

# K-12 Virtual Title IX Investigator Training





# About Us



## OUR MISSION

To provide the best Care and Support for our clients, Community Partners, employees, contractors, collaborators, vendors, and all others who encounter our company.



## GOAL

To assist schools and districts in providing a safe and healthy learning and working environment for students, faculty and staff.







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Chief Innovation Officer



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Title IX & Equity Specialist



# BEFORE WE GET STARTED...

- ✓ Not legal advice
- ✓ Materials
- ✓ Questions
- ✓ Repetition
- ✓ Breaks
- ✓ Posting link
- ✓ No recording



# Training Agenda

**01** The What, Who, Where, & When of Title IX

**02** Investigation Preparation

**03** Investigation Practices

**04** Report Writing

**05** Decision Making

**06** Appeals

**07** Questions



# TRAINING OBJECTIVES

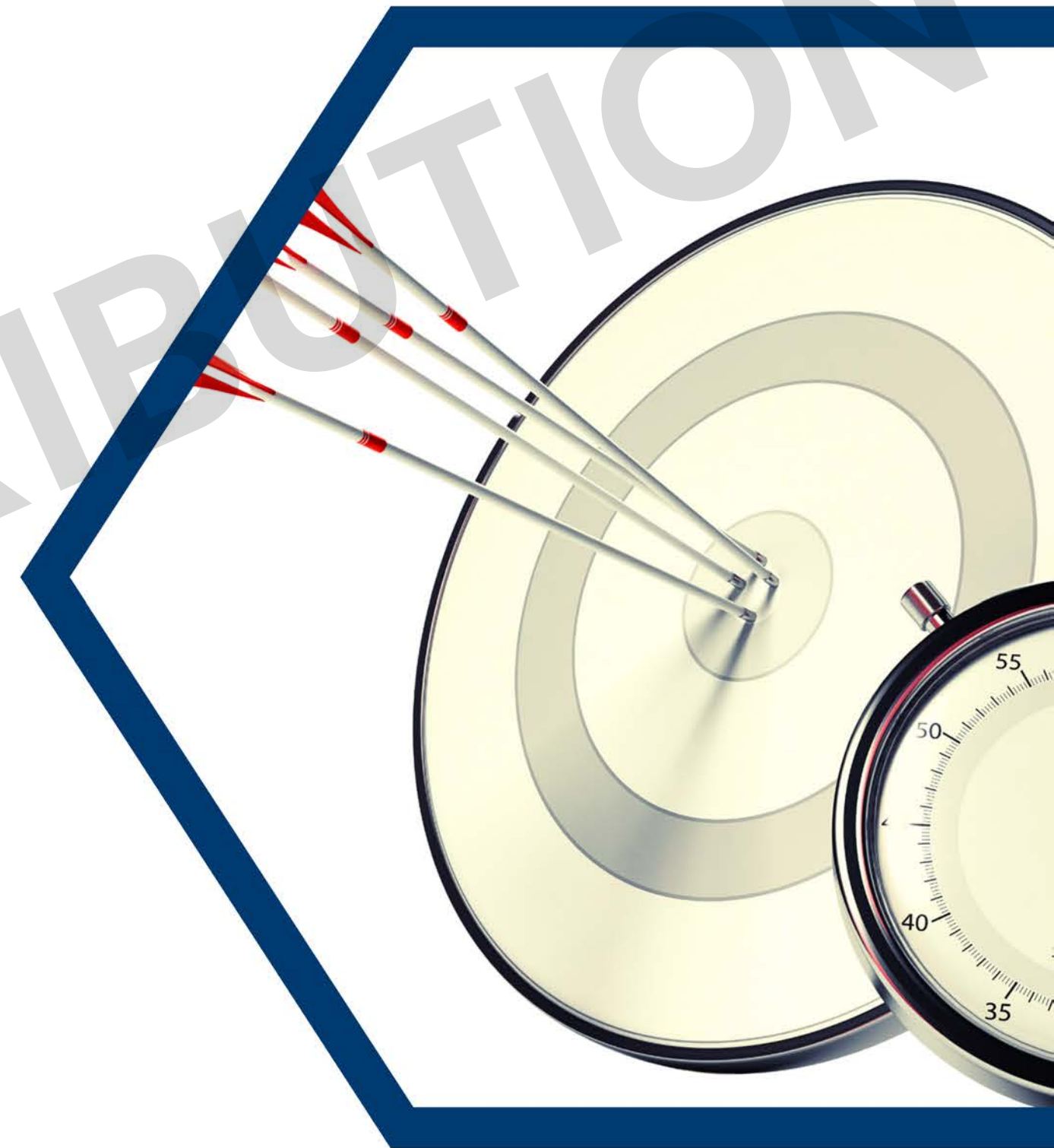
Understand the Title IX grievance process

Understand the role and scope of the Title IX Investigator

Learn best investigative techniques for your role

Learn best practices for Report Writing

Learn how to incorporate trauma-informed practices into your work





**The “What”**

**The “Where”**

**The “Who”**

**The “When”**





# What Are You Investigating?









# What is Title IX?



“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 education program or activity receiving Federal financial assistance.”





