

Train the Trainer: Title IX Investigator Training Certification

Oregon School Personnel Association
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Train the Trainer



- Training Requirements and Recommendations
- Framework for Training Your Investigators
- Scenarios To Learn and Use
- Questions + Clarifications

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T9SH Training Requirements

- Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on:
 - **The definition of sexual harassment**
 - **The scope of the education program or activity**
 - **How to conduct an investigation and grievance process including hearings (if used), appeals, and informal resolution processes**
 - **How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias**

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T9SH Training Requirements

- Investigators must receive training on:
 - **Issues of relevance to create an investigative report that fairly summarizes relevant evidence**

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Framework for Training Investigators

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Investigator Training Framework

- Complete basic training for all Title IX Team members
- For investigator training:
 - Requirements of the 2020 Title IX Rules as related to investigations
 - How to conduct an effective investigation, including opportunities to practice
 - Assessing credibility
 - Trauma informed interviewing skills
 - Avoiding bias, conflicts of interest, and prejudice



KNOW THE RULES

2020 Rule Requirements



KNOW THE RULES

Key Investigator Responsibilities

Plan and carry out investigation

Interview parties/witnesses and collect evidence

Share directly related evidence with the parties

Consider responses to directly related evidence and write report

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Rule Requirements

- Equitable investigation
- Burdens of proof and gathering evidence
- Allow advisors
- Consideration of all relevant evidence
- Serving impartially
- Presumption of non-responsibility
- Following timeframes
- Standard of evidence
- 3 Key Limits on Evidence
- Process Steps

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Equitable Investigation

Treat the Complainant and Respondent equitably

- Apply district's investigation procedures equally to Complainant and Respondent
- Must provide equal opportunity to present evidence and identify witnesses during the investigation
- Provide equal opportunity to inspect and review evidence collected in the investigation

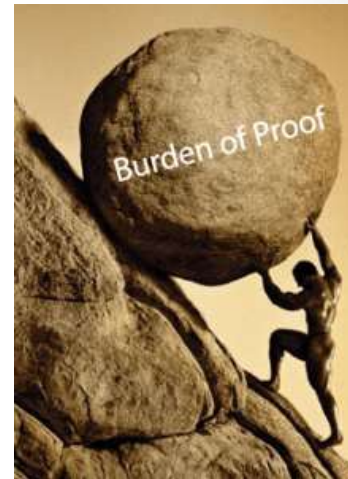


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Burdens of Proof and Gathering Evidence

Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the school/District and not on the parties



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Advisors

Parties must have the same opportunities to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney



Advisors

School/District can limit the advisor's role (the proverbial "potted plant")—but best practice to have written guidelines for parties before the proceedings begin to set forth limits



Presumption of Non-Responsibility

Presume that the respondent is not responsible for the alleged conduct throughout the investigation

- This does not mean that you must assume the complainant is not telling the truth
- Rather, to find that the respondent is responsible for sexual harassment, there must be some evidence (“at least a feather”) to support a finding of responsibility



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Follow Timeframes

Conduct the grievance process within a reasonably prompt time frame

- Respect timeframes in rule, including the requirement that the investigator provide evidence to the parties and afford them 10 days to respond increases the investigative time
- For other timeframes not set forth in the rules, see the school/district’s timeline as set forth in policy/procedures



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Follow Timeframes

Limited extensions can be given for good cause, including:

- Law enforcement investigation
- Absent party or witness
- Need to provide language assistance or disability accommodations to party or witness

Written notice must be given to the parties of the delay and the reasons for it – the investigator should review any need for an extension with the Title IX Coordinator or their designee



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Follow the Standard of Evidence

Preponderance of the evidence means in looking at all the evidence regarding a disputed issue or an allegation, it is more likely than not that the issue or allegation occurred

This **does not** mean that one side is determined to be “telling the truth” or “right” or “more believable”

Two individuals can experience the same incident or occurrence very differently; it is not our job to decide who is “correct”



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Follow the Standard of Evidence

Follow the standard of evidence from school/district policy

- Preponderance of the evidence (most common)
- Beyond a reasonable doubt



3 Key Limits on Evidence

1. **Rape Shield:** 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.

