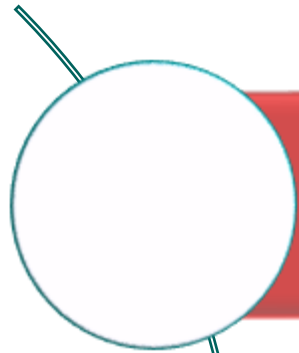
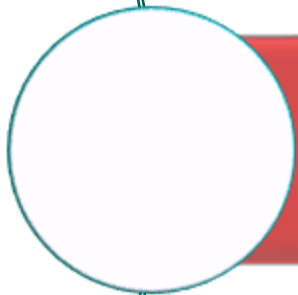


Title IX Training

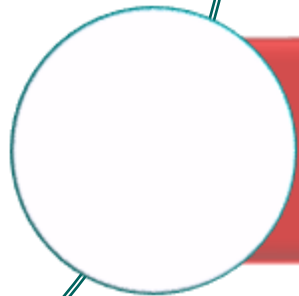
Angela Stallbaumer
Deputy Director/General Counsel, KASB
Turner U.S.D. 202
November 21, 2022



Introductory and Background Information



What is Sexual Harassment?



Overview of Formal Complaint and Investigation Process

Title IX and Sexual Harassment

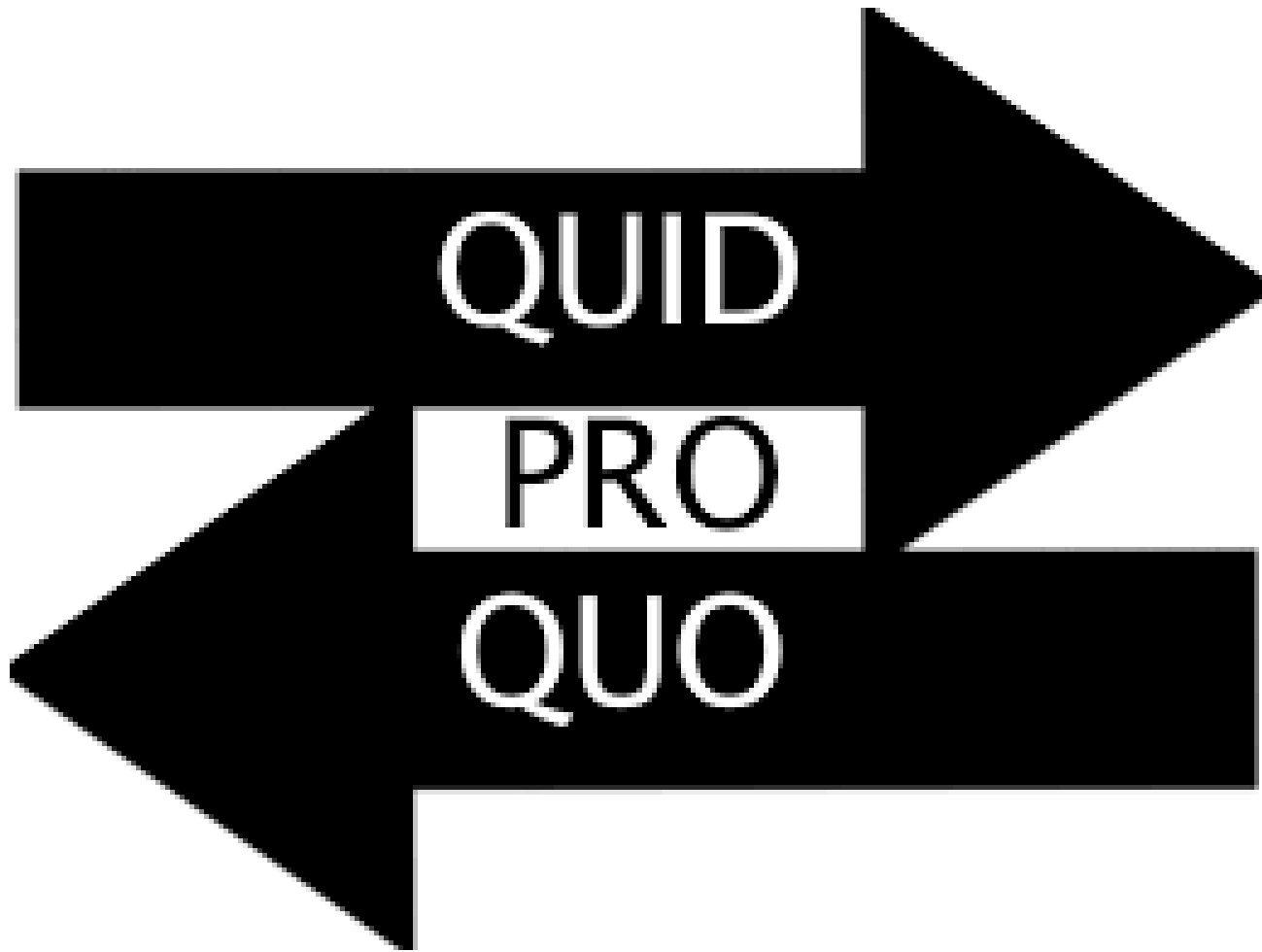
Sexual Harassment Definition

- Sexual harassment shall include conduct on the basis of sex involving one or more of the following:
 - (1) a district employee conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcomed sexual conduct;
 - Quid pro Quo
 - (2) unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or
 - Hostile Environment
 - (3) sexual assault, dating violence, domestic violence, or stalking.
 - VAWA definitions

Quid Pro Quo

Something for
something

Only perpetrated
by employee



Quid Pro Quo

Definition:

Submission to the conduct is made a term or condition, explicitly or implicitly, of employment or receipt of education; or

Submission to or rejection of the conduct is used as the basis of employment or educational decisions affecting the individual.

The Hookup Unhook

The female manager for the HS boys basketball team comes to the coach asking for intervention with one of the players that is sending her messages outside of school, such as “you wanna hook up?”

HS basketball coach goes to Assistant Principal/AD. He talks to the girl about it and offers her the option to step down as manager or to take a spot on the girls’ basketball side. She refuses being reassigned and is removed from the boys’ side.

Was this okay?





Hostile Environment

Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to work/education.

Hostile Working/Learning Environment

- Definition:
 - The conduct has the purpose or effect of substantially interfering with the individual's employment or education; or
 - The conduct creates an "intimidating, hostile or offensive" working or learning environment.

Hostile Working or Learning Environment

- In determining if harassment has occurred, we look at the victim's interpretation, not the intent of the harasser.
- The victim feels the behavior is sexual harassment; and
- A reasonable person with the victim's perspective would consider it to be sexual harassment as well.
