



Stalking

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

- (A) Fear for the person's safety or the safety of others; or
- (B) Suffer **substantial emotional distress**.

Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

34 CFR 668.46



Recording Stalking Reports

- When recording reports of stalking that include activities in more than one calendar year, an institution must record a crime statistic for each and every year in which the course of conduct is reported to a local police agency or to a campus security authority, 34 CFR 668.46(c)(6)
- Department of Education believes that this approach strikes a balance by ensuring that stalking is adequately captured in an institution's statistics without inflating the number of incidents of stalking by counting each behavior in the pattern.

Violence Against Women Act; Final Rule, 79 Fed. Reg. 62722 (October 20, 2014)



Recording Stalking Reports

- An institution must record each report of stalking as occurring at only the first location within the institution's Clery geography in which:
 - A perpetrator engaged in the stalking course of conduct; or
 - A victim first became aware of the stalking.
- If stalking occurs on more than one institution's Clery geography and is reported to a campus security authority at both institutions, then both institutions must include the stalking in their statistics.

34 CFR 668.46(c)(6)



Examples of Stalking

Scenario 1: A female student reports that she is being followed by a man she met at her job at a cafe off-campus. He begins showing up at the cafe and would not leave her alone. Since then she has also noticed him following her around campus and she fears for her safety. Include this as one incident of Stalking on-campus since the first occurrence on Campus did geographically occurred when the victim noticed the perpetrator following her on-campus.

Scenario 2: Several students belonging to the university association of Hispanic students have reported being watched or followed by the same unknown man in various parts of campus. All of the students reported fearing for their safety as a result of his behavior but none of the students saw the man twice then once. Do not include this as Stalking in your Clery Act statistics because, given that the man has never approached the same student more than once, the course of conduct may not directed at a single individual.

Scenario 3: A female student reported that she is afraid for her safety because her ex-boyfriend has been sending harassing emails to her private email account over the past several weeks. She opened the first five emails in her off-campus apartment. However, rather than key the account another email to her mobile phone while walking on campus. She came directly to the Campus Police to report the behavior. The location of the ex-boyfriend whom he was sending the harassing messages is unknown. Include this as one on-campus Stalking because the first incident in the course of conduct occurred on Clery Act geography was the victim mailing the email on-campus.

U.S. Department of Education, Office of Postsecondary Education, The Handbook for Campus Safety and Security Reporting, 2016 Edition, Washington, D.C., 2016, p 3-41

Example of Stalking (continued)

Scenario 4: A male student reports that his ex-girlfriend has been sending him harassing text messages. The ex-girlfriend attends another university 200 miles away. While on leave over summer break, the ex-girlfriend showed up at the student's house every day asking if he had a new girlfriend at school. Now that he has returned to school, she sends him daily text messages demanding to "check-in" on him on-campus. The ex-girlfriend sends these text messages late at night and the victim receives them while he is inside his on-campus dorm room. Include one incident of Stalking in both the on-campus category and in the on-campus student housing facility category if the male student fears for his safety as a result of this behavior.

Scenario 5: A male student reported a stalking course of conduct to Campus Police during the spring semester. During the investigation, Campus Police established that the first incident in the Stalking course of conduct occurred on Clery Act geography took place on public property. When the student returned to campus for the fall semester, the Stalking continued when the perpetrator repeatedly waited for the victim in the hallway outside the victim's dorm room in an on-campus student housing facility. Since the spring and fall Stalking incidents involved the same victim and the same perpetrator, the fall incidents should be considered a continuation of the Stalking course of conduct that started in the spring. Include this as one Stalking incident on public property.



For Clery reporting purposes, crimes committed outside the geographic locations specified from the *Clery Act are not reported*.

- **Examples of Murder and Non-negligent Manslaughter**
- **Scenario:** Two students get into an argument at a popular off-campus bar. Bob attacks Brad with a broken bottle and Brad pulls out a gun and kills Bob. Do not include a statistic for this incident in your statistical disclosures, as the incident occurred at a private facility off campus.

U.S. Department of Education, Office of Postsecondary Education, The Handbook for Campus Safety and Security Reporting, 2016 Edition. Washington, D.C., 2016.



