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TITLE IX COMPLIANCE TRAINING

Rupp, Anderson, Squires, Waldspurger & Mace, P.A. School Law Seminar

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I. INTRODUCTION

In August 2020, new Title IX requirements governing sexual harassment complaints and investigations were implemented by the Office of Civil Rights (“OCR”), part of the U.S. Department of Education. The new standards outline comprehensive notice and procedural requirements schools must follow when responding to sexual harassment claims from both students and employees. The new standards are controversial. Some believe they are unfair to complainants, while others believe they are an appropriate correction of prior OCR guidance that has been criticized for being unfair to the accused. The new standards went into effect on August 14, 2020, and will require significant changes to the manner in which schools respond to sexual harassment allegations.

NOTE: These materials and the corresponding presentation are meant to inform you of interesting and important legal developments. While current as of the date of presentation, the information that is provided may be superseded by court decisions, legislative amendments, rule changes, and opinions issued by bodies interpreting the area of law. We cannot render legal advice without an awareness and analysis of the facts of a particular situation. If you have questions about the application of concepts addressed in this outline or discussed in the presentation, you should consult with your legal counsel.

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New regulations have been proposed. The notice and comment period on the proposed regulations ended on September 12, 2022. OCR will consider the comments and, if necessary, make revisions and identify an implementation date sometime in the future. This presentation reflects the regulations and most recent guidance as of September 30, 2022.

II. TRAINING REQUIREMENTS

A. **Title IX Personnel and Training.** Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be trained on:

1. The definition of sexual harassment under Title IX;
2. The scope of the district's educational programs and activities;
3. How to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes;
4. How to serve impartially, including by avoiding prejudgment of facts at issue, conflicts of interest, and bias;
5. How to determine whether questions and evidence are relevant;
6. When questions and evidence about a complainant's sexual predisposition or prior sexual behavior are relevant; and
7. How to prepare an investigative report that fairly summarizes relevant evidence. 34 C.F.R. § 106.45(b)(1)(iii).

B. **Posting Materials.** Districts are required to post the training materials used to train their Title IX Coordinator, investigators, decision-makers, and individuals authorized to facilitate informal resolution on the district website. 34 C.F.R. § 106.45(b)(10)(i)(D). These materials must also be maintained by the district for seven years. *Id.*

III. TITLE IX SEXUAL HARASSMENT BASICS

A. **What is sexual harassment?** Sexual harassment is conduct on the basis of sex that includes one or more of the following:

1. An employee conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct (also called *quid pro quo* harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a school’s education program or activity;
3. “Sexual assault,” “dating violence,” “domestic violence,” or “stalking” as defined in various federal statutes.

Hypothetical: One of your district’s male teachers, Kirk, frequently went out of his way to speak with your school nurse, Courtney. Kirk stopped by Courtney’s office at least a few times each week to compliment Courtney on her looks. During their conversations, Kirk frequently told Courtney about marital struggles he was having with his wife. At one point, Kirk told Courtney he wished his wife was more like Courtney. Courtney began dreading her conversations with Kirk, and did whatever she could to avoid him. Does this type of employee-to-employee conduct implicate the Title IX regulations’ definition of sexual harassment?

B. Where do the Title IX regulations apply? The Title IX regulations extend to:

1. Any “education program or activity,” including “locations, events, or circumstances over which the recipient exercised substantial control over both the [subject of a complaint] and the context in which the sexual harassment occurs...” 34 C.F.R. § 106.44(a).
2. One of the only exclusions is conduct that takes place outside of the United States. 34 C.F.R. § 106.8(d).

Hypothetical: Ms. Blanchard assigned a group project to students in her class. The students were required to meet together outside of class to complete the project. Kate and Vince were assigned to complete the project together. The two met via Zoom on a Sunday night to complete the project, using their personal computers. During their meeting, Vince pressured Kate to reveal her breasts, stating that he wouldn’t work on the project until

she'd done so. Kate refused, and reported Vince to Ms. Blanchard the next day. Do the Title IX requirements apply in that context?

C. **Key Title IX personnel.** The following individuals play an important role in administering and fulfilling a school district's Title IX obligations.

1. Title IX Coordinator.
 - a) Title IX Coordinator must be "authorized" to coordinate the district's efforts to comply with Title IX. This is a critical role and should not be taken lightly.
 - b) Can be any employee, but should be an administrator or director-level employee because of the nature of information they will need to access and the responsibilities of the role. Often, Human Resources personnel serve as the Title IX Coordinator.
 - c) May be designated by title rather than name, i.e. "Human Resources Director" rather than "Jane Smith," to account for turnover in important positions.
 - d) A district may designate more than one Title IX Coordinator or "Assistant" or "Deputy" coordinators.
2. Title IX Investigator(s).
 - a) An "investigator" assesses allegations of sexual harassment by interviewing witnesses and examining evidence. The investigator prepares a report following the conclusion of the investigation.
 - b) A Title IX Coordinator may serve as an investigator. An investigator may also serve as an informal resolution facilitator. An investigator may not, however, serve as a decision-maker.

- c) Districts may designate multiple individuals to serve as investigators, and multiple investigators may investigate any given Title IX complaint.

3. Title IX Decision-Maker.

- a) A “decision-maker” makes the final determination regarding responsibility with respect to a Title IX complaint.
- b) The “decision-maker” may not be the Title IX Coordinator or the investigator(s).
- c) A district may utilize non-employees to serve as the district’s “decision-maker.” If the district utilizes a non-employee, it must be cognizant of its data practices obligations, and ensure that it has the ability to control the non-employee’s use of data.

4. Title IX Appellate Decision-Maker.

- a) Any party has a right to appeal a Title IX determination regarding responsibility. Districts must identify a Title IX appellate decision-maker to adjudicate appeals.
- b) This individual may not be the same person as the Title IX Coordinator, “investigator,” or “decision-maker.”

5. Informal Resolution Facilitator.

- a) In some cases, districts may offer to facilitate an informal resolution process, such as mediation, to resolve a Title IX grievance prior to full adjudication. The informal resolution facilitator oversees this process.