- There is no single test for distinguishing sexual harassment from merely offensive or inappropriate conduct.

Teacher's Pet

An older, male teacher is beloved by many. His teaching aide positions are highly coveted.

One of his current teaching aides (female student) comes to you asking for a transfer to a different teacher to assist.

Upon inquiry, she reluctantly tells you that his behavior toward her has made her feel uncomfortable in the last few weeks.



VAWA “Big Four”

Sexual Assault

- an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating Violence

- violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

Domestic Violence

- includes crimes of violence committed by a person who is a current or former spouse, partner, person with whom the victim shares a child, or who is or has cohabited with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under Kansas or applicable federal law, or by any other person against an adult or youth victim having protection from such person’s acts by Kansas or applicable federal law.

Stalking

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

Stairwell Encounter

A female special education student comes to you after class describing an encounter with a male student in the stairway...



Other Definitions

- **Complainant:** An individual alleged to be the victim of sexual harassment
 - Not necessarily the individual who reports or who files formal complaint
- **Respondent:** An individual alleged to be the perpetrator of sexual harassment
- **Formal Complaint:** A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting the school investigate the allegation of sexual harassment
- **Supportive Measures:** Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome, to the other party while designed to ensure equal educational access, protect safety or deter sexual harassment.

3 Roles in Formal Complaint Investigation Process



Title IX Coordinator

Employee designated to coordinate its efforts to comply with Title IX.

Appointed by board and always serves as Title IX Coordinator, cannot be Investigator or Decision-Maker in any case.



Investigator

carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report.



Decision-Maker

reviews all the evidence and prepares an impartial written responsibility determination as to whether the alleged conduct occurred and provides an opportunity for the parties and their representatives to prepare written questions to be answered by the other party.