Effects of Sexual Violence

- **Depression.** There are many emotional and psychological reactions that victims of rape and sexual assault can experience. One of the most common of these is depression.
- **Flashbacks.** During a flashback, memories of past traumas feel as if they are taking place in the current moment.
- **Post-Traumatic Stress Disorder.** After a traumatic event, it is typical to have feelings of anxiety, stress, or fear, making it difficult to adjust or cope for some time afterwards.

Information provided by the Rape, Abuse & Incest National Network, accessed September 7, 2018 <https://www.rainn.org/effects-sexual-violence>



New Title IX Regulations 106.44 (a) General response to sexual harassment.

- *A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent.*
- *A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.*
- A recipient's response must treat complainants and respondents equitably.



When does a recipient have "actual knowledge"?

- Actual knowledge means notice of sexual harassment or allegations of sexual harassment to a recipient's Title IX Coordinator or any official of the recipient who has authority to institute corrective measures on behalf of the recipient, or to any employee of an elementary and secondary school.
 - This standard is not met when the only official of the recipient with actual knowledge is the respondent.
- Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the recipient.



Receipt of Notice of Sexual Harassment

The Title IX Coordinator and officials with authority to institute corrective measures on behalf of the recipient may receive notice through

- an oral report of sexual harassment by a complainant or anyone else,
- a written report,
- through personal observation,
- through a newspaper article,
- through an anonymous report, or
- through various other means.

The Department will not permit a recipient to ignore sexual harassment if the recipient has actual knowledge of such sexual harassment in its education program or activity against a person in the U.S., and such a recipient is required to respond to sexual harassment



§ 106.71 – Retaliation Prohibited

No recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

Except as otherwise noted in the regulations, the recipient must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.



Preservation of Evidence

Victims of sexual assault, domestic violence, or dating violence should consider seeking medical attention as soon as possible.

- It is important that a victim of sexual assault not bathe, douche, smoke, change clothing or clean the bed/linen where they were assaulted so that evidence necessary to prove criminal activity may be preserved.
- In circumstances where the victims do not opt for forensic evidence collection, health care providers can still treat injuries and take steps to address health concerns.
- Victims of sexual misconduct are encouraged to also preserve evidence by saving text messages, instant messages, social networking pages, other communications, and keeping pictures, logs or other copies of documents, if they have any, that would be useful in connection with a school or police investigation.



Coordination with Drug Free School Policy

Federal Guidance:

- Students may be reluctant to report instances of sexual misconduct because they fear being disciplined pursuant to the school's alcohol or drug policies.
- The school should encourage students to report all instances of sexual misconduct, taking into consideration the importance of reporting sexual misconduct in addressing violations of the School's alcohol and drug policies.
- This means that, whenever possible, the school should respond educationally rather than punitively to student alcohol or drug policy violations associated with reported sexual misconduct.



New Title IX Regulations 106.44 (a) General response to sexual harassment.

Upon actual knowledge 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 the filing of a formal complaint, and
- explain to the complainant the process for filing a formal complaint.



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.



Supportive Measures

Supportive measures may include:

- counseling,
- extensions of deadlines or other course-related adjustments,
- modifications of work or class schedules,
- campus escort services,
- mutual restrictions on contact between the parties,
- changes in work or housing locations,
- leaves of absence,
- increased security and monitoring of certain areas of the campus, and
- other similar measures.



Supportive Measures

The recipient must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures.

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



Options for Assistance Following an Incident

Immediate Assistance

- School should identify and provide contact information for the trained on- and off- campus advocates and counselors who can provide an immediate confidential response in a crisis situation
 - obtain needed resources
 - explain reporting options
 - and help navigate the reporting process
- Provide emergency numbers for on- and off- campus safety, law enforcement, and other first responders
- Identify health care options, both on- and off- campus

Ongoing Assistance

- Counseling, Advocacy, and Support - On and Off Campus



Partnering with Local Crisis Centers

- Schools can strengthen sexual assault prevention and response programs by developing partnerships with local rape crisis centers.
- These partnerships can be formalized through a Memorandum of Understanding (MOU) or other agreement between the parties.
- Rape crisis center services generally include:
 - 24-hour crisis intervention
 - medical and legal advocacy, and
 - counseling for survivors.
 - professional training about sexual violence,
 - community education,
 - develop prevention programming, and
 - Assistance in developing policies to address sexual violence.



Formal Complaint

If an investigation is an action the complainant desires, the complainant must file a **written document** requesting an investigation.

