




Keeping the Receipts for Posterity: Effective Report Writing, Appeals, and Record Retention

Presented by:
Andrea L. Mooney

October 28, 2025



**Keeping the Receipts for Posterity:
Effective Report Writing, Appeals,
and Record Retention**

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**PART 1: DRAFTING THE IDEAL
REPORT AND DECISION**

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Remember that anyone serving as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an information resolution process must not have a **conflict of interest or bias for or against **complainants or respondents generally** or an **individual complainant or respondent**.**


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OUR SCENARIO FOR TODAY:

Jeremiah and Isabella used to date for a little over four years. Jeremiah has explicit photographs of Isabella. After they break up, Jeremiah sends the pictures to other students who show them around school. Isabella's new boyfriend, Conrad, finds out about this and "avenges" Isabella's honor by punching Jeremiah in the nose at school.

- Both Jeremiah and Conrad play on the soccer team.
- Isabella's parents decide to file a Formal Complaint against Jeremiah.

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Investigative Report

Title IX Final Investigation Report

This is the final report prepared by the Title IX Coordinator or Investigator based on the information provided by the parties and the evidence gathered during the investigation process. It is intended to provide a clear and concise summary of the facts and findings of the investigation.

Investigative Report

Investigative Report

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IMPORTANT REMINDERS:

- Remember the purposes for documenting.
- Consider the ultimate audience.
- As educational experts, **ALWAYS** grammar/spell check your writing.
- Date and sign final reports.
- Give Title IX Coordinator a copy of all documents and evidence.

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INVESTIGATIVE REPORT

Prepare an investigative report that **summarizes** relevant evidence.

The report may include proposed findings of fact.

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INVESTIGATIVE REPORT

Prior to completion of the investigative report, the investigator must send an electronic or hard copy of the relevant evidence gathered to the parties and the parties' advisors, if any. The parties must be provided **at least 10 calendar days to submit a written response that the investigator must consider before completing the investigative report. The evidence may be provided using a platform that prevents downloading and copying to protect the confidentiality of information about students or victims of sexual offenses.**

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Let's Dissect!

Title IX Final Investigation Report

The U.S. of the Education Amendments of 1972 (20 U.S.C. § 1681) is a federal law that prohibits discrimination based on sex in educational institutions that receive federal financial assistance. The Complainant and Respondent may submit relevant questions that they would like asked of a party or witness to the Decision Maker.

A Formal Complaint was filed on February 17, 2025, by Mr. & Mrs. Conklin on behalf of their minor daughter, Isabella Conklin. This report contains a summary of the evidence gathered through the District's investigation of the Formal Complaint, as part of the District's Title IX grievance process.

The investigation was conducted by High School Principal Indiana Jones from February 17, 2025 to March 1, 2025. The parties have been given the opportunity to inspect and review the evidence gathered in this investigation and an opportunity to provide a written response.

Allegations

Identify the allegations potentially constituting sexual harassment.

Relevant Facts

On February 17, 2025, the Complainant received a report of alleged sexual harassment from the Respondent's parent. The Title IX Coordinator's office conducted an investigation into the alleged sexual harassment and the parties' rights and responsibilities regarding the process. The Complainant and Respondent provided the Complainant and Respondent with the opportunity to inspect and review the evidence gathered in this investigation and an opportunity to provide a written response.

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INVESTIGATIVE REPORT: INTRO.

Complainant: Conklin, Isabella
Respondent: Fisher, Jeremiah
DATE: Mar. 11, 2025
CASE NO.: T9-2025-4 Conklin, I

Title IX Final Investigation Report

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is a federal law that prohibits discrimination based on sex in educational institutions that receive federal financial assistance. The Complainant and Respondent may submit relevant questions that they would like asked of a party or witness to the Decision Maker.

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INVESTIGATIVE REPORT: BACKGROUND

A Formal Complaint was filed on **February 17, 2025, by Mr. & Mrs. Conklin on behalf of their minor daughter, Isabella Conklin.** This report contains a summary of the evidence gathered through the District's investigation of the Formal Complaint, as part of the District's Title IX grievance process.

This investigation was conducted by **High School Principal Indiana Jones from February 17, 2025 to March 1, 2025.** The parties have been given the opportunity to inspect and review the evidence gathered in this investigation and an opportunity to provide a written response.

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INVESTIGATIVE REPORT: ALLEGATIONS

Allegations

Identify the allegations potentially constituting sexual harassment.

