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# **Title IX Decision-Maker Training for K-12 Districts & COEs**

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**2022 Title IX Training Academy  
Module 3 (Session 2)**

**December 12, 2022**

**Presented by:**

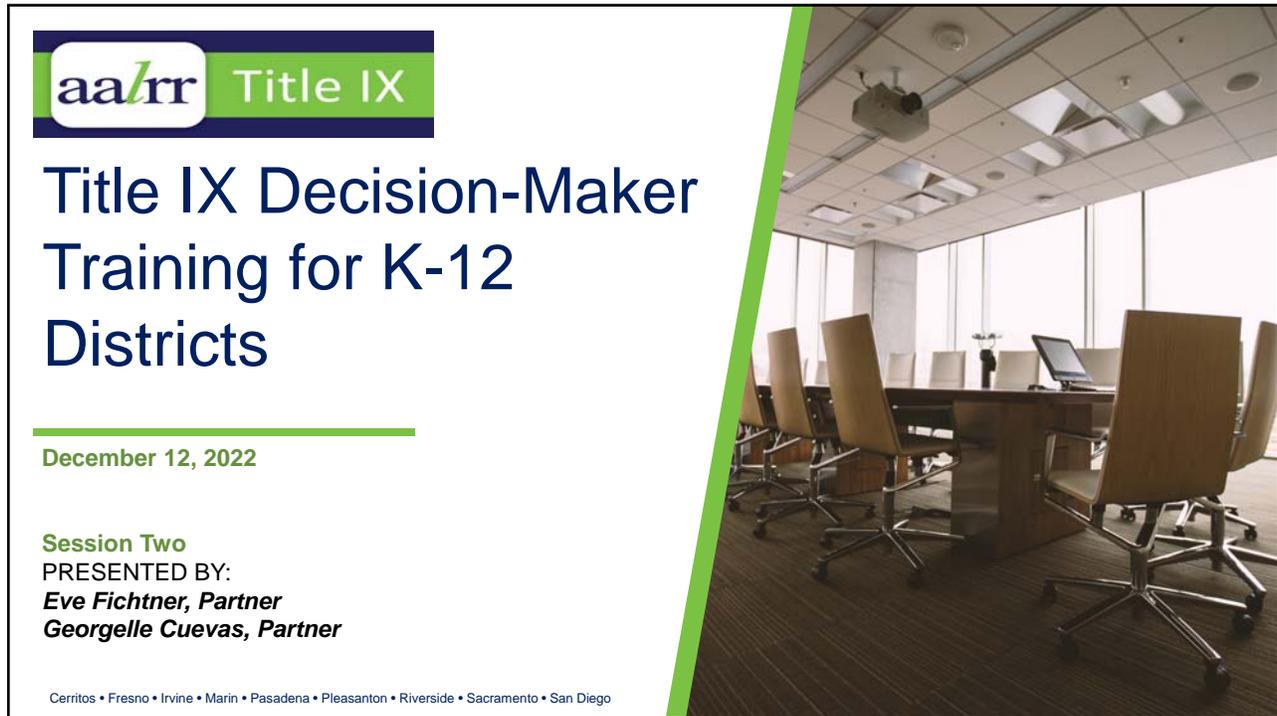
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The slide features a white background on the left with a green and blue header bar containing the 'aa/rr Title IX' logo. The main title is 'Title IX Decision-Maker Training for K-12 Districts' in large blue font. Below it, the date 'December 12, 2022' is shown. The presenters are listed as 'Session Two PRESENTED BY: Eve Fichtner, Partner' and 'Georgelle Cuevas, Partner'. A list of office locations is at the bottom: 'Cerritos • Fresno • Irvine • Marin • Pasadena • Pleasanton • Riverside • Sacramento • San Diego'. On the right, a photograph shows a modern conference room with a long wooden table, several tan chairs, and large windows.