Formal Complaint

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District where the formal complaint is filed.
- A formal complaint may be filed with the Title IX Coordinator in person, by mail, by email, or by any other means that results in the Title IX Coordinator receiving the report.
- A formal complaint contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint (unless signed by the Title IX Coordinator).
- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

Education Program and Activities



- “locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution”
 - Think similar to “nexus to school” consideration in student discipline.
 - “In the United States”

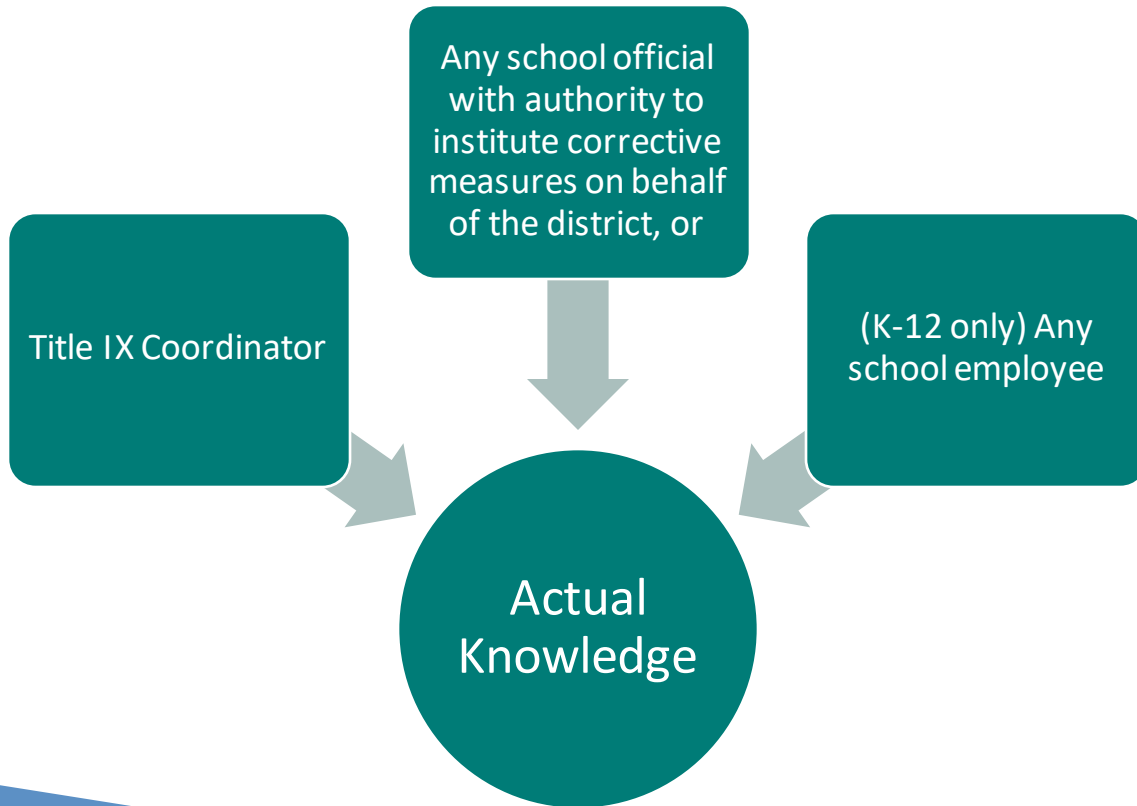
Scenario: Xbox Live

- A parent comes to you saying that another student sent nude pictures of himself to 3-5th graders over Xbox Live. What do you do?



Overview of Formal Complaint and Investigation Process

Report of Sexual Harassment



- District must respond when it has “actual knowledge” of sexual harassment.
- Actual knowledge:
 - Notice of sexual harassment, including claims of sexual harassment
- Other school employees report claims to Title IX Coordinator.

