



TITLE IX

Decision-Maker Training

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Disclaimers



Not legal advice

This training is not legal advice.



Talk to counsel

Consult legal counsel about how best to address a specific situation.



Slides will be shared

A copy of the slides will be sent following this presentation.



Questions

Questions at the end, as time permits.

Today's Agenda

01 Follow Up

02 Title IX Refresh

03 Duties of the Decision-Maker

04 The Questioning Phase

05 Evaluating the Evidence Objectively

06 The Decision & What Happens Next

SECTION 01

Follow Up



Searching Student Phones

Generally, the same rules apply as with other searches:

- **New Jersey v. T.L.O. (1985):** the search must be reasonable at its inception, reasonable in scope, and narrowly tailored.
- **Document the basis:** articulate the specific facts giving rise to the search, e.g., “I am searching your phone for a video of the altercation because Ms. White said she saw you recording it...”
- **Confiscating ≠ searching:** Taking a phone used in class is fine, but don’t search it. Seeing the student on the phone is evidence enough of the rule violation.
- **Consent.** Consider asking the student and/or parents for consent before a search.



Be very careful with sexual images

If you suspect a phone contains nude or sexual images of a minor, do not browse, screenshot, forward, or share. Secure the phone and call law enforcement.

Sample: From Wake County's Use of Personal Wireless Communication Devices Policy



Search of Personal Wireless Communication Devices

"In accordance with policy 4342 Student Searches, a student's personal device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reasonable suspicion to believe the search will provide evidence that the student has violated or is violating a law, Board policy, the Code of Student Conduct or a school rule."

Source: https://v3.boardpolicyonline.com/b/bl/wake_news/2018478

Phones in Title IX Investigations



Photo: Unknown Author, licensed under CC BY

Best practice

Ask both students: “Please provide me with text messages, Snapchats, emails, etc., that support your claim.”

- **Ask, don’t take.** Investigators should ask students to share evidence, not take and search the phone.
- **Neutrality matters.** Consider how taking a phone hurts the perception of impartiality.
- **Unintended notice.** Looking through a phone can surface unrelated issues and inadvertently put the school on notice of another matter.
- **Let them drive.** If a student wants to share something, let them handle the phone and show you, then ask for a screenshot.

SECTION 02

Title IX Refresh



Title IX of the Education Amendments of 1972



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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.

— 20 U.S.C. § 1681(a), passed in 1972

Scope: Education Program or Activity

The conduct must occur in the recipient’s “education program or activity” and against a person in the United States.



All operations

“Education program or activity” means all of the operations of the recipient.

34 CFR 106.2(h)(2)(i)



Substantial control

Includes locations, events, or circumstances where the recipient exercised substantial control over both the respondent and the context in which the harassment occurred.

34 CFR 106.44(a)



In the United States

The regulations apply to sexual harassment against a person in the United States.

34 CFR 106.44(a); 106.45(b)(3)(i)

Sexual Harassment Definition

Conduct on the basis of sex that satisfies one or more of the following (34 CFR 106.30(a)):

1

Quid Pro Quo

An employee conditioning an educational aid, benefit, or service on an individual's participation in unwelcome sexual conduct.

2

THIS IS NARROW

Hostile Environment

Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity.

3

Sexual Assault, Dating Violence, Domestic Violence, Stalking

Sexual assault as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

The Process



Highlighted steps are the decision-maker's responsibility.

Separate roles

Remember, the decision-maker cannot be the Title IX Coordinator or the investigator (34 CFR 106.45(b)(7)(i)).

Reminder About Hearings



K-12 is not required to hold live hearings.

Schools can elect to do so, but we strongly discourage it!



The regulations provide little structure for live hearings at the K-12 level.



SECTION 03

Duties of the Decision-Maker



Required Training for Decision-Makers

Beyond the training required of all Title IX personnel, decision-makers must be trained on:



Issues of relevance

For both questions and evidence.



Rape shield protections

When questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

34 CFR 106.45(b)(1)(iii)

Qualities of a Good Decision-Maker



**Ability to
understand law
and policy**



**Critical thinking
to determine
the relevance of
evidence and
questions**



**Ability to craft
professional
and thorough
written
determinations**



**Effective
communication
with parties and
advisors**



**Comfort in
making tough
decisions**

Decision-Maker Duties

1

Presume no violation

Start with the presumption that the respondent is not responsible.