TITLE IV



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TITLE IV



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**Access**

**Sexual  
Harassment**

**Athletics &  
Programs**

**Pregnancy**

**Title IX**

# Today's Focus

- Sexual Harassment due process
- Formal procedures & prescriptive process
  - Including formality in the “informal”
- Narrow definitions
- The importance of location



# 2020 Sexual Harassment



# Quid Pro Quo



1. An employee of the school
2. Conditioning the provision of an aid, benefit, or service of the recipient
3. On an individual's participation in unwelcome sexual conduct



## **Bucket 1 Example:**

Amber has coached basketball at the middle school for years. She has applied for the job at the high school. Following her interview, the high school athletic director invites her to his office. He hugs her, grabs her butt, and tells her that she is sure to get the job and his door is always open...







# Hostile Environment Harassment

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 recipient's education program or activity

1. **Severe** - can be non verbal through sexual assault (touching/fondling)
2. **Pervasive** - how often and how widespread
3. **Objectively Offensive** - behavior that would be offensive to a reasonable person under the circumstances

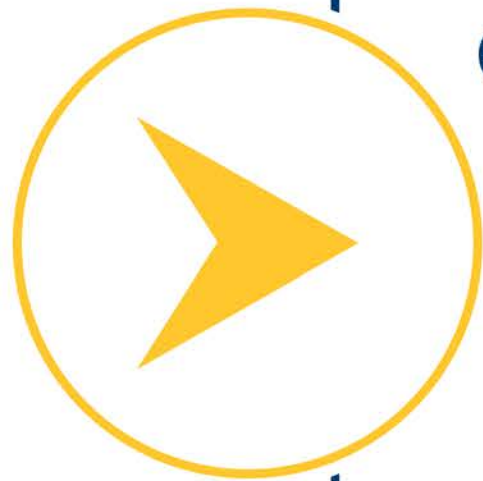


## Bucket 2 Example:

Lucy makes comments every day for two weeks about Jenny's body – some in writing and some verbally – examples:

- "look at your boobs"
- "those jeans look great on your butt"
- "I wish I could hit that"
- makes sexual noises when she passes in the hallway

Jenny is uncomfortable and has started skipping school to avoid Lucy.







# Specific Offenses

## Specific Offenses

### 1. Sexual Assault

- a. Rape
- b. Fondling/Criminal Sexual Contact
- c. Incest
- d. Statutory Rape

### 2. Dating Violence

### 3. Domestic Violence

### 4. Stalking



# Sexual Assault Definitions

**Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

**Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

**Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.





**Fondling:**

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.



- Effective June 23, 2025, the FBI revised the NIBRS (National Incident Based Reporting System) offense classifications including what was previously known as fondling.
- 2020 regulations reference Clery Act
- Clery Act definitions are taken from NIBRS

**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.



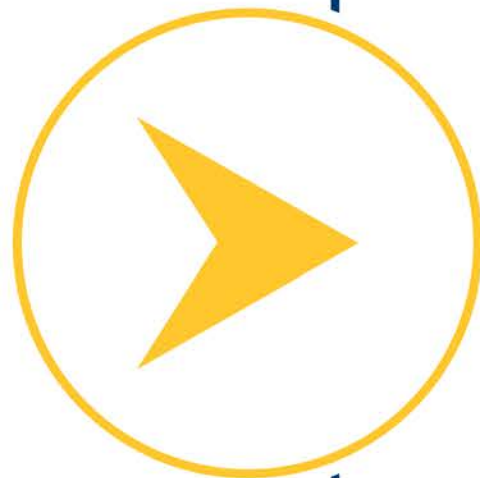
## Bucket 3 Sexual Assault Examples:

**Rape:** Thomas pulls down James pants in the locker room and puts a pen in James' rectum.

**Fondling:** Laura grabs Phil's genitals over his shorts and squeezes while making a sexual comment.

**Incest:** Ms. Jones has been sleeping with her nephew, a 17 year old student. Some of the behaviors occurred in her classroom.

**Statutory Rape:** Adam, an 18 year old senior, is caught in a sexual act with Dina, a 7th grade student.





# Dating Violence:



Violence committed by a person:



Who is or has been in a social relationship of a romantic or intimate nature with the victim; **and**



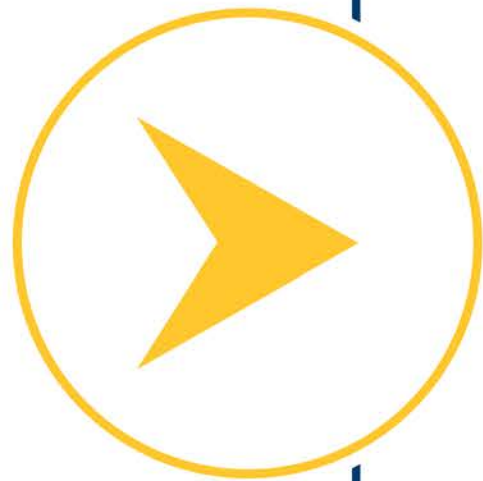
Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- 1.Length of relationship
- 2.Type of relationship
- 3.Frequency of interaction between the persons involved in the relationship



## Bucket 3 Dating Violence Example:

Aria and Blake were in a dating relationship for about 6 months. After they broke up, Aria slammed Blake against a locker.