Title IX Coordinator Responsibilities



Title IX Coordinator Contacts Complainant

- Response must not be “deliberately indifferent”
 - Clearly unreasonable in light of known circumstances
- Promptly contact complainant, and meet confidentially:
 1. To discuss availability of supportive measures,
 2. Consider the complainant’s wishes with respect to supportive measures,
 3. Inform the complainant of the availability of supportive measures with or without a formal complaint, and
 4. Explain the process for filing a formal complaint.
 - KASB Policy : 10 days, unless good cause for delay.
- Should respect complainant’s wishes regarding whether a school investigates, unless the Title IX Coordinator determines that signing a formal complaint over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Supportive Measures

The district will treat the complainant and respondent equitably by offering supportive measures.

These non-disciplinary and non-punitive measures will be offered as appropriate, as reasonably available, and without cost to the complainant or the respondent.

Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party.

“Supportive Measures” shall include, but not be limited to, measures designed to protect the safety of all parties, to protect the district’s educational environment, or to deter sexual harassment.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Possible Supportive Measures

counseling

extensions of deadlines or course related adjustments

modifications of work or class schedules

escort services or increased security and monitoring

mutual restrictions on contact between the parties

changes in work locations

leaves of absence

What if there is no formal complaint?

- Supportive measures may be provided to both parties regardless
- Document what happened
- Close the file



Investigation Process

Notice

Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

Inspection & Review

Prior to completion of the investigative report, the recipient must send to each party and the party's advisor, if any, a draft of the investigative report and the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

Finalize Report

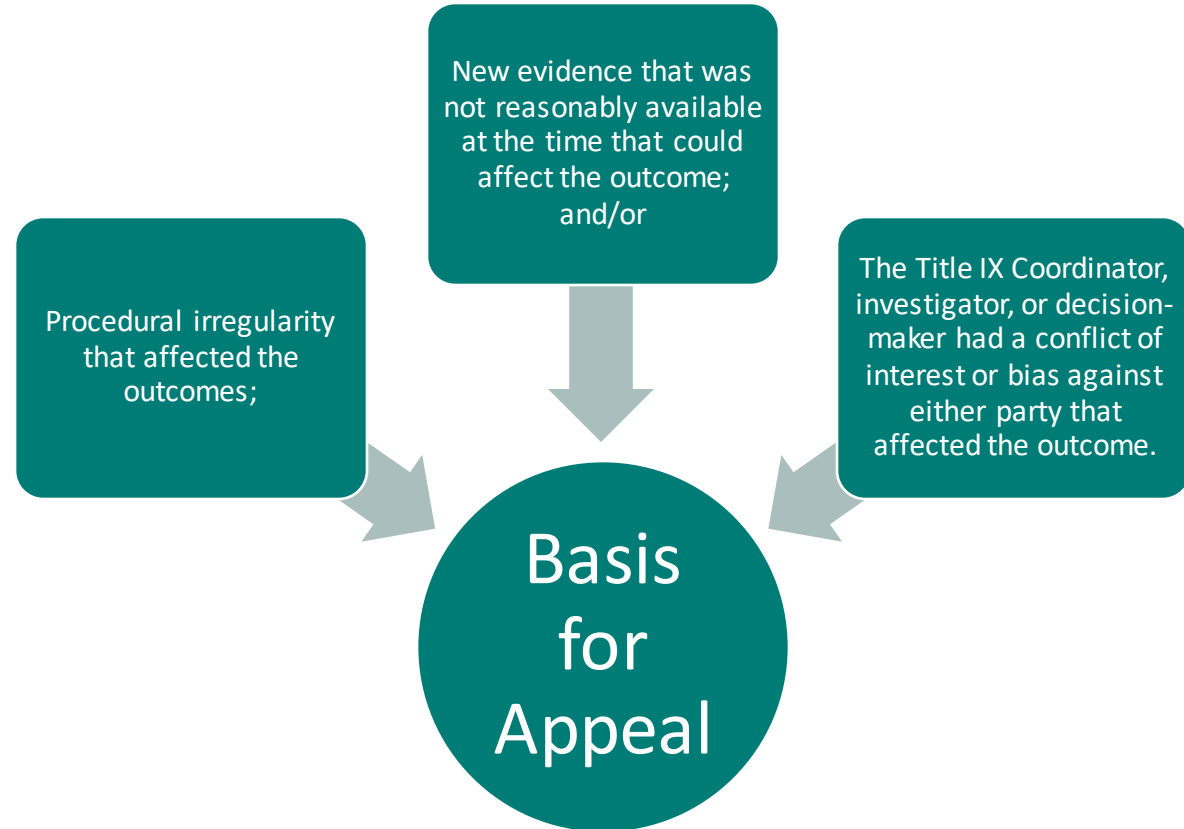
Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Decision-Maker Responsibilities



