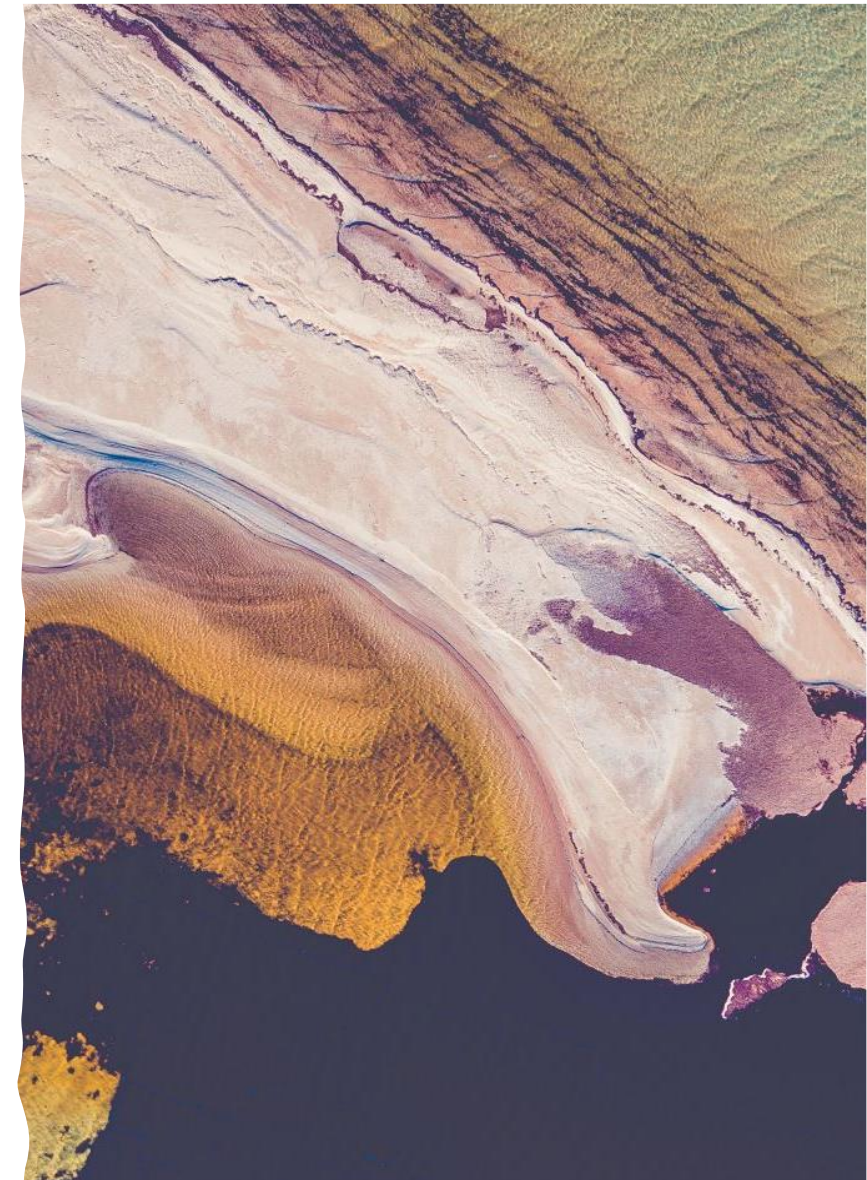


# TITLE IX

## Serving as an Investigator

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# Introductions

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- 42-year educator: 36 years active, 7 years in consulting
- ATIXA fully certified in Title IX, Title VI, and Title VII to serve as interim coordinator, investigator, decision-maker, advisor, and informal facilitator
- Has conducted, participated in, or advised in over 50 Title VI, Title VII, and Title IX investigations and decision-making
- Served as IU Executive Director, interim superintendent, and consultant to charter schools and school districts



# Title IX

## The Basics

# What is Title IX?

Title IX of the Education Amendments of 1972 is a **federal civil rights law** which prohibits discrimination on the basis of sex in all federally-funded educational institutions.

