challenge the decision immediately following the removal
  - Submitted to and decided by TIX Coordinator
- This is a student process
  - Employees may be placed on administrative leave

Title IX Coordinator Responsibilities:

2. Upon receipt of a formal written complaint the Title IX grievance procedure is triggered, the Title IX Coordinator must:
   - Provide Written Notice of the Formal Complaint to both parties.
   - If this is the first time that the Respondent is learning of the allegations, the Title IX Coordinator should discuss supportive measures that may be offered to the Respondent.

The Written Notice

The Written Notice must include the following:

- Include a copy of the District's Title IX Policy for explanation of the procedures;
- Include a description of the allegations that are contained in the formal complaint, including identification of the involved parties and the date, time and location of the alleged incident(s) (to the extent known);
- Advise the parties that they may select an advisor of their choice;
- Advise the parties that they have the right to inspect and review the evidence;
- Include a Statement that Respondent is presumed not responsible and determination of responsibility will be made at the conclusion of the grievance process;

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The Written Notice (cont.)

The Written Notice must include the following:

- Advise the parties that the notice will be supplemented if new allegations arise during the investigation;
- Advise the parties that knowingly making false statements or submitting false information is prohibited;
- Include a description of potential sanctions;
- State the standard of review to be used (clear and convincing evidence); and
- Include a statement that retaliation is prohibited.

Title IX Coordinator Responsibilities:

Informal Resolution:

If a formal written complaint is filed, the parties may forgo the formal Title IX procedures and engage in informal resolution.

3. If the Title IX Coordinator thinks it will be beneficial, he/she can suggest that the parties engage in an informal resolution process:

- Examples of Informal Resolution include mediation, restorative justice etc.
- The Complainant, Respondent and Title IX Coordinator must consent to use the process.
- The Informal Resolution Process can only be initiated after a formal Title IX Complaint is submitted, but can be requested at any time prior to the final resolution of the Title IX grievance procedure.

Title IX Coordinator Responsibilities:

Informal Resolution:

- All parties must give voluntary, informed, written consent to engage in an informal resolution procedure.
- At any time prior to agreeing to a resolution, a party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance procedure.
- The informal resolution process is **not available** where there are allegations that an employee sexually harassed a student.

Title IX Coordinator Responsibilities:

The Title IX Coordinator should create a file to document the matter. It is the Title IX Coordinator's responsibility to maintain such documentation.

4. Records relating to a Title IX report and formal complaint must be maintained by the Title IX Coordinator for **seven years, including but not limited to:**

- Supportive measures discussed, provided or offered to both the Complainant and Respondent
- Informal Resolutions attempted or completed
- Investigative measures, including the report and any evidence
- Disciplinary sanctions
- Written Decision
- Appeal decisions
- Training

Summary of Title IX Coordinator Responsibilities:

1. Upon receipt of a report, Title IX Coordinator must:
   - contact complainant to discuss supportive measures, explain the process for filing a formal complaint and complainant's right to decide to file a formal complaint.
   - offer supportive measures to complainant. Such supportive measures must be provided regardless of whether the complainant files a formal complaint.
   - Once respondent learns of allegations of sexual harassment, the Title IX Coordinator must offer supportive measures to respondent.

Summary of Title IX Coordinator Responsibilities (cont.):

2. Upon receipt of the formal written complaint the Title IX grievance procedure is triggered, the District's Title IX Coordinator must:

   - Provide Written Notice of the Formal Complaint to both parties.
     - If this is the first time that Respondent learns of the allegations of sexual harassment, supportive measures must be discussed.

3. After a Formal Complaint is issued the Title IX Coordinator can recommend that the parties engage in an Informal Resolution (if appropriate).

Summary Title IX Coordinator Responsibilities (cont.):

4. Records relating to a Title IX report and formal complaint must be maintained by the Title IX Coordinator for **seven years, including but not limited to:**

- Supportive measures discussed, offered and provided
- Investigative measures (including the report and evidence)
- Informal Resolutions attempted and completed
- Disciplinary sanctions
- Decisions
- Appeal decisions
- Training

Summary of Title IX Coordinator Responsibilities (cont.):

5. Miscellaneous Responsibilities:

- Makes determination regarding appropriate Supportive Measures implemented if appealed by either party;
- Makes determination regarding total or partial Emergency Removal of student;
- Makes determination about whether the appointed investigator/decision-makers etc. has a conflict of interest (if brought up prior to appeal);
- Can recommend that the parties engage in the Informal Resolution Process (if appropriate).
- Makes determination if the Formal Title IX Complaint must be immediately dismissed, if the allegations, even if proven do not meet the definition set forth by Title IX.

