



SHIPMAN

2020 Title IX Regulations (Reinstated):

*Coordinator, Investigator, Decisionmaker
and Informal Resolution Facilitator Training*

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Interdistrict School for Arts & Communication
(ISAAC) New London, Connecticut

Title IX of the Education Amendments of 1972

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



Title IX: The Basics



- Applies to programs or activities operated by **schools that receive federal financial assistance**, including elementary and secondary schools, colleges, universities, whether public or private.
- Prohibits schools receiving federal funds from **discriminating on the basis of sex**.

Title IX History

Before 2020

No binding federal regulations related to sexual harassment under Title IX, only administrative guidance issued by the Department's Office for Civil Rights (OCR), which enforces Title IX.

2020 Regulations

- A **new definition** of sexual harassment
- A **detailed grievance process** for formal complaints of sexual harassment – **specific roles** for administrators in grievance process
- A **duty** for schools to investigate complaints of **conduct that occurred within their program or activity**

2024 Regulations

- **Expands the definition** of sex-based (formerly “sexual”) harassment
- **One grievance process** for K-12, including sex-based harassment
- **Fewer** investigation requirements but **broader** jurisdiction

2020 Regulations Reinstated

The 2024 Regulations were vacated by a federal judge in January 2025 and Trump later clarified that the 2020 Regulations are once again in effect.

Additional Laws May Come Into Play

Connecticut Law

- CT law protects students and employees against discrimination on the basis of sex
- This includes protection on the basis of sexual orientation and gender identity and expression
- CT School Climate laws

Title VII

- Protects employees against discrimination on the basis of sex
- SCOTUS has determined that this includes protection on the basis of sexual orientation and gender identity and expression

Title IX Enforcement

OCR

- Federal DOE agency responsible for ensuring equal access to education and promoting educational excellence through enforcement of civil rights
- Investigates allegations of discrimination and obtains remedies for complainants to address discrimination

Courts

- Federal government (DOJ)
- Individual legal claims
- Class claims

2020 Regulations: Key Points



A **definition** of sexual harassment



A **duty** for schools to engage in the Title IX process for **conduct that occurred within the school's educational program or activity**



Adoption of an **“actual knowledge”** and **“deliberate indifference”** standard

Under the Final Regulations, if a school has **actual knowledge** of sexual harassment in its education program or activity, the school must respond **promptly** in a manner that is not **deliberately indifferent**.



A **detailed grievance process** for formal complaints of sexual harassment – **specific roles** for administrators in grievance process

“Actual Knowledge”

“

In elementary and secondary schools, the District (or school) is deemed to have **actual knowledge** when notice of sexual harassment or allegations of sexual harassment:

1. is given to the Title IX Coordinator
2. is given to any official of the District (school)
3. is given to **any employee of an elementary or secondary school.**

”

Key Personnel



Grievance Process v. Procedure

Complaints of sex discrimination
involving allegations of
sexual harassment, as defined by
Title IX



Grievance Process
(Section I of AR)

*This process is outlined in
great detail in
the 2020 Regulations*

Complaints of sex discrimination that
DO NOT involve
sexual harassment, as defined by
Title IX



Grievance Procedure
(Section II of AR)

*Districts have more flexibility
in the details of the grievance procedure,
so long as it is prompt and equitable*

“Sex Discrimination”

“

...occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

”

“Sexual Harassment”

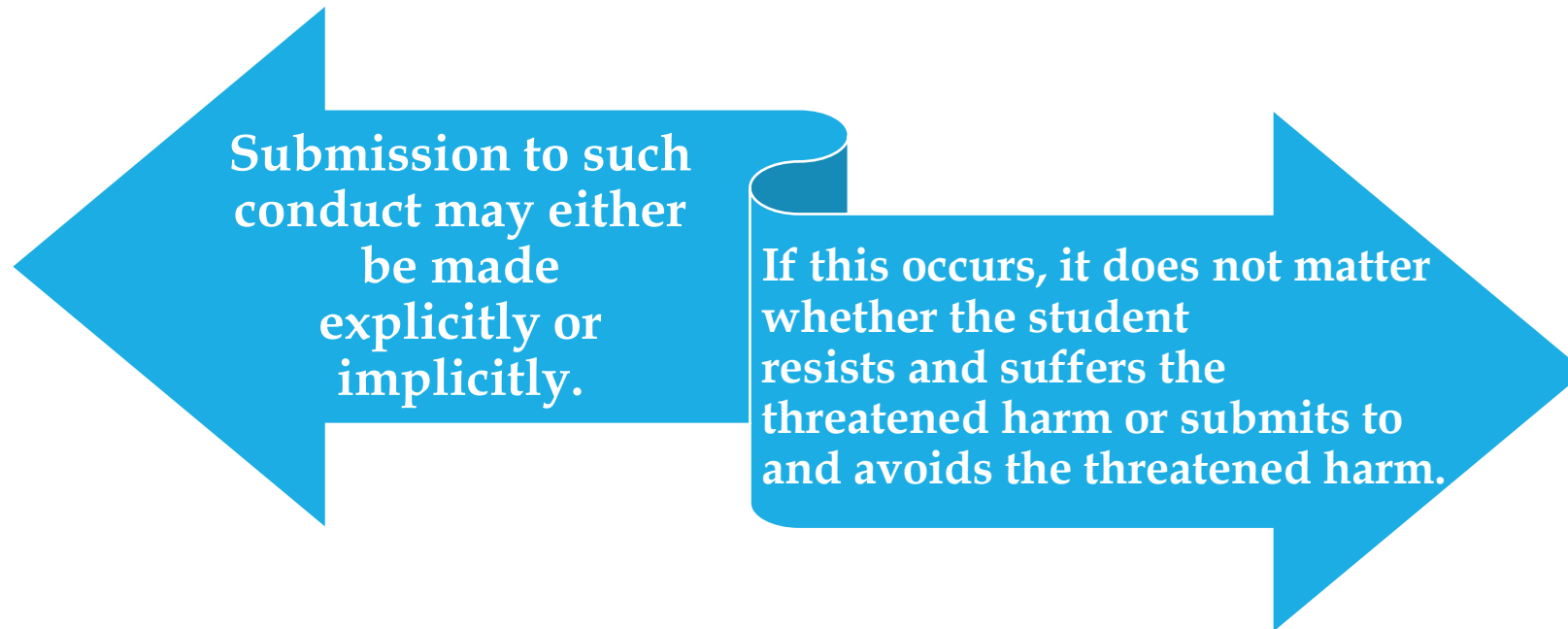
“...Conduct **on the basis of sex** that satisfies one or more of the following:

- An **employee** of the District/school conditioning the provision of an aid, benefit, or service of the District/school on an individual’s **participation in unwelcome sexual conduct** (i.e., *quid pro quo*);
- **Unwelcome** conduct determined by a reasonable person to be so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to education programs or activities; or
- **“Sexual assault”*** (20 U.S.C. 1092(f)(6)(A)(v)), **“dating violence”*** (34 U.S.C. 12291(a)(10)), **“domestic violence”*** (34 U.S.C. 12291(a)(8)) or **“stalking”*** (34 U.S.C. 12291(a)(30)).

*These definitions can be found in Appendix A of the Shipman & Goodwin model Administrative Regulations.

Quid Pro Quo – “This for That”

- When a teacher or other school employee conditions an educational decision or benefit on the student’s submission to **unwelcome sexual conduct**.



- Quid pro quo harassment can also occur when a District employee conditions a benefit or service on another employee’s submission to **unwelcome conduct**.

Severe, Pervasive, Offensive, Unwelcome Conduct



- When a teacher, school employee, other student, or third party engages in **unwelcome** conduct that is determined by a reasonable person to be **so severe, pervasive, and objectively offensive** that it effectively **denies** a person equal access to the school's education program or activity.

“Denies a Person Equal Access to the School’s Education Program or Activity”

“When making this determination a school must evaluate “whether a reasonable person in the complainant's position would be effectively denied equal access to education compared to a similarly situated person who is not suffering the alleged sexual harassment.”

Examples of this may include:

- The Complainant skipping class to avoid a harasser;
- The decline in the Complainant’s grade point average as a result of the sexual harassment; or
- The Complainant’s inability or difficulty concentrating in class.



Department Guidance

- School officials cannot turn away a complainant by “deciding that the complainant was ‘not traumatized enough.’ ”
- Any impact on the Complainant’s ability to participate, access, and engage in school will likely be sufficient in meeting this criteria.
- Complainants do not need to have “dropped out of school, failed a class, had a panic attack, or otherwise reached a breaking point or exhibited specific trauma symptoms to be effectively denied equal access.”

“Sex-Based Offenses”

“

- “Sexual Assault” (20 U.S.C. 1092(f)(6)(A)(v))
- “Dating Violence” (34 U.S.C. 12291(a)(10))
- “Domestic Violence” (34 U.S.C. 12291(a)(8)) or
- “Stalking” (34 U.S.C. 12291(a)(30)).

”

“Sexual Assault”

“Encompasses separate definitions of rape, sodomy, sexual assault with an object, criminal sexual contact, incest, statutory rape
For Example:
Criminal Sexual Contact — The intentional touching of the clothed or unclothed body parts, without consent of the victim, for the purpose of sexual degradation, sexual gratification, or sexual humiliation. The forced touching by the victim of the actor’s clothed or unclothed body parts, without consent of the victim, for the purpose of sexual degradation, sexual gratification, or sexual humiliation. This offense includes instances where the victim is incapable of giving consent because of age or incapacity due to temporary or permanent mental or physical impairment or intoxication for the purpose of sexual degradation, sexual gratification, or sexual humiliation.”

Scenario

Candice and Roya, two kindergarteners at Shipman Elementary, are “playing doctor” during recess. During the game, Roya touches Candice’s private area. Candice tells her parents what happened during the game, and her parents file a formal Title IX complaint.

Does Roya’s conduct meet the definition of criminal sexual contact?



Title IX Regulation Commentary

Does Roya's conduct meet the definition of criminal sexual contact?