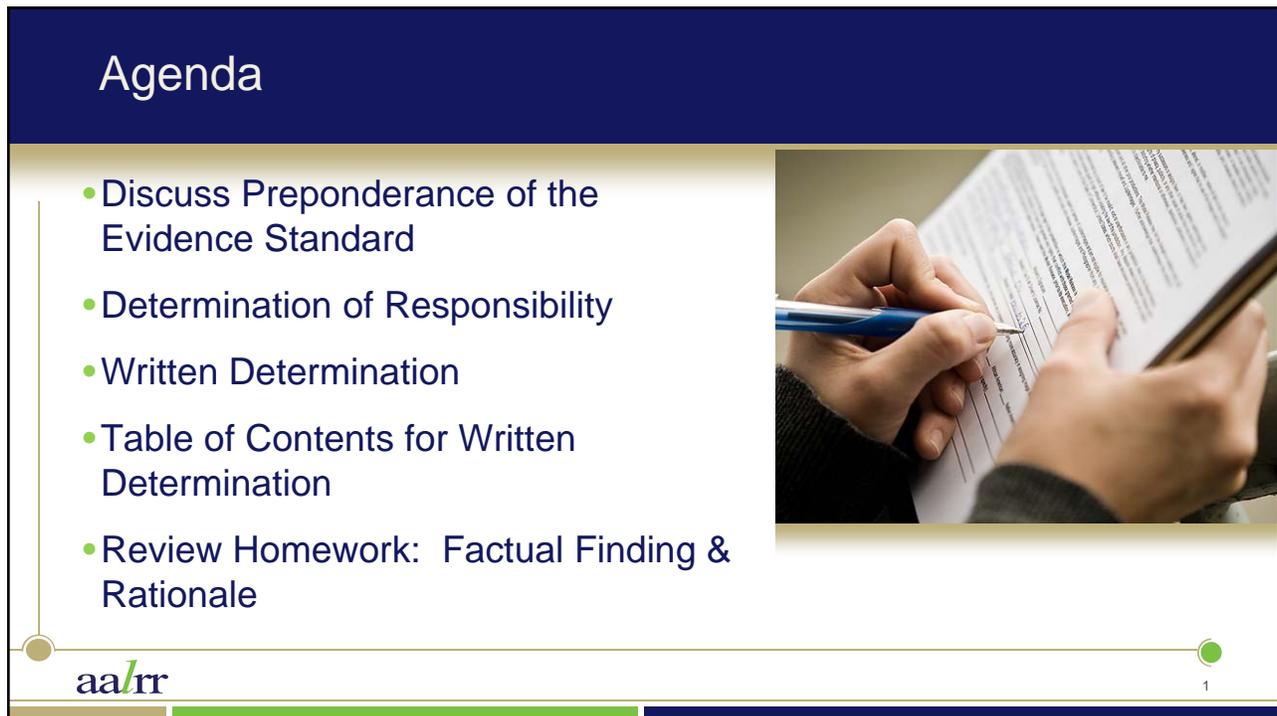
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# Title IX Decision-Maker Training for K-12 Districts

December 12, 2022

Session Two  
PRESENTED BY:  
*Eve Fichtner, Partner*  
*Georgelle Cuevas, Partner*

Cerritos • Fresno • Irvine • Marin • Pasadena • Pleasanton • Riverside • Sacramento • San Diego



The slide has a dark blue header with the word 'Agenda' in white. The main content area is white with a list of five bullet points. To the right of the list is a photograph of hands writing on a document. The footer contains the 'aa/rr' logo and a small green circle with the number '1'.

## Agenda

- Discuss Preponderance of the Evidence Standard
- Determination of Responsibility
- Written Determination
- Table of Contents for Written Determination
- Review Homework: Factual Finding & Rationale



**aa/rr**

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## Preponderance of the Evidence Standard

### Evidentiary Standard

- The evidence is reviewed, compared and analyzed under a “preponderance of the evidence” standard to determine whether the allegations were with or without merit.
  - “Preponderance of the evidence” means that evidence on one side outweighs, or is more than, the evidence on the other side.
  - More likely than not; over 50%; more than 50%
  - There is a greater than 50% chance that the allegations are accurate
  - This is a qualitative, not quantitative, standard
    - Qualitative evidence includes interviews with Complainant, Respondent, or witnesses; data or information that is expressed in terms of the meaning of acts or events

## Determination of Responsibility

### Decision-Maker Determines Responsibility per §106.45(b)(7)

- Decision-maker must issue a written determination regarding responsibility
- Decision-maker must understand the “preponderance of the evidence” or “clear and convincing evidence” standard
  - Most K-12 & COE’s use the “preponderance” standard
- *Reminder*: The Title IX Coordinator or investigator cannot determine responsibility

## Determination of Responsibility

### Written Determination must include:

- Identification of the allegations potentially constituting sexual harassment as defined under Title IX
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held, (if any)
- Findings of fact supporting the determination
- Conclusions regarding the application of the District's code of conduct (or policy) to the facts

## Determination of Responsibility

### Written Determination must include, continued:

- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant
- The recipient's procedures and permissible bases for the Complainant and Respondent to appeal

## Determination of Responsibility

### Written Determination must include, continued:

- The written determination must be provided to the parties simultaneously
- The determination regarding responsibility becomes final either on the date the recipient provides the parties with the written determination of the result of an appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## Table of Contents for Written Determination