2

Apply rape shield protections

All complainants receive rape shield protections (prior sexual behavior is generally irrelevant).

3

Use the standard of evidence

Use the preponderance of the evidence standard (or whatever standard the school adopted) to make the decision.

4

Evaluate objectively

Objectively evaluate all relevant evidence, inculpatory and exculpatory. Never base credibility on status as complainant, respondent, or witness.

5

Manage written questions

Let each party submit written, relevant questions for any party or witness, share the answers, and allow limited follow-up.

6

Issue a written determination

Send both parties a written determination regarding responsibility (see Section 06).

Also note: complaints that don't meet the definition of sexual harassment, didn't occur in the education program or activity, or didn't occur against a person in the U.S. must be dismissed under Title IX (34 CFR 106.45(b)(3)(i)).

Guiding Principles 1–2

1



Keep an Open Mind

- Keep an open mind until all relevant evidence has been heard (including responses exchanged or evidence from live hearing, if applicable).
- Don't reach any judgment, opinion, conclusion, or belief until you've reviewed all of the evidence, and consider only evidence that is permissible and relevant.

2



Make Sound, Reasoned Decisions

- Render a sound, reasoned decision on every charge.
- Determine the facts based on the information presented.
- Decide what evidence to believe, how important it is, and what conclusions to draw from it.

Guiding Principles 3–4

3



Consider All the Evidence and Only the Evidence

- Make your decision based solely on the relevant evidence obtained in this matter.
- Consider nothing but this evidence.

4



Be Impartial

- Be impartial when considering evidence and weighing the credibility of parties and witnesses.
- Don't be swayed by prejudice, sympathy, or a personal view of the claim or any party.
- Identify any actual or perceived conflict of interest.

Guiding Principles 5–6

5



Weigh the Evidence

- Quality isn't determined by the volume of evidence or the number of witnesses or exhibits.
- What matters is its weight: its strength in tending to prove the issue at stake.
- Evaluate the evidence as a whole, using your own judgment.

6



Evaluate Credibility

- Give each party's and witness's information the importance you reasonably believe it deserves.
- Identify all conflicts and resolve them by applying the standard of evidence. (More in Section 05.)

Guiding Principles 7–9

7



Draw Reasonable Inferences

- Inferences, sometimes called “circumstantial evidence,” are conclusions you draw from the direct evidence you considered.
- Draw inferences only as warranted and reasonable.

8



Apply the Standard of Evidence

- Use the standard defined in your policy. Always start with the presumption of no violation.
- Preponderance: is it more likely than not that the respondent engaged in the alleged misconduct?
- Look at all the evidence, judge weight and credibility, then decide whether the burden is met.

9



Don't Consider Impact

- Don't consider the potential impact of your decision on either party when determining whether the charges have been proven.
- Focus only on the allegations and whether the evidence is sufficient to persuade you that the respondent is responsible for a policy violation.

Being Impartial

Impartial means free from bias (85 FR 30252).

“The Department believes that keeping this provision focused on ‘bias’ paired with an expectation of impartiality helps appropriately focus on bias that impedes impartiality.”

85 FR 30252

Avoid prejudging the facts at issue

- Avoiding prejudgment is one of the best ways to avoid bias and ensure impartiality.
- Each case is unique and different.
- Issues is not whether person has opinions or experiences but whether those views interfere with ability to evaluate the matter fairly, without prejudgment, and based on evidence.