D. Training for key Title IX personnel. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be trained on:

- 1. The definition of sexual harassment under Title IX;
- 2. The scope of the district’s educational programs and activities;

3. How to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes;
 4. How to serve impartially, including by avoiding prejudgment of facts at issue, conflicts of interest, and bias;
 5. How to determine whether questions and evidence are relevant;
 6. When questions and evidence about a complainant's sexual predisposition or prior sexual behavior are relevant; and
 7. How to prepare an investigative report that fairly summarizes relevant evidence.
- E. **Training for other staff.** Districts should ensure that all staff, and not just key Title IX personnel, receive some Title IX training. At minimum, staff should be aware of the definition of sexual harassment and that they must report any allegations of sexual harassment to the Title IX Coordinator immediately. Districts are deemed to have knowledge of sexual harassment if any employee has knowledge. Training all staff is thus important to ensure sexual harassment is reported, and Title IX personnel can complete their Title IX duties.
- F. **Title IX administrative requirements.** The Title IX regulations include the following administrative requirements:
1. Districts must designate a Title IX Coordinator to address Title IX complaints. The Coordinator's contact information must be posted "prominently" on the district's website, and must be included in student and employee handbooks.
 2. Districts must develop written Title IX grievance procedures, post them on the district's website, and include them in any student and employee handbooks.
 3. For every incident of alleged sexual harassment that requires a response, the district must maintain records of the complaint, any discipline or other consequences, and any remedies or supportive measures offered to the complainant for seven years. Similarly, records of any investigation, appeal, or informal resolution must be maintained for seven years.
- G. **Prohibition on retaliation.**

1. Districts and individuals are prohibited from intimidating, threatening, coercing, or discriminating against anyone because a person made a complaint or participated in an investigation.
 2. Complaints about retaliation should be investigated pursuant to the grievance process.
- H. **Data privacy.** The regulations state that schools cannot use the Family Educational Rights and Privacy Act (“FERPA”) as a reason for not complying with these regulations. The Minnesota Government Data Practices Act (“MGDPA”) similarly does not provide a basis for avoiding a district’s Title IX obligations.
- I. **Nondiscrimination Policy.** Schools are required to have a nondiscrimination policy, but the regulations do not include more detail about what must be included in one.
1. Schools should review existing policy language, such as policies based on the MSBA Model Policies 413 and 522, to ensure there is no confusion about who serves as the Title IX Coordinator and to ensure that existing policy language does not contradict the new Title IX requirements.
 2. Notice of Policy
 - a) The regulations require that notice of the non-discrimination policy must be provided to: “applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the [district.]” 34 C.F.R. § 106.8(a) and § 106.8(b).
 - b) Notice of the policy must also identify the Title IX Coordinator and include their office address, email address, and telephone number. *Id.* One way to ensure notices remain accurate is to direct Title IX concerns to a centralized email address such as TitleIX@yourdistrict.org.
 - c) Notice of the policy and contact information for the Title IX Coordinator must also be “prominently displayed” on a school district’s website, and be included in each handbook

or catalog made available to “applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the [district.]”

IV. OTHER LAWS CONCERNING SEX DISCRIMINATION AND HARASSMENT.

A. Minnesota Human Rights Act (“MHRA”).

1. The MHRA prohibits discrimination against students or employees based on certain characteristics, including sex, sexual orientation, and gender identity.
2. In the context of educational institutions, the MHRA specifically prohibits discrimination “in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby.”
3. To “discriminate” under the MHRA means to “segregate or separate.”
4. The MHRA also creates liability for individual employees who aid and abet violations of the MHRA.

B. Title VII.

1. Title VII protects *employees* from discrimination on the basis of sex.
2. It is unlawful for an employer “to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s . . . sex”
3. Prior to the new regulations, the Office for Civil Rights at the U.S. Department of Education had been interpreting the Title IX and Title VII sexual harassment standards to be essentially the same. The new regulations make it clear that there are different standards. Title IX applies to students and employees in an educational institution, so when an employee files a complaint, districts should

be aware that the Title VII and Title IX standards for sexual harassment are not the same.

a) For Title VII, sexual harassment is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

V. SEXUAL HARASSMENT DEFINED

A. **What is sexual harassment?** Sexual harassment is conduct on the basis of sex that includes one or more of the following:

1. An employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (also called *quid pro quo* harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a school's education program or activity;
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These are definitions from the "Clery Act" and "Violence Against Women Act" ("VAWA").

a) 20 U.S.C. 1092(f)(6)(A)(v) defines "sexual assault" "an offense classified as a forcible or nonforcible sex offense

under the uniform crime reporting system (“UCRS”) of the Federal Bureau of Investigation.”

- (1) The FBI UCRS defines “Sex Offenses – Forcible” as “[a]ny sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent.” This definition includes forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling.
 - (2) The FBI UCRS defines “Sex Offenses – Non-forcible unlawful, non-forcible sexual intercourse” as “Incest – Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law” and “Statutory Rape – Non-forcible sexual intercourse with a person who is under the statutory age of consent.”
- b) 34 U.S.C. 12291(a)(10) defines “dating violence” as “violence committed by a person...”
- (1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - (2) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (a) The length of the relationship,
 - (b) The type of relationship,
 - (c) The frequency of interaction between the persons involved in the relationship.
- c) 34 U.S.C. 12291(a)(8) defines “domestic violence as including “felony or misdemeanor crimes of violence committed...”
- (1) by a current or former spouse or intimate partner of the victim,

- (2) a person with whom the victim shares a child in common,
 - (3) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner
 - (4) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or
 - (5) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
- d) 34 U.S.C. 12291(a)(30) defines "stalking" as engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
- (1) fear for his or her safety or the safety of others; or
 - (2) suffer substantial emotional distress.

