

Addressing Sex Discrimination and Harassment under Title IX

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Federal Law

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex in any federally funded education program or activity...

The Saga Continues

Obama Administration

- Increased focus/scrutiny on sexual harassment, particularly with respect to sexual assault on college campuses
- Issued guidance in April 2011 and April 2014
- Dramatic increase in complaints/investigations....and lots of complaints that OCR/ED overstepped its authority

Trump Administration

- Rescinded Obama-era guidance; issued interim guidance
- Rewrote Title IX regulations which took effect in August 2020

The Saga Continues

Biden Administration

- March 2021 - Executive Order committing to a comprehensive review of the Title IX regulations put in place by the Trump administration
- July 2021 - Q&A on Title IX Regulations - Reiterates that current regulations adopted by Trump administration remain in effect pending review and adoption of new regulations
- Two Year rulemaking process between 2022 and 2024
- April 2024 – new Title IX regulations issued – became effective 8/1/24

The Saga Continues

Legal Challenges

- Injunctions in 26 states
- 1/9/25 - US District Court for the Eastern District of Kentucky vacated the 2024 Title IX regulations nationwide

Why so controversial?

- 2024 regulations expanded Title IX protections against sex discrimination to include prohibition against discrimination based on sexual orientation and gender identity/expression
- 2020 regulations leave protections for sexual orientation and gender identity/expression in the air

Most Important Changes

Definitions

Change in Response to
Reports

Back to More Complicated
Investigation Process for
Formal Complaints

Separate Grievance
Procedure for Complaints
of Sexual Harassment

Removed explicit
protections against
discrimination on the basis
of sexual orientation/
gender identity/expression

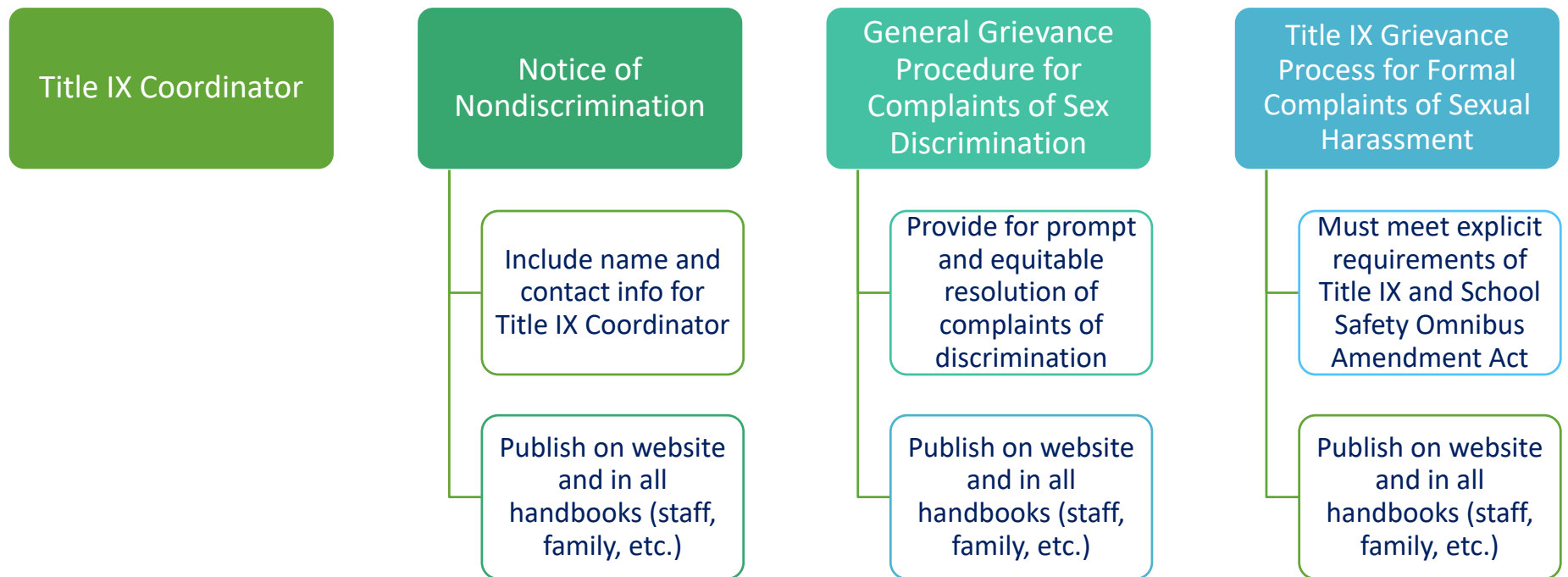
Removed Explicit
Protections for Pregnant
Students