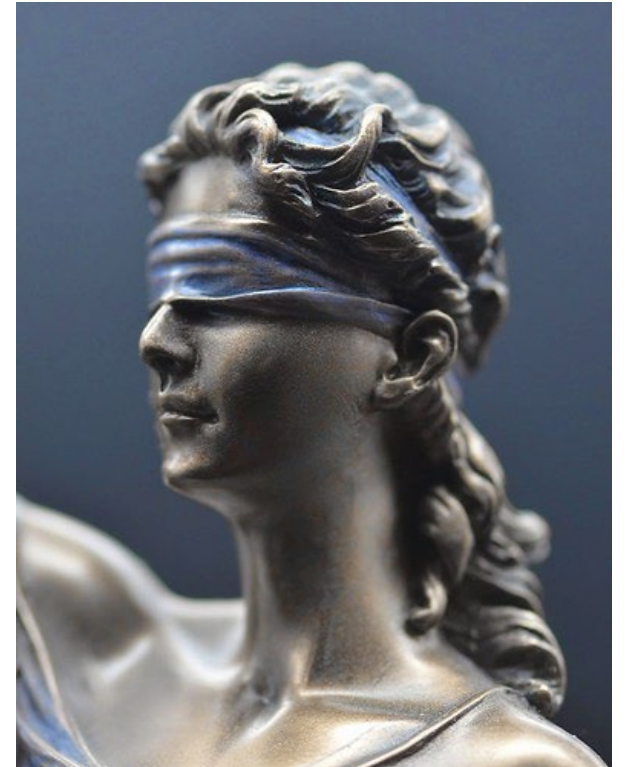


Photo: Unknown Author, licensed under CC BY-NC-ND

Avoiding Sex Stereotypes

Decision-makers must not rely on sex stereotypes. Avoiding them also helps prevent prejudging the facts and keeps the process fair and impartial.

EXAMPLES OF SEX STEREOTYPES



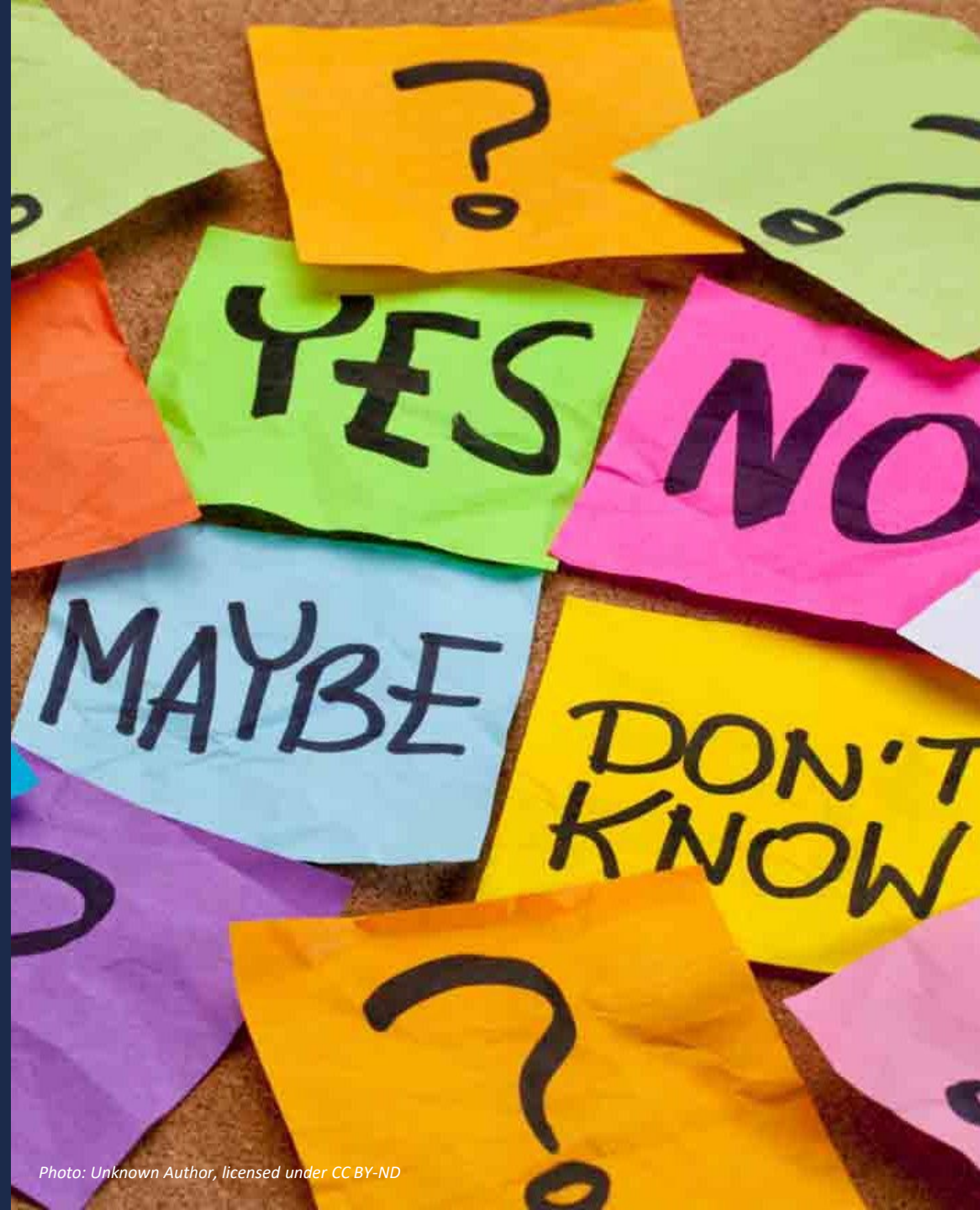
Assuming women regret sexual encounters and then falsely report assault.