Title IX applies to **all K-12 schools and postsecondary educational institutions** which receive any kind of federal financial assistance

# Text of Title IX

## Title IX states

- *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. (28 U.S.C.A. §1681)*

*Applies to an entire school/college, not just programs receiving funding.*

❖ **Exceptions – Military and private religious schools**



# Title IX Enforcement

- Governed by Title IX statute and the 2020 Title IX regulations
  - Department of Education's Office of Civil Rights (OCR)
  - Case Law
- Guidance\* from
  - Dear colleague letters
  - *Executive orders*
  - OCR resolutions

\*Tolerance for risk



**STOP**

**PREVENT**

**REMEDY**



# Two Paths of Enforcing Title IX



## Judicially – In Court\*

- Lawsuit in federal court against educational institution
- Plaintiff(s) must show that a school official had actual knowledge and was deliberately indifferent

## Administratively - Agency

- By reporting to the school's Title IX Coordinator and following its Title IX grievance procedures
- By reporting to the Office for Civil Rights (OCR), subsidiary of DOE

\*Some courts will require plaintiffs to exhaust administrative agency remedies first.



# THE STANDARD OF LIABILITY (For the institution: 2020 Regs)

A School Entity with actual knowledge of sexual harassment in an education program or activity of the School Entity against a person in the United States, must respond promptly in a manner that is not deliberately indifferent.

# Agenda

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- Scope of education program/activity
- Definition of sexual harassment
- Title IX Policy and Procedures
- Conflict of interest and bias
- The Investigation Process
- Impermissible evidence
- Relevant, directly related, and non-relevant evidence
- Other steps in the Resolution Process
- Writing the Investigation Report

# Title IX

Investigator Training  
Required Topics

# Scope of Education and Activity

“...Any beneficiary of a program or facility offered or provided by the College...”

May include off campus conduct if it impacts the school/college environment

*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.*

# Definition of Title IX Sexual Discrimination/Harassment

Discrimination: adverse treatment of an individual **on the basis of sex (binary)**

- Usually at the institution level – Disparate Treatment/Impact

Sexual Harassment (a form of discrimination):

1. Conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct (Quid Pro Quo)
2. Unwelcome conduct determined by a *reasonable* person to be so severe, pervasive, *and* objectively offensive (SPOO) that it effectively denies a person equal access to the College's education program or activity
3. "Sexual assault," "dating violence," "domestic violence," or "stalking"

# Sexual Harassment

Quid Pro Quo

Unwelcome Conduct

Hostile Environment

Sexual Assault

Dating Violence

Domestic Violence

Stalking

## Other

Rape

Incest

Criminal Sexual Contact (Fondling)\*

Sexual Exploitation

Hazing (sex-based!)

Bullying (sex-based!)

Intimidation

Harm/Endangerment

# Important definition

## Hostile Environment

- Unwelcome conduct
- Determined by a reasonable person
- To be so severe, pervasive and objectively offensive (SPOO)
- That it effectively denies a person equal access to the school's education program or activity

May be identified as an additional allegation.

# Know your Title IX definitions

- Severe
  - the nature of the conduct, suggesting it is extreme or egregious. A single, intensely abusive incident can be considered severe
- Pervasive
  - the frequency and persistence of the conduct. It means the behavior is not an isolated event but is repeated or ongoing.
- Objectively Offensive
  - a reasonable person, in the same or similar circumstances, would find the conduct offensive, regardless of their personal opinions

# Important definition

## Sexual Assault

Consent – not defined in the regulations

Check your school/college's policy for definitions

It is the responsibility of the person who wants to engage in sexual activity to ensure they have consent from their partner.

# Important definition

## Consent

- **Affirmative and active:** Consent must be a *clear "yes" through words or actions*, not a "maybe" or "no." It can never be assumed and *must be ongoing throughout sexual activity*.
- **Freely and voluntarily given:** Consent must be a choice made *without coercion, pressure, or manipulation*.
- **Knowing and informed:** A person *must be aware* of what they are agreeing to and *be able to make a rational decision*.
- **Mutual and ongoing:** Both parties must give consent, *and it can be withdrawn at any time before or during the activity*.
- **Specific:** *Consent to one act does not imply consent to another*. Previous relationships do not grant consent to future sexual acts.