District of Columbia Law

DC Human Rights Act – prohibits discrimination on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability of any individual

School Safety Omnibus Amendment Act - requires schools to take steps to prevent and address student sexual abuse by school staff and student-on-student acts of sexual harassment, sexual assault, and dating violence.

Must Haves



Title IX Coordinator

Schools must designate and authorize at least 1 employee as the Title IX Coordinator to coordinate its efforts to comply with Title IX –

Could designate more than one employee

Title IX Coordinator can delegate specific duties to designees



Title IX coordinator must be visible to the school community – identified in notice of nondiscrimination and other prominent places

Title IX Coordinator

Title IX Coordinator must have appropriate authority and support necessary to carry out duties. For example:

- Must be notified regarding all reports and complaints raising Title IX issues
- Responsible for coordinating responses to all complaints – could include monitoring outcomes, identifying and addressing any patterns and assessing effects on the campus climate
- Must be knowledgeable about all relevant policies and should be involved in drafting and revising such policies

Nondiscrimination Policy

Schools must adopt, public and implement a policy stating that the school does not discriminate on the basis of sex and prohibits sex discrimination and retaliation in all of its programs and activities.

Policy must be well publicized so that it reaches:

- Students
- Parents/guardians
- Employees
- Applicants for admission and employment
- All unions and professional organizations holding collective bargaining or professional agreements with the school

Notice of Nondiscrimination

Must include the following:

- A statement that the school does not discriminate on the basis of sex and prohibits sex discrimination and retaliation in any education program or activity that it operates including in admission and employment;
- A statement that inquiries about the application of Title IX and this part to the school may be referred to the school's Title IX Coordinator
- The name or title, office address, email address, and telephone number of the Title IX Coordinator;
- How to locate the nondiscrimination policy and grievance procedures.

Definitions

Allegation

Assertion that someone has engaged in sexual harassment.

Complainant

Person who is alleged to be the victim of conduct that could constitute sexual harassment.

Considered a “complainant” even if they don’t file a formal complaint

Reporter

Person who reports an allegation of sexual harassment to the school.

This may be the complainant or may be someone else (“third party reporter”).

Definitions

Report

Allegation of sexual harassment shared with the school but not yet submitted as a formal Complaint.

Formal Complaint

Document filed by a complainant, complainant's parent/guardian or by the Title IX coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment.

Respondent

Person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Definitions

Retaliation

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX.

Title IX Grievance Process

The school's process for addressing formal complaints of sexual harassment under Title IX.

Schools are not required to title their policies in this way but should understand the differences between the general grievance process required for responding to complaints of sex discrimination and the specific grievance process required for responding to formal complaints of sexual harassment.

Definitions

Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without Unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment or deter sexual harassment.

Common Supportive Measures

Goal is to protect complainant and others during investigation

Must respect Complainant's wishes to the extent possible but cannot unreasonably burden Respondent

Mutual restrictions on contact between complainant and respondent

Provide counseling to complainant and/or respondent

Referral for victim support organizations

Academic supports/accommodations (such as extensions of deadlines, tutoring, etc.)

Schedule modifications

Campus escort; increased supervision/security on certain parts of campus

School-wide interventions, training, education

Revision of policies and procedures or dissemination of existing policies and procedures

Cannot unreasonably burden complainant or respondent (prior to formal investigation)

Sexual Harassment Definition – Title IX

Three categories of sexual harassment:

- A school employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct
 - Quid pro quo sexual harassment – school employee offers something in exchange for sexual conduct
- Unwelcome conduct on the basis of sex 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
- "Sexual assault," "dating violence," "domestic violence," or "stalking"
 - Definitions from Clery Act and Violence Against Women Act

Severity

- The more severe, the less repetition needed; physical/accompanied by threats or violence = severe

Pervasiveness

- Look for frequency, intensity, duration

Objectively offensive

- Would a reasonable person consider the conduct offensive?