B. What does it mean to "effectively deny" equal access to education?

1. DOE guidance states the following may be examples of a student who has been effectively denied equal access to an education:
 - a) skipping class to avoid a harasser;
 - b) decline in grade point average related to harassment;
 - c) difficulty concentrating in class as a result of harassment;
 - d) emotional reactions that occur at home, such as crying or bed-wetting as a result of harassment; or
 - e) quitting a sports team due to harassment, but continuing to participate normally in other school activities.
2. A complainant does not need to have suffered educational loss prior to making a complaint.

3. A complainant does not need to demonstrate that all access to education has been denied; it could be one component such as extreme discomfort attending a specific class or participating in an extracurricular activity.
4. In general, school districts should not screen out complaints of sexual harassment because the complainant “was not traumatized enough.” U.S. Dep’t of Ed. *Questions and Answers on the Title IX Regulations on Sexual Harassment*, (July, 2021) at Answer 8.

C. **What about consent?**

1. The regulations expressly decline to adopt a definition of consent and gives schools the ability to choose one most appropriate to their circumstances.
2. The MSBA model policy does not include a definition of consent.

VI. **TITLE IX GRIEVANCE PROCEDURES.**

A. **Districts must implement grievance procedures.** The Title IX regulations require districts to develop and implement a grievance procedure that “provide[s] for the prompt and equitable resolution of student and employee complaints alleging any action prohibited by [Title IX].” The Title IX regulations contain many detailed requirements for the grievance procedure. All grievance procedures must meet the following minimum requirements:

1. Complainants and respondents must be treated equally.
2. All relevant evidence must be objectively evaluated and credibility determinations must not be solely based on a person’s status as a complainant, respondent, or witness.
3. Individuals involved in the Title IX grievance process must be trained and must not demonstrate bias.
4. The respondent is presumed not responsible for the alleged conduct until a determination of responsibility is made after the grievance process.
5. There must be reasonably prompt time frames for conclusion of the grievance process.

6. The range of potential disciplinary sanctions must be outlined.
7. The standard of evidence used must be identified. Options are “preponderance of the evidence” or “clear and convincing evidence.”
8. Appeal procedures and bases for appeal must be outlined.
9. The range of supportive measures available to complainants and respondents must be described.
10. The procedures must not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.

Hypothetical: A formal complaint of sexual harassment has been filed against one of your district’s teachers. The teacher is part of the Union, and the teacher’s Union contract includes provisions regarding allegations against employees, and grievance procedures for challenging employee discipline. Does the Title IX grievance process still apply to the formal complaint?

VII. COMPLAINT INTAKE PROCEDURES.

A. Reporting sex discrimination or sexual harassment.

1. Any person may report sex discrimination or sexual harassment to the Title IX Coordinator, regardless of whether the reporter is the alleged victim.
2. A report may be made in person, by mail, by telephone, by e-mail, using the Title IX Coordinator’s other designated contact information, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
3. A report may be made at any time, including non-business hours.

4. A “report” is merely providing information that alleged sexual harassment occurred. It is not the same as a formal complaint.

B. “Actual knowledge” requirement.

1. A district’s obligations under Title IX are triggered once the district has “actual knowledge” of alleged sexual harassment.
2. An elementary or secondary school is deemed to have *actual knowledge* of alleged sexual harassment if *any employee* has notice of the allegation. 34 C.F.R. § 106.30(a). This standard is intended to be consistent with mandatory reporting requirements for school staff.
3. Although not specifically required by the Title IX regulations, an employee who has notice of sexual harassment must promptly notify the Title IX Coordinator to ensure the matter is properly addressed. This will require that staff are notified of and understand their obligation to pass all knowledge of or reports they receive of sexual harassment to the Title IX Coordinator.

Hypothetical: Jackson serves as a volunteer coach for the football team. During practice, Jackson observes the football team’s head coach put his hand around the waist of the team’s female student manager, and observes the student try to push the coach away. The student manager later informs Jackson that the head coaches behaviors made her feel very uncomfortable, and that she believed the head coach has sexually harassed her. Does Jackson’s knowledge of this information mean the school district has “actual knowledge” of alleged sexual harassment for Title IX purposes?

C. The “deliberate indifference” standard.

1. At a minimum, the school must respond promptly and in a manner that is not “deliberately indifferent.”
2. A school is “deliberately indifferent” *only* if the school’s response is “clearly unreasonable in light of the known circumstances.” 34 C.F.R. § 160.44(a).

D. Formal complaints of sexual harassment.

1. A “formal complaint” is a written document filed by an individual who is the victim of alleged sexual harassment (called the “complainant” under the Title IX regulations) alleging sexual harassment against a respondent and requesting that a school investigate the allegation of sexual harassment. The Title IX Coordinator may file a formal complaint following an oral report.
2. The Title IX Coordinator may file a formal complaint over the objection of a complainant if it is “reasonable” to do so.
3. A parent of a dependent child may also file a formal complaint on behalf of their child.
4. At the time the formal complaint is filed, a “complainant” must be participating in or attempting to participate in the school’s education program or activity.
5. If the Title IX Coordinator signs a complaint, the Title IX Coordinator is not considered a “complainant” or party to the matter. The Title IX Coordinator is the only school official under the Title IX regulations with authority to initiate a formal complaint.
6. Once a formal complaint is filed, a school must follow the grievance process outlined below. This is an important concept because it means that a school does not have to conduct a Title IX investigation if a “formal complaint” is not filed, but the school still must respond to the reported misconduct in a manner that is not “deliberately indifferent.”

Hypothetical: Andres comes to the district’s Title IX Coordinator and shares that, last school year, one of the district’s female teachers kissed him. Andres was serving as the teacher’s TA, and had a close relationship with her. Andres told the Title IX Coordinator that the teacher had apologized to him, and told him she wouldn’t engage with him physically. Andres does not want to file a formal complaint, but wanted the district’s Title IX Coordinator to know about the incident. May the Title IX Coordinator file a formal complaint against the teacher against Andres’ wishes. If so, should the Title IX Coordinator do so?