Assuming men are sexually aggressive or inclined to commit sexual assault.

SECTION 04

The Questioning Phase

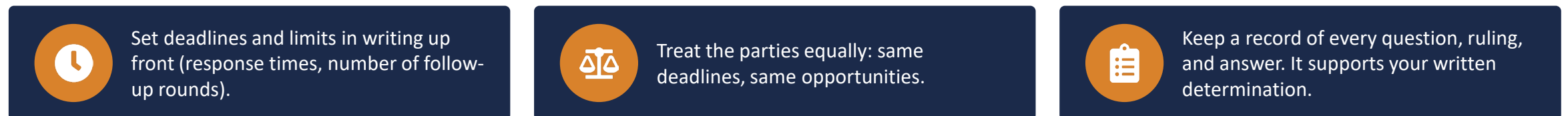


How the Question Exchange Works

Recall: After the investigative report is sent, the parties have 10 days to respond. Then report & responses are sent to the DM.



Steps 1–5: 34 CFR 106.45(b)(6)(ii). The school can set reasonable limits on follow-up.



Example: Ruling on Written Questions (1 of 2)

SUBMITTED QUESTION

RULING

WHY

“Where were you at 3:15 p.m. on the day of the incident?”

RELEVANT

Helps establish the timeline and whether the parties were present.

“Where were you sitting on the bus when the alleged touching occurred?”

RELEVANT

Goes to where the parties were and whether the touching could have happened as described.

“You told the teacher that the respondent touched your thigh, but then you told the investigator that he touched your butt. Why did your account change?”

RELEVANT

Addresses an inconsistency between statements, which bears on credibility.

“Don’t you dislike the respondent because he was mean to your best friend?”

MAYBE RELEVANT

Could show bias or a motive to fabricate. Consider asking the party to explain how it connects to the allegations.

Hypothetical examples. Always explain your rationale to the party who submitted the question (34 CFR 106.45(b)(6)(ii)).

Example: Ruling on Written Questions (2 of 2)

SUBMITTED QUESTION

RULING

WHY

“Isn’t it true you’ve had a lot of boyfriends?”

NOT RELEVANT

Asks about the complainant’s sexual predisposition or prior sexual behavior, and no exception applies.

“If you were so upset, why did you go to the game that night?”

NOT RELEVANT

Assumes there is a “right” way to react. Going to the game doesn’t make the alleged conduct more or less likely.

“Did you get suspended earlier this year for vaping?”

NOT RELEVANT

Unrelated prior discipline doesn’t make any fact about the alleged conduct more or less likely.

“What is your GPA?”

NOT RELEVANT

Has no connection to the allegations.

Hypothetical examples. Always explain your rationale to the party who submitted the question (34 CFR 106.45(b)(6)(ii)).

Ruling on the Parties' Questions



Determine relevance

Decide the relevance of each written question, and explain your rationale for excluding or re-wording any question submitted by the parties.



Ask the party

You may ask a party to explain why they think a question is relevant or will lead to a relevant answer.



Already answered in the report?

If a written question is potentially answered in the investigation report, it should typically be permitted, if relevant.

Or, you may:

- Deny it as “irrelevant because it has already been answered,” or
- Ask the party why posing it again is expected to lead to additional relevant evidence.

Asking Your Own Questions

After reviewing the investigation report and documentation, you may want to ask the parties and/or witnesses questions. First, check whether your questions are already answered.

1

Is the answer already in the report or documentation you were provided?



2

If not, ask the Investigator why not.



3

If you still need to know this information, ask it.



How: through the exchange of written questions and responses, or in person/remotely.

Planning Your Questions



What do I need to know?

Focus on the information you need to understand the evidence and apply it to the policy elements.



Who is the best person to get this information from?

Usually the Investigator first, then the original source, if available.

Consider asking the Investigator whether they already asked the question and what answer they received.