- **Unlikely:** Roya's conduct does not likely satisfy the definition's sexualized intent.
- The Department makes a distinction between play by small children and conduct that meets the definition of Title IX sexual assault. The age of the complainant and respondent and the context of the conduct may both play a role in determining whether the conduct in question could ever meet the definition of sexual assault.
- Title IX commentary specifically reiterates the Supreme Court's *Davis* decision, noting that "schools are unlike the adult workplace and that children may regularly interact in a manner that would be unacceptable among adults."

Examples of Sexual Harassment

- Unwanted sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature including:
 - Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
 - Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
 - Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
 - Touching of a sexual nature or telling sexual or dirty jokes.
 - Making sexual comments, jokes or gestures (written or verbal).
 - Distributing sexually explicit images such as drawings or pictures, or written materials (including cyber-distribution).
 - Transmitting or displaying emails or websites of a sexual nature.
 - Calling students sexually charged names.
 - Spreading sexual rumors.

More Definitions:

“

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the Administration investigate the allegation of sexual harassment.

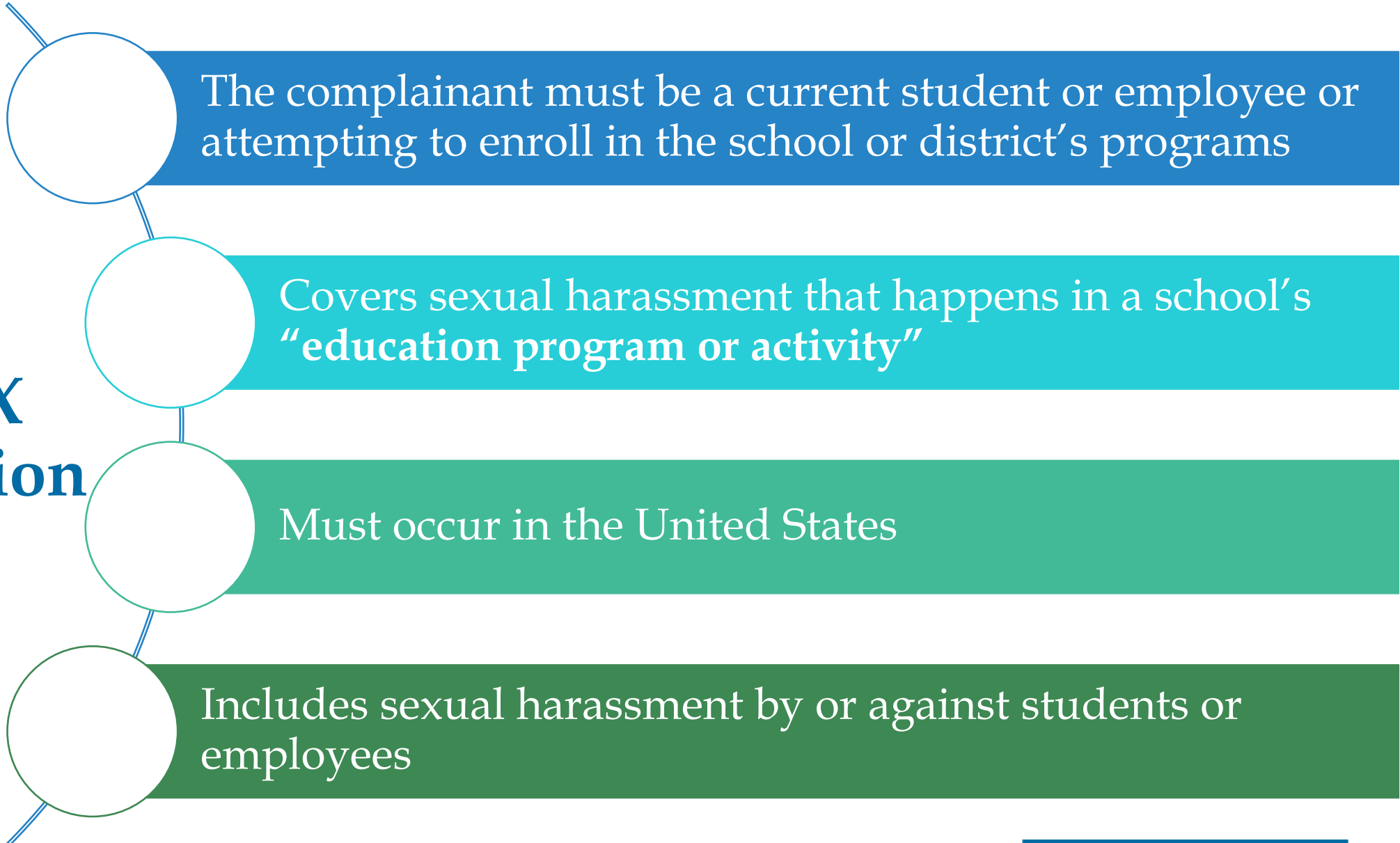
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“Deliberate Indifference”

Once the District has “actual knowledge” of sexual harassment, it must respond in a way that is not “deliberately indifferent.” Response **must**:

- ✓ ☒ Be **prompt**
- ✓ ☒ Treat the parties **equitably**
- ✓ ☒ Include offering **supportive measures** to the complainant and ensuring that the Title IX Coordinator contacts the complainant to discuss supportive measures (even if no formal complaint has been filed)
- ✓ ☒ Consider the **complainant’s wishes** with regard to supportive measures
- ✓ ☒ Explain the process for **filing a formal complaint** and the **grievance process**
- ✓ ☒ Follow the grievance process **before making a responsibility determination** and before imposing any disciplinary sanctions
- ✓ ☒ Implement remedies designed to **restore or preserve** educational access

Title IX Jurisdiction



The complainant must be a current student or employee or attempting to enroll in the school or district's programs

Covers sexual harassment that happens in a school's "education program or activity"

Must occur in the United States

Includes sexual harassment by or against students or employees

Formal Complaint – Does a Complainant's Enrollment or Attendance Status Matter?

- A school must accept a formal complaint of sexual harassment from a complainant **not currently enrolled in or attending the school** only if the complainant is **“attempting to participate”** in the school's educational program or activity at the time they file the complaint.

Examples of “attempting to participate”:

- A complainant has withdrawn from the school because of the alleged sexual harassment and expresses a desire to re-enroll if the school responds appropriately to the allegations,
- A complainant graduated but intends to apply to a new program or participate in alumni programs and activities,
- A complainant is on a leave of absence and is still enrolled as a student or intends to re-apply after the leave of absence, or
- A complainant has applied for admission.

Scope of District's Education Program and Activities

For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the school or district exercises substantial control over the context in which the sexual harassment occurs and the person accused of committing harassment.



School buildings/
on campus



At school, on school bus,
on field trips, at school-
sponsored activities
(including athletics),
academic conferences,
etc.



Distance learning

Title IX Jurisdiction: What is an “Educational Program or Activity”?

- “
- One over which a school has “substantial control”
 - Whether a school has “substantial control” is a fact-specific inquiry. Preamble includes the following:
 - A school may have “substantial control” if the program or activity is funded, promoted, or sponsored by the school.
 - A school may have “substantial control” where “a teacher employed by a school visits a student’s home ostensibly to give the student a book but in reality to instigate sexual activity with the student.”
- ”

Online Sexual Harassment

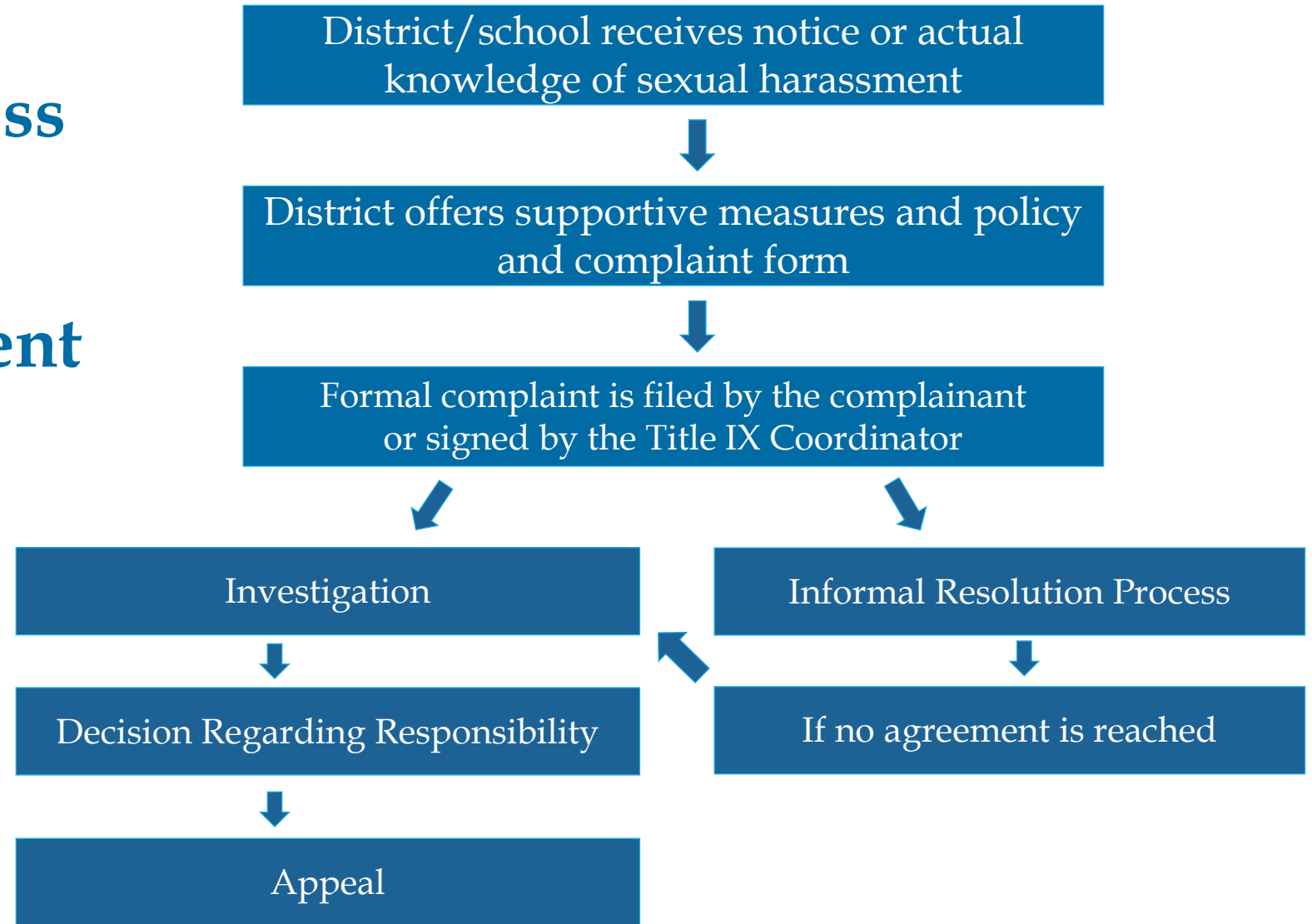


A student sexually harassing another student online while off campus and not participating in the school's programming is not covered under the 2020 Final Regulations and there is no jurisdiction under Title IX.