Rape Shield Protection

- There can never be consent between an employee and a student so Exception No. 2 is likely inapplicable to employee-on-student harassment
- Remember age of consent in Oregon is 18, so Exception No. 2 may not apply in the specific student-on-student harassment context

3 Key Limits on Evidence

2. **Medical Information:** Cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the recipient obtains that party's voluntary, written consent to do so

3 Key Limits on Evidence

- 3. Privileged Information:** Cannot 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

Do Not Violate Privilege

Examples of Privileged Information

- Attorney-client privilege
- Physician-patient privilege
- Psychotherapist-patient privilege

got privilege?

Do Not Violate Privilege

When does attorney-client privilege apply?

- The attorney-client privilege generally protects communications **between** only the attorney and the client (and sometimes their representatives)
- The attorney-client privilege protects only communications made **in confidence** for the purpose of obtaining legal advice from the attorney
- The attorney-client privilege protects communications from discovery only if the communications were made for the purpose of **securing legal advice**



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Do Not Violate Privilege

- Investigators also need to know about physician/psychotherapist-patient privilege, too
- Under **federal law**, a person has a limited privilege to refuse to disclose, and to prevent another from disclosing, confidential communications made to a psychotherapist for the purposes of diagnosis or treatment of a mental or emotional condition, including drug addiction.

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Do Not Violate Privilege

- A psychotherapist is a person authorized to engage in the diagnosis or treatment of a mental or emotional condition, including drug addiction.
- The privilege may extend to unlicensed counselors.
- The privilege is limited to **confidential** communications made **in the course of diagnosis or treatment**.



