School Based Civil Rights Investigations: Implementing Systemic Protocols in a K-12 School District

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Title IX coordinator role and responsibilities

Job Description

- Duties and qualifications as defined by consent decree
- External resources
- Organizational needs

Selection Process

- Recruitment and candidate pool
- Approval process as required by consent decree

Communication

- Involvement of internal and external stakeholders
Managing multifaceted role

*Title IX coordinator*
Educational Leadership Team

- Associate Superintendent
- Employee Services
- Discipline
- School Social Worker
- Student Services
- Parent Involvement
- School Board Chair
- Title IX/Equity
- Research, Evaluation & Testing
- Communication & Public Relations
- General Counsel
Developing Title IX protocols

Reporting and investigating harassment incidents

- Title IX coordinator
- External Consultant
- Principal of Compass Programs
- Title IX building leads
Reporting and Investigating Student Harassment Incidents

*Developing and Implementing Protocols*
Reporting procedures

- **Report**
  - target, witness, or parent
  - employee or district representative
- verbal
  - tell administrator or other school personnel
- written
  - Harassment or Bullying Report form
  - electronic message or traditional letter or other writing
- discipline referral
  - email or phone call
- online
  - school office
- school administrator
Investigative protocols

* Administrative team (Title IX building lead, District Title IX coordinator and/or principal of Compass Programs)

1. Incident Report
   - Analysis
   - Interim actions
   - Document

2. Decision to Investigate*
   - Create Investigation Plan
     - Policy review
     - Interview schedule
     - Interview questions

3. Conduct Interviews
   - Interview notice
   - Interview notes
   - Credibility Assessment
   - Evidence collection

4. Draw Conclusions*
   - Dispositions
   - Notify students and parents
   - Summary report
   - Investigation file
<table>
<thead>
<tr>
<th>Expected behavior</th>
<th>Level 1: Language of harassment violation</th>
<th>Level 2: Directed language of harassment violation</th>
<th>Level 3: Harassment</th>
<th>Level 3: Harassment</th>
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</thead>
<tbody>
<tr>
<td>• Treating others politely; • Asking versus telling; • Greeting; • Answering questions; • Not staring or gawking; or • Not whispering or gossiping about others; • Not saying negative things about others.</td>
<td>• <em>Limited or isolated instances of:</em> – Using slurs, offensive references to identity or engaging in stereotypes; – Creating or posting images or words that demean classes of people; – Making negative references to a public figure or non-present person by referring to them as a member of an identity group; or – Using demeaning humor about a class of people.</td>
<td>• Demeaning humor about a person’s identity; • Belittling or frightening someone because of their identity; • Making comments or advances of a sexual or gender based nature that are unwelcome; or • <em>Repeated Level 1 behavior.</em></td>
<td>• <em>A single instance of:</em> – Unwanted intimate touching; – Threatening; – Making statements that all people of a certain type should be harmed; – Tangibly interfering with someone’s comfort or ability to learn or participate because of their identity; or • <em>Repeated Level 2 behavior.</em></td>
<td>• Tampering with or damaging someone’s belongings due to their identity; • Threatening to physically harm someone or people they know because of their identity; • Physically hitting, pinching, slapping or restraining someone due to their identity; or • Sexual touching.</td>
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<tr>
<td>• Praise and support.</td>
<td>• Coaching/corrective action; • Possible parent notification; and • Documentation.</td>
<td>• Additional fact finding; • Coaching/corrective action; • Discipline; and • Notify parents/guardians.</td>
<td>• Formal investigation; • Coaching/corrective action; • Discipline; and • Notify parents/guardians.</td>
<td>• Formal investigation; • Police liaison; • Coaching/corrective action; • Discipline; and • Notify parents/guardians.</td>
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Documentation and Tracking

Investigation forms
  • Intake Report
  • Interview Notes
  • Summary Report

Student information database

Title IX coordinator review

ANOKA-HENNEPIN
SCHOOLS
A future without limit
Policy and Procedure Implementation

School Board

Educational Leadership Team

Title IX Building Leads
Implementation and Evaluation
Training

All Staff
- Policy Training
- KNOW! NO! KNOW!
- Title IX

Administrators
- Investigative Training

Title IX Building Leads
- Developmental and Ongoing
Continuous Improvement Model

1) Assess Program Effectiveness
   a) Strengths
   b) Weaknesses
   c) Opportunities
   d) Challenges

2) Identify need for improvement
   a) Curriculum
   b) Assessment
   c) Professional development
   d) Instruction
   e) Program change

3) Create an improvement plan
   a) Collect data
   b) Identify action steps
   c) Plan professional development
   d) Develop budget
   e) Develop an evaluation

4) Follow the Improvement Plan
   a) Identify input and feedback loops
   b) Engage stakeholders
   c) Monitor progress
## Evaluation Tools

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Community</th>
<th>External</th>
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</thead>
<tbody>
<tr>
<td>• Anti-Bullying Survey</td>
<td>• Professional development evaluations</td>
<td>• Anti-bullying/Anti-harassment Task Force</td>
<td>• U.S. DoE</td>
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<td>• Superintendent meetings</td>
<td>• Title IX building leads</td>
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<td>• Trimester incident reports</td>
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<td>• Annual program review</td>
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Q & A

- Jennifer Cherry, Title IX Coordinator
- Jinger Gustafson, Associate Superintendent
- Sarah Kriewall, Director of Employee Services