Investigator Responsibilities

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The Investigation

- A school must investigate a formal complaint.
- Investigator can't be the decision-maker.
- The burden of proof and the burden of gathering evidence rests on the District and not on the parties.
- Equal opportunity for parties to present witnesses, including fact and expert witnesses and other evidence.
  - Be prepared for full array of types of witnesses and evidence.
- Do not restrict the ability of either party to discuss the allegations or gather evidence. No gag orders.

What is the Right Demeanor for an Investigator?

- Fair
- Objective
- Concerned for both complainant and respondent
- Unrevealing of personal views
- Not leaping to conclusions
- Not promising a particular result

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Steps in the Investigative Process

- Formal Title IX Complaint is Filed and an Investigation is going to take place… then what?
  - District should appoint an investigator (we recommend appointing 2 investigators)
  - Pre-assessment
  - Gathering of evidence/witness interviews
  - Follow-up with complainant and accused
  - Draft the Investigation Report

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Pre-Assessment

- Consider the kinds of information you'll need
  - Interviews of parties
    - Parties are entitled to present any evidence directly related to the allegations (including request for witness interviews).
  - Interviews of witnesses
  - Documentation, voicemails, text messages, emails, records of individuals swiping in and out of buildings, using a meal card, etc.
  - Consider whether video evidence might exist
    - Think about this EARLY because it may be lost quickly

Investigation – Who can be present?

- Each party may select an Advisor of Choice:
  - Cannot restrict who – and advisor may be an attorney
  - Advisor can accompany party to any meeting
  - CAN establish rules on role of advisor with respect to role of advisor in process so long as rules apply equally.
  - CAN establish rules of decorum regarding conduct of parties and their advisors (e.g. prohibition on abusive, disruptive behavior or language will not be tolerated, advisors will not interrupt investigator to ask questions of witnesses, etc.)
  - When interviewing a unionized employee who may be disciplined for their conduct, they are entitled to have a union representative present (if a Civil Service Employee – make sure to provide a Section 75(2) Letter prior to the interview)

Conducting the Investigation

- Gather as much “hard” evidence as possible
- Interview the complainant first
  - Identify the full scope of the complaint
- Then interview witnesses
- Interview the Accused last
- Then interview any additional witnesses, if any, identified by the accused
- Interview each witness separately

Questioning the Parties and Witnesses

When speaking with a party:

- Do not ask questions rapid-fire
- If person pauses, do not hurry him/her
- Allow breaks as requested
- Do not interrupt
  - Go back if you have to, to fill in the blanks
- Get to specifics but do so with sensitivity
  - "He touched me down there".
    - "I realize that this is difficult but we need to make sure that we understand what happened. When you say 'down there', are you saying that he placed his hand inside your underwear and touched your vagina?"

Sensitive Questioning

- Non-judgmental or minimally judgmental ways to elicit relevant information
  - "What happened next?"
  - "Did . . . . happen?" (as opposed to "why did or didn't something happen)
    - The "why" may be relevant, but be really sure it is relevant before asking
  - "[Complainant/Respondent] says that . . . . happened. Would you like to say anything in response to that?"
  - "Would you tell us how you were feeling or what you were thinking about when . . . happened"

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Sensitive Questioning

- Both parties should be allowed the opportunity to explain what happened from start to finish, but
  - A party may be more comfortable answering only specific questions
- If there are written statements already, do your homework in advance and know what facts you would like clarified

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Sensitive Questioning

- You need to understand the party's account of the facts, but doing so needs to be done thoughtfully
  - Not all things you are curious about may be appropriate questions
  - Even appropriate questions can be asked the wrong way

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Interviewing the Complainant

- Give the complainant opportunity to provide statement
- Gently, ask for witnesses
  - Remember to do this for every allegation
  - You want to know not only who saw or heard the alleged conduct, you also want to know who was there at the time
  - If others did not see or hear the same thing, that may be relevant in and of itself

Interviewing the Complainant

- Be certain to ask about prior occurrences
  - Have there been prior instances of the same offensive conduct?
  - Were they reported?
  - To whom?
  - Any action taken?
- Especially with student witnesses, do not assume that they will know what information is relevant to share with you – you need to ask