Query: What if the off-campus conduct is the subject of alleged harassment that occurs within the school?

The District may be required to investigate the matter under the different policies (i.e. student discipline, challenging behavior/bullying, etc.), even if not required by Title IX.

Grievance Process for Allegations of Sexual Harassment



Title IX Coordinator Obligations

Title

- The School must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX. This is the “Title IX Coordinator.”
- This specific title must be used to identify this individual.

Training

- Must be trained on Title IX policies and procedures.
- All training materials must be posted on the District’s website.

Obligations

- Monitor the School’s compliance with Title IX.
- Ensure appropriate education and training is provided.
- Coordinate the response to all reports of sex discrimination and sexual harassment.

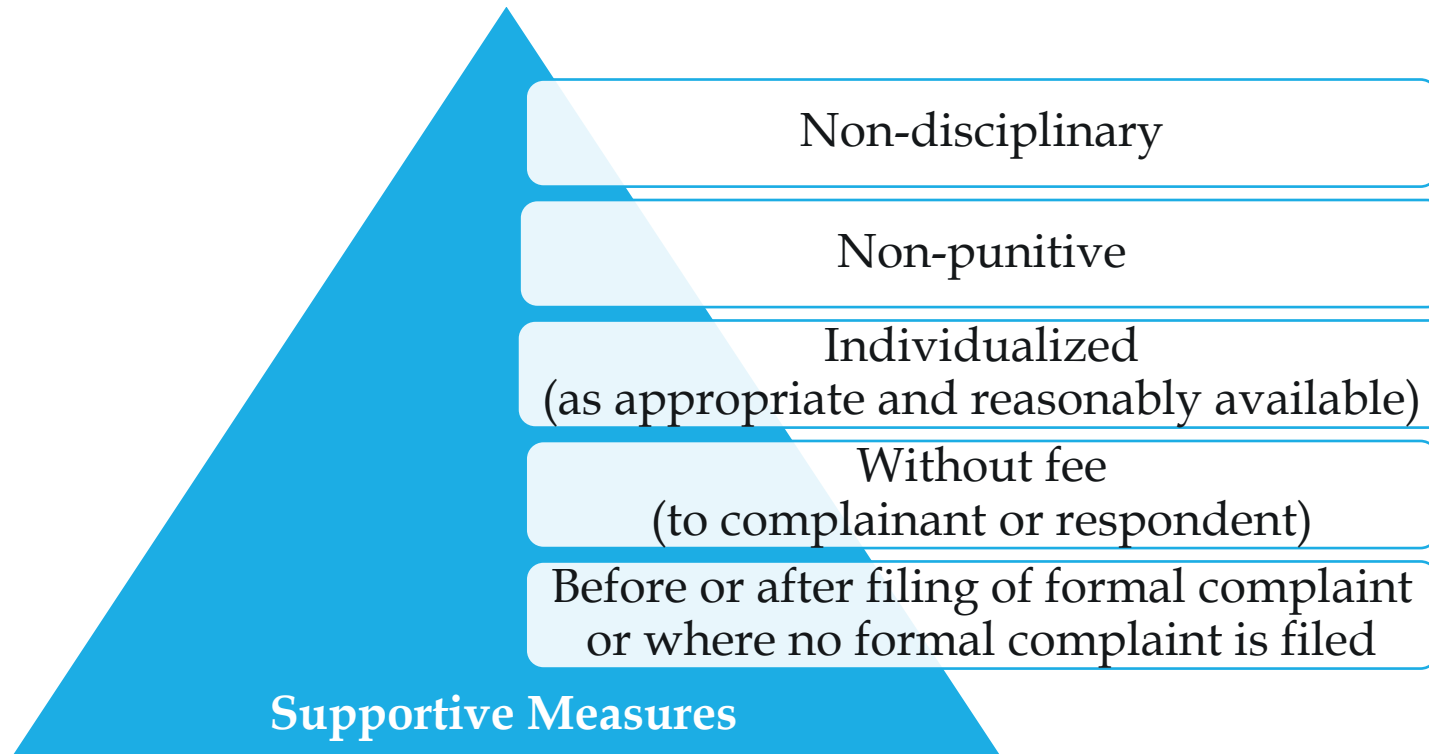
Title IX Coordinator:

Responsibilities within the Grievance Process:

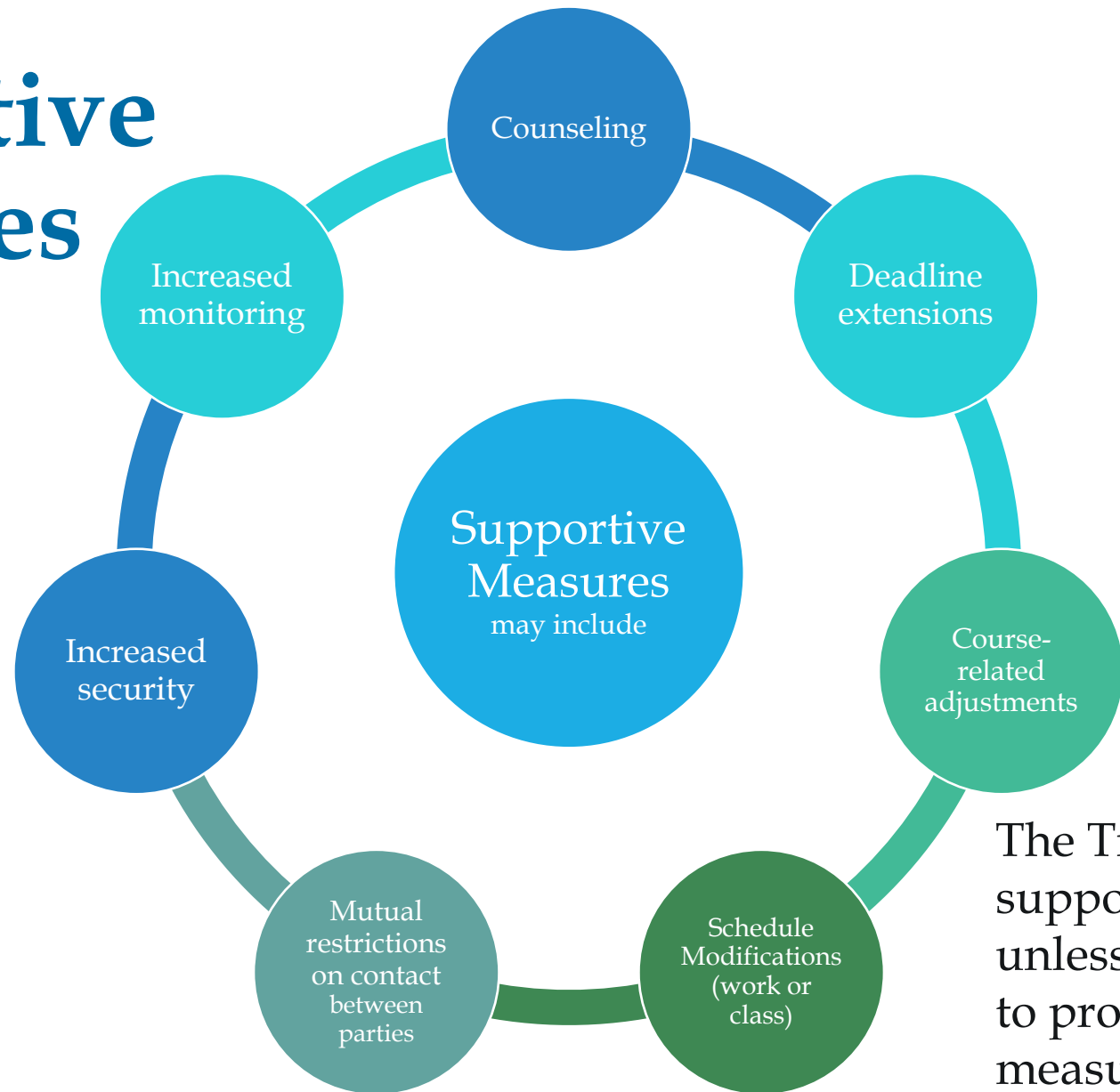
-  Contact each complainant (defined as a person who is alleged to be the victim of sexual harassment) to discuss supportive measures and inform the complainant of the availability of these measures with or without filing a formal complaint
-  Consider the complainant's wishes regarding supportive measures
-  Explain to the complainant the process for filing a formal complaint
-  Follow grievance process before imposing disciplinary sanctions if respondent is found responsible
-  If respondent is found responsible, then effectively implement remedies for the complainant, designed to restore or preserve the complainant's equal educational access
-  Must be impartial, unbiased, and free from conflicts

Supportive Measures

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures *with* or *without* filing a formal complaint, and explain to the complainant the process for filing a formal complaint.



Supportive Measures



The Title IX Coordinator will keep supportive measures confidential unless doing so impairs the ability to provide the supportive measures (e.g., a no-contact order).

Emergency Removal

While the School must go through the grievance process before imposing any disciplinary sanctions or other actions that are not supportive measures, the School can remove a student respondent on an emergency basis.



The School must undertake an individualized safety and risk analysis and determine that an immediate threat to the physical health or safety of any student or other individual arising from the allegation justifies removal.