Subjectively offensive

- Did the complainant consider the conduct offensive?

Hostile Environment

Denial of equal access...

- 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.
- Complainant does not need to have already suffered loss of education before being able to report sexual harassment
- Complainant does 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
- Does not require that a complainant’s total or entire educational access has been denied
- No concrete injury is required

Sexual Harassment

Examples of situations that constitute denial of equal access

- Complainant is skipping class to avoid respondent
- Decline in complainant's grades
- Complainant is having difficulty concentrating in class
- Complainant stops participating in particular school activities
- Complainant is bed-wetting or crying at night due to sexual harassment

Sexual Harassment

Sexual Assault Definition

Title IX defines sexual assault as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation

- Forcible sex offenses include any sexual act, including rape, sodomy, sexual assault with an object, or fondling “directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
- Nonforcible sex offenses include incest and statutory rape.

Title IX does not require that schools use a particular definition of “consent”; DC law does have a particular definition of “consent”

Definition of Consent

Under DC law, “consent” means:

words or overt actions indicating a freely given agreement to a physical act or contact within the course of an interpersonal relationship. Consent to a physical act or contact may be initially given but withdrawn at any time. Lack of verbal or physical resistance or submission by the victim due to his or her mental or physical incapacitation or impairment, or the use of force, threats, or coercion shall not constitute consent. Past words or actions indicating freely given agreement to a past physical act or contact shall not constitute consent to a future physical act or contact.

Dating Violence Definition

Title IX defines dating violence as violence committed by a person—

- who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship.
 - The type of relationship.
 - The frequency of interaction between the persons involved in the relationship.

Domestic Violence Definition

Title IX defines domestic violence as felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

Stalking Definition

Title IX defines stalking as engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for the person's safety or the safety of others;
or
- Suffer substantial emotional distress.

Duty to Respond

Actual Knowledge = notice to any school employee that sexual harassment might have occurred

Any employee with information about conduct that reasonably may constitute discrimination must notify the Title IX Coordinator

Duty to Respond

Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs

- Buildings or other locations that are part of the school's operations, including remote learning platforms;
- Off-campus settings if the school exercised substantial control over the respondent and the context in which the alleged sexual harassment occurred (e.g., a school field trip to a museum).
- Sexual harassment that takes place in settings outside of the United States is not covered under Title IX.

Title IX's requirements do not apply to alleged sexual harassment that occurs outside of the school's education program or activity BUT there is nothing stopping schools from adopting policies that address such allegations or offering supportive measures to the victim

Title IX - What response is required?

Title IX distinguishes between reports and formal complaints, with different responses required for each

Report:

Anyone can make a report

- School must “respond promptly in a manner that is not deliberately indifferent”
- School is deliberately indifferent if its response is clearly unreasonable in light of the circumstances
- Title IX Coordinator contacts complainant to discuss supportive measures and explain process for filing formal complaint

Formal Complaint:

Only Complainant, Complainant's Parent or Title IX Coordinator can make a formal complaint

- School must offer supportive measures to complainant
- School must follow the Title IX grievance process to investigate allegation of sexual harassment
- If sexual harassment is found to have occurred, school must provide remedies to the complainant that are designed to restore and preserve equal access to the school's education program and activities

Responding to Reports

All reports go immediately to Title IX Coordinator

Upon receipt of report, Title IX Coordinator must promptly contact complainant:

Explain the process for filing a formal complaint to complainant

- Complainant's wishes should be respected unless the Title IX Coordinator determines that initiating an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Promptly discuss supportive measures with complainant

- Inform complainant of availability of supportive measures with or without filing of a formal complaint
- Consider complainant's wishes with respect to supportive measures
- Coordinate effective implementation of supportive measures accordingly
- Maintain confidentiality of supportive measures to the maximum extent possible

Responding to Reports

Title IX Coordinator determines whether to proceed with formal complaint if complainant doesn't initiate process

Mandatory reporting when required

Must treat complainants and respondents equitably

Cannot discipline respondent without formal investigation following specific procedures required by Title IX regulations except on an emergency basis (see next slide)