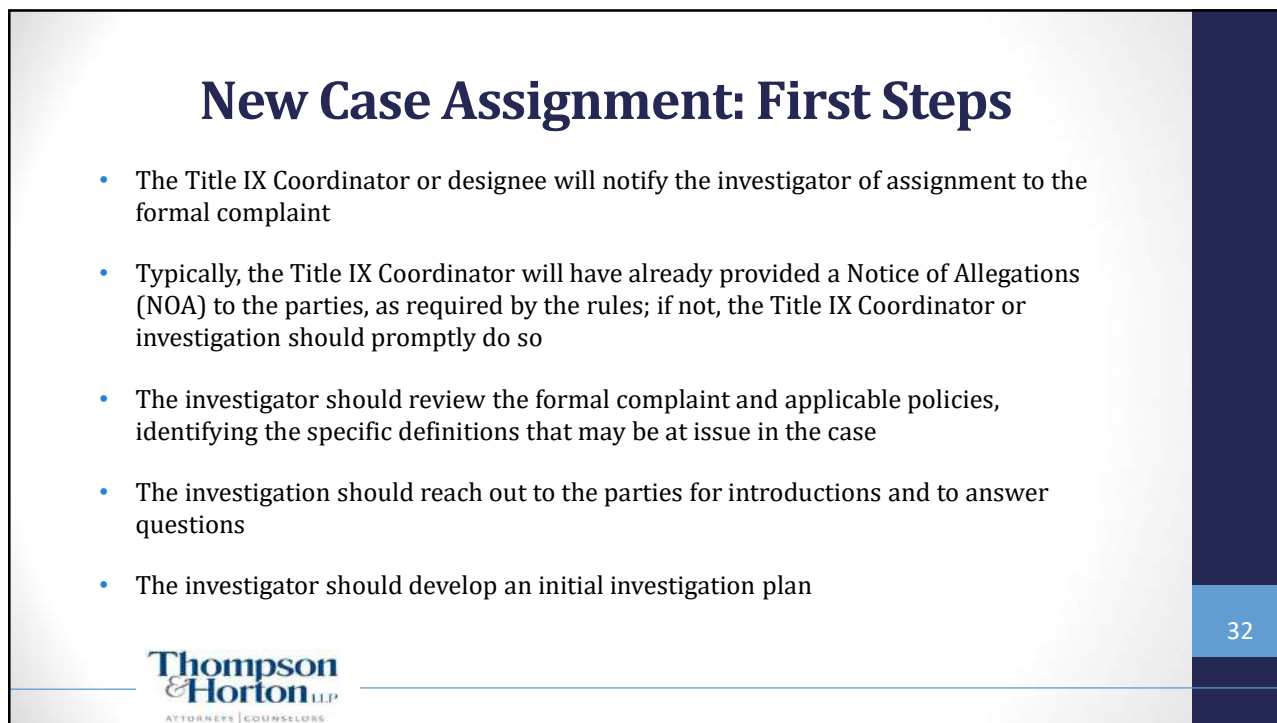
3 Key Limits on Evidence

- Train investigators to err on the side of caution
- Contact legal counsel for assistance in determining if questions or evidence are protected by privilege





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Investigation Plan

Issues to consider:

- What are the issues and facts in dispute?
- Is there physical evidence to obtain or preserve?
- Who will be interviewed, and in what order?
- What other evidence might be obtained or helpful, and how can you get it?
- Who will conduct the interviews? How will the interviews be documented? If notes will be taken, consider a single, separate notetaker



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Gathering Evidence

- Train investigators to **promptly** identify and preserve likely sources of evidence
 - ❖ Paper Documents
 - ❖ Hard Drive
 - ❖ Audio or Video Recordings
 - ❖ Photographs
 - ❖ Email
 - ❖ Text messages
 - ❖ Social media (posts and comments)



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Tip for Investigators When Gathering Evidence

- Find and preserve evidence the minute you learn it exists (especially for voicemails, text messages, Instagram posts, etc.)
- But do not engage in surreptitious activity to acquire evidence (i.e., use a fake Facebook account to “friend” someone and download).



Gathering and Preserving Evidence

- Make sure investigators understand of privacy laws
 - Searches of property
 - Searches of persons
 - Possible Fourth Amendment implications



Relevant Evidence

- Train investigators to identify **relevant** evidence



(1) Does this evidence apply or relate to a disputed "fact" in this matter?

(2) If so, does it have a tendency to make the fact more or less probable?

Answer should be "yes" to both for relevance to exist

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Types of Evidence

Train investigators to recognize and understand the different types of evidence:

- ✓ **Direct Evidence**
- ✓ **Circumstantial Evidence**
- ✓ **Statistical Evidence**
- ✓ **Hearsay**
- ✓ **Rumor and Innuendo**



- Not competent evidence and cannot support an investigative finding
- Train investigators not to ignore rumor & innuendo; it could possibly lead to further investigative leads!

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Document Evidence Gathered

Title IX Evidence Log

Definition of Relevance: Evidence is relevant if it has any tendency to make a fact more or less probable than it would be without the evidence, and the fact is of consequence in determining the Respondent's responsibility or non-responsibility.

Description of Evidence 1.	Source of Evidence (i.e. Non-Complainant, Respondent, or Other)
Is this evidence "directly related" to the allegations in the Formal Complaint? (Y/N) (3/3/20)	
Relevance Determination (explain whether you believe the evidence is relevant or not, and if not, why not)	
Description of Evidence 2.	Source of Evidence (i.e. Non-Complainant, Respondent, or Other)
Is this evidence "directly related" to the allegations in the Formal Complaint? (Y/N) (3/3/20)	
Relevance Determination (explain whether you believe the evidence is relevant or not, and if not, why not)	
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Description of Evidence 5.	Source of Evidence (i.e. Non-Complainant, Respondent, or Other)
Is this evidence "directly related" to the allegations in the Formal Complaint? (Y/N) (3/3/20)	
Relevance Determination (explain whether you believe the evidence is relevant or not, and if not, why not)	

- Identify/describe each piece of evidence
- Identify the source from which you obtained the evidence
- Explain whether the evidence is relevant (if not, why not)
- Determine if the evidence is directly related to the allegations in the Formal Complaint

Who Will Investigators Interview?