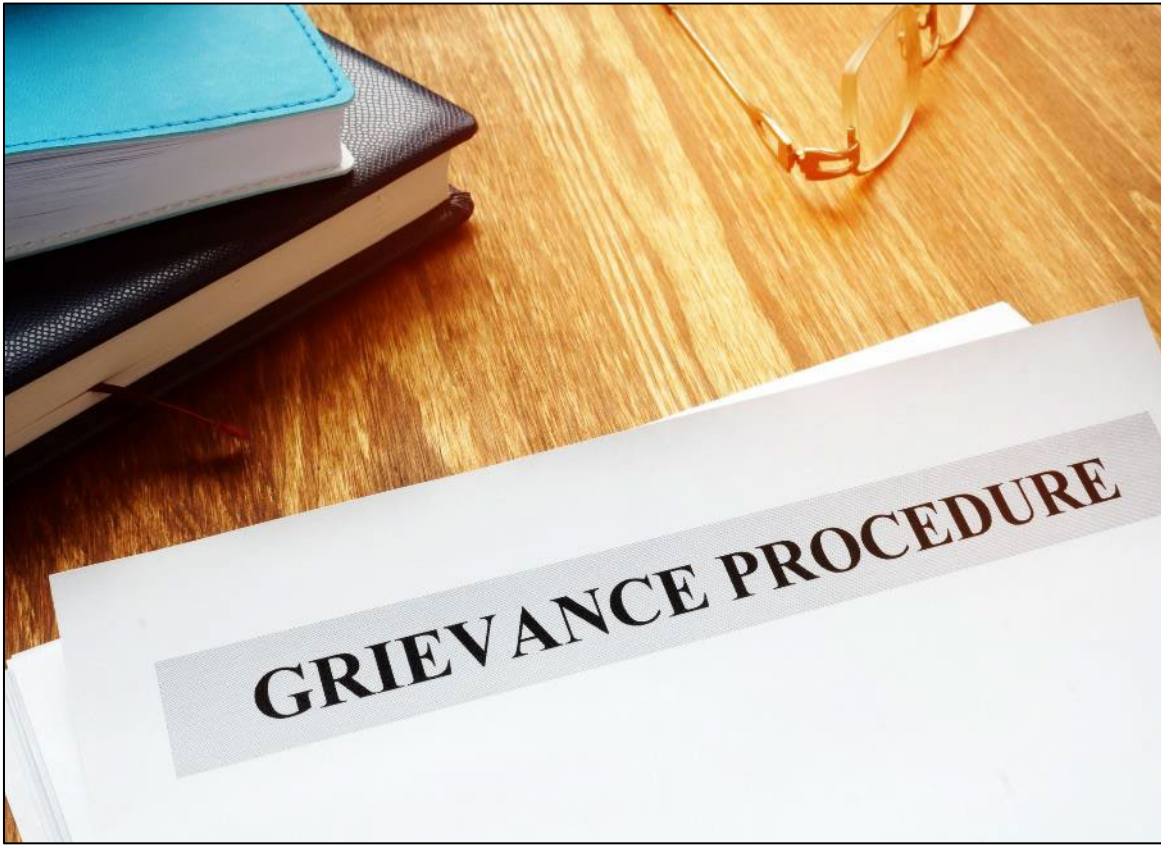


The respondent must be provided with written notice and an opportunity to challenge the decision immediately following removal.

This does not change any rights students have under the IDEA, Section 504, or the ADA.

Emergency Removal/Administrative Leave

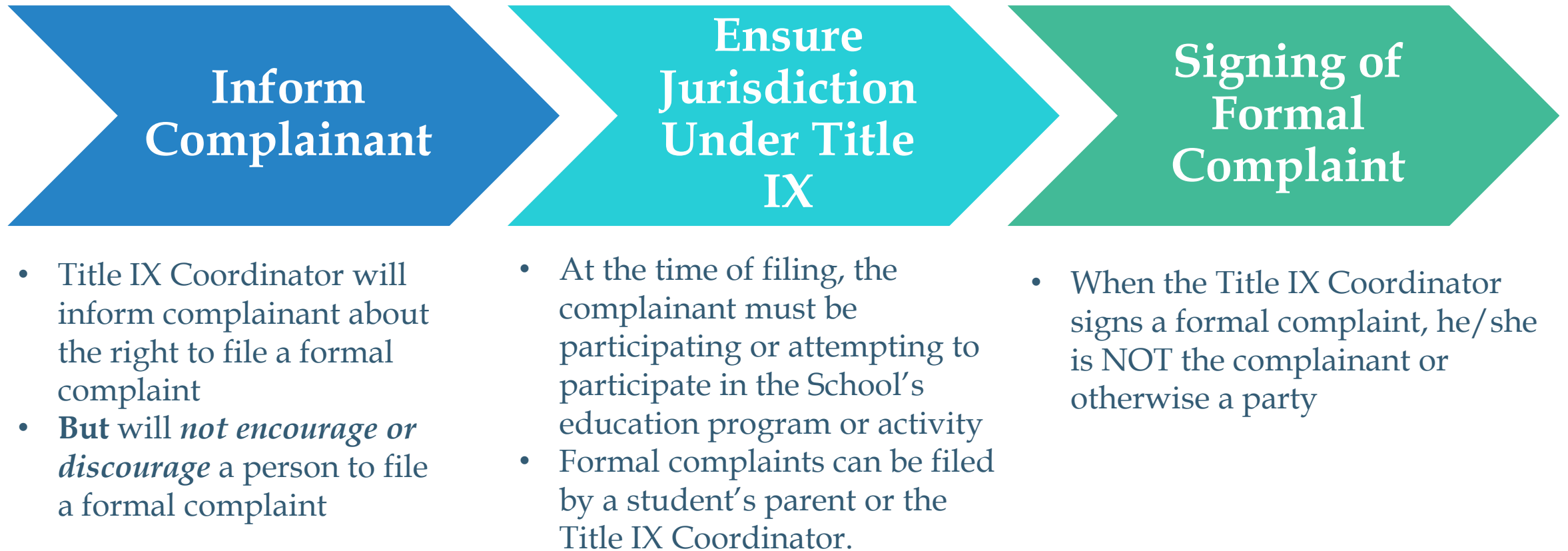
Similarly, the District may place an employee respondent on administrative leave during the pendency of the grievance process.



This does not change any rights employees have under Section 504 or the ADA.

Formal Complaint

The filing of a formal complaint triggers the beginning of the formal grievance process:



When Should Title IX Coordinator Sign a Formal Complaint?

- There may be times when a complainant does not want to file a formal complaint. The Title IX Coordinator may respect the complainant's wishes if doing so is **not clearly unreasonable** in light of the known circumstances.
- If the Title IX Coordinator deems it **clearly unreasonable** in light of the known circumstances to not proceed with the formal grievance process, the Title IX Coordinator must sign a formal complaint. Thus, the formal grievance process would begin.

Query: Under what circumstances may a decision not to sign a complaint be considered “clearly unreasonable?”

Reasonable Length of Investigation

The 2020 Title IX Preamble provides guidance:



- It emphasizes the balance between “promptness” and “fairness and accuracy based” techniques
- It provides schools discretion to determine a proper timeline and asserts that schools/districts “must resolve each formal complaint of sexual harassment according to the time frames the school has committed to in its grievance process.”
- The timeframe should not be “open-ended.”

“Conflict of Interest”

“A conflict of interest occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.”

Definition of “conflict of interest” is not included in the Final Regulations. This definition is taken from other areas of the law and is intended to be illustrative of the concept.

“Bias”

“**Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.”

Definition of “bias” is not included in the Final Regulations. This definition is taken from other areas of the law and is intended to be illustrative of the concept.

Grievance Process: Evidentiary Standard

Schools may choose one of these two standards to be used to determine responsibility, but the same standard must be used for all complaints of sexual harassment, no matter if it is against a student or employee:

Preponderance

**Clear and
Convincing**

Preponderance of
the evidence
standard

More likely
than not

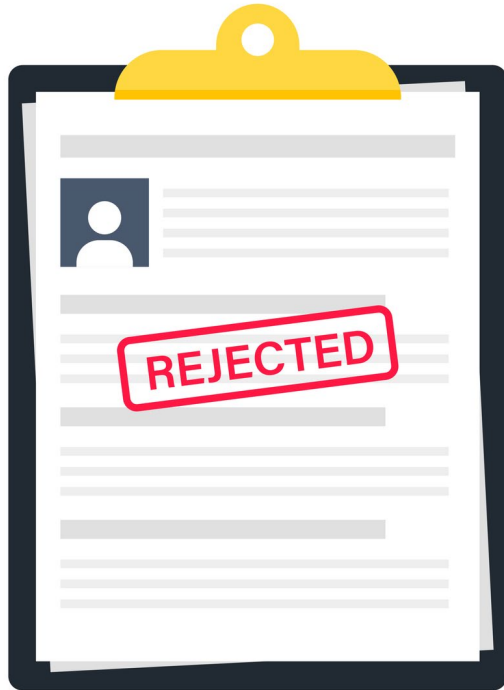
Clear and
convincing
evidence

Higher standard

More highly
probable to be
true than not

Dismissal of a Formal Complaint

The Title IX Coordinator **must** dismiss any formal complaint that



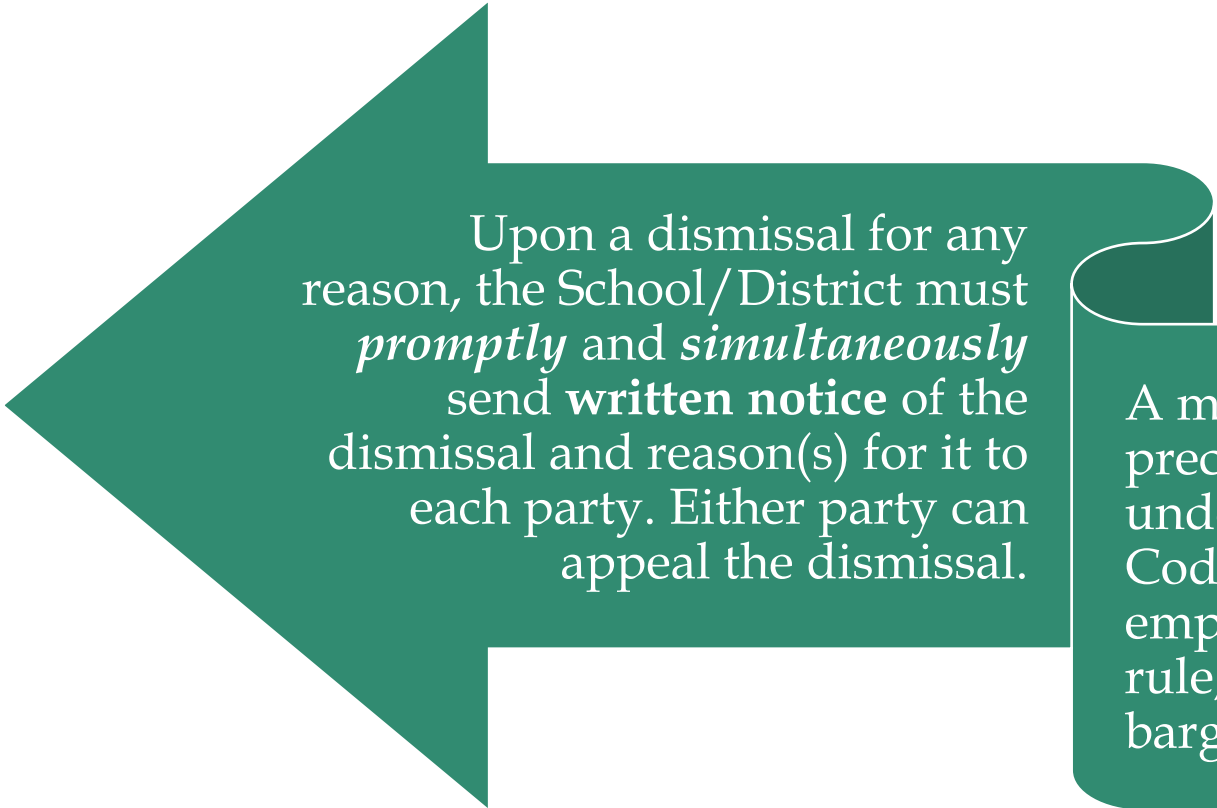
1. Would **not** constitute sexual harassment (under the definition in the Final Regulations) even if proved,
2. Did **not** occur in the District's education program or activity, or
3. Did **not** occur against a person in the United States.

Dismissal of a Formal Complaint

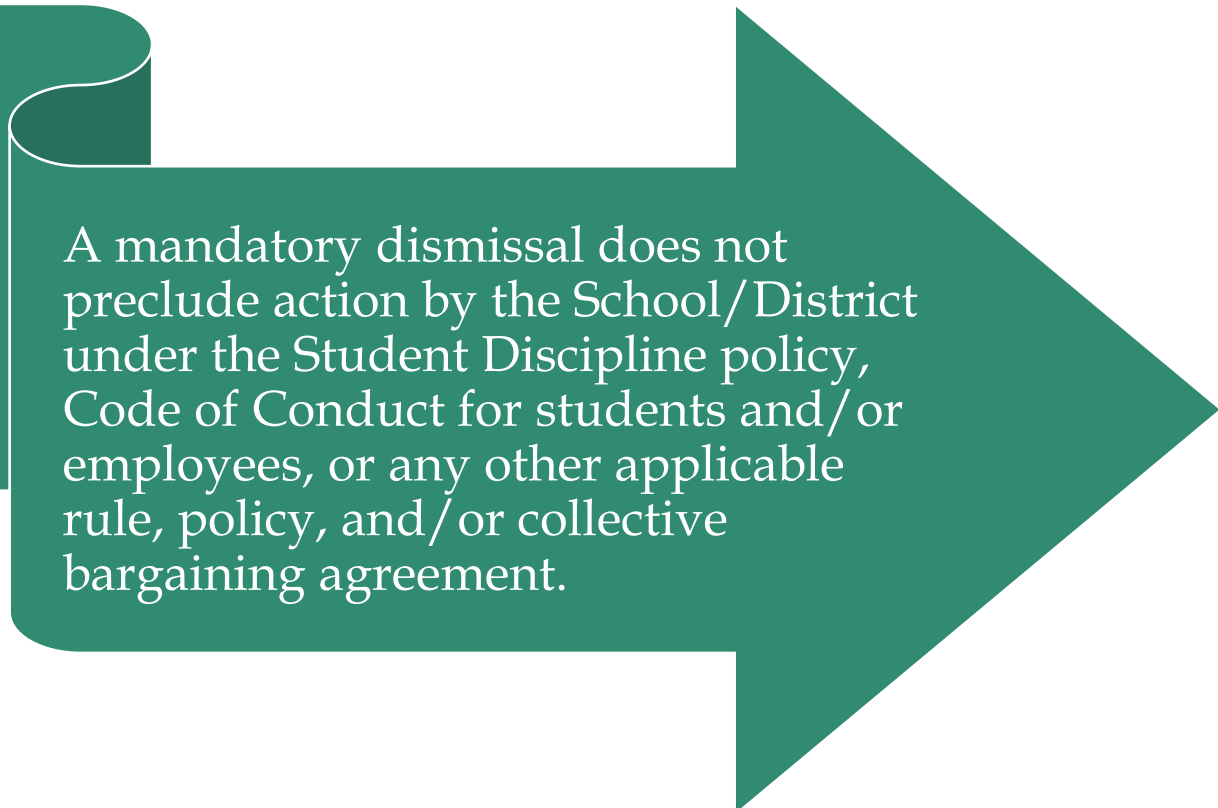
The Title IX Coordinator **may** dismiss a formal complaint or any allegations therein, under the following circumstances:

1. The complainant notifies the Title IX Coordinator in writing that they would like to **withdraw** the formal complaint or any allegations therein,
2. The respondent is **no longer enrolled in or employed by** the School/District, or
3. Specific circumstances prevent the School/District from gathering **evidence sufficient** to reach a determination as to the formal complaint or allegations therein.

Dismissal of a Formal Complaint



Upon a dismissal for any reason, the School/District must *promptly* and *simultaneously* send **written notice** of the dismissal and reason(s) for it to each party. Either party can appeal the dismissal.



A mandatory dismissal does not preclude action by the School/District under the Student Discipline policy, Code of Conduct for students and/or employees, or any other applicable rule, policy, and/or collective bargaining agreement.

SHIPMAN

Grievance Procedure: *How to Complete the Process*

Notice of Allegations

Upon receipt of a formal complaint of sexual harassment, the School must provide a **written notice** to the known parties and provide the parties with a copy of the grievance process.

- The information to be included in the notice can be found in the Final Regulations
- Sample notice is included in the Shipman & Goodwin LLP model administrative regulations

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the notice, the School must provide an **additional notice**.

SAMPLE WRITTEN NOTICE FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT

[LETTERHEAD]

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS

In accordance with the Board's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known: _____ (Complainant(s))
_____ (Respondent(s))

The conduct allegedly constituting sexual harassment: _____

The date and the location of the alleged incident, if known: _____

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator. [INSERT CONTACT INFORMATION FOR TITLE IX COORDINATOR]

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.

All parties involved may have an advisor of their choice who may be, but is not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students).

It is a violation of the Board's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy. Any employee who knowingly makes false statements or knowingly submits false information during this grievance process is subject to discipline, up to and including termination.

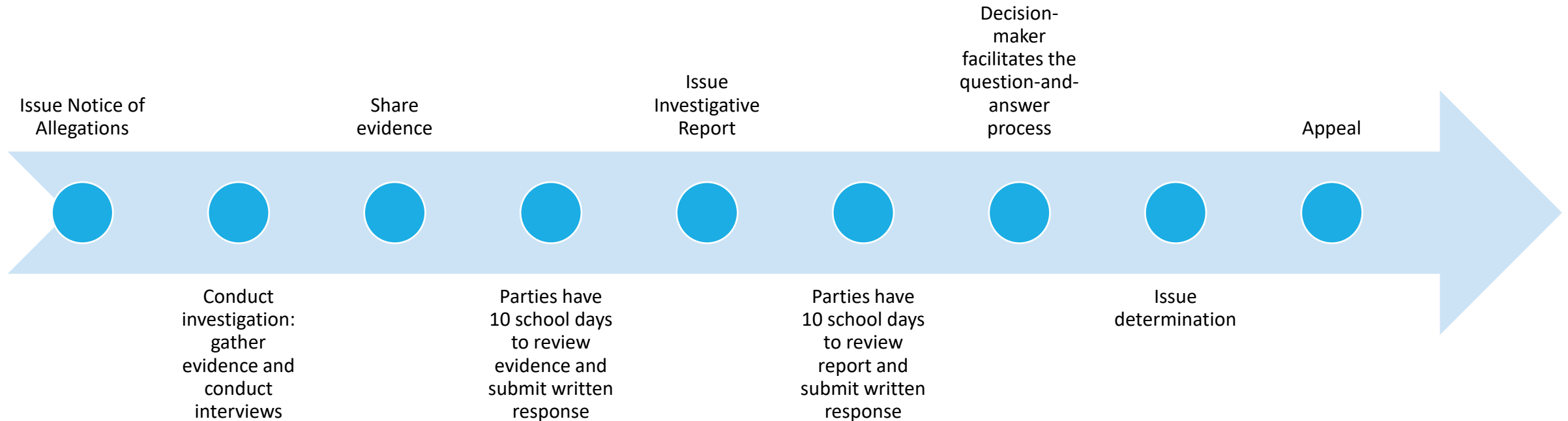
A copy of the Board's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students) is included with this notice.

Two Paths for the Grievance Procedures

Formal
Investigation

Informal
Resolution
Process

Formal Investigation (2020 Regulations)



Investigation

Upon a formal complaint being filed, one or more investigators will be assigned to gather relevant evidence and draft an investigative report.

Burden of Proof

- Burden of proof and of gathering evidence sufficient to reach a responsibility determination rests on the School and not on the parties.
- The School must obtain voluntary, written consent (or consent of a parent/guardian) to obtain medical records to be used in the grievance process.