# Important definition

Consent is not possible when:

**Incapacitation:** A person cannot give consent if they *are incapacitated due to alcohol or drugs, asleep, or unconscious.*

**Coercion or manipulation:** Consent given under pressure is not valid

**Lack of capacity:** A person who is mentally disabled or a minor (depending on state laws and specific Title IX definitions) *may not be able* to give consent.

# Important definition

“Fondling” definition has changed

Now called “Criminal Sexual Contact”

*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.*

# Title IX - POLICY, POLICY, POLICY PROCEDURES, PROCEDURES, PROCEDURES

- Investigations will follow your policy to determine if violations have occurred.
  - Don't forget other policies (social media, acceptable use, codes of conduct, etc.)
- If you don't have a copy of procedures (if they exist), you should get them.
  - Will include information such as required reviews, timelines, etc.
- Parse the Policy – Investigator questioning should focus on answering
  - Did the alleged conduct occur?
  - If the alleged conduct occurred, was it sex-based?
  - If the alleged conduct occurred, was it severe, pervasive, and objectively offensive?
  - What specific language in the policy was allegedly violated?

# Title IX - POLICY, POLICY, POLICY PROCEDURES, PROCEDURES, PROCEDURES

Definition:

Stalking means to engage in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to either: (1) fear for their safety or the safety of others (2) suffer substantial emotional distress.

1. Did the respondent(s) engage in a specific “course of conduct?” If so, what was it?
2. Was the course of conduct carried out on the basis of sex?
3. Was the conduct directed at a specific person(s)?
4. Would the conduct cause a reasonable person to either (1) fear for their safety or the safety of others OR (2) suffer substantial emotional distress?

Parse the definitions – Questioning should focus on eliciting information to answer if the definition was met.

# Serving Impartially

Title IX Team members (internal or external third-party members) must not have a conflict of interest or bias against:

- Complainants, generally
- Respondents, generally
- The parties involved in the current complaint
- The subject matter or details of the Complaint

Conflict of interest or bias on the part of those involved in the Complaint is one basis for appeal.

# Serving Impartially

## Conflict of Interest – What is it?

- An actual (or perceived) clash
- Between the role the person is playing in the process and a current or previous relationship with one of the parties
- That prevents neutrality or objectivity on the part of the team member

# Serving Impartially

## Bias – What is it?

- Prejudice for or against a person or group, or an unwillingness/inability to be influenced by factual evidence

# Serving Impartially

If you believe you have a conflict of interest or bias, discuss with the TIXC.

Bias must be substantiated bias, not perceived bias.

Recuse yourself if there is any questions of your ability to serve impartially.

# Type of Evidence

Relevant – will either be inculpatory or exculpatory regarding the alleged behavior

Hallway video of male student grabbing a female student's breasts

Directly-Related – evidence that pertains to the allegations but may not be relied on to determine responsibility for the alleged behavior

Video of cafeteria showing the male student grabbing the hat of the female student and throwing it around to his friends upsetting the female student

Non-relevant – evidence unrelated to the allegations

Email exchange between the female student and a male friend of the male student who allegedly grabbed her breasts

# Type of Evidence

Documentary – Writings or Documents

Electronic – Photos, text message, and videos

Real – Physical objects

Testimonial – Personal observation

Circumstantial – Factual inferences

Hearsay – Statements individuals make regarding events they heard about but did not witness

Character – Evidence of a person's character or traits

# Type of Evidence

Evidence about a complainant's prior sexual history is generally irrelevant and not permissible UNLESS

1. it's offered to show another person committed the act **OR**
2. to prove lack of consent in a specific instance with the respondent

## Privileged and Medical Information

The party must provide written permission to obtain and/or include in investigation

Physician, Psychiatrist, Psychologist, Attorney (Be careful with attorneys)

# Title IX

Investigator Training  
The Grievance Resolution Process

# The Grievance/Resolution Process for HE

Written Procedures govern the process.