- Complainant
- Respondent
- Witnesses
- Administrators, teachers, school personnel
- Student witnesses
- Authors or recipients of relevant evidence
- **Persons identified by Complainant and Respondent**

Preparing for Interviews

- Determine logical order of interviews
 - Typically interview CP first, then witnesses, then RP
 - Sometimes will interview witnesses first (employee witnesses)
 - Often will interview CP and RP (and some witnesses) multiple times
 - Follow up can be conducted by email
- Determine location of interviews
 - Consider privacy, neutral location, impact of conducting interviews on campus
 - If objection to location, try to accommodate the objection



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Preparing for Interviews



- Prepare opening statement
- Organize evidence you may need for the interview
- Prepare questions or outline of key subjects to address and check off to avoid missing issues

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Notice of Interview



The school/district 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, **before the meeting and** with sufficient time to prepare to participate

Interview Questions

Train investigators to ask questions to obtain information on key Title IX inquiries:

- Is the conduct **on the basis of sex**?
- Is the conduct at issue **sexual harassment**?
- Was the conduct **severe, pervasive, and objectively offensive**?
- Did the conduct occur in the district's **educational programs and activities**?
- What harm resulted? Was the Complainant denied equal access to the district's education program or activity?



Interview Tips to Teach Investigators



- ✓ Let the witness tell his or her story
- ✓ Start with open-ended questions
- ✓ Ask for the particulars—the 5Ws and H
 - ❖ **Who? What? Where?**
 - ❖ **When? Why? How?**
- ✓ Follow up with more directed questions

Interview Tips to Teach Investigators

- ✓ Take excellent notes (one notetaker/one copy)
- ✓ Observe and write down body language and demeanor of witness
- ✓ Note consistencies/inconsistencies in information shared, but do not express opinion on meaning
- ✓ Obtain a witness statement, or prepare a memorandum of interview
 - ❖ Written witness statement is strongest evidence because witness cannot later change story
 - ❖ But consider the age and abilities of the witness

Recording Interviews

- Train investigators on Oregon's recording laws, as well as District's recording laws
- Recording presents problems
 - ❖ Lack of candor can often arise when recording
 - ❖ If you record, the recording may be evidence that will need to be provided to both parties
 - ❖ Presents issues regarding provision of potentially confidential information
- If circumstances warrant recording, treat the parties equitably—i.e., if you record the Complainant's interview, you should also record the Respondent's interview



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Recording Interviews

If a party wants to record the interview:

- Seek consent from all parties involved in the interview to record
- Advise that if the party records, you will also need to record the interview
- Notify the party that the District's recording could become evidence that must be shared with the other party

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Practice Scenario

Student-on-Student Sexual Harassment

The mother of a female kindergarten student, Jane Roe, files a Formal Complaint alleging that Jane Roe is being harassed by an older boy on her bus. Roe's mother states her daughter has been increasingly withdrawn over the past few months, and last night, Jane Roe told her that a boy on her bus has been asking her to lift her dress in front of him. She states the other students on the bus would mock and laugh at Roe.

Roe's mother does not know the name of the male student.

Roe's mother has reported the incident to the police department, which has opened an investigation.



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Practice Scenario

Review the Formal Complaint

- What is the conduct that may constitute sexual harassment?
- Who are the parties involved?