The Goal of Questioning

Make sure that you, as the decision-maker, understand the information and evidence in the report:

Relevant evidence about what happened during the incident(s)

Any related events

Any corroborating information

USE YOUR QUESTIONS TO...



Elicit details



Eliminate
vagueness



Fill in gaps where
information seems
to be missing



Resolve conflicting
information

...as it relates to the policy elements.

SECTION 05

Evaluating the Evidence Objectively

Relevance

Analyzing the elements

Fact-finding

Credibility

Counterintuitive responses

Weighing the evidence



The Decision-Maker's Two Questions

The decision-maker is ultimately responsible for applying evidence to the standard of proof to objectively answer the following questions:

1 Did the alleged incident(s) occur?

CONSIDER

- Parties' and witnesses' statements about the incident
- Inculpatory and exculpatory evidence
- Whether the parties were present
- The parties' relationship at the time
- Communications and actions before and after the incident

2 Does the alleged conduct violate the school's policy?

CONSIDER

- Apply the standard of evidence
- Analyze every word of the relevant policy definition, element by element
- Review related policy terms, such as consent and incapacitation

Ask Yourself

For each piece of evidence:

1



Is it relevant?



2



**Is it reliable
(credible)?**



3



**Will we rely upon it
as evidence
supporting a
rationale?**

Relevance: What Can You Consider?



The process allows both parties to submit all relevant evidence.



The decision-maker must allow the parties to ask witnesses all relevant questions and follow-up questions.

Limits on Relevance

The Regulations expressly limit three categories of information (85 FR 30294):



Privileged information

Information protected by a legally recognized privilege, unless the person holding the privilege waives it.

34 CFR 106.45(b)(1)(x)



Prior sexual history

Complainant's sexual predisposition or prior sexual behavior is not relevant, unless offered to prove someone other than the respondent committed the conduct, or specific incidents with the respondent offered to prove consent.

34 CFR 106.45(b)(6)(ii)



Treatment records

A party's medical, psychological, and similar records may not be used without that party's voluntary, written consent.

34 CFR 106.45(b)(5)(i)

Analyzing the Elements

To find a policy violation, a preponderance of the evidence must show that each and every element of the violation is met. How do you do this?

1



Review the definition

2



Break it into elements

Make a checklist.

3



Re-read the definition

Have you accounted for all of the language?

4



Add related definitions

e.g., state law definition of domestic violence.

5



Sort the evidence

Organize evidence by element.

Element by Element



IF YOU HAVE...

Preponderance that each element is present

Policy violation



IF YOU HAVE...

No preponderance that each element is present

No policy violation



IF YOU HAVE...

Preponderance that one or more elements is not present

No policy violation

Elements: Quid Pro Quo

- 1 Conduct on the basis of sex
- 2 By an employee of the recipient
- 3 That conditions the provision of an aid, benefit, or service of the recipient on an individual's participation in sexual conduct
- 4 That sexual conduct is unwelcome

4

Elements to establish

Each must be shown by a preponderance of the evidence.

Elements: Hostile Environment

- 1 Conduct on the basis of sex
- 2 That is unwelcome
- 3 That a reasonable person would determine is so severe, pervasive, and objectively offensive...
- 4 ...that it effectively denies a person equal access to the recipient's education program or activity

4

Elements to establish

Each must be shown by a preponderance of the evidence.

Elements: Sexual Assault

1

Conduct on the basis of sex

2

In cases of rape, sodomy, sexual assault with an object, or fondling, there was either:

- No consent, or
- The victim was incapable of giving consent because of age or temporary/permanent mental or physical incapacity

2025 NIBRS update

The FBI's NIBRS revised its sex-offense definitions in 2025. Rape is now defined as penetration, no matter how slight, rather than "carnal knowledge," and "fondling" was replaced with "criminal sexual contact." Because Title IX incorporates these FBI categories, check the current definitions and confirm your policy language with counsel.

Elements: Dating Violence

1

Conduct on the basis of sex

2

Violence committed by a person

3

Who has been in a social relationship of a romantic or intimate nature with the victim

4

Where the existence of the relationship is determined by considering:

- Length of the relationship
- Type of relationship
- Frequency of interaction between the persons involved

4

Elements to establish

Each must be shown by a preponderance of the evidence.

Elements: Domestic Violence

1

Conduct on the basis of sex

2

A felony or misdemeanor crime of violence committed:

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

2

Elements to establish

Each must be shown by a preponderance of the evidence.