Appeals

- The complainant or respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint.
- Request for appeal shall be made in writing within 10 days after the date of the written determination regarding responsibility.
- Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
- Provide the written decision simultaneously to both parties



Appeal Decision-Maker Responsibilities



Review the evidence gathered by the investigator, the investigator's report, and the original decision-maker's determination;



Notify both parties in writing of the filing of an appeal and give them 10 days after the appeal is filed to submit further evidence in writing;



Not have a conflict of interest or bias for or against complainant or respondent and receive the required training;



Issue a written decision and the rationale for the decision within 30 days after the appeal is filed;

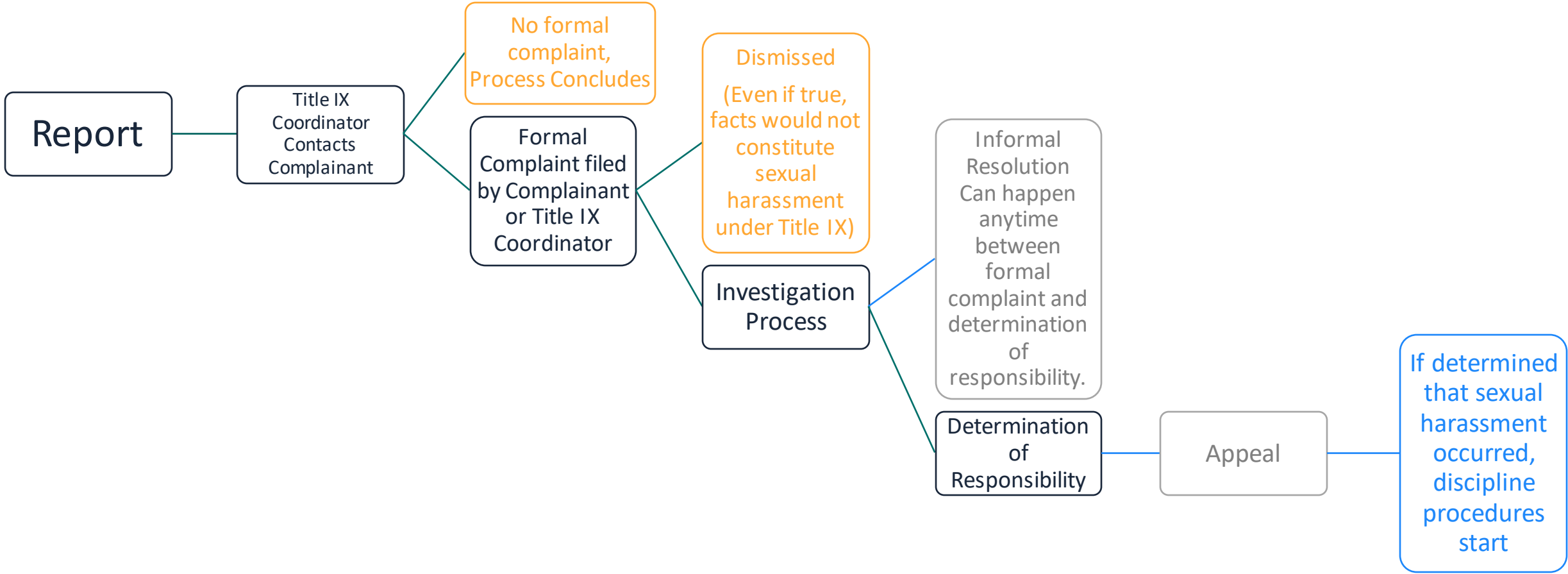


Describe the result of the appeal and the rationale for the result in the decision; and



Provide the written decision simultaneously to both parties and to the Title IX Coordinator.