## FIVE steps:

1. Incident
2. Initial Assessment – Is this Title IX? Dismiss or move forward?
3. **Formal Investigation**/Alternate Resolution (Must have signed formal complaint)
4. Hearing/Determination – Live hearing required for Higher Education only
5. Appeal

# Initial Assessment: Is this Title IX? Mandatory Reasons to Dismiss

- **Conduct is outside Title IX's scope:** The alleged behavior, even if proven, would not legally constitute sex discrimination or sexual harassment under Title IX.
- **Location of conduct:** The alleged conduct did not occur within the school's education program or activity. This includes off-campus conduct unless the school has substantial control over both the respondent and the context of the harassment and/or it is impacting the educational environment
- **No U.S. connection:** The alleged conduct did not occur against a person in the United States.

# Initial Assessment – Is this Title IX?

## Discretionary Reasons to Dismiss

- **The complainant withdraws the complaint** The Title IX Coordinator may, however, decide to initiate their own complaint if they determine the alleged conduct warrants it.
- **The respondent is no longer at the school**
- **Inability to identify the respondent:** The institution is unable to identify the person who is accused of the misconduct, despite reasonable attempts to do so.
- **Insufficient evidence:** Specific circumstances prevent the school from gathering enough evidence to reach a determination on the allegation

# Alternate/Informal Resolution

- Effort to resolve the complaint informally through a mediation process rather than full investigation
- TIXC will likely offer to both Complainant and Respondent IF the TIXC believes it is appropriate for the allegations
- Must be totally voluntary on the part of the Complainant and Respondent
- Both parties must agree
- Either party may withdraw at any time for any reason
- Mediated by a trained informal resolution facilitator
- May occur simultaneously or separately from a full investigation

# Title IX

Investigator Training  
The Investigation

# Formal Investigation – Requirements

PROMPT

EFFECTIVE

EQUITABLE

# Formal Investigation – #1 TIXC will send NOIA

- IMPORTANT: Notice of Allegations and Investigation (**NOIA**) to the parties – Critical
  - **Allegations** - detailed description
  - Parties involved
  - Right to an advisor
  - Who the investigator will be
  - Incident Details – Date and location of incident
  - Grievance Process
  - **Presumption of Non-Responsibility\***
  - Supportive Measures available
  - Statement prohibiting retaliation
  - Contact Information for Title IX Coordinator

# Formal Investigation – Important Don'ts

- Don't do anything until you receive a copy of the formal complaint.
- Don't do anything until you receive a copy of the NOIA sent to both parties.
  - NO interviews or requests for interviews prior to the parties receiving the NOIA.
- Don't do anything until you receive any evidence or other documents already in hand
- Don't do anything until you meet with or talk to the TIXC about scope and strategy

# Formal Investigation – #2 Scope and Strategy

- Meet with the TIXC
  - Review the formal complaint – is there a police investigation?
  - Review the NOIA – allegations to be investigated – don't go beyond these without notifying TIXC – an amended NOIA must go out to the parties if this happens
  - Review the policy and the provision(s) alleged to have been violated
  - Potential witnesses
  - Potential evidence and how it is to be acquired
  - Set preliminary timeline
    - Check policy procedures
    - How many days? Calendar days? In session days? Etc.
  - Establish process for checking in with TIXC to see if things are moving as planned or what obstacles are being encountered.

# Formal Investigation – #3 Set-up Record Keeping System

One of your most important jobs is to keep your records **secure!!!**  
Whether they are paper records, electronic records, media, etc.

# Formal Investigation – #3 Set-up Record Keeping System

## Suggested Sections or File Folders

- Policies and Procedures – at time of incident
- Original documents – NOIA, Formal Complaint, Party/Witness contact and other information, important emails regarding the case
- Communication Log and Correspondence regarding investigation
- Interviews
  - Requests for Interviews
  - Interview questions and notes
  - Transcripts/Summaries
- Evidence Log and Evidence (screenshots, written statements, emails, photos, etc)
- Investigator Notes
- Investigation Report – draft and final

# Formal Investigation – #3 Set-up Record Keeping System

Paper vs Electronic – Likely both

## TIPS

Check with TIXC to see if school/college has a secure, shared drive system to store electronic files

Use for everything you can – more secure

In email, set up folders where you can store emails you will need later – move the emails into the folders

Copy yourself on emails – you won't have to go searching through your sent folder!