# DOMESTIC VIOLENCE

## A FELONY OR MISDEMEANOR CRIME OF VIOLENCE COMMITTED BY A:

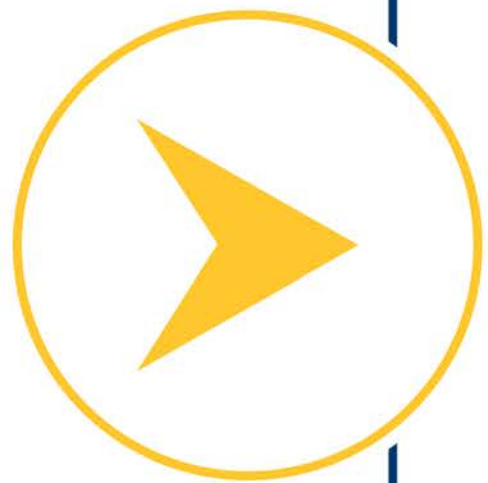
- Current or former spouse or intimate partner of the victim.
- Person with whom the victim shares a child in common.
- Person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner.
- Person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.





## **Bucket 3 Domestic Violence Example:**

Mr. Smith and Mr. Adams live together and are in a romantic relationship. One day after school, Mr. Adams sees Mr. Smith flirting with another teacher in the hallway. After school, Mr. Adams goes to Mr. Smith's room yelling excessively. Mr. Adams flips Mr. Smith's desk and kicks him. Then leaves the school leaving Mr. Smith without a ride home.





# Stalking:



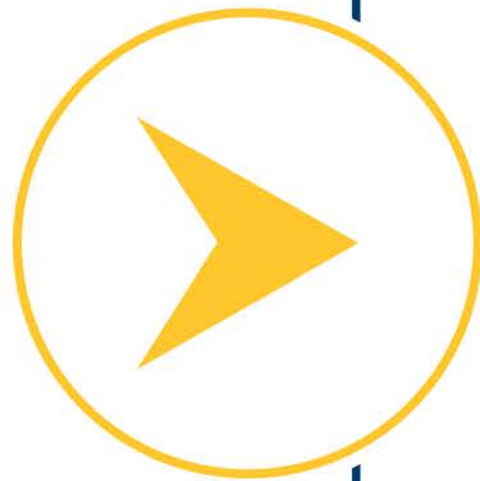
Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- ☒ Fear for the person's safety or the safety of others OR
- ☒ Suffer substantial emotional distress



## Bucket 3 Stalking Example:

Landry leaves notes in Lindsay's locker (after breaking into it) professing his love for her. He sits one table over from her at lunch every day. Landry calls her phone at all hours (during and after school) from multiple numbers. Landry doesn't have a car but he stands in the parking spot assigned to Lindsay every morning. She ignores him, but feels anxious.







# The “Who”





# CONDUCT THAT INVOLVES



**STUDENT ON STUDENT**



**STUDENT ON EMPLOYEE**



**EMPLOYEE ON STUDENT**



**EMPLOYEE ON EMPLOYEE**



# **“Parties” in Title IX Matter**

***2020***

## **COMPLAINANT**

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

## **RESPONDENT**

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





# The “When”







**THERE IS NO STATUTE  
OF LIMITATIONS...**





# The “Where”





# Jurisdiction 2020

## *Education Program or Activity*



Locations, events, or circumstances (operations) over which the school or district exercised substantial control over both the respondent AND the context in which the sexual harassment occurs.



Includes online sexual harassment but it must be analyzed to determine if it occurs in education program or activity.



Does not create or apply a geographic test, does not draw a line between "off campus/property" and "on campus/property," & does not create a distinction between sexual harassment occurring in person vs online.