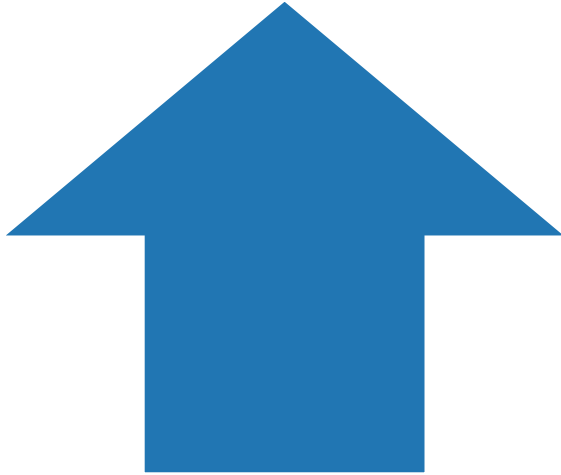
Equal Opportunities for parties

- The investigator(s) must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

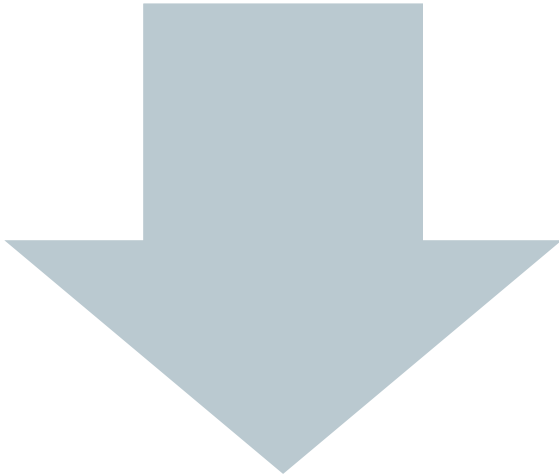
No restrictions on either party

- The investigator(s) may not restrict the ability of either party to discuss the allegations under investigation or to gather and present evidence.

Investigation: Right to an Advisor



Both the complainant and the respondent must have the **same** opportunities to have others present during any part of the grievance process, including an opportunity to be accompanied by an **advisor** of their choice. This person can be, but is not required to be, an attorney.



The District 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.**

Investigation

For any meeting or investigative interview, the investigator(s) must provide a **written notice** to any party whose **participation is invited or expected**. The notice must include:

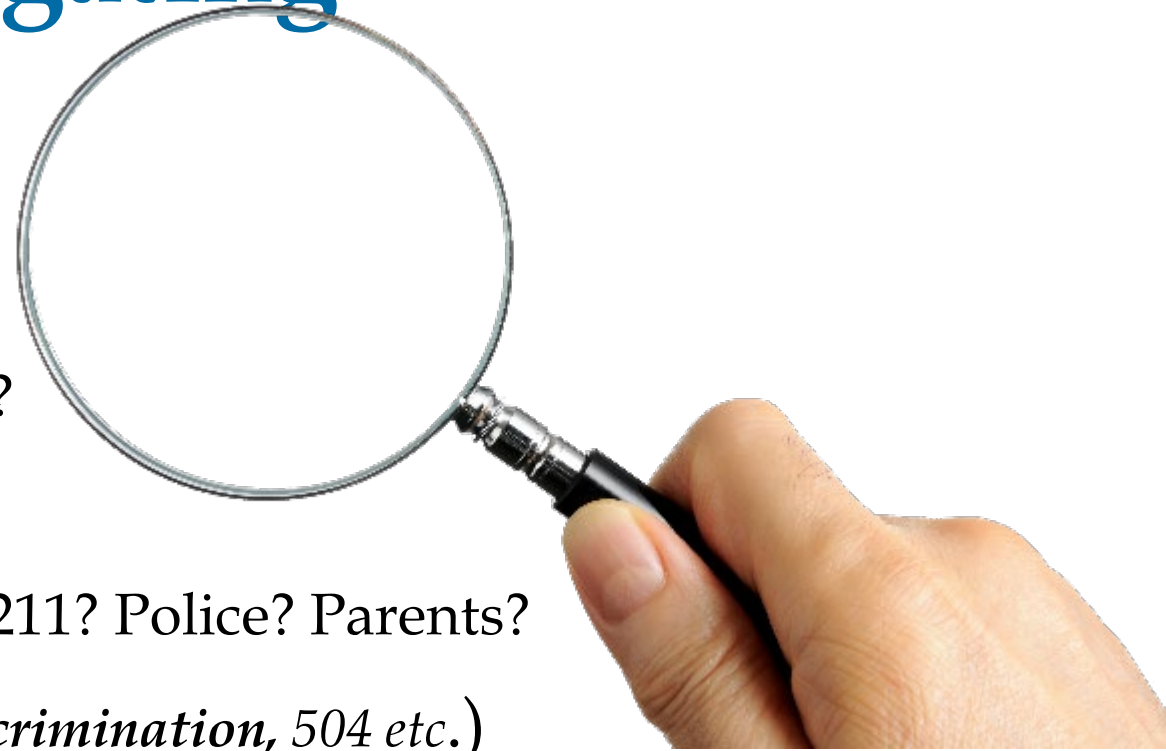


- ☒ Date
- ☒ Time
- ☒ Location
- ☒ Participants
- ☒ Purpose

The investigator(s) must provide sufficient time for the party to prepare to participate.

Before You Start Investigating

- *Understand the allegations/complaint*
 - What is the question(s) I need to answer?
 - Is how the student characterized it accurate?
- *Prioritize*
 - Any immediate safety issues? Need to call 211? Police? Parents?
- *Identify relevant policies (Title IX, Non-discrimination, 504 etc.)*
 - Contact relevant coordinators
- Does student have an *IEP/504 Plan*?



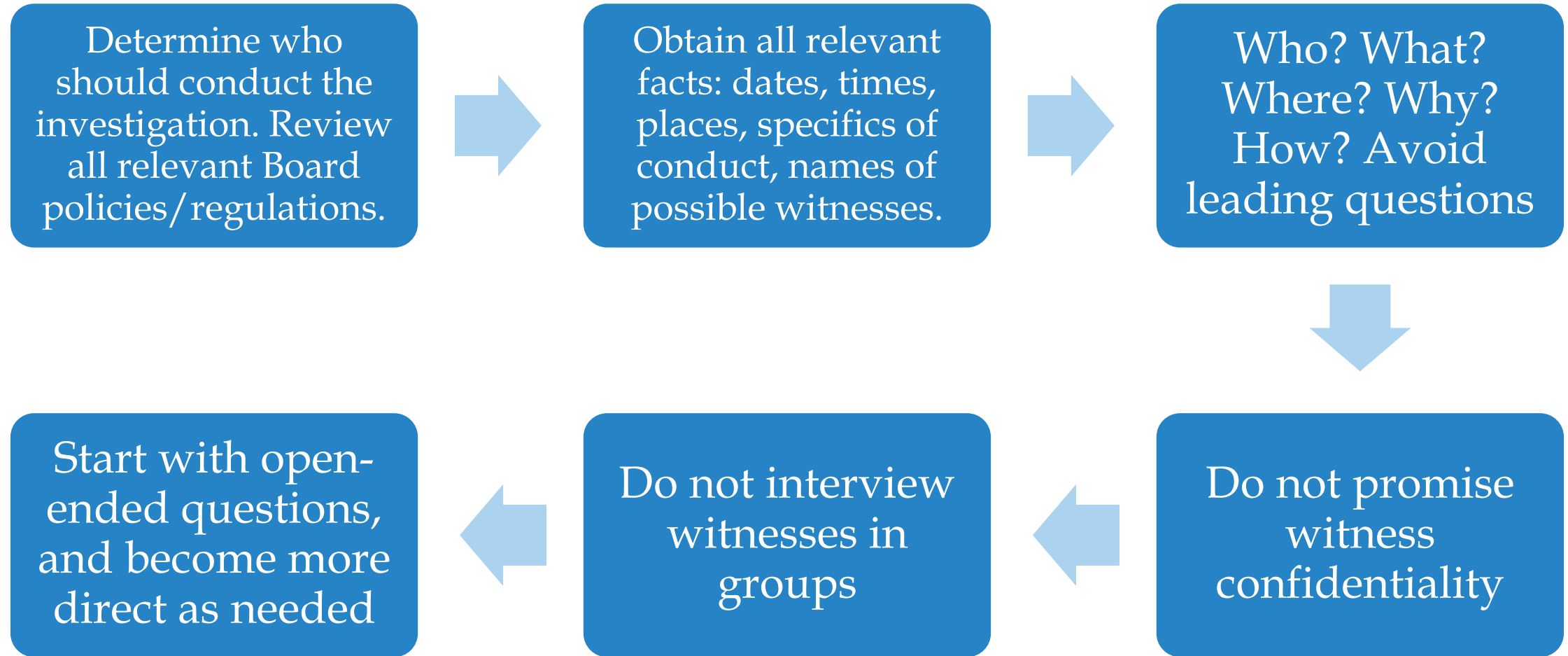
Relevant Questions: Bullying/Harassment

- Was the student's conduct harassment?
 - Was it due to the victim's race, national origin, religion or disability? If so, conduct **BOTH** challenging behavior/bullying and discrimination/harassment investigations (applying all relevant policies).



Consider including notice that you will be investigating both bullying and Title IX sex discrimination in the notice of allegations.

Conducting Thorough Investigative Interviews



Conducting a Thorough Investigation

Documenting the Interviews

Take detailed notes during the interview

Work closely with counsel as appropriate

Notes should be legible, accurate, free from bias and subjectivity, and not be conclusory

Investigation: Review of Evidence

- The investigator(s) must provide both parties an equal opportunity to inspect and review **any and all evidence** obtained as part of the investigation that is **directly related** to the allegations in the formal complaint.
- This includes any evidence upon which the investigator(s) does not intend to rely and any inculpatory or exculpatory evidence.
- The investigator(s) must send to each party (and the party's advisor, if any), the evidence subject to inspection and review in either electronic format or hard copy.
- The parties must have at least **10 days** (10 school days in the Shipman & Goodwin model Administrative Regulations) to submit a written response.
- The investigator(s) must consider these written responses prior to completing the investigative report.