- Note: No written document is required to put a school on notice (i.e., convey actual knowledge) of sexual harassment triggering the recipient's response obligations under § 106.44(a)

There is no time limit on a complainant's decision to file a formal complaint

- Note: At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed.



Formal Complaint

When a Title IX Coordinator believes that with or without the complainant's desire to participate in a grievance process, a non-deliberately indifferent response to the allegations requires an investigation, the Title IX Coordinator has the discretion to initiate a grievance process.

The grievance process can proceed without the complainant's participation; however, the complainant will still be treated as a party in such a grievance process.

- Department notes in Preamble to final regulations that a decision by the Title IX Coordinator to file a formal complaint should be reached thoughtfully and intentionally, not as an automatic result that occurs any time a recipient has notice that a complainant was allegedly victimized by sexual harassment.



New Title IX Regulations § 106.45 (b)(3) Dismissal of a formal complaint

The recipient must dismiss a formal complaint if:

- the conduct alleged in the formal complaint would not constitute sexual harassment under Title IX even if proved,
- did not occur in the recipient's education program or activity, or
- did not occur against a person in the United States, then the recipient must dismiss the formal complaint;
- such a dismissal does not preclude action under another provision of the recipient's code of conduct.

The recipient may dismiss the formal complaint if:

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



New Title IX Regulations § 106.45 (b)(10) Recordkeeping.

A recipient must maintain for a period of seven years records of:

- Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required, any disciplinary sanctions imposed on the respondent, and any remedies provided;
- Any appeal and the result therefrom;
- Any informal resolution and the result therefrom; and
- All materials used to train Title IX Coordinators, et. al.
 - These training materials must be publicly available on the recipient's website, or if the recipient does not maintain a website then upon request.

In response to receipt of actual knowledge of sexual harassment, a recipient must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



New Title IX Regulations § 106.45 (b)(2) Notice of allegations upon receipt of formal complaint

(A) Notice of the recipient's grievance process.

(B) Notice of the allegations of sexual harassment, including:

- sufficient details with sufficient time to prepare a response before any initial interview.
- a statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process.
- Notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
- Notice must inform the parties of any provision in the recipient's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.



§ 106.45 (b)(1) Basic requirements for grievance process.

- (i) Treat complainants and respondents equitably;
- (ii) Require an objective evaluation of all relevant evidence;
- (iii) Require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process, not have a conflict of interest or bias. Title IX Coordinators, et. al. must receive proper training;
- (iv) Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- (v) Include reasonably prompt time frames for conclusion of the grievance process;



§ 106.45 (b)(1) Basic requirements for grievance process.

- (vi) Describe the range of possible disciplinary sanctions and remedies that the recipient may implement following any determination of responsibility;
- (vii) State the standard of evidence to be used to determine responsibility (preponderance of the evidence or clear and convincing evidence);
- (viii) Include the procedures and permissible bases for the complainant and respondent to appeal;
- (ix) Describe the range of supportive measures available to complainants and respondents; and
- (x) Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.



Emergency Removal

Recipient may remove a respondent from the recipient's education program or activity on an emergency basis, provided that:

- the recipient undertakes an individualized safety and risk analysis,
- determines 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
- provides the respondent with notice and an opportunity to challenge the decision immediately following the removal,

Administrative leave. Recipient may place a non-student employee respondent on administrative leave during the pendency of a grievance process.



**Be Fair
Be Prompt
Be Impartial**



Basic Fairness

John Doe v. Brandeis University, (U.S. DC Mass.), March 31, 2016

Case was brought by a student who was found guilty of violating the university's policies against sexual misconduct.

Brandeis University is a private university located in Massachusetts. In its ruling, the court noted that:

- Brandeis is not a governmental entity, or even a public university.
- It is not bound by the requirements of the Sixth Amendment.
- Its proceeding was not a criminal prosecution.
- It is not generally the role of the federal courts to tell a private university how to conduct its affairs.



Basic Fairness

Nonetheless, the Court found that Brandeis's authority to discipline its students is not entirely without limits.