For in-person training, have investigators work in groups, write answers and share out



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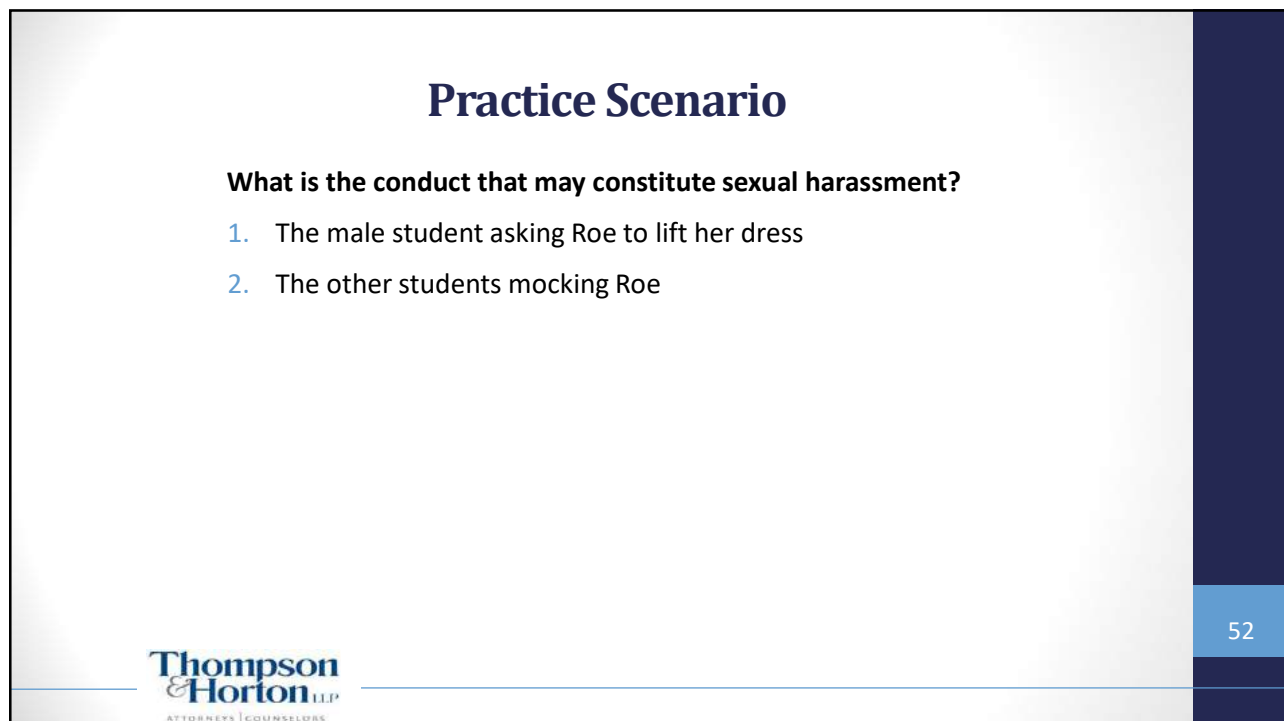


What is the conduct that may constitute sexual harassment?

Start the presentation to see live content. For screen share software, share the entire screen. Get help at gotlev.com/app

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Practice Scenario

What is the conduct that may constitute sexual harassment?