E. **Responding to reports that are not “formal complaints.”**

1. A district is required to respond to any complaint alleging sexual harassment, even if it is not a “formal complaint.” A district is not, however, required to complete the full grievance procedure when no formal complaint is filed.
2. The “deliberate indifference” standard outlined above applies regardless of whether a formal complaint is filed.
3. When a school has actual knowledge of potential sexual harassment, the Title IX Coordinator must promptly contact the suspected victim, who is referred to as the “complainant” in the regulations, to discuss the availability of supportive measures, consider the complainant’s wishes regarding supportive measures, inform the complainant of the availability of supportive measures regardless of whether a formal complaint is filed, and discuss the process for filing a formal complaint.

Hypothetical: June approaches your district’s Title IX Coordinator to express concern about her interactions with one of her teachers, Mr. Porter. Specifically, she’s been concerned about the amount of attention Mr. Porter has given to her recently. June doesn’t want to file a formal complaint, but she’d like to be transferred out of Mr. Porter’s class. She’s also asked that the Title IX Coordinator not tell Mr. Porter about her request. Can the district honor June’s requests?

F. **Providing “supportive measures.”**

1. “Supportive measures” are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available to the complainant or the respondent. They must be offered at no cost.
2. Supportive measures may be offered before or after a formal complaint is filed or in situations where no formal complaint is filed.

3. Supportive measures are designed to deter sexual harassment and to restore or preserve equal access to an education program or activity by *both parties* without reasonably burdening the other party, which includes protecting the safety of all parties and the educational environment.
4. Examples of supportive measures include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, increased security and monitoring of certain areas of the campus, and other similar measures.
5. Supportive measures offered to a party must be kept confidential to the extent doing so does not impair the ability of a school to provide the supportive measures.
6. The Title IX Coordinator is responsible for coordinating the implementation of supportive measures.

Hypothetical: Students Brent and Michelle are seniors at your school. Michelle has filed a formal complaint of sexual harassment against Brent. Both students are currently enrolled in AP Physics, which is only offered once per year. Brent plans to go to college and hopes to select a science major. He really wants to take the AP Physics class so that he is prepared for college. Your district intends to separate Brent and Michelle while they are in school as a supportive measure. Can the district tell Brent he can't enroll in the AP Physics class while the district completes its Title IX grievance procedures?

G. Removals pending completion of the grievance process.

1. **Students.** The regulations do not prevent a school from removing a student from an education program or activity on an emergency basis, as long as the school does an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Any such removal would be

subject to any rights the student may have under the Individuals with Disabilities Education Act, Section 504, the ADA, or Minnesota's Pupil Fair Dismissal Act.

2. **Employees.** An employee can be placed on a paid suspension during an investigation, subject to any requirements in an applicable collective bargaining agreement. Because the suspension would be paid, it would generally not be considered disciplinary.

H. **Notice to parties.**

1. When a formal complaint is filed, a school must provide the following written notice to the known parties:
 - a) Notice of the grievance process, including any informal resolution process;
 - b) Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and the location of the alleged harassment, if known. The notice must also include:
 - (1) A statement that the respondent is presumed not responsible for the alleged conduct;
 - (2) A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - (3) A statement that the parties may inspect and review evidence;
 - (4) Notice of any provision in the school's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. If, in the course of an investigation, the school decides to investigate allegations about the complainant or respondent that are not

included in the initial notice, notice of the additional allegations must be provided to the parties whose identities are known.

VIII. CONDUCTING THE TITLE IX INVESTIGATION.

A. Obligation to investigate or dismiss.

1. A formal complaint must be dismissed if: (1) the conduct alleged in the formal complaint would not constitute sexual harassment, as defined above, even if proved, or (2) did not occur against a person in the United States.
2. The dismissal of the complaint for Title IX purposes does not prevent a school from taking action under another provision of the code of conduct for students, the MHRA, or Title VII for employees.
3. If a complaint is not dismissed, the district has an obligation to investigate.

B. Investigation Process.

1. The district's designated investigator(s) completes the investigation process.
2. Exactly how an investigation will be conducted is subject to each district's grievance procedures. The Title IX regulations require that the following elements be addressed in the grievance process:
 - a) School districts bear the burden of proof and are responsible for gathering evidence.
 - b) A school district cannot access, consider, disclose, or otherwise use a party's records from a physician, psychiatrist, psychologist, or similar professional that are made and maintained in connection to the treatment of that party, unless the party (or a parent) provides voluntary, written consent.
 - c) Both parties must have an opportunity to present fact and expert witnesses, as well as other evidence.
 - d) Parties cannot be prohibited from discussing the allegations with others.

- e) The school district must provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied by an advisor of their choice, who may be an attorney, and not limit the party's choice or presence of advisor (a school may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties).
- f) The school district must provide reasonable advance written notice of the date, time, location, participants, and purpose for any meetings, including hearings or investigative interviews, to any invited or expected participant.
- g) Both parties must be allowed to review all evidence.
- h) The investigator must prepare an investigation report that fairly summarizes relevant evidence and provide a copy of the investigation report to each party and the party's advisor, if any, at least ten days before a determination of responsibility is made by the decision-maker. "Days" may be measured as calendar days, business days, school days, or any other reasonable method that works best with the school's administrative operations. The investigator may include recommendations for the decision-maker in the investigation report.
- i) Prior to completing the investigative report, the investigator must send all evidence to the parties or their advisors, if any, and provide the parties ten days to submit a written response.

3. **Drafting an Investigation Report**

- a) The purpose of an investigation report is to document the actions you have taken and summarize the evidence you received. In other words, the investigator should follow a math teacher's advice and show the investigator's work.
- b) Title IX requires that both parties be provided an opportunity to present inculpatory and exculpatory evidence. Unless evidence is irrelevant (explained in more detail below), the investigator should summarize the evidence in the report.

- c) The investigation report should describe the behavior that occurred, rather than relying on conclusory statements.
- d) An investigation report may include “recommended” findings of facts and conclusions, but the decision-maker will reach the final conclusion.
- e) A good investigation report will include the following elements:
 - (1) Summary of the allegations;
 - (2) Summary of the documents reviewed and witnesses interviewed;
 - (3) Findings of fact as to what occurred with respect to each allegation.