Isabella Conklin (Student) alleges that Jeremiah Fisher (Student) electronically distributed to classmates at school nude pictures of Isabella that Jeremiah obtained while they were in a relationship. Mr. & Mrs. Conklin claim that other students are bullying and making fun of Isabella at school and on social media, causing her to be humiliated and embarrassed to the extent she no longer wants to attend school and is threatening to kill herself.

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INVESTIGATIVE REPORT: PROCEDURAL STEPS

Procedural Steps

Describe the procedural steps taken from the receipt of the Formal Complaint to date:

- Assistant Principal Coach Beard received a report of alleged sexual harassment on February 15, 2025. Coach Beard notified the Principal, District Title IX Coordinator, and the School Resource Officer (SRO) of the report via email on February 15, 2025.
- The Title IX Coordinator's office contacted alleged victim (Isabella Conklin) and her parents and provided with information about the grievance process and supportive measures on February 16, 2025.
- The Conklin filed a Formal Complaint on February 17, 2025.
- The Title IX Coordinator provided the Complainant and Respondent with written notice of their rights in the grievance process and information about the availability of supportive measures on February 18, 2025.
- By February 19, 2025, the following supportive measures were implemented:
 - For Conklin & Fisher: no contact agreement, opportunity to meet with campus counselor, increased monitoring of students in cafeteria.

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INVESTIGATIVE REPORT: PROCEDURAL STEPS

- For Conklin: one-week extension to take Algebra II test scheduled for February 15, 2025; one-week extension to turn in history project, campus escort to and from lunch; opportunity to eat lunch in front office
- For Fisher: schedule change to different Algebra II class
- On February 18, 2025, the Title IX Coordinator appointed the undersigned (Jones) to investigate the Formal Complaint. I was trained to conduct Title IX sexual harassment investigations in accordance with the May 2020 federal regulations at the Texas Title IX Administrators Conference, October 19-20, 2025.
- This Investigator/I reviewed the Formal Complaint and relevant district policy and student code of conduct provisions beginning February 18, 2025.

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INVESTIGATIVE REPORT: PROCEDURAL STEPS

- I sent both Complainant and Respondent a letter including written notice of interviews and notes under the Title IX investigation process on February 19, 2025.
- I interviewed the Complainant on February 22, 2025. She was accompanied by her parents.
- I interviewed witnesses provided by Complainant on February 22, 2025 – February 24, 2025. I gave the witnesses an opportunity to provide written statements. For students who declined to provide a written statement, I took notes of their verbal statements. I interviewed all witnesses separately. Dr. Margie Fieldstone observed the interviews and assisted me in the development of my investigation notes.
- I interviewed the Respondent on February 23, 2025. He was accompanied by his mother and an attorney/advisor, Robbie Cheslham.
- I interviewed witnesses identified by the Respondent on February 23-25, 2025.
- I gave the parties the opportunity to submit evidence. Complainant submitted text messages, which I reviewed.
- I then completed secondary interviews with the Complainant, witnesses, additional witnesses, and the Respondent.
- The parties were given the opportunity to inspect and review evidence and submit a written response. Specifically, on March 1, 2025, I emailed a secure, password protected and link for the parties to access electronic copies of all evidence collected in this investigation (except the photos).

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INVEST. REPORT: SUMMARY OF EVIDENCE

Factual information about the parties

On February 14, 2025, Assistant Principal Coach Beard broke-up a fight in the cafeteria between two students: Jeremiah Fisher and Conrad Kent. When investigating the cause of the fight, Coach Beard learned that Conrad was avenging the honor of his girlfriend, Isabella Conklin, who had previously been in a dating relationship with Jeremiah Fisher. Conklin and Fisher are both 15 year old sophomores; they were a couple in a dating relationship during their freshman year of high school. Until February 10, 2025, they were in the same class for Algebra II (5th period). Kent is a senior. Fisher and Kent are both members of the men's soccer team.

The allegations in the Formal Complaint:

Isabella Conklin (Complainant-Student) alleges that Jeremiah Fisher (Respondent-Student) electronically distributed to classmates nude pictures of her that Jeremiah obtained while they were in a dating relationship. Mr. & Mrs. Conklin claim that other students are bullying and making fun of Isabella at school and on social media, causing her to be humiliated and embarrassed such that she no longer wants to attend school and is threatening suicide.