Save emails as a pdf and upload to shared drive if available

Use a spreadsheet for your communication and evidence logs – if you know Excel or Google Sheets

# Formal Investigation – #3 Set-up Record Keeping System

Paper vs Electronic – Likely both

## TIPS

Keep your record keeping system up to date in real time

*Delaying means more work on the back-end*

Investigation file will become part of the comprehensive complaint file

Title IX records must be maintained for a minimum of seven years



# Formal Investigation – #3 Evidence Log

[Case/Case #]				
Date	Source	Method of Receipt	Type	Description
2/5/2026	John Smith	Email	Security footage of main hallway	Hallway video footage at 10:30 AM when Complainant alleges behavior occurred

# Formal Investigation – #3 Explicit Sexual Videos

If given to you, immediately turn over to campus police/security – do not view yourself

If you need to acquire from campus cameras, ask campus police/security to retrieve them

Police/Security make provisions to allow viewing by investigator, DM, the parties

OR

Ask campus police/security to describe for you what is in the video or provide a written summary for use in your report if the video is relevant to the investigation

# Formal Investigation – #4 Interviews

Identify whom you will need to interview and the order in which you will interview them – you decide if they can provide relevant information or not

Some can be done simultaneously

Others make more sense to interview sequentially

Usually start with the Complainant(s) and Respondent (s) but not always

During the interview, you should ask the Complainant(s) and Respondent(s) if there are people that they would like you to talk to (they can suggest witnesses not already on your list) and what questions you should ask them

# Formal Investigation – #4 Interviews

## Considerations

How will interview be conducted? In-person, video, phone (phone not recommended)

If in-person, where? You will need to make arrangements for a confidential meeting location

Will you record the interview? If so, what will you use?

In Pennsylvania the party must agree to be recorded

Some unions may not allow recording

# Formal Investigation – #4 Interviews

## Considerations

Who will attend the interview?

Parties are entitled to an advisor of their choice

Establish role of the advisor at the beginning of the interview – they are to advise the party; they are not there to answer the questions

Attorneys as advisors present challenges

Parents/guardians as advisors present challenges

At the college level, the student is of age, and they are the one to be interviewed – parents cannot speak for them

# Formal Investigation – #4 Interviews

## Considerations

Will you take anyone with you? To take notes, for example? An attorney for the college/school? (Discuss with the TIXC)

# Formal Investigation – #4 Interviews

## The Request for Interview

Send to all interviewees with enough lead time for them to be available (sometimes I will place a phone call first to introduce myself)

Send in writing – snail mail or email

Request for Complainant(s) and Respondent(s) should include allegations

Request for Witnesses should simply state they have been identified as someone who may have information regarding the complaint

State that you are requesting an interview and your preferred method for the interview

Include a statement that they are entitled to bring an advisor with them (they should notify you)

Give them a definite date by which they must get back to you with potential date and time (often I will provide them with times I'm available in the upcoming week)

# Formal Investigation – #4 Interviews

## The Request for Interview

Tell them how they should get back to you (phone, email, etc)

Don't be surprised if you initially do not get a response

If you don't get a response within 3 days, send a second request and identify it as such

If you don't get a response to the second request within 3 days, send a third and FINAL request and identify it as such

Adjust the above if you have to use snail mail

If there is still no response, document it in your communications log – you will have to summarize the non-response and your attempts in your investigation report

Parties and witnesses cannot be forced to submit to an interview! If they say no, then document the “no” response.

# Formal Investigation – #4 Interviews

## The Request for Interview

Employees may be required to participate per their code of ethics or institution policy– in K12 they must participate in an interview

Remember: all Requests for Interview go in your record-keeping file system

I always let the TIXC know when a party or witness has not responded or has refused to be interviewed

The slide features a light green background with dark green, textured brushstroke-like patterns at the top and bottom. The main content is centered on a white background.

# Formal Investigation – #4 Interviews

Preparation for Interviews

**Be sure to PREPARE for all interviews**

# Formal Investigation – #4 Interviews

## Preparation for Interviews

Review the complaint, the NOIA, the policy, definitions, etc. and any other evidence you already have (social media, pictures, video (if not explicit), etc.