1. The male student asking Roe to lift her dress
2. The other students mocking Roe

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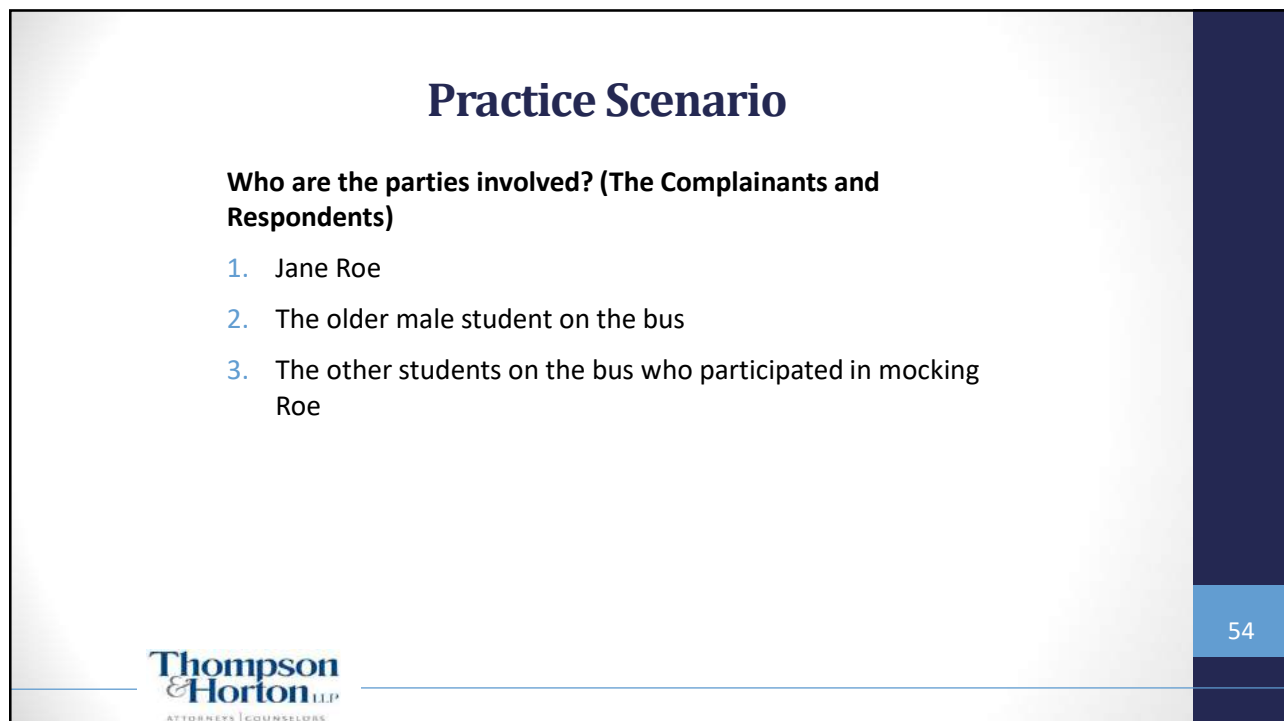
Who are the parties involved?

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This slide features a large, empty white rectangular area in the center, intended for a live presentation. The slide is framed by a dark blue vertical bar on the right side. At the bottom left, the logo for Thompson & Horton LLP is displayed, including the text "ATTORNEYS | COUNSELORS". A small blue bar at the bottom right contains the number "54".

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Practice Scenario

Who are the parties involved? (The Complainants and Respondents)

1. Jane Roe
2. The older male student on the bus
3. The other students on the bus who participated in mocking Roe

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This slide is titled "Practice Scenario" and lists three parties involved in a case. The slide is framed by a dark blue vertical bar on the right side. At the bottom left, the logo for Thompson & Horton LLP is displayed, including the text "ATTORNEYS | COUNSELORS". A small blue bar at the bottom right contains the number "54".

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Practice Scenario

Not So Fast:

Before you begin your investigation, a District police officer contacts you. He advises there is an open law enforcement investigation of the incident and requests that the school refrain from investigating until the police complete their investigation. The officer tells you that the school's investigation could interfere with and potentially compromise the law enforcement investigation?



What should you do?



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When poll is active, respond at pollev.com/thompsonhorton365

Text **THOMPSONHORTON365** to **22333** once to join

What should you do if the police ask you to postpone the investigation?