Investigation: Investigative Report



- The investigator(s) must create an investigative report that fairly summarizes the **relevant** evidence and must send the report to each party (and the party's advisor, if any) in electronic format or hard copy.
- This is NOT a collection of the evidence. This is a narrative report.
- Best practice: include information the decision-maker will need.
- Need not include ALL relevant evidence.

Investigation: Investigative Report



- Each party can then provide a **written response** to the investigative report.
- Report must be provided **at least 10 days** before decision is made by decision-maker (**10 school days** in the Shipman & Goodwin model Administrative Regulations).
- Written responses **must be considered** by decision-maker.

Decision-Maker

- The School shall appoint a decision-maker(s) who must be someone other than the Title IX Coordinator or the investigator(s).
- The investigator(s) and the decision-maker(s) should not discuss the investigation's facts and/or determination while the formal complaint is pending. Allows investigators and decision-makers to remain unbiased.

Decision-Maker: Written Questions

- After the investigative report is sent to the parties, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
 - The opportunity to submit written questions must be afforded to the parties even if the District provides a live hearing.
- The decision-maker(s) must then provide each party with the answers and allow for additional, limited follow-up questions from each party.
- The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.



Decision-Maker: Responsibility Determination



Decision-makers must weigh the relevant evidence and decide whether it meets the standard of evidence to demonstrate that sexual harassment occurred.

- Preponderance of the evidence standard = more likely than not responsible.
- Clear and convincing evidence = highly probable to be true.



The decision must be based on an objective evaluation of the evidence, and the decision-maker must be able to explain his/her rationale based on the evidence.



Decision-makers need to use independent judgment and be free from conflict of interest and bias.

Decision-Maker: Responsibility Determination

The decision-maker(s) will issue a written determination regarding responsibility.

The written determination will include:

- 1 identification of the allegations potentially constituting sexual harassment;
- 2 a description of the procedural steps taken from 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 (if applicable);
- 3 findings of fact supporting the determination;
- 4 conclusions regarding the application of the School's code of conduct (student discipline policy) to the facts;
- 5 a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions that will be imposed on the respondent, and whether remedies designed to restore or preserve equal access to education programs or activities will be provided to the complainant; and
- 6 procedures and permissible bases for the complainant and respondent to appeal.

The written determination will be provided to **both** parties **simultaneously**.

Decision-Maker: Disciplinary Sanctions

Student Respondents

- Student respondents found responsible may be subject to discipline up to and including expulsion.

Employee Respondents

- Employee respondents found responsible may be subject to discipline up to and including termination of employment.

Other Respondents

- Other respondents may be subject to exclusion from the School's programs, activities and/or property.

Criminal Referrals

- In appropriate circumstances, the School may make a criminal referral.

Remedies

- Remedies must be designed to restore or preserve equal access to the District's education programs or activities.

Appeals

Either party can appeal from a responsibility determination or a dismissal of a formal complaint on the following bases:



New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;



Procedural irregularity that affected the outcome of the matter; or



The Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The School may add other bases for appeal so long as they are offered equally to both parties.

Appeals

When an appeal is filed, the District:

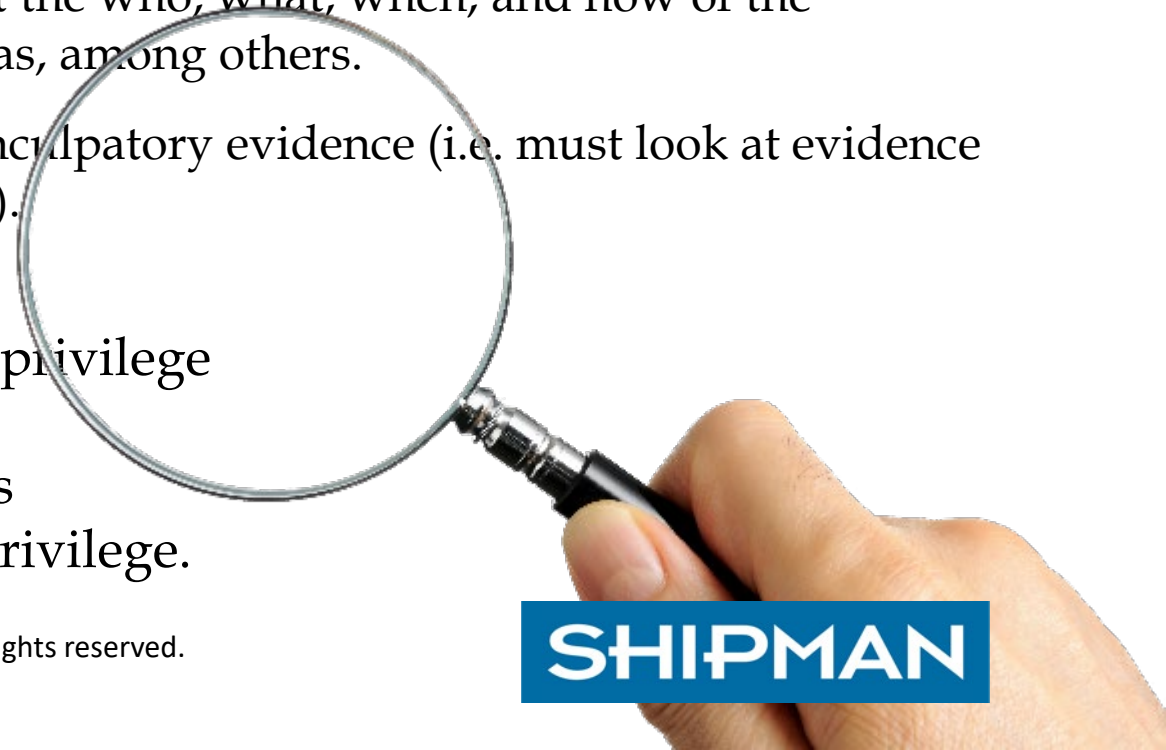
- ☒ Provide notice to the other party in writing and implement appeal procedures equally for both parties;
- ☒ Ensure that the decision-maker(s) for the appeal is not the investigator(s), Title IX Coordinator, or decision-maker(s) for the responsibility determination;
- ☒ Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- ☒ Issue a written decision describing the result of the appeal and the rationale for the result; and
- ☒ Provide the written decision simultaneously to both parties.

Supportive measures for either or both parties **may** be continued throughout the appeal process.

What is Relevant Evidence?

Investigators preparing an investigative report and decision-makers allowing questions must determine if the evidence is **relevant**.

- Evidence is relevant if it has a tendency to make something more or less probable than it would be without the evidence and it is of consequence in determining the question of sexual harassment.
 - Relevance is broad and can include questions about the who, what, when, and how of the allegations, as well as issues related to motive or bias, among others.
 - Relevant evidence includes both exculpatory and inculpatory evidence (i.e. must look at evidence that is both favorable and unfavorable to any party).
- Evidence that constitutes or seeks disclosure of information protected under a legally recognized privilege (i.e. attorney-client or doctor-patient) cannot be required, allowed, or relied upon unless the person holding the privilege has waived the privilege.



Rape Shield

Investigators and decision-makers are not allowed to ask questions or seek evidence about a complainant's prior sexual acts because such acts are deemed irrelevant. The parties may not ask these questions of each other.

Unless... the evidence is used to prove:

- someone other than the respondent committed the alleged offense, or
- specific incidents of past sexual behavior between the complainant and respondent and is offered to prove consent.



Consent



- Title IX does not define “consent”
- Department of Education intentionally silent on this issue. Schools must provide a definition of consent and use the definition consistently.
 - Coordinators, investigators, and decision-makers must be trained on the District’s definition of consent.
 - Definition may impact whether sexual harassment occurred and whether certain evidence is admissible under Rape Shield.

Affirmative Consent



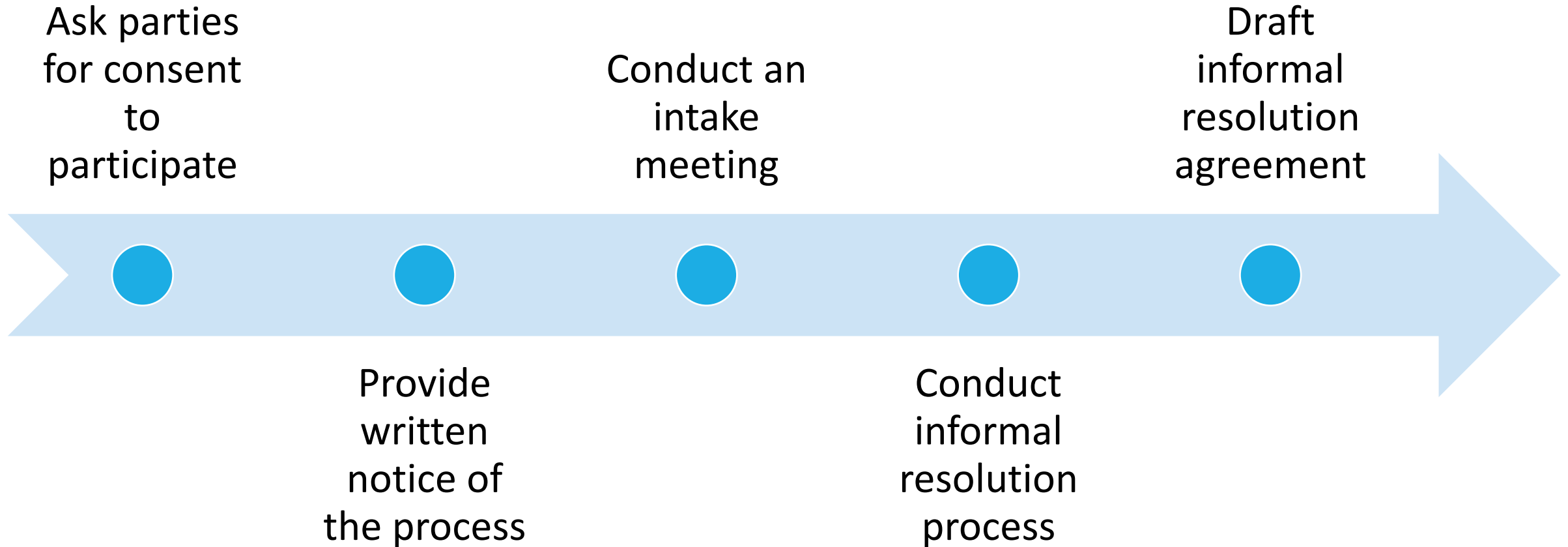
- Affirmative Consent means an **active, clear** and **voluntary** agreement by a person to engage in sexual activity with another person.
- When determining whether consent for sexual activity was given, consider the following:
 - Was consent given by **all** persons who engaged in the sexual activity?
 - Consent may be revoked at any time.
 - It is the responsibility of each person to ensure that he/she has the consent of all persons engaged in the sexual activity throughout the entirety of the sexual activity.
 - The existence of a prior or current dating/sexual relationship between the parties, in and of itself, is not determinative of consent

Affirmative Consent



- It is **NOT** a valid excuse that the respondent:
 - believed they had consent because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain consent; or
 - believed they had consent if the respondent knew or should have known that the complainant was unable to consent because the complainant was unconscious, asleep, incapacitated because of drugs or alcohol, or otherwise unable to communicate; or
 - believed they had consent if the respondent knew or should have known that the complainant was unable to consent due to the age of the complainant or the age difference between the parties.