Emergency Removal of Respondent

School may remove a respondent on an emergency basis if:

- Undertake an individualized safety and risk analysis;
- Determine that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
- Provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Emergency removal should be followed by formal complaint and resulting investigation

Who Can Make a Formal Complaint

Formal complaints can only be made by complainant, complainant's parent and Title IX Coordinator

Formal complaint can only be made if complainant is participating in or attempting to participate in the school's education program or activity at the time of the formal complaint

- If complainant has withdrawn but expresses desire to re-enroll then they are attempting to participate
- If complaint has graduated but intends to participate in alumni programs/activities then they are attempting to participate

Title IX Coordinator may decide to make a formal complaint even if the complainant is no longer associated with the school

- If complainant is no longer associated with the school, Title IX would not apply, and school would not be required to follow Title IX grievance process before disciplining respondent (would need to afford discipline due process)

Schools must at least provide supportive measures to complainant if respondent is no longer enrolled at the school; may dismiss a formal complaint but not required to

Responding to Formal Complaints

Title IX Coordinator must provide written notice to complainants and respondents upon receipt of formal complaint

Formal investigation begins

- Investigator and impartial decision maker assigned
- Burden of proof and burden of gathering evidence sufficient to reach a determination is on the school

Supportive measures made available during investigation

Title IX Coordinator may offer and facilitate informal resolution options if both parties give voluntary, informed, written consent

Dismissal of Formal Complaints

Dismissal required if:

- the conduct alleged in the formal complaint would not constitute sexual harassment even if proved
- the alleged conduct did not occur in the school's education program or activity
- the alleged conduct did not occur against a person in the United States

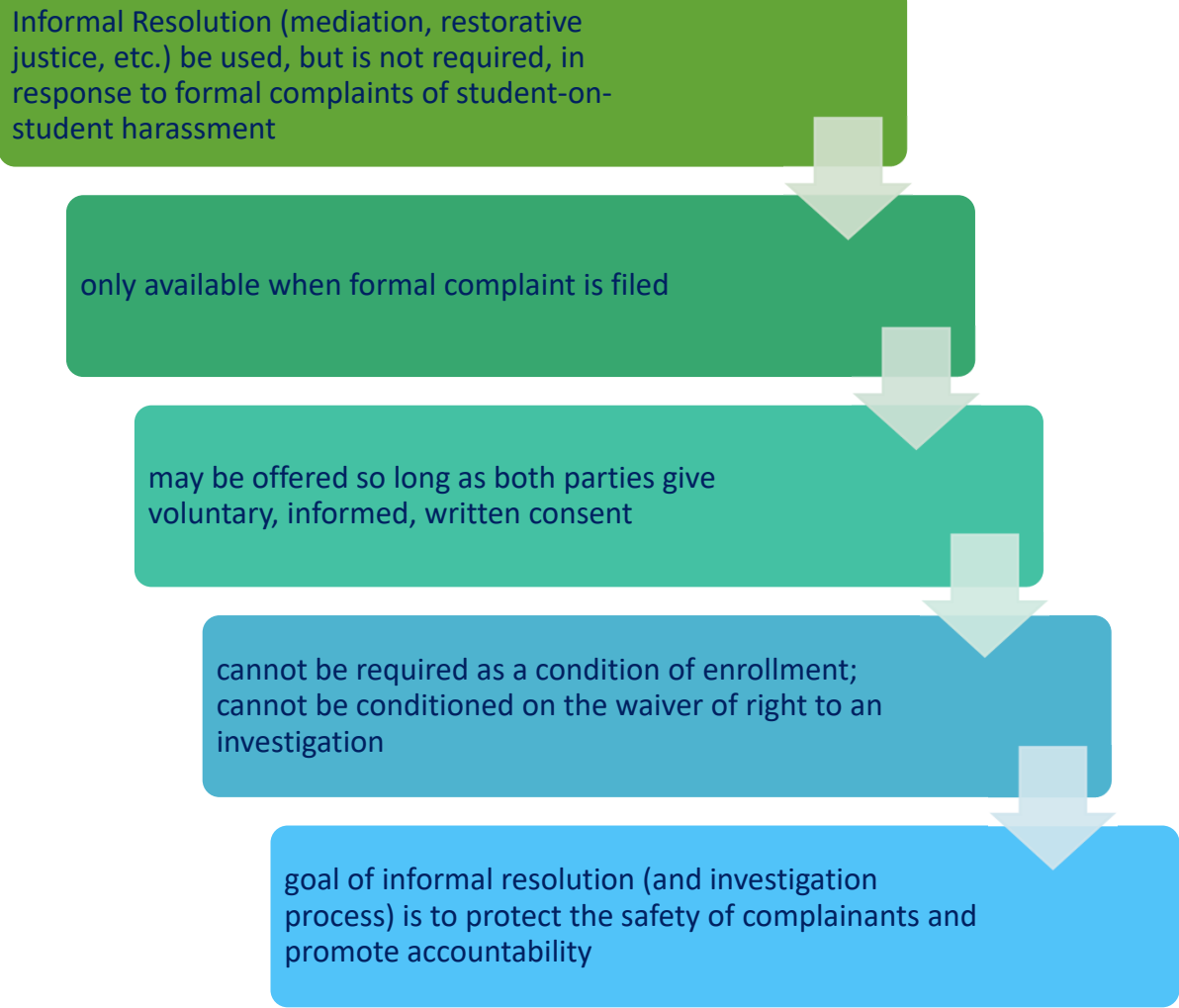
Dismissal permitted if:

- complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein
- the respondent is no longer enrolled or employed by the recipient
- specific circumstances prevent the school from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If complaint is dismissed:

- school must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.
- school can take action against respondent pursuant to other provisions in the code of conduct, if applicable.

Informal Resolution (mediation, restorative justice, etc.) be used, but is not required, in response to formal complaints of student-on-student harassment



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graph TD; A[Informal Resolution (mediation, restorative justice, etc.) be used, but is not required, in response to formal complaints of student-on-student harassment] --> B[only available when formal complaint is filed]; B --> C[may be offered so long as both parties give voluntary, informed, written consent]; C --> D[cannot be required as a condition of enrollment; cannot be conditioned on the waiver of right to an investigation]; D --> E[goal of informal resolution (and investigation process) is to protect the safety of complainants and promote accountability];
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only available when formal complaint is filed

may be offered so long as both parties give voluntary, informed, written consent

cannot be required as a condition of enrollment;
cannot be conditioned on the waiver of right to an investigation

goal of informal resolution (and investigation process) is to protect the safety of complainants and promote accountability

Informal Resolution

Investigator and Impartial Decision Maker

Title IX Coordinator

Investigator

2 Decision Makers

Can be school officials

Cannot have conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

Must avoid prejudgment of the facts at issue

- Presumption that respondent is not responsible for alleged harassment – but can't assume complainant is lying or that harassment did not occur

Investigator and Impartial Decision Maker

All Title IX personnel involved in the informal resolution process and/or reporting and investigation processes must have adequate training and expertise

Title IX requires training on the following:

- The definition of sexual harassment;
- The scope of the school's education program or activity;
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes that protects the safety of complainants and promotes accountability;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- Issues of relevance, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Notice to Complainants and Respondents

Must include

- Explanation of investigation and informal resolution process including a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of investigation process;
- Description of allegations including sufficient details known at the time such as
 - the identities of the parties involved in the incident,
 - the conduct allegedly constituting sexual harassment, sexual assault and/or dating violence, and
 - the date and location of the alleged incident, if known
- Each party's right to have an advisor of their choice who may be, but is not required to be, an attorney;
- The right to inspect and review evidence;
- The prohibition against knowingly making false statements or knowingly submitting false information during the investigation process.

For Complainants:

Available services and advocacy organizations, about the investigation process, about their rights under Title IX of the Education Amendments of 1972, the District of Columbia Human Rights Act of 1977, and crime victims' rights.