Formal Complaint Investigation Process



Informal Resolution Process

- The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:
 - The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
 - At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the investigation of the formal complaint and be informed of any consequences resulting from participating in the informal resolution process;
 - The parties voluntarily and in writing consent to the informal resolution process; and
 - The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.
- If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the proposed resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator.
- Title IX Coordinator. Within 20 days after the complaint is resolved in this manner, the Title IX Coordinator shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved, or if the individual does not believe the resolution remains acceptable within 20 days after the informal resolution document is executed, the individual or the Title IX Coordinator may proceed with the formal complaint process.

Beware the unintended consequences of Informal Resolution...



Investigator Training

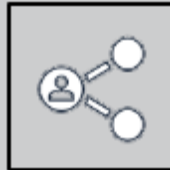
Investigation Tips



Ask open ended questions.



Remain impartial but build rapport and try to create comfortable environment for those you interview.



Remember all evidence must be shared with both parties.

Investigator's Responsibilities in the Process

Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the district and not the parties;

Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

Be impartial and objectively evaluate all relevant evidence without relying on sex stereotypes;

Not have conflicts of interest or bias for or against complainants or respondent;

Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

Impartiality

- Avoid Prejudgment of the Facts at Issue
 - Title IX Coordinator's initial determination to dismiss/not dismiss not prejudice
- Conflicts of Interest
 - Family member, etc.
 - Past Dealings
- Bias
 - Personal bias or bias for certain parties, by virtue of their status as complainant/respondent/witness.
- Cannot Rely on Sex-Stereotypes

Investigator's Responsibilities to Participants

Provide an equal opportunity for the parties to present witnesses and evidence;

Allow the parties to be accompanied with an advisor of the party's choice;

Provide written notice of the date, time, location, participants, and purpose of any interview, meeting, or hearing at which a party is expected to participate;

Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint, including the investigative report, and the opportunity to respond to that evidence before a determination is made

Investigative Report

- The investigator shall prepare an investigative report that fairly summarizes relevant evidence and share the report with the parties and their advisors for review and response.
- The investigator's written report shall include an objective evaluation of all relevant evidence using a preponderance of the evidence standard to determine responsibility.

Relevance

The tendency of a given item of evidence to prove or disprove one of the legal elements of the case, or to have probative value to make one of the elements of the case likelier or not.

Preponderance of the Evidence

Evidence which is more credible and convincing than that presented by the other party or which shows that the fact to be proven is more probable than not.



What do you do if...

- Complainant's mom wants to be present for any interviews.
- The complainant's parents will not allow the complainant to participate.
- The complainant is no longer a student in the district.
- Law enforcement is investigating it for criminal prosecution.
- The complainant will only participate if what she says is kept confidential.
- The respondent wants to bring an attorney to the interview.
- The respondent disagrees with part of your initial investigation report.



Decision-Maker Training



Relevance

is the tendency of a given item of evidence to prove or disprove one of the legal elements of the case, or to have probative value to make one of the elements of the case likelier or not.



Evidence

any of the material items or assertions of fact that may be submitted to a competent tribunal as a means of ascertaining the truth of any alleged matter of fact under investigation before it

Relevance and Evidence

- Look to initial complaint, review investigation report.
- Consider all information that supports either parties' position, or in contradiction to them.
- Try to focus investigation on the complaint, but if additional issues arise, provide parties with the required notice.
- Be cautious of any evidence related to the sexual predisposition or sexual history of the complainant.
- In questions exchanged by parties in lieu of hearing, all questions must be relevant.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Sexual Predisposition of Complainant

Written Determination of Responsibility



Identify the allegations potentially constituting sexual harassment



Describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews



Include the findings of fact supporting the determination



Address any district policies and/or conduct rules which apply to the facts



Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor



The procedures and permissible bases for the complainant and/or respondent to appeal the determination



Provided to parties at the same time

What Does it Take to Be Liable for Sexual Harassment?



Harassment By Staff

- Actual Knowledge
- Authority To Correct
- Deliberate Indifference

Harassment by Peers

- Severe, Pervasive, and Objectively Offensive Conduct
- Denial of Educational Benefits
- Actual Knowledge
- Deliberate Indifference

So, when should the Title IX Coordinator file in absence of a Complainant willing to do so?



- For liability purposes, it matters:
 - What do you know?
 - When did you know about it?
 - What did you do with that information?



Questions?