Interviewing the Complainant

- At the conclusion of the interview:
  - Invitation to contact you with additional information
  - Do not promise complete confidentiality
  - Communicate a realistic timetable
  - Let complainant know that retaliation is prohibited, and she/he should inform you if retaliation occurs

Interviewing Witnesses

- Introductions
- A short explanation of what is going on
- Open-ended questions first
- Specific questions later
- Invite the witness to share anything else he/she thinks is relevant or would like considered
- Invite the witness to contact you if he/she later remembers or would like to share anything else
- Encourage the witness to try to keep the matter confidential
- Inform the witness that retaliation is prohibited and he/she should inform you if retaliation occurs

Interviewing the Accused

- Prepare for the interview
  - Make certain you have reviewed relevant documentation
  - Review notes of complainant's and witnesses' interviews
  - Open-ended questions first, specific questions later
  - Get the accused student's side of the story, including identification of any witnesses the student believes will support his/her story

Determining Responsibility?

- Your role is not to pick a side or to promote an agenda
- Your loyalty must be exclusively to the integrity of the process and reaching the warranted outcome
- Under these new Title IX regulations, the investigators simply gather and report the facts as learned. They do not make a final decision.

What If It's a He Said/She Said?

- Most cases involve credibility determinations
- The investigators job is to resolve credibility issues. Although the investigators do not make the decision, they should opine as to who is more credible.
- The report should provide an explanation as to how the credibility decision was made.

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Determining Credibility of any Party or Witness

- Demeanor
- Opportunity
- Accuracy
- Contradictions
- Admissions and denials
- Probability of information given
- Motivation/bias
- Corroborating statements or evidence

Determining Credibility

- Look for corroboration
  - Text messages
    - Increasingly, this is ***the*** place for proof
  - Social media
  - Incidental witnesses
    - Have no dog in the fight
    - Can be very important regarding capacity
      - Who did they bump into?
      - What did they notice – able to stand, talk, look in eye, speak coherently?
    - May be able to confirm timing or location

Concluding the Investigation: Prior to Finalizing the Report

- At least 10 days before the investigation report is finalized, parties and their advisors have the right to review evidence (10 day minimum)
  - All evidence gathered that is directly related to the allegations is available to be reviewed
  - Even if it won't be include in the report
  - Confidentiality Obligations apply
- Each party has the opportunity to respond, in writing to the evidence during the 10 day period.
  - Consider responses in writing the report
  - Need for additional steps?

Concluding the Investigation: Drafting the Report

- Summarize the investigation and the information learned from each witness
- Assess credibility of witnesses
- Compile and address all **relevant** evidence
  - No definition of "relevance"
  - Evidence is generally relevant if
    - It tends to make a fact more or less probable than it would be without the evidence; and
    - The fact is of consequence in proving or disproving the allegations.

Concluding the Investigation: Drafting the Report

- Exclusions: The following evidence is NOT relevant and the Investigator should not include or consider the following:
  - Complainant's sexual history or predisposition (limited exceptions) – Rape Shield Protections
  - Privileged records unless privileged is waived

Rape Shield Protection and Confidential Records

- Rape Shield Protection for Complainant: Evidence related to the complainant's prior sexual behavior is not "related to" or "relevant" unless (1) offered to prove identity of a person other than respondent who may have engaged in the conduct, and (2) offered to prove consent if it relates to specific instances of sexual activity between the parties. No same prohibition in Rule for Respondent.

- Confidential Records – School can't access, consider, disclose or otherwise use a party's records that are made by a physician, psychiatrist, psychologist or other professional acting in his/her professional capacity and which are made in connection w/ the provision of treatment to a party unless voluntary consent of party.

Confidentiality

- Schools must keep confidential the identity of a person who reports sexual harassment or files a formal complaint
- Supportive measures must be kept confidential
- Exception: as permitted or required by law or to carry out a provision of the new Title IX regulations

But…

- The new regulations provide that a school cannot "restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence."
- Broad disclosures to parties in grievance process.

Concluding the Investigation: Disclosing the Report

- Upon completion of the investigation report, a final copy of the report must be provided to:
  - The parties and their advisors;
  - Those assigned to be the Decision-makers.

Summary of the Investigator's Responsibilities – The Investigation

1. Conduct a pre-assessment
   - ❑ Review formal written complaint
   - ❑ Begin to gather evidence (videos, emails, social media posts etc.)
   - ❑ Create a list of witnesses you may want to interview
2. Interview the Complainant
3. Interview any Witnesses
4. Interview the Accused

Summary of the Investigator's Responsibilities – The Investigation

5. Interview any new witnesses identified by the Accused

6. Permit both parties to review all of the evidence 10 days prior to completing the Final Investigation Report. - Each party has the right to respond, in writing to the evidence.