- Brief Introduction
- Investigative and Decision-Making Background
- Factual Findings
  - **Nature of Parties' Relationship Prior to August 21, 2020**
    - Factual Finding: I find by a preponderance of the evidence that, between August 5-19, 2020, Complainant and Respondent interacted with each other in a [friendly/flirty] way when [describe actions]. These actions were [welcome/unwelcome] to Complainant.
    - Rationale for factual findings: I made these findings because I found [Complainant/Respondent] version of events to be more credible based on [explain your objective reasons why you believed one person over the other]

## Table of Contents for Written Determination

- Factual Findings, Continued
  - **Tutoring Session on August 20, 2020**
    - Factual Finding: I find by a preponderance of the evidence that on August 20, 2020, the parties engaged in a 20 minute tutoring session in the Library right after school, and they reviewed Chapter 1 of the Algebra class by following the Algebra Review Sheet. By all accounts, the parties did not engage in any unwelcome or inappropriate behaviors with each other, and they agreed to hold another tutoring session the next day, August 21, 2020.
    - Rationale for factual findings: I made these findings because the parties did not dispute what occurred during their tutoring session in the library on August 20, 2020.

## Table of Contents for Written Determination

- Factual Findings, Continued
  - **Tutoring Session on August 21, 2020**
    - Factual Findings. I find by a preponderance of the evidence that, on August 21, 2020, in the library after school, Respondent [did/did not] touch Complainant's private genital area with Respondent's left hand. Respondent touched Complainant's private genital area [accidentally/purposefully] and [with/without] Complainant's permission. While touching Complainant, Respondent [made/did not make] comments something like, "We should smash," which the Complainant [reasonably/unreasonably] interpreted as sexual comments. Respondent touched Complainant's private area based on [non-sexual reasons/sexual gratification]
    - Rationale for factual findings: I made these findings because....

## Table of Contents for Written Determination

- Conclusions about Sexual Fondling
  - Conclusion: I find by a preponderance of the evidence that Respondent's actions [do/do not] rise to the level of sexual fondling as defined by [code of conduct/policy].
  - Rationale: I reach this conclusion because Respondent [did/did not] touch a private area of Complainant when placing a hand on Complainant's genital area [with/without] permission. The facts further demonstrated that Respondent touched Complainant [accidentally/for the purposes of sexual gratification].

## Table of Contents for Written Determination

- Conclusions about Sexual Harassment
  - Conclusion: I find by a preponderance of the evidence that Respondent's actions [do/do not] rise to the level of sexual harassment as defined by [code of conduct/policy].
  - Rationale: I reach this conclusion because Respondent [did/did not] engage in unwelcome physical and verbal conduct based on sex towards Complainant, which determined by a reasonable person would be regarded as severe, pervasive, and objectively offensive.
- Responsibility
  - Based on a thorough review of the evidence, I find by a preponderance of the evidence that Respondent [is/is not] responsible for [sexual fondling and/or sexual harassment].

## Table of Contents for Written Determination

- Sanctions (if responsibility)
  - I recommend the following sanctions for Respondent [List all that apply to the specific findings and conclusions]
- Remedies (if responsibility)
  - I recommend the following remedies for Complainant [List all that apply to the specific findings and conclusions]
- Appeal Rights Available for Both Parties
- Closing Statement

## Discussion of Homework

### ***Hypothetical*** Investigative Report

- Weigh the evidence and determine by a preponderance of the evidence whether Respondent was flirty or friendly with Complainant before the August 21 incidents.
- If you find that Respondent was flirty, write factual findings to demonstrate the flirting.
- If you find the Respondent was friendly in a non-sexual way, write factual findings to demonstrate the non-sexual friendliness.
- Your factual findings should include who, what, where, when, why & how of what happened that was flirty or friendly.
- Explain why you made that finding; what was your rationale.
- **GOAL:** We may disagree, but did you adequately explain your rationale?

## Discussion of Homework

### **Hypothetical** Investigative Report

- Review the evidence surrounding the touching of the knee and determine if the touch was based on “sex.”
- Review the evidence related to touching the Complainant’s groin, crotch, or private parts and determine whether Respondent touched Complainant’s groin area.
- If you find that Respondent touched Complainant’s groin, determine if the touch was sexual in nature **and** if Complainant permitted the touch **and** if the touch was for the purpose of sexual gratification.
- Write factual findings about the touch of the knee and whether the Respondent touched the groin for sexual gratification.
- Explain why you made that finding; what was your rationale.
- **GOAL:** We may disagree, but did you adequately explain your rationale?

Question  
&  
Answer  
Session

## Disclaimer

This AALRR presentation is intended for informational purposes only and should not be relied upon in reaching a conclusion in a particular area of law. Applicability of the legal principles discussed may differ substantially in individual situations. Receipt of this or any other AALRR presentation/publication does not create an attorney-client relationship. The Firm is not responsible for inadvertent errors that may occur in the publishing process.