# The Big Question Is

***Does the District have control?***

- Control over the location/event
- Control over the Respondent (employee or student)



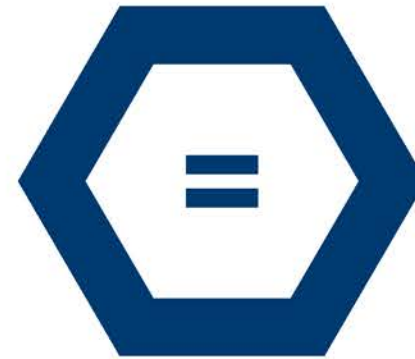
# 3 BUCKETS



**CONTROL OVER RESPONDENT**



**CONTROL OVER LOCATION / EVENT**



**TITLE IX**





# Before a Matter Gets to YOU...





# Report / Notice Received

## Title IX



Meet with Complainant & Guardian

- Support
- Discuss Process
- Explain Options

## Unclear

Meet with Complainant / Guardian  
to gather more information

## Not Title IX

High kick to appropriate process



No Formal  
Complaint

- Supportive  
Measures Only

Formal  
Complaint

- Signed by  
Complainant / Guardian  
or Cu





# **GIANT REMINDER!!!**

*No Investigation before or without a  
Formal Complaint*





# Notice of Allegations



# Report / Notice Received



## Title IX



Meet with Complainant & Guardian

- Support
- Discuss Process
- Explain Options

No Formal Complaint

- Supportive Measures Only

Formal Complaint

- Signed by Complainant / Guardian or Coordinator

## Unclear

Meet with Complainant / Guardian to gather more information

## Not Title IX

High kick to appropriate process



# When: After **FORMAL COMPLAINT** & with sufficient time to prepare for any interview

## What is Included:

- Notice of the school's grievance process
  - Notice of the allegations of sexual harassment
- Sufficient details
    - Identities of the parties
    - Conduct that occurred
    - Date
    - Location
- Respondent is presumed not responsible
  - Determination is made at the end of the grievance process
- Opportunity to have an **advisor** of choice (may be an attorney)
  - Parties will have opportunity to inspect and review evidence
  - Code of Conduct provisions related to false statements or false information



# ANYONE

- ATTORNEY
- PARENT
- WITNESS--- MOST CHALLENGING--- NOT PROHIBITED. NOT RECOMMENDED.

## What is their purpose?

- Support
- Understanding
- Extra ears
- Should be copied on written correspondence and permitted to attend all meetings
- Potted plant



**WHO ARE ADVISORS?**



*What if there is something you don't know related to the allegations that is required?*

- **Provide as much as possible**
- **Update and send to both parties if/when you know**
- **example: dates or specific locations**

*What if you learn something was wrong in the Notice?*

- **Fix it and re-send to both parties**

*What if you learn about additional allegations?*

- **Add them and re-send to both parties**

**\*Big Take-Away--- Don't forget to update the notice!**





**Investigation Opened  
& Investigator  
Assigned (YOU)**



# Report / Notice Received

## Title IX



Meet with Complainant & Guardian

- Support
- Discuss Process
- Explain Options

No Formal Complaint

- Supportive Measures Only

Formal Complaint

- Signed by Complainant / Guardian or Coordinator

## Unclear

Meet with Complainant / Guardian to gather more information

## Not Title IX

High kick to appropriate process



## Notice of Allegations

Investigation

- Interview Parties / Witnesses
- Gather Evidence

Informal Resolution



# Important Notes for Investigations:

- **Burdens**

- **Burden of gathering evidence on School – NOT the parties**
- **Burden/Standard of Proof – Preponderance of the Evidence (more likely than not) or Clear and Convincing Evidence**

- **May NOT** access, consider, disclose or use party's treatment records unless School obtains voluntary WRITTEN consent

- **MUST** provide equal opportunity for parties to:
  - Present witnesses (fact or expert--does not say character)
  - Gather and present relevant evidence

- **May NOT** restrict the ability of the parties to discuss the allegations or gather and present relevant evidence (no gag orders)



# NOTICE OF MEETINGS

MUST provide WRITTEN notice of the

- date
- time
- location
- participants
- purpose
- of all hearings, investigative interviews, or other meetings, with SUFFICIENT TIME for the party to prepare





# **Before You Start...**

*The importance of  
preparation*

PREPARATION  
IS THE KEY



# Are you investigating **MORE** than just Title IX?

**Title IX**

**Title VI**

**Title VII**

**Code of  
Conduct**

**Other?**



**What  
information  
do you have?**

**Is there anything you  
need before you meet with  
parties and/or witnesses?**



# Developing a Plan





# PROVIDE NOTICE OF THE MEETING TO THE PARTY YOU ARE MEETING WITH

- Who will be in the meeting?
- What is the purpose?
- Where will the meeting occur (in person, virtual, etc.)?
- \*Note - witnesses are not required to have “notice of meeting” but it is recommended.




**Including  
parent/guardian  
and advisor  
(if any).**





# Opening the Meeting...

*The importance of transparency*

A close-up photograph of a hand tearing a hole in a piece of white paper. The word "Transparency" is written in a black, cursive script across the hole, with the letters appearing to pass through the paper.

Transparency



# You Only Get ONE First Impression

Before they “walk in” either in person or virtually,  
**CHECK YOURSELF**

- Let go of whatever is happening outside that meeting
- Refresh your mind with names and dates
- Note your facial expressions
- Prepare the room



# Trauma Informed Meeting Necessities

## THE 4 - C'S



Comfortable



Clear



Consistent



Convenient



# FIGHT, FLIGHT, FREEZE, OR FAWN OR ALL FOUR...

OR SOMETHING COMPLETELY DIFFERENT...