IX. DETERMINATION OF RESPONSIBILITY.

- A. Decision-Maker’s obligation to make an independent determination.**

The decision-maker has an independent obligation to evaluate the relevance of available evidence, including evidence summarized in the investigative report, and to consider all other relevant evidence. The decision-maker should take the investigator’s report into account, but must make his or her own independent determination regarding responsibility based on a review of the evidence.
- B. Live hearing or opportunity to submit written questions must be allowed.**
 - 1. K-12 schools may decide whether to include a hearing as part of the grievance process, but they are not required to do so. Most districts opt to not provide a live hearing.
 - 2. If a hearing is not provided, after the investigation report is provided to the parties, the decision-maker must allow for each party to submit written questions to any party or witness. The decision-maker determines whether the questions are relevant and, if so, the decision-maker must send the questions to the party or witness, allow time for a written response, and provide the written response to the party who submitted the question.

3. The decision-maker must also allow “limited follow-up” questions from each party.
4. The regulations do not impose requirements for how much time must be allowed for the submission of written questions. Schools have the ability to determine how much time should be allowed. One option is to allow the decision-maker to address the amount of time on a case-by-case basis depending on the complexity of an investigation.
5. **Relevance.**
 - a) To exclude evidence or decline to provide a written question to another party or witness, an investigator or decision-maker must determine that the evidence is not relevant or that the proposed question is not designed to gather relevant evidence.
 - b) If the decision-maker determines that a question submitted by a party is not relevant, the decision-maker must explain the decision to exclude the question to the party that asked it.
 - c) The Title IX regulations do not adopt any specific legal definition of relevance, but Federal Rule of Evidence 401 is useful. That rule says evidence is relevant if:
 - (1) it has any tendency to make a fact more or less probable than it would be without the evidence; and
 - (2) the fact is of consequence in determining the action.
6. **Questions and Evidence Regarding Prior Sexual Behavior**
 - a) Questions and evidence about the complainant’s prior sexual behavior will be relevant only in exceedingly rare circumstances.
 - b) They can only be admitted if offered to prove someone other than the respondent committed the alleged conduct, or if they relate to prior conduct between the complainant and respondent and are used to prove consent. Consent is likely not relevant if there is an allegation of sexual contact between an employee and student.

Hypothetical: Mr. Burke is the subject of a Title IX investigation. After receiving the district’s investigation report, he has a list of many questions for the complainant and the district’s investigator, which he’s submitted to the district’s Title IX Coordinator in writing. Several of the questions are related to the complainant’s sexual history and preferences. The questions for the investigator relate to the procedures the investigator followed when completing the investigation. Must the Title IX Coordinate permit Mr. Burke to ask these types of questions?

C. Informal resolution procedures.

1. Informal resolution is allowed so long as it is completely voluntary for the parties.
2. At any time before a decision is made, a school may facilitate an informal resolution process, such as mediation, that does not involve a full investigation or decision regarding responsibility.
3. Prior to agreeing to an informal resolution, the parties must receive written notice of the following:
 - a) The allegations;
 - b) The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
 - c) That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint;
 - d) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
4. The school must obtain the parties’ voluntary, written consent to the informal resolution process.

5. A school must not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

D. Written decision required.

1. A decision must be in writing and must contain the following elements:
 - a) Identification of the allegations potentially constituting sexual harassment;
 - b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - c) Findings of fact supporting the determination;
 - d) Conclusions regarding the application of the recipient's code of conduct to the facts;
 - e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
 - f) The recipient's procedures and permissible bases for the complainant and respondent to appeal.
2. **Burden of Proof**
 - a) The burden of proof is always on the school district. This means it is the district's duty to gather evidence in support of any finding of responsibility.
 - b) Respondents are entitled to a presumption that they are not responsible. This means if the district does not find evidence of any specific fact required for a finding of responsibility,

the decision-maker cannot conclude the respondent was responsible.

- c) If a respondent refuses to answer questions asked by the complainant, the decision-maker cannot take the respondent's failure to answer into account in making the decision.

- 3. **Standard of Evidence.** Districts must designate a standard of evidence in their grievance procedures. We recommend "preponderance of the evidence," which means that it is more likely than not that something occurred. If you think in terms of percentages, anytime it is over 50% likely that the conclusion is true would meet the preponderance standard.

X. IMPARTIALITY AND BIAS IN INVESTIGATIONS

A. Bias

- 1. All persons participating in the Title IX process on behalf of the district should take care not to let bias affect their participation in the process. A district representative should not serve as an investigator or decision-maker if there are any potential issues regarding bias.
- 2. Individuals involved in Title IX investigations should also be aware of implicit bias, which can cause attitudes and stereotypes to unconsciously affect decisions. The Harvard Implicit Association Test (<https://implicit.harvard.edu/implicit/takeatest.html>) is a great individual resource for individuals to start exploring their own perceptions.
- 3. The Title IX regulations specifically state that credibility determinations cannot be based on a person's status as a complainant, respondent, or witness. This means that it is inappropriate for someone to let someone's mere status as an alleged "victim" or "perpetrator" influence how that person's credibility is measured.

- B. **Credibility Determinations.** Although it is not binding in Title IX investigations, the EEOC has provided guidance on factors to consider in determining whether a witness is credible in a workplace investigation. Many of those factors are relevant regardless of the topic of the investigation. They include:

1. ***Inherent Plausibility:*** Is the testimony believable on its face? Does it make sense?
2. ***Demeanor:*** Did the person seem to be telling the truth or lying?
3. ***Motive to falsify:*** Did the person have a reason to lie?
4. ***Corroboration:*** Is there witness testimony (such as testimony by eye-witnesses, people who saw the person soon after the alleged incidents, or people who discussed the incidents with him or her at around the time that they occurred) or physical evidence (such as written documentation) that corroborates the party's testimony?
5. ***Past record:*** Did the respondent have a history of similar behavior in the past?
6. ***None of the above factors are determinative as to credibility.*** For example, the fact that there are no eye-witnesses to the alleged conduct by no means necessarily defeats the complainant's credibility, since sexual harassment often occurs behind closed doors. Furthermore, the fact that the respondent engaged in similar behavior in the past does not necessarily mean that he or she did so again.