Summary of the Investigator's Responsibilities – Drafting the Investigation Report

1. The Investigation Report Should Contain the following information:

- Summary of the allegations
- A written account of the information provided by each person interviewed (i.e., the Complainant, witnesses and the Accused)
- A determination of credibility
- A list of all documents/evidence reviewed, along with a summary of all relevant documents/evidence

Summary of the Investigator's Responsibilities – Drafting the Investigation Report

2. Provide a copy of the final report to each of the parties and the Decision-makers.

Decision-maker's Responsibilities

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The Decision-maker's Responsibilities

- Decision-maker can be individual or panel but can't include Title IX Coordinator or Investigator.
- After investigation report sent and before reaching a determination of responsibility, decision-maker must afford each party the opportunity to submit written, **relevant** questions to be asked of any party or witness.
  - Each party must be provided with all questions and answers.
  - Decision-maker must allow for additional limited follow-up questions from each party (time periods are set forth in your Title IX policy and can vary).
  - Decision-maker must explain to the party proposing questions any decision to exclude a question as not relevant.

The Decision-maker's Responsibilities: Making a Determination

- The decision-maker must issue a written determination regarding responsibility, which must include:
  - ❑ Identification of allegations
  - ❑ Description of all procedural steps taken
  - ❑ Findings of fact
  - ❑ Conclusions regarding the application of facts to the school's policy
  - ❑ Statement of, and rationale for, the result as to each allegation
  - ❑ Disciplinary sanctions imposed or recommended on respondent
  - ❑ Remedies provided to the Complainant (if applicable)
  - ❑ Procedures and bases for appeals
- The written determination must be given simultaneously to both parties.

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Summary of the Decision-Maker's Responsibilities

1. Afford the parties an opportunity to submit relevant questions and follow-up questions to the other party.
2. Draft a Written Decision
3. Simultaneously provide the Written Decision to all parties.

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Appellate Decision-maker Responsibilities

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Appeals

- Appeals must be offered to both parties on the following bases:
  - Procedural irregularity
  - New evidence not reasonably available at time the determination was made that could affect the outcome of the matter
  - Title IX Coordinator, investigator or decision-maker had a conflict of interest or bias for or against one of the parties.
  - Formal Complaint initially dismissed by Title IX Coordinator for failure to meet the definition of sexual harassment under Title IX.
- Both parties must be given reasonable opportunity to submit a written statement in support of, or challenging, the outcome.
  - Timeframe to submit appeal and written statement is set forth in your Title IX policy (could vary). Those procedures must be included in the written decision.

Appellate Responsibilities

- Appellate decision-maker can be individual or panel but can't include Title IX Coordinator, Investigator or original Decision-makers.
- Appellate decision-maker may review determinations and any earlier dismissal decisions.
- The Appellate decision-makers must sustain the decision unless one of the grounds for appeal has been established.

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Appellate Responsibilities

- Potential Appellate Decisions:
  - Deny the appeal and sustain the decision
  - Remand the case in whole or in part to the original decision-maker or a new-decision maker or investigators (e.g., if new evidence was presented)

- Written notice of the outcome of appeal must be provide to the parties and their advisors. It must include the rationale.

- Once the appeal process is concluded, no further appeals are allowed except to the extent a party seeks review of proceedings ordered on remand.

Summary of the Appellate Decision-Maker's Responsibilities

1. Afford the parties an opportunity to submit an appeal based on one of the relevant reasons for an appeal.
2. Draft a written decision setting forth the rationale.
3. Simultaneously provide the Written Decision to all parties.

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No Formal Complaint		Formal Title IX Complaint Filed	
↓		↓	
Offer Supportive Measures		**Provide Written Notice to the Parties**	
↓		<u>Informal Resolution</u>	<u>Title IX Grievance Process</u>
Do not have to engage in Formal Title IX Process		Mediation/Restorative Justice	Investigators Conduct Investigation and Draft Report
↓		↓ ↓	↓
May still need to investigate pursuant to DASA, NYS Human Rights Law, Code of Conduct & notify Police		Agreement Reached ↓	No Agreement ↓	Decision Makers review Report and render a written decision ↓
		No further Title IX Action	Revert to the Title IX Grievance Process	Appeal Available to bother parties

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