## REMINDER: BODY LANGUAGE & FACIAL EXPRESSIONS

- Virtually and in person

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# Check Your Biases



**Where are your potential biases in the case?**



**Can you overcome any biases that exist?**



**Is your mind in a neutral position?**



# INTRODUCTION

**Who are you?**



**What is your responsibility?**

**What policy/policies & procedures are you using?**



**Something to connect you with the party or witness**



# Get To Know The Party/Witness

**What name do they prefer?**

**Find a similarity**

**What is their position? (year in school, employment role, etc.)**

**Something to discuss?**



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# Asking Questions

*The importance of  
gaining clarity*













# Funnel Method

**Broad/Open Ended**

**Clarifying**

**VERY  
Specific**





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**What** happened?

**How** do you know about it?

**How** did it happen?

**Who** did it happen to?

**How** do you know these parties?

**Who** else was there?

**When** did it happen?

**Where** did it happen?

**Why** -- without saying WHY

## The **NEED** to know questions



# The Formula for Questioning

**Kindness**

**+**

**Transparency**

**+**

**Patience**



# Challenging Witnesses / Parties

**The “Hulk”**



**The Rabbit Chaser**



**The “Turtle”**



**The Big Reveal**



**The Reluctant Participant**







## Note-Taking

- Detailed, but not so much that it slows down the interview
- Decide what is most important
- Extra person in the room?
  - Give notice and explain their role as note-taker
- Note-taker vs. dual investigator
- Use quotations if possible
- Ask for a pause or clarification if necessary









# Gathering Evidence...

*The importance of  
gaining curiosity*



# SLEUTH

## **Noun**

a person who investigates a crime; a detective

## **Verb**

carry out a successful investigation into a crime or mystery

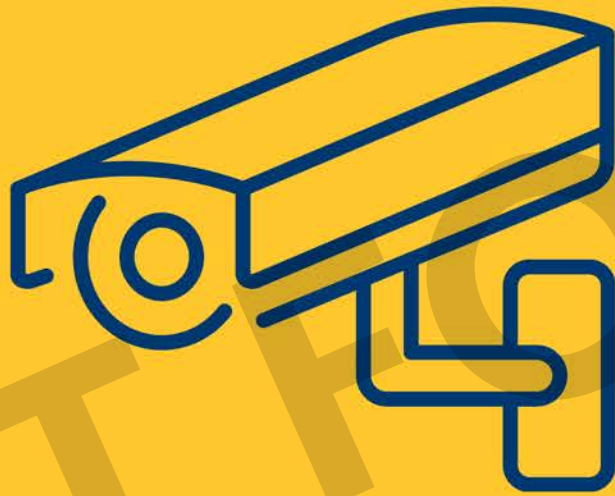
**“there’s nothing you  
can do but *sleuth*  
around until you find  
the answer”**







# VIDEO QUESTIONS



- **Do you have access?**
- **Who else has access?**
- **How long is it stored?**
- **Do you know how to save it?**
- **Does someone make sure all cameras are working regularly?**



# Social Media





# Burden

The burden is on you to **ASK** for information. The burden is **NOT** on the party or witness to “offer it.”

Do you have any phone or texts?

Was anything shared on social?

Did you email about this?

Is there any geo-tracking?





# Independent Investigative Actions

Think outside the box



Make the phone call



Find the witness



Visit the location



Google the term



Take the photo







# After the Meeting...

*The importance of follow up*

**FOLLOW  
UP**



🔔 7:50 PM

30:00

Timer

Radial (Default)





# Assess Support Needs

- How was the party?
- Do they need additional support?
- Counseling?
- Academic support?
- No contact directives?
- Concerns about retaliation?



# Email Follow Up

**Thank you**



**Any response or  
information needed  
from party**

**What was discussed**



**Opportunity to clarify**

**Next steps**



**Reminder about  
supportive measures**



- **Clean up notes**
- **Save notes**
- **Save evidence collected**
- **Create to do list**
  - **Witnesses to connect with**
  - **Evidence to collect**
  - **Follow up meetings to schedule**



## **Documentation**





## **Sustainability Planning**

If you were unable to continue with the investigation starting tomorrow, would the person picking up the file know what had been done and what is left to do?