EEOC Enforcement Guidance: Vicarious Liability for Unlawful Harassment by Supervisors; June 18, 1999.

C. **Conflicts of Interest**

1. Individuals should not participate in a grievance process as an investigator or decision-maker if they have a conflict of interest that would affect their judgment in the outcome. The regulations do not specifically define conflicts of interest.
2. **Relationships.** Of course, individuals should not participate in a grievance process that includes a family member, but there may be other types of relationships that could affect an investigator or decision-maker's ability to effectively evaluate the claims.
 - a) For example, if the investigator and complainant have a close working relationship and will need to continue to work closely together, that could (consciously or unconsciously)

affect the investigator's decision in order to preserve a good working environment.

- b) However, merely having a prior interaction with that person is not a disqualifying conflict of interest, so long as those interactions were in a work/educational context. Thus, a principal would not have a conflict of interest in investigating a student, even if the principal had other interactions with a student. And an HR Director who met an employee once when they interviewed for the position would not have a conflict of interest with that person.

3. **Avoid Prejudging Facts**

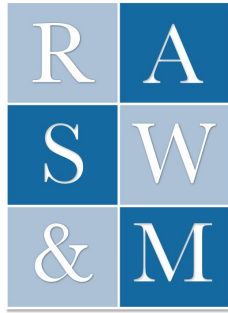
- a) The Title IX regulations specifically state that a respondent is to be presumed innocent.
- b) Investigators and decision-makers should not reach their conclusions until they have received all of the evidence and heard from all of the witnesses.
- c) Investigators and decision-makers should base their findings on facts obtained during the investigation process, not on generalizations or reputations of the people involved.

XI. APPEALS.

- A. **Any party may appeal.** Any party may appeal from a determination regarding responsibility or a dismissal of a formal complaint.
- B. **Grounds for appeal.** An appeal may be based on any of the following:
 - 1. Procedural irregularity that affected the outcome of the matter;
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or a dismissal was made and that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, investigator(s), or decision-makers(s) had a conflict of interest or bias for or against complaints or respondents generally or the individual complainant or responded that affected the outcome of the matter.

- C. **Decision-maker on appeal.** The person who presides over an appeal must not be the initial “decision-maker,” the Title IX Coordinator, or the investigator(s).

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TITLE IX INVESTIGATION TRAINING

Rupp, Anderson, Squires, Waldspurger & Mace, P.A. School Law Seminar

September 30, 2022

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I. TITLE IX VOCABULARY

- A. **Allegation:** An assertion or claim that someone has engaged in sexual harassment.
- B. **Complainant:** The person who has experienced the alleged sexual harassment. This person is considered the complainant regardless of whether they chose to file a formal complaint of sexual harassment.
- C. **Respondent:** The person accused of sexual harassment.
- D. **Reporter:** The person who reports sexual harassment to the school. This may be the complainant, but may also be someone else (called a “third-party reporter”).

NOTE: These materials and the corresponding presentation are meant to inform you of interesting and important legal developments. While current as of the date of presentation, the information that is provided may be superseded by court decisions, legislative amendments, rule changes, and opinions issued by bodies interpreting the area of law. We cannot render legal advice without an awareness and analysis of the facts of a particular situation. If you have questions about the application of concepts addressed in this outline or discussed in the presentation, you should consult with your legal counsel.

- E. **Title IX Grievance Process:** The formal name for the complete process of addressing complaints of sexual harassment, from the formal complaint through appeal.

II. INVESTIGATION PROCESS

A. Preliminary Steps.

1. **Consultation with Title IX Coordinator.** For each of these steps, the Investigator should consult with the Title IX Coordinator to determine whether the Title IX Coordinator has already taken that step and, if not, who will be responsible for it.
2. **Review the Complaint.** Determine that the alleged conduct, if true, would meet the definition of sexual harassment (or retaliation for reporting sexual harassment).
 - a) If the allegations would not support a finding of sexual harassment or retaliation if proven to be true, the formal complaint must be dismissed, but could be investigated outside of the Title IX process if it violates other school rules or policies.
 - b) If the allegations would support a finding of sexual harassment or retaliation, then there must be an investigation or voluntary resolution.
 - c) If the allegations could potentially constitute criminal conduct and/or maltreatment of a minor, contact law enforcement or MDE, or ensure that the person receiving the complaint already did so. Note that mandatory reporting is an *individual* obligation.
3. **Preliminary Plan.** Identify people who should be interviewed, including the complainant, respondent, and any witnesses. Identify whether there are any documents mentioned in the complaint that would be useful to review before interviewing witnesses and, if possible, make arrangements to obtain those documents.
4. **Notice.** Ensure the pre-investigation notice has been provided to the known parties, which will typically include any complainants and respondents.

5. **Review Collective Bargaining Agreements.** If an employee is the respondent, determine whether there are any requirements in a CBA related to discipline that may impose obligations above and beyond those required by Title IX.

B. General Investigation Tips

1. Starting an Investigative Interview

- a) Provide each witness with a Tennessen warning.
- b) Explain the purpose of the interview and that the district takes complaints of this nature seriously.
- c) Define your role in the investigation process as an impartial investigator.
- d) If there are others present (complainant or respondent representative, union representative for employee, attorneys), explain that they are there to offer support, but you need the information to come from the witness.
- e) Explain the investigation process. Inform the witness that the district will follow up on information that they provide.
- f) Also inform the person being interviewed that retaliation in any form will not be tolerated. Instruct them to report suspected retaliation immediately.