Prepare a list of questions for that party or witness – ALWAYS have a basic list of questions!

Without a list you will forget to ask certain questions and have to request a follow-up interview!

Ask other questions or follow-up questions not on your list as the interview progresses

Identify any gaps in your information and ask questions to elicit the information

Consider who will be at the interview and any issues that might arise – be prepared to be firm but professional, especially regarding advisors

# Formal Investigation – #4 Interviews

## The Interview

If you will be recording the interview, ask for permission to do so. If the party or witness does not agree to the recording, in PA you cannot record.

Begin with an introduction and basic information:

- Who you are, your background and qualifications, and the purpose of the interview

- What your role is in the investigation – gather information and evidence neutrally/impartially– you won't be making any decisions or judgments

- Next steps: draft investigation report for their review and feedback; final draft and review; Hearing Officer/Panel [Decision-Maker(s)], opportunity to appeal decision

- If there are advisors, what their role is (attorneys and parents will be challenging)

- Reminder to be truthful

- Reminder that they can ask to have a question repeated if they need it repeated

# Formal Investigation – #4 Interviews

## The Interview

Maintain your professionalism

If advisors are stepping outside their lane, gently remind them of the expectations

If they continue, don't hesitate to suggest that the interview be ended and rescheduled until they are better aware of their role and can abide by it

If anyone becomes unruly or aggressive, gently state that the behavior is not appropriate and won't be allowed. If it continues, end the interview and say that the interview will be rescheduled when everyone's in a better "space."

Parties/witnesses may refuse to answer specific questions. If they do, document the question asked and that the party or witness refused to answer

Reminder that any retaliation is serious and itself a violation of Title IX and/or policy

# Formal Investigation – #4 Interviews

## The Interview

**Investigators build their skills over time and with practice**

## Questioning

I always start by establishing rapport:

Tell me about yourself. How old are you? Where did you go to high school? Why did you choose this college? How long have you been at the college, what is your course of study, what are your plans after college?

# Formal Investigation – #4 Interviews

Working toward detailed questions is important:

Tell me what happened in the hallway with Joe on February 25, 2026

Depending on the description, be sure to get more specifics – he sexually assaulted me is not enough:

Describe for me specifically what he did. Was it over or under your clothes? Did he use one hand or two? How long did he grab you for? Did he squeeze them or just hold them? Did he squeeze them gently or very hard? Did anyone see this happen? Who? When and where did this happen? Did you ever date Joe? Do you have any thoughts about why he might do this? Has he ever done this before? Did he say anything to you while he was doing this? Did you say anything to him? What was it? Has this or anything similar ever happened before?

# Formal Investigation – #4 Interviews

Actively listen – don't be thinking about your next question!

Observe body language and non-verbal communication – make notes but be careful

Seek clarification if you aren't following what the party or witness is saying

Summarize often and give the party or witness a change to correct you

OK, so, so far this is what I think I heard you say and understand. Please correct me on anything I have wrong....

Document that you asked this question and how the person answered.

Again, seek to clarify terms: “He was acting weird.”

Could you describe for me exactly what he was doing that was “weird”?

# Formal Investigation – #4 Interviews

Other tips:

Do not phrase questions in an accusatory or argumentative way:

If you didn't say anything to him, how did you expect him to know that you were uncomfortable?

VS

Ok, from our discussion, I believe you said that you didn't say anything to Joe when he grabbed your breasts. Is there some way you think Joe should have known that you were uncomfortable?

# Formal Investigation – #4 Interviews

## Other tips:

Don't sanitize language no matter how uncomfortable it is for you

Avoid questions that have multiple parts in one sentence

Make few if any extraneous comments on what you've heard or about what they told you:

“Oh, that happened to me once, and I get why you didn't say anything to him.”

Use terms such as

Help me understand...

I think I may be missing something, can you tell me again what happened...

Can you tell me more about that?

# Formal Investigation – #4 Interviews

## Other tips:

For sexual assault matters involving “consent” issues, remember you need questions that get to the following:

1. FORCE – was force used in the sexual or intimate behavior?
2. CAPACITY – did the Complainant have the “capacity” to consent? If she/he was incapacitated, did the Respondent know this?
3. CONSENT – what words or actions gave the Respondent permission for EACH sexual or intimate act that occurred?