(Reminder)

**Information for case needs  
to be saved for 7 years**



# Identifying & Interviewing Witnesses...

*The importance of understanding relationships*





# Who are your witnesses and who identified them?

**Witnesses identified by the Complainant**

**Witnesses identified by the Respondent**

**Witnesses identified by you**

**Witnesses identified by other witnesses**








# Types of Witnesses

- ▶ **Eye Witnesses**
- ▶ **Fact Witnesses**
- ▶ **Expert Witnesses**
- ▶ **Hearsay Witnesses**
- ▶ **Character Witnesses**



# **MOST IMPORTANT QUESTIONS**

-  **HOW DO YOU KNOW THE COMPLAINANT?**
-  **HOW DO YOU KNOW THE RESPONDENT?**
-  **HOW DO YOU KNOW THE OTHER WITNESSES?**

**How long?**

**In what capacity?**

**Describe your relationship with them**



# Memory

**How much do  
witnesses  
actually  
remember?**

**What impacts  
memory?**



# Building Your File...

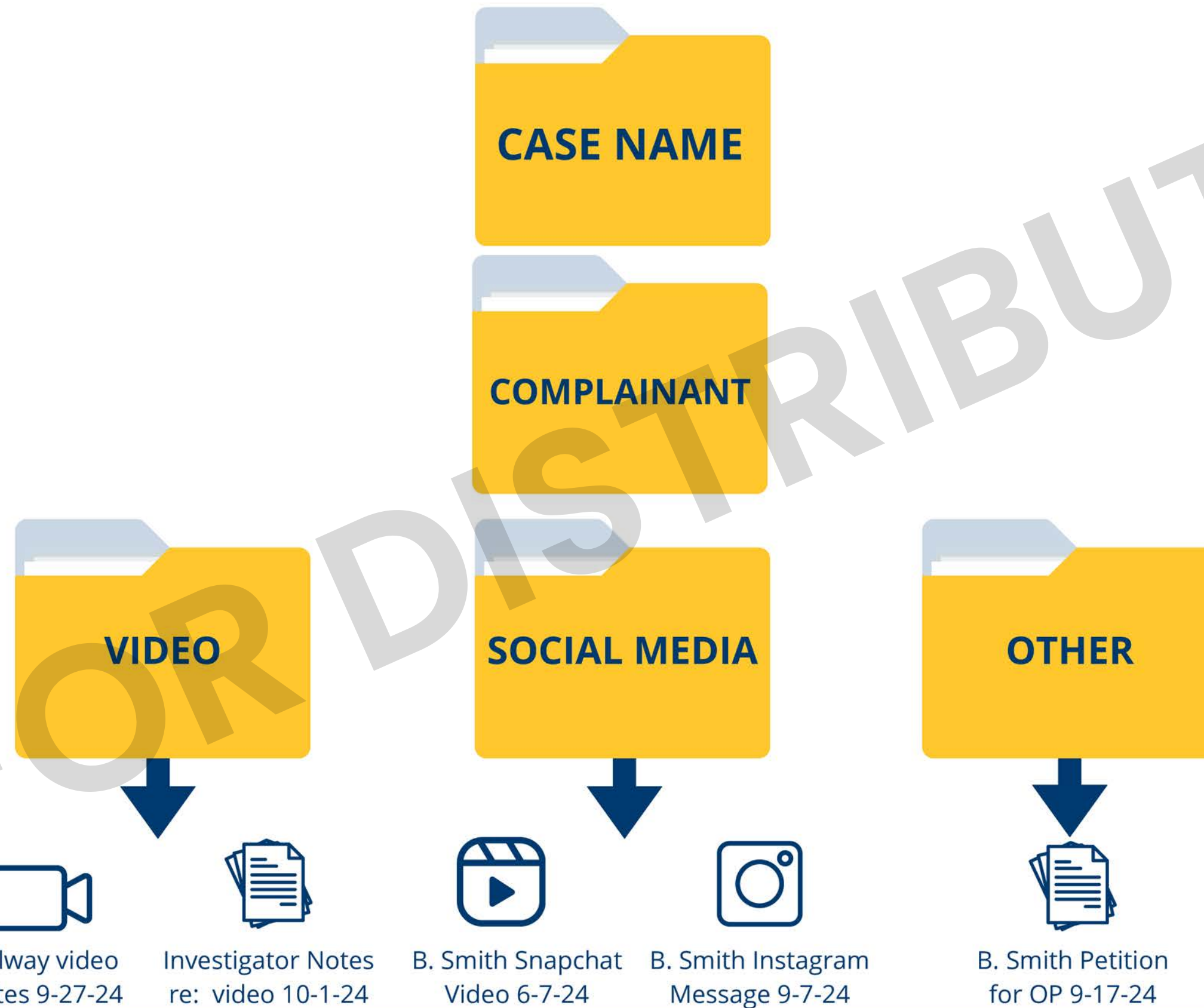
*The importance of follow up*















**INCLUDE YOUR WHY!**





# **Evidence Review**

*The importance of  
access to information*





# Notice of Allegations

## Investigation

- Interview Parties / Witnesses
- Gather Evidence

Evidence Response

## Informal Resolution



**MUST: Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is DIRECTLY RELATED to the allegations**  
**Including:**

- The evidence upon which the school does not intend to rely in reaching a determination
- inculpatory or exculpatory evidence