- Refrain from investigating the matter because the police investigation will be sufficient
- Refrain from investigating until the police notify you that you can commence
- Refrain from investigating until the police can complete fact gathering
- Do not refrain because the school must conduct its own Title IX investigation under the new rules
- None of the above

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Practice Scenario

Cooperating with Law Enforcement

- Obtain a written directive from law enforcement not to investigate (to warrant a delay in the investigation)
- If there is no directive or the police do not indicate the school investigation could hinder their efforts, proceed with your investigation

REMEMBER: A police investigation does not mean the school does not have an independent Title IX obligation to investigate



Practice Scenario

Following Up With Law Enforcement



- Reach out to police on routine basis to see when their investigation is concluded
- Do not just wait for police to contact you
- Ensure the Title IX Coordinator and campus administrator are aware of the delayed investigation—this will allow them to ensure continuation of supportive measures in the interim
- When the police advise you can resume the school's Title IX investigation, resume as quickly as possible

Practice Scenario

Plan for the Investigation

- What District policies, procedures, handbooks, codes of conduct are implicated by the Formal Complaint?
- Who are the persons with knowledge of relevant facts or evidence?

For in-person training, have investigators work in groups, write answers and share out

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Who are potential witnesses to interview?

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Practice Scenario

Who are the potential witnesses?

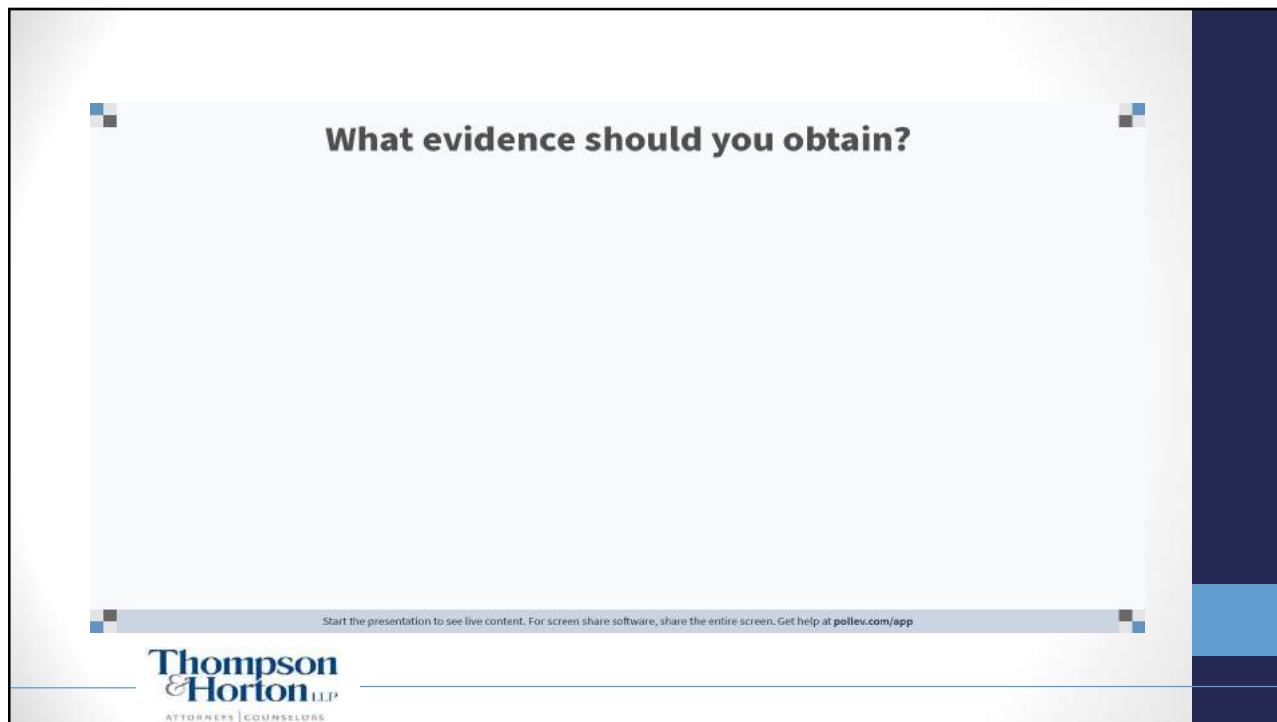
1. Jane Roe
2. The older student on the bus (Jane Doe)
3. The bus driver
4. Other students/employees who may have witnessed the older boy asking Jane Roe to lift her dress
5. Other students/employees who may have participated in or witnessed the mocking

Practice Scenario

Identify and Gather Evidence

- What evidence should you obtain?
- Are there potential sources of evidence where you may need to search for relevant evidence?