- Although the relationship between the university and its students is essentially contractual, the university's disciplinary actions may also be reviewed by the courts to determine whether it provided "basic fairness" to the student.
- *Put simply, a fair determination of the facts requires a fair process, not tilted to favor a particular outcome, and a fair and neutral fact-finder, not predisposed to reach a particular conclusion.*



Basic Fairness

- In this case, the Court concluded that the accused student plausibly alleged that the school did not provide him with “basic fairness.”
- There is no one-size-fits-all answer to the question what of constitutes the “basic fairness” that a student is due.
- The answer may vary depending upon the competing interests at stake, include such factors as:
 - The magnitude of the alleged violation,
 - The likely sanctions and other consequences of a finding of guilt, and
 - The school’s experience and aptitude in resolving disputes of that nature.



Basic Fairness

There are two principal threads to the "fairness" inquiry:

- Procedural Fairness—whether the process used to adjudicate the matter was sufficient to provide the accused student a fair and reasonable opportunity to defend himself.
- Substantive Fairness—even if the procedure was fair, whether the decision was unduly arbitrary or irrational, or tainted by bias or other unfairness.



Procedural Fairness

In the Brandeis case, the Court found that the university failed to provide a variety of procedural protections to the accused student, many of which, in the criminal context, are the most basic and fundamental components of due process of law.

1. No Right to Notice of Charges
2. No Right to Counsel
3. No Right to Confront Accuser
4. No Right to Cross-Examine Witness
5. No Right to Examine evidence or Witness Statements
6. Impairment of Right to Call Witnesses and Present Evidence
7. No Access to Special Examiner's Report
8. No separation of Investigatory, Prosecution, and Adjudication Functions
9. No Right to Effective Appeal
10. Burden of Proof



Substantive Fairness

The Court stated that one of the most basic components of fairness is an unbiased and neutral fact-finder.

- Accused students are entitled to have their cases decided on the merits—on the particular facts of the case, set in the proper context—and not according to the application of unfair generalizations or stereotypes or because of social or other pressures to reach a certain result.
- Here, however, the Court found that there was reason to believe that the university's Special Examiner decided the accused student's guilt to a substantial degree on unfair generalizations, stereotypes, or logical fallacies, and that the basic fairness of the proceeding was affected by that fact.



New Title IX Regulations § 106.45 (b)(5) Investigation of a formal complaint.

When investigating a formal complaint and throughout the grievance process, a recipient must—

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the recipient and not on the parties;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including an advisor of their choice;



New Title IX Regulations § 106.45 (b)(5) Investigation of a formal complaint.

When investigating a formal complaint and throughout the grievance process, a recipient must—

- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 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 raised in a formal complaint; and
- Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report, for their review and written response.



Victim Trauma

DL Training Solutions LLC



The Neurobiology of Sexual Assault

<https://nij.ojp.gov/media/video/24056>



DeLuca Law LLC gratefully acknowledges the U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, for allowing us to reproduce, in part or in whole, the video **Interview with Dr. Rebecca Campbell on the Neurobiology of Sexual Assault**. The opinions, findings, and conclusions or recommendations expressed in this video are those of the speaker(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice.



The Neurobiology of Sexual Assault

- Victim often describes the attack multiple times in excruciating detail
 - Usually 24-48-72 hours after attack
 - Emotionally very difficult
- Story can come out very disorganized
- Reliving the assault described as "Secondary Victimization"
- PTSD is a gateway to physical health problems.



The Neurobiology of Sexual Assault

- Neurobiology of trauma will cause victims to have unstable emotions
 - Does not mean that the victim is lying
- Neurobiology of Memory
 - Difficult for victims to recall events of assault because of the way memory of the assault has been stored in the brain
 - When victim's story seems disjointed, it does not mean that the victim is lying
 - Rather, sign that the victim is having difficulty piecing things together based on how the event is stored in their memory



Victim Credibility Challenges

- Lack of Physical Resistance
- Delayed Reporting
- Inconsistent or Untrue Statements



Perpetrator Characteristics

No two sex offenders are exactly alike.

Recent high profile cases include:

- School teachers, coaches & officials
- Clergy
- Community Leaders
- Family members
- Popular entertainers

Offenders can be the same or different sex as the victim

There is no "typical profile" of a perpetrator of sexual harassment:



Cultural Awareness

When investigating sexual misconduct, be aware of particular issues that may face certain populations (i.e. age, culture, disabilities, gender, language) and how this might affect the way a person makes decisions and responds.