*so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.*



# Challenges with review:



**SENDING SECURELY**



**THE ANXIETY IT MAY CAUSE**  
*PROVIDE SUPPORT*



**THE VOLUME OF INFORMATION**



**SOME OF THE INFORMATION MAY  
NOT BE “RELEVANT”**

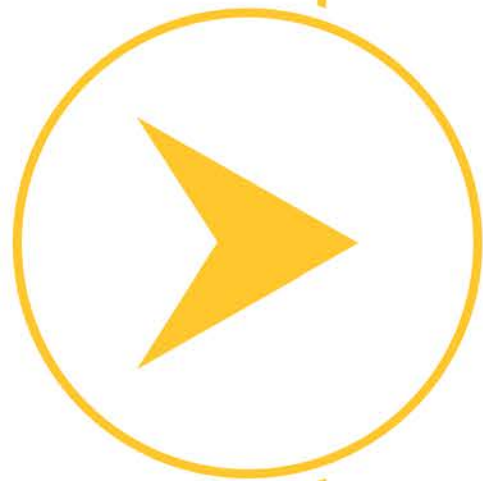


# Reminder: How Long?

10 days

(business or calendar)

*Define in policy*





- **Review it**
- **Take a deep breath (it may be a critique of your work)**
- **Evaluate if there is anything that you missed and need to complete**
- **Document**
- **Move on**

**What to do  
with their  
response**  
*(if any)?*





# Report Writing...

*The importance of  
your audience*





# Notice of Allegations

## Investigation

- Interview Parties / Witnesses
- Gather Evidence

## Informal Resolution

## Evidence Review & Response

- Directly Related
- 10 Days



# A TITLE IX REPORT IS A SUMMARY OF RELEVANT EVIDENCE

---

THIS IS NOT A DUMP OR  
COPY OF YOUR NOTES.





# Organization



## Easy to Follow, Clear, Concise

Can the reader follow the report and understand who reported/said what?



## Roadmap for the Decision-Maker

This report will guide the decision maker, help them ask questions, and provide a roadmap for their process



## Includes the Basics

Assume the reader knows NOTHING



## Reviewed by Colleague

Trusted counterpart



## Consistent but Not Identical

There is room for a little flexibility



Notification

Complaint

Respondent

Complainant

Responsible

Preponderance

Decision Maker

Determination

# Language Matters



# Who is your audience?



**Judge**



**Family**



# The ART of Summarizing



What is important?



What is relevant?



What is outside the scope?



What needs to be quoted?



# Organization is Key



By party/witness?



By time/chronological?



By event?



# **Other Report MUST Haves**

- Page numbers
- Footnotes?
- Timeline(s)
  - Investigation
  - Events
- Appendix/Attachments WITH PAGE NUMBERS
  - Table of Contents for appendix/attachments





# **Delivery of the Report...**

*The importance of support*





# THE DELIVERY OF THE REPORT CAN BE TRAUMATIC



**Witnesses may say things that  
are surprising to the parties**



**Changing the trajectory of  
individual's lives**



# WRAP AROUND SUPPORT

1.  
INTAKE

2.  
INVESTIGATION  
&  
REPORT

3.  
POST  
RESOLUTION

4.  
FOLLOW UP  
&  
CHECK IN



# CONSIDERATIONS

- **WHAT IS THE BEST WAY TO DELIVER THE REPORT**
- **ARE THERE SUPPORT RESOURCES IMMEDIATELY AVAILABLE**
- **DO YOU NEED TO PROVIDE A HEADS UP THAT IT IS COMING**
- **NEXT STEPS**
- **APPEAL OPTIONS**





# Report Review

*The importance of not taking it personal*



**REQUIRED 10 DAY REVIEW  
AND RESPONSE PERIOD  
(BEFORE DETERMINATION)**

---

**CONSIDER WAITING FOR  
RESPONSE BEFORE  
SENDING TO DECISION  
MAKER**







## **What to do with their response (if any)?**

*Similar to Evidence  
Review*

- **Review it**
- **Take a deep breath  
(it may be a critique of your work)**
- **Evaluate if there is anything that  
you missed and need to complete**
- **Note the information in the report,  
footnotes, or appendix for the  
Decision Maker**
- **Move on**





# Decision Maker Q & A

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# Notice of Allegations

## Investigation

- Interview Parties / Witnesses
- Gather Evidence

## Evidence Review & Response

- Directly Related
- 10 Days

## Report Review & Response

- Summary of Relevant Evidence
- 10 Days

## Informal Resolution





**Decision Maker (different than the Investigator or Coordinator)**



**Notify Parties WHO is serving as the Decision Maker**



**Coordinator must check for Conflict/Bias**



# Question

# &

A close-up photograph of a person's hand holding a black pen, in the process of writing a blue letter 'Q' on a white surface. The hand is positioned at the bottom center of the frame, with the pen tip touching the surface and the letter 'Q' partially formed.