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INVEST. REPORT: SUMMARY OF EVIDENCE

Relevant sections of board policy and the student of code of conduct

Richmond ISD Board Policy FFH(LOCAL) prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District further prohibits dating violence. Retaliation against anyone involved in the complaint process is also a violation of District policy and is prohibited. Discrimination, harassment, dating violence, and retaliation as defined in policy are considered "prohibited conduct," even if the behavior does not rise to the level of unlawful conduct. Prohibited conduct also includes sexual harassment as defined by Title IX.

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INVEST. REPORT: SUMMARY OF EVIDENCE

Whether a CPS report was necessary

The allegations as presented did not indicate child abuse or neglect as defined by the Texas Family Code. The investigation did not yield facts indicating suspected child abuse or neglect.

Whether there is a related criminal/juvenile investigation

The campus SRO was notified of the allegations; local law enforcement will determine whether there has been a penal code violation. Law enforcement did not request that the school district delay or abate its investigation in this situation. Law enforcement did not suggest a forensic interview.

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Determination of Responsibility Decision

- Note the **burden of proof** standard (e.g., preponderance, clear and convincing). **Describe how your finding meets this burden!**
- You are the “judge,” and this is your “opinion.”
- Note the evidence that is relied upon and **not** relied upon
- Summarize** and assess credibility.
- Make a **separate** finding for **each** allegation.

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Determination of Responsibility Decision

- Identify any specific sanctions or remedies imposed and **explain the basis for choosing each specific sanction or remedy.**
- Write in active voice (e.g., I determined that...) rather than passive voice (e.g., It was determined that...)
- Write in the past tense (whatever happened, **has** been corrected).
- If there is more than one Respondent, write a separate decision for **each** Respondent (even if redundant).

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Let's Dissect!

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DETERMINATION OF RESPONSIBILITY: BACKGROUND

CASE INFORMATION (Please Print):

Case Number T9-2025-4 Conklin I

Complainant Isabella Conklin Campus Richmond High School

Respondent Jeremiah Fisher Campus Richmond High School

Type of Complaint:

Discrimination based on: (Check all that apply)

Sexual Harassment Sexual Assault Gender Based Harassment Dating Violence Stalking Retaliation Other

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DETERMINATION OF RESPONSIBILITY: ALLEGATIONS

Nature of Allegations:

A school employee conditioning an educational benefit or service upon a student's participation in sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities

Sexual assault, **dating violence**, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a))

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DETER. OF RESPONSIBILITY: SPECIFIC ALLEGATIONS

Specific Allegations

Identify the allegations potentially constituting sexual harassment. _____

Isabella Conklin (Student) **alleges** that Jeremiah Fisher (Student) electronically distributed to **classmates** at school nude pictures of Isabella that Jeremiah obtained while they were in a **relationship**. Mr. & Mrs. Conklin **claim** that other students are **bullying** and making fun of Isabella at school and on social media causing her to be **humiliated** and embarrassed to the extent she no longer wants to attend school and is **threatening to kill herself**.

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Procedural Steps
Describe the procedural steps taken from the receipt of the Formal Complaint to date:

- Assistant Principal Coach Beard received a report of alleged sexual harassment on February 15, 2025. Coach Beard notified the Principal, District Title IX Coordinator, and the School Resource Officer (SRO) of the report via email on February 15, 2025.
- The Title IX Coordinator's office contacted alleged victim (Isabella Conklin) and her parents and provided with information about the grievance process and supportive measures on February 16, 2025.
- The Conklin filed a Formal Complaint on February 17, 2025.
- The Title IX Coordinator provided the Complainant and Respondent with written notice of their rights in the grievance process and information about the availability of supportive measures on February 18, 2025.
- By February 19, 2025, the following supportive measures were implemented:
 - For Conklin: one-week extension to take Algebra II test scheduled for February 15, 2025; one-week extension to turn in history project; campus escort to and from lunch; opportunity to eat lunch in front office
 - For Fisher: schedule change to different Algebra II class

**DETER. OF RESPONSIBILITY:
DETAILED PROCEDURAL STEPS**

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**DETER. OF RESPONSIBILITY:
DETAILED FINDINGS OF FACT**

Findings of Fact

- Complainant is Isabella Conklin is a 15 year old sophomore at RHS
- Respondent is Jeremiah Fisher is a 15 year old sophomore at RHS
- Complainant and Respondent were in a dating relationship during their freshman year of high school, 2024-2025. They are no longer dating
- During their relationship, Complainant took photos of herself in a state of undress using her personal cell phone and while in her home. In her interview, Complainant stated that Respondent asked for "nudes," which she understood to mean nude photos of herself.