Elements: Stalking

1 Conduct on the basis of sex

2 A course of conduct

3 Directed at a specific person

4 That would cause a reasonable person to either:

- Fear for their safety or the safety of others; or
- Suffer substantial emotional distress

4

Elements to establish

Each must be shown by a preponderance of the evidence.

Fact-Finding When Facts Are Disputed

01

Sort the facts

- List undisputed facts: what do the parties agree on? These are findings of fact.
- List disputed facts: what do the parties disagree on?



02

Map facts to elements

- Which undisputed facts address each element?
- Which disputed facts must be resolved for each element?



03

Resolve the disputes

- Weigh the evidence for each relevant disputed fact.
- Resolved disputed facts become findings of fact.

Assessing Credibility



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Guide your analysis

Use your standard of proof to guide decision-making.



Consider the reasonableness or unreasonableness, and the probability or improbability, of the testimony.



Does the witness have any motive?



Is there any bias?

The Regulations' commentary allows consideration of:

consistency, accuracy, memory, credibility (85 FR 30315), implausibility, inconsistency, unreliability, ulterior motives, lack of credibility (85 FR 30330)

Credibility Is Determined Fact by Fact

Credibility is determined fact by fact, not witness by witness.

The most earnest and honest witness may share information that turns out not to be true.



Give each party's and witness's testimony the weight you reasonably believe it deserves.



Never determine credibility based on a person's status as complainant, respondent, or witness (34 CFR 106.45(b)(1)(ii)).

Resolving Conflicts: Accounts & Corroboration



Witness statements

Statements by any witnesses to the alleged incident.



Relative credibility

Compare the level of detail and consistency of each person's account in an attempt to determine who is telling the truth.



Missing corroboration

Is corroborative evidence lacking where it should logically exist?

Resolving Conflicts: Behavior After the Incident

Evidence of the complainant's reaction or behavior after the alleged harassment:

- Were there witnesses who saw that the complainant was upset?
- Changes in behavior? Work-related? School? Concerns from friends and family? Avoiding certain places?
- Effects may not manifest until later.
- Reactions may look different from person to person.



Avoid assumptions

There is no “right” or “typical” way to react. Calm, flat, or seemingly normal behavior (including continued contact with the respondent) does not mean the harassment did not occur. Visible distress, on its own, does not prove that it did. Weigh post-incident behavior alongside all other evidence, and don’t rely on stereotypes about how a complainant “should” act.

Resolving Conflicts: Timing of the Complaint



Consider evidence about whether the complainant filed the complaint or took other action to protest the conduct soon after the alleged incident occurred.

BUT

Failure to complain immediately may simply reflect a fear of retaliation, a fear of not being believed, etc., rather than that the alleged harassment did not occur.

Resolving Conflicts: Contemporaneous Evidence

Look for other evidence created at or near the time of the alleged conduct:



Contemporaneous Writing

Did the complainant write about the conduct and their reaction soon after it occurred (e.g., in a diary, email, blog, or social media post)?



Shared With Others

Did the student tell others (friends, parents, etc.) about the conduct and their reaction soon after it occurred?

Remember, Not Everyone Thinks Like You



Different backgrounds

Cultural background, generation, learned responses, race, religion, childhood, trauma, and more shape how people respond.

Trauma looks different

Delayed or reluctant reporting, remaining in a relationship with the respondent, being able to “function,” etc.

Potential Responses to Trauma



Delayed reporting



Difficulty remembering specifics
(could also be due to
drugs/alcohol)



Reluctant reporting



Remaining in a relationship or
living arrangement with the
respondent



Being calm and composed after
an assault



Failing to identify the accused

Trauma Can Affect Everyone



Not just the complainant

Trauma isn't only something to consider from the complainant's perspective. The respondent may be dealing with trauma, as may the witnesses.



Counterintuitive to you

Trauma may cause responses that seem counterintuitive from your perspective. Stop and consider carefully before deciding someone is lying because they responded differently than you would have.

Takeaway...



Do **not** assume that because there are signs of trauma, the respondent *therefore* caused the trauma and violated the policy.



Do **not** assume that because there are **no** signs of trauma, nothing bad happened.

Preponderance of the Evidence

“Concluding that a fact is more likely than not to be true.”

Regulatory definition



Presume no violation

Always begin with a presumption of no violation by the respondent.