## **Decision-Maker Determination Regarding Responsibility Checklist:**

- **Identification of the Allegations**
- **Description of Procedural Steps Taken**
  - Notifications to the Parties
  - Interviews with Parties and Witnesses
  - Site Visits
  - Methods Used to Gather Other Evidence
  - Hearings Held
- **Findings of Fact Supporting Determination**
- **Conclusions Regarding the Application of the Code of Conduct to the Facts**
- **Result of Each Allegation Including Rationale**
  - Determination Regarding Responsibility
  - Disciplinary Sanctions
  - Whether Remedies Designed to Restore or Preserve Equal Access to Education Program or Activity Provided to the Complainant
- **Procedures and Permissible Basis for Appeal**



## Investigation

- Interview Parties / Witnesses
- Gather Evidence

## Evidence Review & Response

- Directly Related
- 10 Days

## Report Review & Response

- Summary of Relevant Evidence
- 10 Days

## Question & Answer By Decision Maker

Det

## Informal Resolution





# Appeal





## Investigation

- Interview Parties / Witnesses
- Gather Evidence

## Evidence Review & Response

- Directly Related
- 10 Days

## Report Review & Response

- Summary of Relevant Evidence
- 10 Days

## Question & Answer By Decision Maker

## Determination

Appeal

## Informal Resolution



# APPEALS

- Offered to both parties.**
- Can appeal dismissal of Formal Complaint or any allegations therein or determination regarding responsibility.**
- On the Following Basis:**
  - Procedural irregularity that affected the outcome of the matter.
  - 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.
  - Title IX Coordinator, Investigator, or Decision-Maker 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.
  - Additional basis if offered equally to both parties.
- Written decision describing the result and rationale for the result.**
- Notify the other party in writing when an appeal is filed.**
- Provide written decision simultaneously to both parties.**
- Give both parties a reasonable opportunity to submit a written statement in support of or challenging the outcome.**





# Avoiding Conflicts of Interest/Bias





# Title IX Team Must Serve Impartially In Their Role and Avoid:

- Prejudgment of the facts at issue
- Conflicts of interest
- Bias







**Conflict of interest or bias  
cannot be for or against  
complainants or respondents  
generally or the individual  
complainant or respondent in a  
matter.**



Family friend is a  
witness in a matter.



Child is a party  
in a matter.



You are a witness in  
a matter.



Close relationship  
with a party.



# Why is this Important?



**Erodes trust in grievance procedures/creates barriers.**



**Decreases ability to ensure a fair and reliable outcome.**



1

**EVALUATE WHETHER A CONFLICT OF INTEREST/BIAS EXISTS AT THE OUTSET OF A MATTER.**

2

**CHECK BIASES THROUGHOUT A MATTER.**

3

**NOTIFY THE TITLE IX COORDINATOR IF A BIAS/CONFLICT OF INTEREST ARISES.**

**\*\*WHAT IF YOU ARE THE COORDINATOR?**

**IN EVERY CASE:**

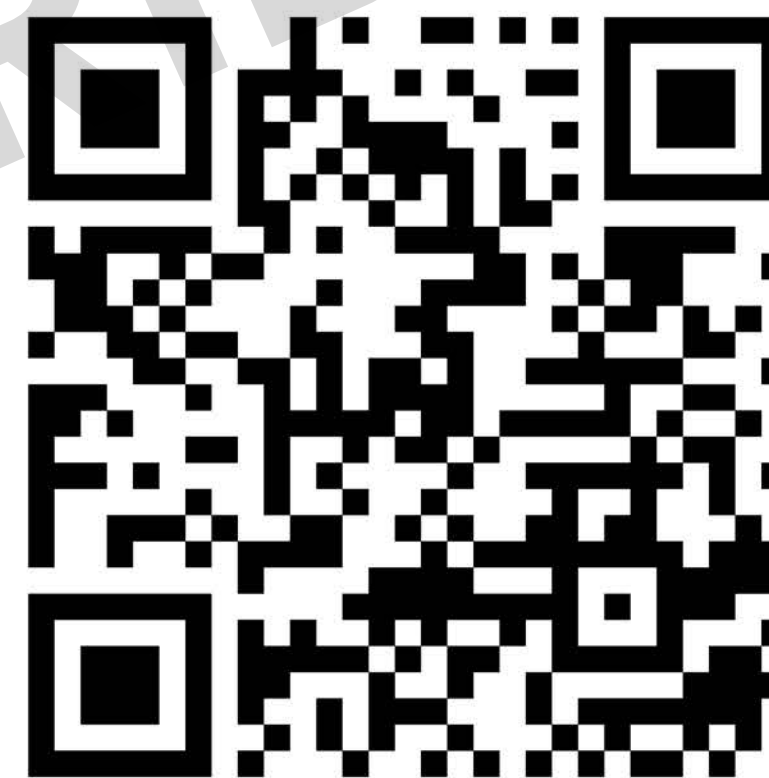








# Help Us Help You



Please fill out  
the survey.





**YOU'VE  
GOT THIS!**



NOT FOR DISTRIBUTION







# TITLE IX UNIVERSITY

**K-12**

PRESENTED BY INSTITUTIONAL COMPLIANCE SOLUTIONS