Informal Resolution Process



Informal Resolution Process

At any time prior to reaching a responsibility determination, there is the option of suggesting to the parties an informal resolution process, such as mediation, to resolve the formal complaint. The School is **not required** to offer this process. Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator will:

Provide parties written notice disclosing allegations

Note requirements of informal resolution process

Note any consequences from participating in the informal resolution process

Obtain voluntary, written consent from both parties to engage in informal resolution

Informal Resolution Process

- The informal resolution facilitator must be someone other than the investigator or decision-maker (if already assigned) and must be free from conflicts of interest, bias, and must serve impartially.
- May be the Title IX Coordinator.
- Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
- If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

NOTE: This process is not available to resolve a formal complaint that an employee sexually harassed a student.

How to Serve Impartially

- Everyone designated as an investigator, decision-maker, appeal decision-maker, informal resolution facilitator, or Title IX Coordinator must serve impartially and must avoid prejudgment of the facts at issue, conflicts of interest, and bias.
- Investigators and decision-makers cannot evaluate or collect evidence in a way that is based on stereotypes or that favors complainants over respondent or men over women.

NOTE: Different treatment of complainants and respondents due to sex-based stereotypes about how men and women behave with respect to sexual violence violates Title IX.

Retaliation



- Retaliation against any individual who complains of sexual harassment is **strictly prohibited**. The District must take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination.

Record Keeping

The School must maintain for a period of seven (7) years records of:

- Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- Any informal resolution and the result from that resolution; and
- All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School will make these training materials publicly available on its website.



Record Keeping

- If the School has actual knowledge of sexual harassment in an education program or activity of the School, and for any report or formal complaint of sexual harassment, the School must create and maintain for a period of seven (7) years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.
- The School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to education programs or activities. If the School does not provide a complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.



Final Thoughts

- ☒ Review policies and procedures concerning the new federal regulations
- ☒ Follow procedures
- ☒ Be equitable in application of all procedures
- ☒ Eliminate bias and conflicts of interest from the investigation and decision-making
- ☒ Train all employees concerning “actual knowledge” of sexual harassment and reporting requirements
- ☒ Review and implement School Climate Improvement Plan (under CT law) and other curricula to prevent incidents of sexual harassment



Scenarios

Scenario 1:

A kindergarten student kisses another kindergarten student on the cheek on the playground.

How do you respond?

What information do you want to know?

Is this sexual harassment?

Scenario 2:

On numerous occasions over a period of several months, an eighth-grade student touches another student from behind in the lunch line and makes sex-based jokes, remarks and gestures.

How do you respond?

What information do you want to know?

Is this sexual harassment?

Scenario 3:

Throughout the boys' varsity lacrosse season, the team captain makes sex-based remarks toward another member of the team, calling the student "gay" and "queer." These names are also written in the bathroom stalls in the locker room. The victim complains to one of the assistant coaches. The assistant coach tells the victim that the captain's behavior is just "boys being boys" and reminds the victim that he needs to "toughen up" to play varsity lacrosse. The victim subsequently quits the team.

Is this harassment?

If yes, what type of harassment?

Is this bullying?

Is the school liable for the conduct of the coach?

Is the school district liable for the conduct of the students?

Scenario 4:

Parents of a student in your school recently disclosed to the guidance counselor that their daughter was sexually assaulted off campus by a male student at your school. The counselor encourages the filing of a police report, refers the student to rape counseling, and provides a waiver for all final exams. The counselor also informs the principal. Other students in the school learn about the report and begin to harass the victim at school and on social media. The counselor is able to identify one of the alleged harassers. The parents and student are not informed of any investigation or the outcome of any review of the matter by any school personnel. The parents file a complaint with OCR.

Is this harassment?

If yes, what type of harassment?

Is this bullying?

Assess the counselor's actions – what, if anything, would you do differently?

Assess the principal's actions – what, if anything, would you do differently?

Scenario 5:

Eighth grade boys played “lights out” where they would turn the locker room lights off and then they would “hump” and “gyrate” on seventh grade boys. They also played a game called “blind-folded sit ups,” involving convincing one of the students that he could not do a sit-up while blindfolded, so that when he attempted to do the blindfolded sit-up, he hit his face on the naked buttocks of one of the eighth graders. On one occasion, eighth graders grabbed one of the students, forced him to the ground, pulled his pants down and anally penetrated him with a marker. When coach learned of the incident, he did not report it to administrators while he attempted to determine if rumors about the incident were true.

Is this sexual harassment?

What should the School do?



Mathis v. Wayne County Bd. of Ed.

No. 11-5979, 2012 U.S. App. LEXIS 18013, 2012 WL 3608598 (6th Cir. Aug. 23, 2012)

- After the eighth graders were suspended, students faced further harassment at school, including students repeatedly making comments about one of the student's sexuality after learning about the marker incident.
 - In response to the incidents, the school required seventh and eighth graders to use the locker room at different times, required the door to the locker room to be kept open while in use, required an extra coach to monitor the boys while in the locker room, required the coach to monitor the team more closely, offered instruction on bullying and provided counseling. The school also suspended the students for 11 days from school and one month from the team and issued a written reprimand to the coach for failing to report the marker incident.
- Jury awarded \$100,000 per student in damages
 - Sixth Circuit affirmed

Lessons Learned – Mathis v. Wayne County

Intervene promptly whenever school personnel observe or are aware of mean-spirited student conduct, even if such conduct does not meet the state or school definition of “bullying” or “harassment.”

In addition to disciplinary measures, schools may consider appropriate alternative to disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

When in doubt, follow the most comprehensive complaint procedures (likely Title IX).

Be alert to retaliation issues and check in on the situation.
It's not over until its over.

Scenario 6:

Lesbian, gay, bi-sexual, and transgendered students have reported being mocked, urinated on, and physically harmed by classmates. In the past few years this district has seen nine students, four of whom identifying as gay, take their own lives. School deals with the complaints on an individual basis but the harassment continues.

Has the school done anything wrong?

How can the school work to change this environment?



Title IX Case: Anoka – Hennepin School District (2012)

- Peer-on-peer sexual harassment and discrimination on the basis of sex and sexual orientation
- Allegations of “relentless” verbal and physical abuse
- 6 student suicides
- DOJ/OCR reached consent decree with school district paying plaintiffs \$270,000
- But note recent retraction by OCR regarding protection for transgender students
- Does not prevent the District from investigating and taking appropriate action to protect students.

Further Requirements on Anoka-Hennepin District

Revise policies and procedures using equity consultant

Hire Title IX coordinator

Train students and employees on sexual harassment

Hire mental health consultant

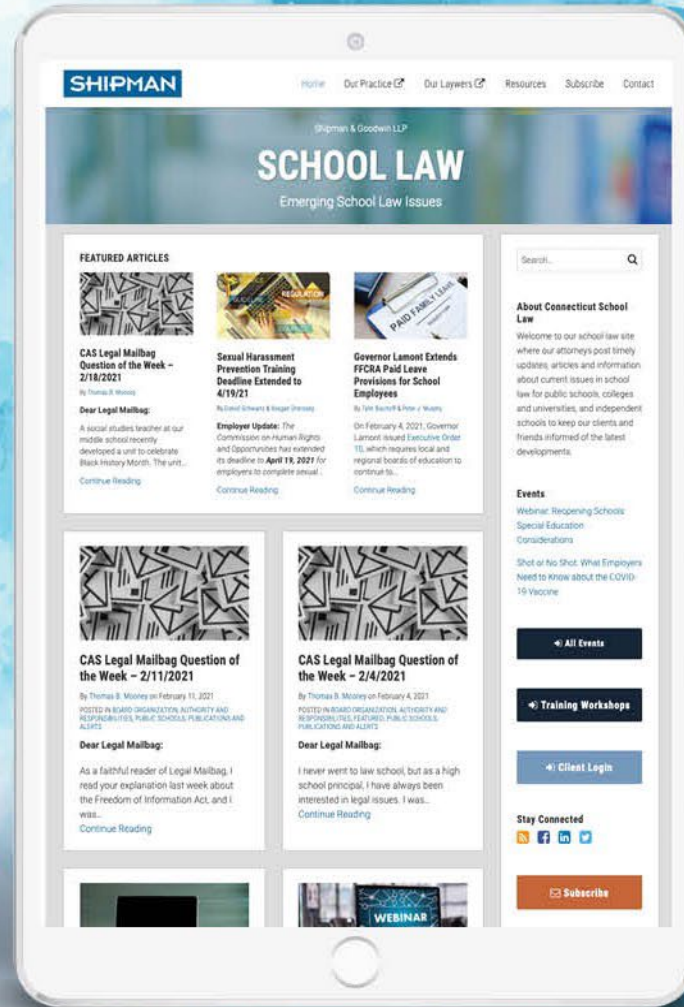
Administer anti-bullying survey annually

Identify bully “hotspots”

Establish monitoring program to assess effectiveness of anti-harassment efforts

Provide reports to DOJ and OCR

Department of Justice and Department of Education maintain authority to oversee district program and may gain entry to evaluate at any time



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