One standard for all

Use the same standard for formal Title IX complaints against students and employees (including teachers), across all policies and procedures that adjudicate sexual harassment complaints (e.g., union grievance procedures, teacher conduct).

Apply It to Every Fact and Every Decision

- **Disputed facts:** when you determine a disputed fact, use your standard of evidence.
- **Elements:** when you determine whether an element exists, use your standard of evidence.
- **The whole picture:** look at all the evidence in total, make judgments about weight and credibility, then determine whether the burden has been met.

WHAT ABOUT A TIE?

50%

50%

If the evidence is exactly 50/50, there is no preponderance. The evidence is insufficient to support the existence of the fact or element.

SECTION 06

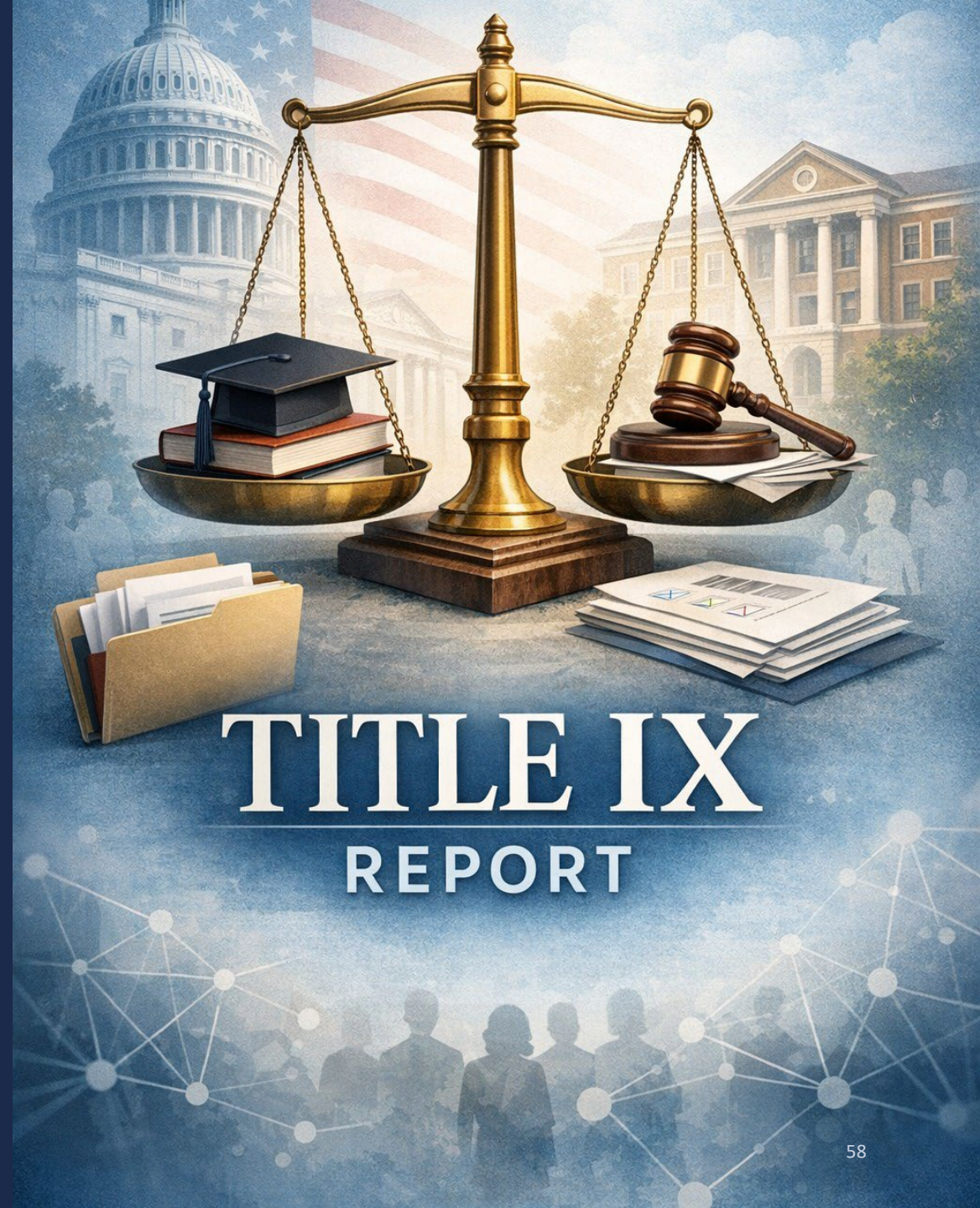
The Decision & What Happens Next

The written determination

Sample template

Disciplinary sanctions

Appeals



TITLE IX REPORT

The Written Determination: Required Contents

1 Allegations

Identification of the allegations potentially constituting sexual harassment.