Examples of vulnerable populations include:

- American Indians
- Immigrants, documented and undocumented
- Individuals in prostitution
- Individuals with disabilities
- Individuals with substance addictions
- Individuals with limited English proficiency
- Individuals who have previously been sexually assaulted
- Lesbian, gay, bisexual, transgender individuals
- Minors
- Senior Citizens



May a School Facilitate an Informal Resolution of the Complaint?

§ 106.45 (b)(9) Informal resolution. At any time prior to reaching a determination regarding responsibility the recipient may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the recipient:

- Provides to the parties a written notice disclosing the allegations and the requirements of the informal resolution process;
- Notifies parties that any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint;
- Obtains the parties' voluntary, written consent to the informal resolution process; and
- Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student,



Report Writing

Investigators should be aware that reports are used for more than mere documentation of incidents.

Reports may be used by:

- Respondent's attorneys to develop defense
- Police as part of investigation
- Prosecutor and others in criminal proceeding
- Evidence in civil trial
- Media



Investigation Report - § 106.45 (b)(5)

Prior to issuing an investigation report, a recipient 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 raised in a formal complaint.

Recipient must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report, for their review and written response.



New Title IX Regulations § 106.45 (b)(6) Hearings

For postsecondary institutions, the recipient's grievance process must provide for a live hearing.

- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.
- Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
- At the request of either party, the recipient must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.



New Title IX Regulations § 106.45 (b)(6) Hearings

Only relevant cross- examination and other questions may be asked of a party or witness.

- Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- If a party does not have an advisor present at the live hearing, the recipient must provide without fee or charge to that party, an advisor of the recipient's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.



New Title IX Regulations § 106.45 (b)(6) Hearings

Only relevant cross- examination and other questions may be asked of a party or witness.

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



New Title IX Regulations § 106.45 (b)(6) Hearings

- If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility.
- Live hearings may be conducted with all parties physically present in the same geographic location or, at the recipient's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
- Recipients must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.



Adjudication Procedures

Evidentiary Standard:

- The findings of fact and conclusions should be reached by applying either a preponderance of the evidence standard or a clear and convincing evidence standard.
- **Clear and convincing evidence** means that the party must present evidence that leaves one with a firm belief or conviction that it is highly probable that the factual contentions of the claim or defense are true.
- **Preponderance of the evidence** is a lower standard of proof, which means that a panel must find based on the evidence that respondent is more likely than not to have violated school policy.



Adjudication Procedures

- The standard of proof in criminal proceedings is higher than the standard of proof used in campus disciplinary proceedings.
 - In criminal proceedings, there must be evidence that proves beyond a reasonable doubt that unlawful sexual activity took place.
 - In contrast, campus disciplinary proceedings may use either a preponderance of the evidence or clear and convincing evidence standard.



New Title IX Regulations § 106.45 (b)(7) Determination regarding responsibility.

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility.

The written determination must include—

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the recipient's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation; and
- The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The recipient must provide the written determination to the parties simultaneously. The Title IX Coordinator is responsible for effective implementation of any remedies.



Sanctions & Other Remedies

- Sanctions should be:
 - Fair and appropriate given the facts of the particular case;
 - Consistent with the school's handling of similar cases;
 - Adequate to protect the safety of the campus community; and
 - Reflective of the seriousness of sexual misconduct.
- The sanctioning decision must be communicated in writing to both the complainant and the respondent.
- List of possible sanctions for a student determined to have violated the school's policies must be included in the school's policies.
- The school may also require any student determined to be responsible for a violation of its policy to receive appropriate education and/or training related to the sexual misconduct violation at issue. The school may also recommend counseling or other support services for the student.



Sanctions & Other Remedies

- Whatever the outcome of the hearing process, a complainant may request ongoing or additional accommodations and the Title IX Coordinator should determine whether such measures are appropriate.
- The school may also determine that additional measures are appropriate to respond to the effects of the incident on the school community. Additional responses for the benefit of the school community may include:
 - Increased monitoring, supervision, or security at locations or activities where the misconduct occurred
 - Additional training and educational materials for students and employees
 - Revision of the school's policies relating to sexual misconduct
 - Climate surveys regarding sexual misconduct



New Title IX Regulations § 106.45 (b)(8) Appeals.

A recipient must offer both parties an appeal from a determination regarding responsibility, and from a recipient's dismissal of a formal complaint or any allegations therein, on the following bases:

- 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; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias that affected the outcome .



Questions?

DL Training Solutions LLC



Thank You!

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Title IX & Clery Act Annual Training

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