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# Thank You

For questions or comments, please contact:

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|---|-----------------------------------------------------------|---|---|---------------------------------------------------------|---|

**aalrr** Title IX

## Eve P. Fichtner

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I go beyond identifying potential legal problems. I try to anticipate our clients' strategic options which are consistent with their values.

Eve Peek Fichtner represents school districts, county offices of education, community colleges, and private employers for personnel matters, student issues, and all forms of discrimination and harassment claims. Ms. Fichtner has certification and significant experience conducting impartial, prompt, thorough, and effective workplace investigations and Title IX investigations. She also serves as a hearing officer for K-12 expulsion matters and for Title IX hearings with the University of California, the California State University system, and private universities. In addition, Eve provides resolution-based services to clients, including workplace coaching for employees and supervisors, conflict resolution training, and facilitated meetings.

Ms. Fichtner provides representation, advice, and counsel on numerous school and employment matters, including employee leave, evaluation, discipline and dismissal, student discipline, bullying, reasonable accommodation, interactive meetings, release of public records, search and seizure law, restraining orders, and motions to quash defective subpoenas. Ms. Fichtner has represented clients before state courts and administrative bodies. She has served as General Counsel to several school districts, including Davis Joint Unified School District for over ten years.

Ms. Fichtner is an experienced and effective trainer on a variety of legal issues, including Title IX sexual misconduct matters; prevention of sexual harassment, discrimination, bullying and retaliation; understanding student discipline laws; conducting internal investigations; addressing electronic misconduct; effective conflict resolution techniques; and the FRISK® Documentation Model.

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Board Governance  
Discrimination & Harassment  
Education  
Employee Performance & Evaluation  
Equity in Education/Office for Civil  
Rights  
Investigations  
Student Discipline  
Workplace Training

## Eve P. Fichtner

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### Events & Speaking Engagements

Ms. Fichtner developed a comprehensive Title IX training series for K-12 and CCD's to address the new Title IX regulations released in 2020. She also developed an investigation training seminar, PROOF, which she has presented throughout California. She has prepared and presented workshops on a variety of other topics as well, including sexual harassment prevention, cyber-misconduct, bullying, free speech/religion, the Brown Act, California Public Records Act, employee evaluation, student discipline, and ADA/FMLA.

### Publications

Ms. Fichtner contributes to the firm's publications and education law blog.

### Community & Professional

Ms. Fichtner served as President of the Camerado Springs Middle School Parents Club for 5 years. Additionally, she is a member of the following organizations:

- Association of Title IX Administrators
- Association of Workplace Investigators
- California Council of School Attorneys
- Sacramento Bar Association, Labor and Employment Section

## Georgelle C. Cuevas

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I feel privileged to have the opportunity to assist people with their problems.

Georgelle Cuevas regularly assists school districts, county offices of education, and community colleges in navigating the requirements of the Education Code, Public Records Act, the Brown Act, and conflict of interest laws. Ms. Cuevas is experienced in counseling and representing public and private sector employers in all aspects of labor and employment law, including discrimination/harassment, wrongful termination, disability, reasonable accommodation, wage and hour requirements, leave requirements, discipline and dismissal. She has significant experience conducting thorough and effective investigations concerning workplace issues and student complaints.

In addition to being a licensed attorney, Ms. Cuevas is also a certified Senior Professional in Human Resources (SPHR). Ms. Cuevas gained experience in employment law, retirement, education and civil rights at previous firms. Her prior experience also includes internships with the Equal Employment Opportunity Commission and the National Labor Relations Board.

During law school, Ms. Cuevas served as the Vice-President of External Affairs for the Moot Court Honors Society. In addition, she won a CALI award for receiving the highest grade in her Immigration Law class.

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### EDUCATION

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2012, California  
2012, Florida  
U.S. Court of Appeals, Ninth Circuit  
U.S. District Courts, Eastern and  
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Collective Bargaining & Labor  
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Education  
Employee Performance & Evaluation  
Investigations  
Labor & Employment Law  
Student Discipline

## Georgelle C. Cuevas

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### Events & Speaking Engagements

Ms. Cuevas conducts engaging and interactive workshops and training seminars on such topics as collective bargaining, Title IX Grievance Process, preventing sexual harassment, the FRISK<sup>®</sup> Employee Documentation Model, employee leaves and accommodations, and maintaining public and student records. Some of the many sessions she has led include:

### Publications

Ms. Cuevas is a contributor to the firm's education publications and blog.

### Community & Professional

Ms. Cuevas volunteered as an attorney coach of the Amador Valley High School Mock Trial Team for the 2018-2019 competition season. She previously served as an attorney scorer for Contra Costa County's moot court and mock trial programs for high school students from 2012-2015.