2 Procedural steps

From receipt of the formal complaint through the determination: notices, interviews, site visits, methods used to gather evidence, and hearings held.

3 Findings of fact

The findings of fact supporting the determination.

4 Conclusions

Conclusions applying the school's code of conduct to the facts.

5 Result and rationale

For each allegation: the determination regarding responsibility, any disciplinary sanctions, and whether remedies will be provided to the complainant.

6 Appeals

The procedures and permissible bases for the complainant and respondent to appeal.

Provide the written determination to both parties simultaneously. 34 CFR 106.45(b)(7)(ii)

Sample Template: Opening

Decision-Maker's Written Determination

The undersigned Decision-Maker was assigned by the Title IX Coordinator to determine whether the Respondent engaged in sexual harassment in violation of [BOARD POLICY #]. Specifically, Complainant alleged that, on [DATE of alleged conduct], Respondent [DESCRIPTION of alleged conduct]. As discussed below, the Decision-Maker finds that the record [supports/does not support] by a [preponderance of the evidence/clear and convincing] standard that Respondent engaged in conduct in violation of [BOARD POLICY #].

If a determination of responsibility: The Decision-Maker recommends the following sanction: [sanction or discipline]. In conjunction with remedies provided to Complainant, this sanction is designed to restore equal access to education by underscoring that [SCHOOL] does not condone or support sexual harassment.

Sample Template: Structure

I. Procedural Steps

Chronology of the entire process, including any procedural anomalies (e.g., an extension for good cause).

A. Report and intake

When and how the report reached the Coordinator, steps taken, communications with the reporter/complainant and law enforcement, and preliminary jurisdiction review.

B. Formal complaint

The complainant's written request, or the Coordinator's decision to proceed without one and why.

C. Investigation

Should mirror the investigative report. Document the 10-day review and the opportunity to submit relevant questions.

II. Jurisdiction

III. Summary of Findings

IV. Standard of Review

Preponderance language (see next slide).

V. Relevant Policy

Verbatim policy language for each allegation, plus consent, incapacitation, and coercion definitions if relevant.

VI. Evidence Considered

A summary of all evidence obtained in connection with the complaint.

VII. Analysis and Findings

For each allegation: the finding, the elements, the evidence applied to each element, credibility analysis, relevance and weight decisions, and the standard of review applied.

VIII. Appeal Rights

IX. Conclusion

Sample Template: Standard of Review

IV. Standard of Review

In evaluating allegations of a violation under **[BOARD POLICY #]**, the Respondent is presumed not to have violated policy unless a “preponderance of the evidence” supports a finding that the conduct occurred. A “preponderance of the evidence” is the amount of evidence that causes one to conclude that an allegation is more likely true than not true. Where the evidence shows it is equally likely that the Respondent engaged in the conduct as did not, the preponderance of the evidence standard has not been met and a decision-maker cannot find that a violation of policy occurred.

Disciplinary Sanctions

- Ensure your policy/code of conduct contains the relevant language.
- If there is a finding of responsibility (including retaliation), follow the due process procedures in state law and Board policy:



Written notice

Of possible discipline
(suspension/exclusion/expulsion).



Appeal rights

As provided by state law and Board
policy.

Sanctions: Additional Considerations



Appeals must be equal

Under 34 CFR 106.45(b)(8), if schools permit appeals regarding sanctions, they must offer this right to both the complainant and the respondent (85 FR 30399).



Students with disabilities

Before any sanction that would constitute a change of placement for a child with a disability, ensure compliance with IDEA and Section 504 (manifestation determination, continuation of services as applicable, etc.).

Appeals

For all appeals, the recipient must:

- 1 Offer the appeal to either party
- 2 Notify both parties when an appeal has been filed
- 3 Give both parties a reasonable, equal opportunity to submit a written statement supporting or challenging the decision
- 4 Issue a written decision describing the result of the appeal and the rationale
- 5 Provide the written decision to both parties simultaneously

Questions?

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