2. During the Interview

- a) Open with questions about the witness's background/interests. This helps you establish a rapport with the witness and gives you a baseline for their demeanor in responding to questions.
 - (1) For employees, their employment background, role, job duties, job environment, and identifying their supervisor or anyone they supervise, are typically relevant and good to evaluate demeanor.
 - (2) With students, background questions should be age-appropriate but not overly personal, and may not be relevant to the investigation. Questions about their favorite classes, favorite color, who their teacher is,

are usually safe, as are questions based on observations. For example, if a young student is wearing a Star Wars t-shirt, “do you like Star Wars? I do too! Which movie is your favorite?”

- (3) Observe the witness’s behavior when they respond to these questions and compare it to their responses to later questions. This is particularly helpful if you are attempting to discern whether a reaction is due to nerves or because the witness is lying.
 - (4) This opening also gives you an opportunity to put the witness at ease. Many respondents will be guarded initially, but asking “easy” questions gives you a chance to connect to see if they will let their guard down.
- b) Don’t be so committed to asking questions you developed ahead of time that you miss an opportunity to ask follow-up questions.
- (1) Consider grouping questions into topics, like “October 10 incident” or “allegations related to cafeteria.” Then ensure you have obtained all the information you need with respect to a specific topic before moving on. This strategy limits the need to look through all of your pre-written questions and all of your notes at the end to ensure you have asked everything you intended.
 - (2) Sometimes, unanticipated answers will lead you to important information and change the direction of the interview.
- c) Avoid leading questions. Instead, ask short, open-ended questions. Your goal is to have the witness talk more than you do.
- d) Use the funnel approach by starting with broad questions that get increasingly narrower.
- e) Always be sure to cover the who, what, when, where, why and how questions. Get specific details and do not allow the witness to generalize or draw conclusions rather than offer

facts. Follow each line of questioning to its logical conclusion.

- (1) Use “what do you mean by that?,” “tell me more about that” or “I don’t understand, can you explain...”
 - (2) Make sure you understand what the witness means by the language they are using, especially if the witness is young or using slang terms.
- f) Ask questions designed to separate what the witness knows from personal knowledge from what is information the witness heard from others. If the witness heard the information from someone else, ask the witness to identify the source of the information.
- g) Ask if there are any other people who might have information about the incident and determine what information they might have.
- h) Do not be afraid to ask tough questions. The subject matter in a Title IX investigation will almost certainly be a difficult topic. Individuals who are not comfortable asking detailed questions to gather information about allegations of sexual harassment should not serve as an investigator.
- i) Ask for corroborating evidence, including e-mail and voicemail messages, texts, Facebook or other social media posts, notes, diary entries, a calendar, and the names of other witnesses. Get this on the spot, if the witness is able to provide it, even if this adds some time to the interview.
- j) Follow-up on all “I don’t know” and “I can’t recall” answers.
- (1) Break the question down and/or rephrase it to determine whether the witness does not have the information or is being evasive.
 - (2) If you sense the witness is being evasive, circle around and come back to the question at other points in the interview.
 - (3) Do not hesitate to express your surprise that the witness is answering “I don’t know” or “I don’t recall”

if you can back up your expression of surprise with an objective reason.

- k) Make sure the individual answers the question you have asked, rather than some other question that was not asked.
- l) Ask “wrap-up” questions to ensure there isn’t confusion about multiple events. “Was this the only time Respondent spoke to you about X in person?” “Are there any other times you did Y?”
- m) Assume you will have to defend your interview questions in court or in arbitration. Be impartial and thorough. Be respectful, but do not be afraid to ask direct or tough questions. Keep in mind that evidence, including your notes, will need to be provided to the parties in a Title IX investigation and may otherwise be discoverable material at some point (i.e., they would have to be disclosed as part of a legal proceeding).
- n) Use your judgment in determining how much to tell the witness about the complaint. You should disclose as little as possible, but also be mindful of the fact that there are circumstances where it may be necessary to disclose what another witness said in order to determine whether someone is being honest.
- o) Observe witness demeanor throughout the interview and document your observations in your notes.

3. **Concluding the Interview**

- a) Inform every witness that retaliation will not be tolerated and that it should be reported immediately.
- b) Explain the next steps after interviewing the witness, whether there will be any follow-up with them, and the time frames for completion of those steps.

4. **Interview don’ts.**

- a) Do *not* guarantee any particular results from the investigation, and do not suggest that disciplinary or any other specific action will be taken against the respondent.

- b) Do *not* promise confidentiality because such a promise is unrealistic, inconsistent with Title IX requirements, and can impede the ability to investigate the complaint.
- c) Do *not* take sides with either the complainant or respondent.
- d) Do *not* be intimidated by a witness or their representative. It is your role to get the answers you need and others do not have the right to interfere with that process.

VII. ASKING THE RIGHT QUESTIONS

A. General Relevance Standard

- 1. Investigators should only ask relevant questions.
- 2. To exclude evidence or decline to provide a written question to another party or witness, an investigator or decision-maker must determine that the evidence is not relevant or that the proposed question is not designed to gather relevant evidence.
- 3. The test for relevant evidence is: **would knowing the answer to this question provide information that could affect my conclusion?**

B. Questions and Evidence Regarding Prior Sexual Behavior

- 1. Questions and evidence about the complainant's prior sexual behavior will *rarely* be relevant.
- 2. They can only be admitted if offered to prove someone other than the respondent committed the alleged conduct, or if they relate to prior conduct between the complainant and respondent and are used to prove consent.
- 3. Consent is not relevant if there is an allegation of sexual contact between an adult employee and a student because the employee is in a position of authority over the student. Minn. Stat. § 609.341.
- 4. Because these determinations are highly fact-specific, it is wise to consult legal counsel if you have a case where prior sexual behavior may be relevant. Such cases may include:
 - a) Allegations of sexual conduct between employees in which one employee alleges the conduct was consensual.

- b) Allegations of sexual conduct between students who are sixteen or older in which one student alleges the conduct was consensual.
- c) Allegations that sexual conduct occurred with someone other than the respondent.