# Formal Investigation – #4 Interviews

## Final Questions

Is there anything else you would like to share with me?

Is there anything else I should know?

Is there anyone you want me to speak to who has information about this incident? Who are they?

Are there questions that you would want me to ask these individuals?

Remember: As the investigator, you decide if a suggested witness or question is relevant to the allegations. If not, document why it is not relevant. If you believe it is relevant, interview the person and ask the questions!

# Formal Investigation – #4 Interviews

## Post-interview

Do not wait too long to do something with the interview notes!

- If recorded, get transcript made/generated

- If you or someone else took notes, write the summary ASAP!

- Waiting too long will create many issues.

Parties and witnesses should review their interview transcript/summary and be allowed to comment

- Some investigators do this right after the interview

- Others (me) include the summary or transcript in the draft investigation report, which they have 10 days to review and comment on

# Formal Investigation – #4 Interviews

## Post-interview

### Credibility Assessment of parties and witnesses

You will need to include as the investigator your assessment of the credibility of the parties and witnesses:

- Corroboration – from objective evidence or other witnesses

- Consistency

- A motive to falsify information or allegations

- Past record

- Demeanor/body language

# Formal Investigation – #5 DRAFT/FINAL Report

(See sample, redacted report)

Provide to TIXC first who will then share with legal counsel

Purpose is for them to review for typos, to suggest additional interviews, identify gaps, suggest any additional evidence that should be gathered, etc

Their purpose is not to rewrite or influence in any way your report!

The TIXC will then send out the draft to the parties (not the witnesses) for a 10-day review period during which the parties can make comments

The investigator should take all feedback and include information and/or make changes that are relevant

Final draft goes back to the parties for a final review and final opportunity for comment.

# Formal Investigation – #5 DRAFT/FINAL Report

Investigation Reports typically include

- Complaint and party information
- Jurisdiction and scope
- Applicable policies
- Witness chart
- Evidence log
- Summary of evidence- especially interviews
- Undisputed Facts vs Disputed Facts
- Credibility Assessment
- Statement attesting to neutrality
- Exhibits

# You are almost done

## Hearing (Higher Ed Only)/Determination

- Will follow written live hearing procedures
- Requires lots of work and coordination
- Similar to a court hearing but with significant differences
- Hearing panel will serve as decision-makers
- Decision/determination will be made by the panel
- Parties have right to appeal the determination

# Standard of Evidence

Preponderance of the evidence is the industry standard

- whether it is more probable than not that the alleged conduct occurred and constituted a violation of policy. Under Pennsylvania law, a preponderance of the evidence standard is defined as “the greater weight of the evidence” with the criteria that such evidence **“tip a scale”** slightly. Raker v. Raker, 2004 PA Super 107, 87 A.2d 720, 724 (2004).

51%

# Investigator as Hearing Witness

The Hearing Officer/Panel may request the investigator attend the hearing to present factual information regarding the investigation, as well as to answer questions.

The more thorough the investigation the less likelihood the Hearing Officer/  
Panel will need you to attend the hearing!!!

# Title IX

The Investigation Report

# Investigation Report Audiences

Many people will see your report – all through a different lens

Parents/Guardians

TIXC

Parties

Decision-Makers (Hearing Officer/Panel)

Law enforcement

Legal Counsel

The MEDIA

# Investigation Report - Neutrality

Use third person as from an observer's point of view

Focus on information and evidence, not opinions

Avoid emotional terms and language

Include a Table of Contents and a list of Exhibits

Include page numbers and footers with dates, case # etc.

Discuss with TIXC file naming conventions

Avoid unnecessary adjectives and adverbs

Don't use abbreviations unless spelled out first

# Investigation Report - Neutrality

## Word Choice

The Respondent refused to be interviewed

The Respondent declined to be interviewed

The Respondent chose not to be interviewed

# Investigation Report -

Include a watermark on the reports for each party/guardian

Remind them about confidentiality and unauthorized disclosure of the report  
**BUT** No gag orders

Recently...provide via unalterable and unshareable electronic methods

# QUESTIONS?

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