Investigation

Parties must have an equal opportunity to present witnesses and evidence

Burden of gathering evidence is on school

Parties must be given an equal opportunity to review and respond to the evidence

Parties must be given equal opportunity to be supported by an advisor

Parties must be given an equal opportunity to submit written, relevant questions that a party wants asked of any party or witness

Parties are entitled to a written determination of responsibility



Provide periodic updates to parties as investigation proceeds



Extensions permitted for good cause and providing notice to parties when timelines are extended



Investigation period

10 Day Evidence Review Period

Each party gets opportunity to review and respond to evidence at least 10 days prior to investigative report

Investigation Period Timeline



Investigative Report shared with both parties and decision maker at conclusion of investigation



Both parties have at least 10 days to respond to investigative report and submit written questions to other party and witnesses

- Decision maker must gather responses to those questions and provide responses in writing to each party
- Additional time permitted to submit additional, limited follow up questions



Decision maker reviews all evidence gathered through investigative report and responses from each party; makes a determination as to responsibility for the alleged conduct

Written decision issued to both parties

Decision Making Timeline

Appeal Timeline

Designation of
independent decision
maker

Both parties given time
to make an appeal

I suggest no more than 30 days

Both parties given
notice of appeal and
opportunity to respond

I suggest no more than 10 days

Establish timeline for
secondary investigation
and decision

I suggest borrowing timelines for appeal from
Bullying Prevention Act

30 days to complete secondary investigation
with extension of up to 15 days permitted for
good cause

Written decision to
both parties



Evidence

School bears burden of gathering evidence

Must consider all relevant evidence, including inculpatory (tends to show a person's involvement in an act) and exculpatory evidence (tends to show a person's innocence)

- Offer Complainant and Respondent opportunity to submit evidence/name relevant witnesses

Investigation must include as necessary:

- Interviewing witnesses (coordinate with law enforcement if they are involved)
- Obtaining documents
- Allowing both parties to present any evidence, including witnesses

Relevant Evidence

Must consider all relevant evidence, including inculpatory (tends to show a person's involvement in an act) and exculpatory evidence (tends to show a person's innocence)



Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred.



Evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Impermissible Evidence

Privileged Information unless privilege is voluntarily waived

- Records made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment unless voluntary, written consent is provided

Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment.

- The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred

Interviewing Witnesses

Start with
Complainant to
gather as much
information/detail
as possible

- Who, What, When, Where
- ask for details
- Ask if the Complainant
knows of any witnesses

Additional
interviews

- Respondent
- Any named witnesses
- Anyone named by any
witness

Keep detailed notes
of all interviews

Keep detailed notes of all interviews

Respondent and complainant must be provided written notice if they are invited to participate in investigative process

- Written notice when scheduling their interviews - Must include date, time, location, participants and purpose

Interviewing Witnesses

Interviewing Witnesses

Goal is to learn facts/establish a timeline/fill in any gaps

Start with open ended questions (What happened? Who was there?)

End with specific yes or no questions related to the allegations in the complaint

Avoid leading questions

Avoid argumentative/accusatory questions

Keep questions short/straight forward

Rapport, eye contact, active listening

Avoid commentary/judgments

Don't label allegations as sexual harassment/misconduct but rather refer to specific behavior alleged

Maintain confidentiality as much as possible

Remind witnesses or anyone else involved that they shouldn't talk about this with anyone else

Remind witnesses that retaliation is prohibited

Witness Credibility

Credibility determinations will not be based on a person's status as a complainant, respondent, or witness

Inaccurate memory doesn't necessarily mean a witness is not credible, but could raise questions about credibility

- Title IX regulations are intended to protect a party from being unfairly judged due to an inability to recount each specific detail of an incident in sequence

Consistency and corroboration are biggest factors

- Focus on relevant inconsistencies

Witness Credibility

Factors to consider*:

- Corroborating evidence
- Logic/internal and evidentiary consistency
 - Does this make sense?
 - Consistency of story; consistency with other evidence
- Inherent plausibility – is the evidence more likely than the alternative?
- Factual detail vs. general allegations or denials with no supporting detail
- Non-cooperation
 - Short, abrupt answers or refusal to answer

*Adapted from ATIXA

Cross Examination

Live hearing/cross examination not required – can be accomplished through exchange of written, relevant questions

Decision-maker will make determinations about what questions are relevant – must explain to the party proposing the questions any decision to exclude a question as not relevant

- May exclude questions that are duplicative or repetitive
- Questions about any party's medical, psychological, or similar records not permitted without consent
- Questions about other records protected by a legally recognized privilege not permitted without consent

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior (behavior unrelated to the alleged harassment) 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.