VIII. CONDUCTING THE INVESTIGATION

A. Interview the Complainant.

1. Prior to interviewing the complainant, provide written notice to the complainant of the date, time, location, participants, and purpose of the interview. This must be done with “sufficient time for the party to prepare to participate.”
2. Remember the complainant has the right to have a representative of his or her choice present for the interview. The investigator may limit the participation of a party’s representative, but must impose equal limits on the representatives for the complainant and respondent.
 - a) In general, another student may be a representative for a complainant or respondent.
 - b) But schools can appropriately determine that the representative cannot be another student who is a witness in the investigation.
 - c) To avoid perception of bias or undue influence, schools should generally direct staff not to serve as representatives of students in this process.

B. Interview the Fact Witnesses.

1. Students

- a) Decide in advance whether parents will be permitted or invited to attend the interview of their child. Factors such as the age of the student and the subject matter of the investigation should be considered.
- b) Unless a school district has adopted a policy to the contrary, school officials are not required to permit parents to attend

interviews of fact witnesses. In contrast, for a complainant and respondent, Title IX allows to have a representative of their choice, who could be a parent, attend all interviews/hearings as part of the investigation.

2. **Staff**

- a) Staff being interviewed as fact witnesses are not entitled to have a representative attend with them, except in the rare case that a contract or policy says otherwise.
- b) Staff who are complainants have the right to have a representative of their choice attend all interviews or hearings.
- c) Staff who are respondents also have the right to have a representative of their choice attend all interviews or hearings. Because the interview could reasonably result in discipline to the employee, an employee who is a member of a union has the right to have a union representative present. *N.L.R.B. v. Weingarten, Inc.*, 95 S. Ct. 959 (1975). Since the employee will receive written notice prior to the interview, they should have sufficient time to arrange for union representation.

C. **Prepare for Respondent's Interview**

1. Prior to interviewing the respondent, provide written notice to the respondent of the date, time, location, participants, and purpose of the interview. This must be done with "sufficient time for the party to prepare to participate."
2. Outline the topics you intend to ask about and specific questions within each topic. Review notes from other interviews if necessary to ensure you are asking the respondent to respond to all evidence.
3. The new Title IX standards require the respondent to be informed about the allegations in advance. If the scope of the investigation has changed since the initial notice, send an updated written notice to the parties outlining any new allegations prior to the interview with the respondent.

D. **Interview the Respondent.**

1. **Opening remarks.**
 - a) Lay out the ground rules for the interview. Explain that you will not interrupt when the respondent is speaking, and he/she is not to interrupt when you are speaking.
 - b) Explain the limits for the respondent's representative, which must be consistent with any limits that were placed on the complainant's representative.
 - c) Explain that allegations have been made against the respondent and tell the respondent that this is his/her opportunity to tell his/her side of the story. Explain that the questions you are asking will identify the allegations against the employee and evidence you have reviewed so far
2. **Refusals to Answer.** Decide in advance how you will respond if the witness refuses to voluntarily answer your questions. In many cases, respondents will voluntarily cooperate if they are advised the investigation interview may be their only opportunity to provide information.
3. **Follow-up Questions.** Be prepared to ask appropriate follow-up questions in order to obtain the alleged offender's response to each allegation. Consider the tips discussed above in this outline, as well as those set forth below.
 - a) Do not tap dance around delicate topics. Ask the questions directly. This ensures respondents have a full opportunity to respond to the allegations.
 - b) If the respondent admits to some comments or actions, ask what his or her intent was.
 - c) If the respondent denies the allegations, ask if anyone would have a reason to fabricate the allegations.
 - d) Ask for the names of people the respondent thinks have firsthand knowledge of the alleged conduct or the fact that it did not occur. Ask what information each person would have in order to ensure that they are not simply "character witnesses."
4. **Closing Remarks.** Prepare a written outline of your closing remarks.

- a) Ask for any other information that may be helpful, or if there is any other information the respondent would like to provide.
- b) Ask the respondent if he or she feels like the investigator has provided a full and fair opportunity to respond to the allegations. If the respondent says no, ask what else he or she would like to add to what has already been said.
- c) Direct the respondent to refrain from engaging in retaliation or taking any action which could give the appearance of attempting to influence the testimony of a witness in the investigation.

IX. Drafting an Investigation Report

A. **Opportunity to review all evidence.** Prior to completion of the investigation report, the investigator *must* provide an opportunity for the complainant and respondent to inspect and review any evidence that is directly related to the allegations. They must be allowed ten days to submit a written response to the investigator.

B. Drafting the report

1. The purpose of an investigation report is to document the actions you have taken and summarize the evidence you received. In other words, the investigator should follow a math teacher's advice and show the investigator's work.
2. Title IX requires that both parties be provided an opportunity to present inculpatory and exculpatory evidence. Unless evidence is irrelevant, the investigator should summarize the evidence in the report.
3. The investigation report should describe the behavior that occurred, rather than relying on conclusory statements.
4. An investigator may include "recommended" findings of facts and conclusions, but the decision-maker will reach the final conclusion.
5. A good investigation report will include the following elements:
 - a) Summary of the allegations;

- b) Summary of the documents reviewed and witnesses interviewed;
- c) Findings of fact as to what occurred with respect to each allegation.

C. **Burden of Proof**

- 1. **The burden of proof is always on the school district.** This means it is the district's duty to gather evidence in support of any finding of responsibility.
- 2. Respondents are entitled to a presumption that they are not responsible. This means if the district does not find evidence of any specific fact required for a finding of responsibility, the decision-maker cannot conclude the respondent was responsible.
- 3. **If a respondent refuses to answer questions asked by the complainant, the decision-maker cannot take the respondent's failure to answer into account in making the decision.**

D. **Opportunity to review report.** After completion of the investigation report, it must be provided to the complainant, respondent, and decision-maker. If there will be a live hearing, the report must be provided at least ten days prior to the hearing. If there is no live hearing, it must be provided at least ten days before a determination of responsibility by the decision-maker.