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- In Respondent's interview, he admitted to asking for and receiving "nudes" of Complainant during the 2024-2025 school year. He received them on his cell phone through a text message. He saved the photos to his cell phone. Respondent provided a supplemental statement in which he stated that Complainant voluntarily took and provided him the photos; no school devices or technology were used in the transmission of the photos; Complainant sent the photos outside of the school setting and at night when they were in a relationship; at no time did Complainant ask Respondent to not show the photos to others; and that he did not show the pictures to other students at school.
- Complainant claimed that, after Complainant and Respondent were no longer in a dating relationship, Respondent showed the "nudes" to fellow schoolmates: Students C and D. Complainant was told by Students A and D that Students C and D claimed to have seen the photos.
- Students C and D denied having seen or possessed the photos. Student C provided a written statement denying being shown the photos. Student D declined to write a statement. The investigator interviewed Student D and made notes of the interview.
- Respondent claims that Complainant showed Students E and F the photographs from her own cell phone. Complainant denies this. Students E and F also deny seeing any photographs.
- Neither Complainant nor Respondent identified an adult/employee witness to these events. However, the investigator obtained a statement from English Teacher, Randall Pearson, who overheard students talking about seeing pictures of complainant.

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- Complainant claims that she did not share the photos or show the photos with anyone other than Respondent and that others must have seen them because details of the photos have been the subject of comments made on social media. Those details included descriptions of Complainant's physique, what Complainant was doing in the photographs, and a specific object Complainant had in her hand. Complainant provided copies of two social media posts that contained these details.
- Complainant provided copies of text messages between Complainant and Respondent in which he apologized for "hurting her" and stated that he has "deleted the pics." This text message exchange occurred after Complainant heard from Students C and D that other students had seen the photos.
- Complainant provided a letter from a private counselor stating the effects this situation has had on Complainant, which include an inability to sleep, loss of appetite, inability to focus and complete schoolwork, and comments about self-harm.

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**DETER. OF RESPONSIBILITY:
DETAILED CONCLUSIONS**

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Conclusion regarding the Code of Conduct and Rationale
Based on a preponderance of the evidence, it is determined that:

Always state the allegation specifically!

Allegation:
Isabella Conklin (Student) alleges that Jeremiah Fisher (Student) electronically distributed to classmates at school nude pictures of Isabella that Jeremiah obtained while they were in a relationship. Mr. & Mrs. Conklin claim that other students are bullying and making fun of Isabella at school and on social media, causing her to be humiliated and embarrassed to the extent she no longer wants to attend school and is threatening to kill herself.

Always provide support for your determination!

- It has been determined that it is more likely than not that the Respondent engaged in sexual harassment and dating violence under the district's FFH policy and student code of conduct.
- It is undisputed that Complainant provided nude electronic images of herself to Respondent while they were in a dating relationship. Other students had knowledge of specific details about the photos that they would not have, if they had not seen them, as evidenced by the social media posts provided by Complainant. Complainant has been

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consistent in her version of events. Respondent's version of events has evolved or differed slightly. When interviewed Respondent denied having shown the photos or sent the photos to anyone. However, in his post-evidence review statement, Respondent stated that he did not show the pictures to other students at school. I infer from this subsequent statement that he did show the pictures to students away from school. The timing of this matter also corresponds to Complainant's new relationship with another student on campus. I have determined that Respondent showed the photographs in retaliation for Complainant entering a new relationship and that Respondent was jealous of Complainant's new relationship. This matter has had an effect at school by affecting Complainant's ability and desire to participate in school programming, causing disruption by students gossiping about this matter as overheard by at least one teacher, and resulting in this investigation. Respondent's action of sharing nude photos of Complainant with other students in an attempt to embarrass her was unwelcome conduct that was so severe, pervasive and objectively offensive that it effectively denied equal access to the District's education programs or activities. I also find that, because Complainant and Respondent had been in a past dating relationship, Respondent's actions constitute emotional abuse to intimidate or control Complainant by subjecting her to ridicule and making her uncomfortable at RHS.

Always apply the legal standards (Title IX, local policy, etc.)!!

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REMEDIES IN DETER. OF RESPONSIBILITY: SANCTIONS?

Remedies Provided

Disciplinary Sanctions

Due to the severity of the impact Respondent's actions have had on Complainant, the following disciplinary sanctions are to be imposed upon the Respondent:

- Respondent will be suspended from the soccer team for the remainder of the 2024-2025 school year.
- A recommendation will be made that Respondent be placed in DAEP for 30 school days.