Clear and convincing

- Evidence establishes that the allegation is substantially more likely than not true; highly probably that the allegations are true

Preponderance of the evidence

- More likely to be true than not
- greater than 50% chance that the claim is true

Burden of Proof

Written Decision

1. Summary of the allegations;
2. Summary of the course and outcome of the investigation including any notifications to the parties, interviews with parties and witnesses, and other methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the policy and code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions to be imposed on the respondent, and what other supportive measures will be made available to the complainant;
 - Cite concrete reasons for conclusions
6. Information about the procedures for appeal.



Written Decision

Sufficient vs. insufficient evidence

Even where there are no findings to substantiate what the complaint alleges, consider what steps can be taken to be responsive to the complainant's concerns

Decision should be written objectively to show impartiality – use objective, concrete language

Decision should, when possible, acknowledge complainant concerns and express empathy for them even when a finding does not substantiate them

Decision should reiterate school's commitment to providing a safe, nurturing educational environment free from harassment, discrimination, etc...

Decision Making

Decision maker must determine:

- Whether or not the conduct occurred;
- Whether the conduct constitutes sexual harassment, sexual assault and/or dating violence; and
- If so, what actions the school will take to end the conduct, eliminate any hostile environment, and prevent its recurrence.
 - Supportive measures for both respondent and complainant
 - Disciplinary action
 - Consider the following when determining next steps:
 - The age and level of understanding of the student(s) involved
 - The facts and surrounding circumstances
 - The nature of the behavior
 - Past incidents or past or continuing patterns of behavior
 - The relationships between parties involved
 - The context in which the incidents occurred

Decision Making: Remedies

No particular remedies are required by law – schools are free to make decisions that are in the best interest of the educational environment

When sexual harassment is found to have occurred, the school must provide remedies to the complaint that are designed to restore or preserve equal access to the school's education program or activity

- This can include supportive measures for complaint and/or disciplinary or punitive measures for respondent

Remedies can burden respondent; should not burden complainant

Appeal

Either party may appeal the dismissal of a formal complaint and/or the determination regarding responsibility

Grounds for appeal may include:

- Procedural irregularity that affected the outcome of the matter (i.e., a failure to follow the institution's own procedures);
- 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;
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.

Written Decision must include:

- Outcome of the appeal
- Rationale for the result
- Any change to the result of the initial investigation
- When results become final



Record Keeping

Title IX now explicitly requires schools to maintain the following documents for a period of at least 7 years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
 - Records of any appeal and the result of that appeal;
 - Records of any informal resolution and the results of that informal resolution;
 - All materials used to train Title IX coordinators, investigators, decision-makers and any person who facilitates an informal resolution process (Title IX also requires schools to make these training materials publicly available on its website or, if it does not have a website, make them available for inspection by the general public upon request);
 - Records of any actions, including any supportive measures taken in response to a report or formal complaint of sexual harassment.
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School Safety Act Training Requirements

Staff training beginning in the 2020-2021 SY:

- At time of hiring and at a minimum every two years thereafter
- Training must use evidence-based standards and be developed in consultation with community-based sexual violence and abuse experts.
- Training must address the following topics:
 - Identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, and dating violence
 - Mandatory reporting requirements
 - Communicating universal prevention techniques to students that increase their ability to set and communicate about appropriate boundaries, respect boundaries set by others, and build safe and positive relationships
 - Receiving reports and disclosures from students regarding student-on-student acts of sexual harassment, sexual assault, and dating violence in a supportive, appropriate and trauma-informed manner

School Safety Act Training Requirements

Parent “information” beginning in the 2020-2021 SY:

must provide information for parents on recognizing the warning signs of student-on-student acts of sexual harassment, sexual assault, and dating violence as well as effective, age appropriate methods for discussing such topics with students

Resources

- OCR Title IX Q&A can be found [here](#)
- OCR Resources for Title IX Coordinators can be found [here](#)
- OSSE Resources re: School Safety Act can be found [here](#)
- OSSE Resource Guide for Training to Comply with School Safety Act can be found [here](#)
- National Center on Safe Supportive Learning Environments: Safe Place to Learn resources can be found [here](#)
- [ATIXA](#) – professional association for Title IX coordinators and administrators

THANK YOU

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