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REMEDIES IN DETER. OF RESP.: SUPPORTIVE MEASURES FOR COMPLAINANT?

Supportive Measures to Complainant: (Select only those that apply and provide details. Delete the options below that will not be implemented.)

- Counseling of students regarding appropriate behavior expectations
- Review of district and code of conduct expectations with students by administrator
- Change of class schedule/lunch schedule/locker location
- Campus/class escort
- Increased school monitoring of [location] for [time period e.g., next 9 weeks]
- School counseling
- Stay away agreement/No contact directives
- Limitation on extracurricular activities
- Training

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REMEDIES IN DETER. OF RESPONSIBILITY: SUPPORTIVE MEASURES FOR RESPONDANT?

Supportive Measures to Respondent: (Select only those that apply and provide details. Delete the options below that will not be implemented.)

- Counseling of students regarding appropriate behavior expectations
- Review of district and code of conduct expectations with students by administrator
- Change of class schedule/lunch schedule/locker location
- Campus/class escort
- Increased school monitoring of [location] for [time period e.g., next 9 weeks]
- School counseling
- Stay away agreement/No contact directives
- Limitation on extracurricular activities: removal from soccer team for remainder of SYr
- Training

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REMEDIES IN DETER. OF RESPONSIBILITY

The remedies and measures listed above are designed to restore or preserve equal access to the district's educational programs.

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DETER. OF RESPONSIBILITY: OPPORTUNITY FOR APPEAL

Appeal

Either party may appeal this determination of responsibility on a form provided by the District within 10 calendar days of issuance of this decision. The only allowable bases for appeal are:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time of the decision that could affect the outcome; and
3. The Title IX Coordinator, Investigator(s), or Decision Maker has a conflict of interest or bias for or against Complainants or Respondents.

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PART 2: APPEALS

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APPEALS FORMS

Appeal Form – Submitted by Appellant

Notice Letter – Sent to Appellee

Appeal Decision – Sent to Both Appellee/Appellant

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APPELLATE PROCESS

- The recipient must notify the parties in writing and use procedures **equally**.
- Both parties must have equal opportunity to **submit a written statement** supporting or challenging the outcome
- The person who decides the appeal **CANNOT be the same person who reached the determination regarding responsibility**, or the same person as the investigator or Title IX Coordinator.
- After considering the parties' written statements, the decision-maker on appeal must issue a written decision and send it to both parties.**
- The school's determination about whether the respondent is responsible for the sexual harassment **becomes final after appeal**.

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A school has to offer BOTH parties an opportunity to appeal.

Appeals can be taken from two different steps in the process.


- After** a dismissal before the grievance process
- At the **end** of the grievance process.

The following are the four grounds for appeal:

- A **procedural irregularity** affected the outcome of the matter.
- New evidence** has been discovered that was not reasonably available.
- A **conflict of interest** on the part of a Title IX Coordinator, an investigator who compiled the evidence, or a decision-maker, and the conflict of interest affected the outcome.
- Schools **can** offer **additional grounds for appeals**, if they want to, so long as the grounds apply on an equal basis to the parties.

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The decision-maker for the appeal must follow all the same requirements (applying the burden of proof, reviewing all the evidence, applying applicable policy and code, etc.)



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PART 3: PROPER RECORD KEEPING

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MAINTAIN ALL OF THE FOLLOWING:

Initial Intake Reports	Investigative Reports
Resp. to Report - Any Supportive Measures	Notices of Opportunity for Questions
Filed Formal Complaint Forms	Questions and Submitted Answers
Notice to Parties of Investig./Complaint	Determinations of Responsibility
Emergency Removal Letters	Documentation of Remedies/Sanctions
Administrative Leave Letters	Appeal Documentation
Informal Resolution Letters/Notices	Decisions of Appeal
Notices to Parties of Interviews	All Evidence Submitted to Parties

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How Long Do I Keep These Records?

- The duty of record retention extends for **7 years**, and includes:
 - Records of investigation.
 - Records of any appeal/materials associated with an appeal.
 - Records of any informal resolution process
 - All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution (and remain posted on District's website).
 - Records of the supportive measures that they took in response to a report or complaint of sexual harassment.

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Title IX Complaint Retention and Database

IMPORTANT: Retain a spreadsheet that organizes all completed Title IX investigations!

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Title IX Complaint Retention and Database

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Title IX Complaint Tracking

IMPORTANT: Also create a spreadsheet that tracks all ongoing Title IX investigations!

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Title IX Complaint Tracking

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Thank You



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