For in-person training, have investigators work in groups, write answers and share out

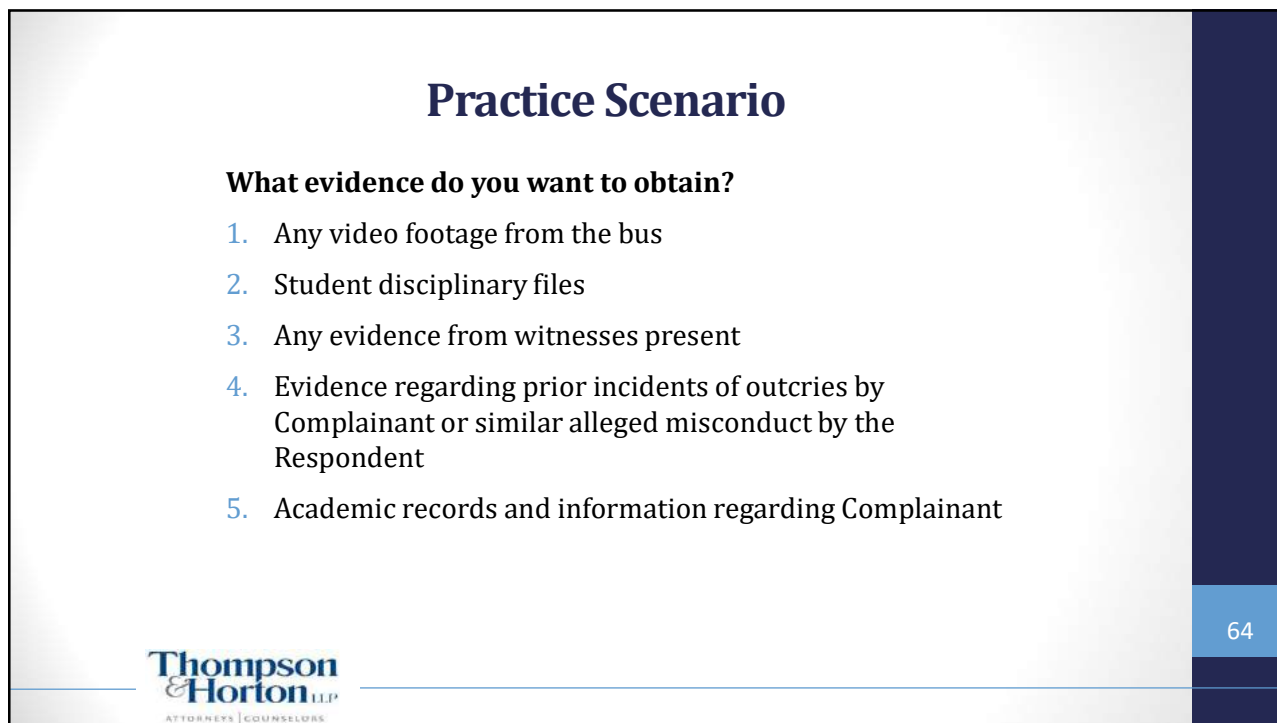


What evidence should you obtain?

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Practice Scenario

What evidence do you want to obtain?

1. Any video footage from the bus
2. Student disciplinary files
3. Any evidence from witnesses present
4. Evidence regarding prior incidents of outcries by Complainant or similar alleged misconduct by the Respondent
5. Academic records and information regarding Complainant

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Practice Scenario

Schedule Interviews

List the order of interviews you want to conduct

1. Jane Doe, the Complainant
2. The bus driver
3. Any witness to the encounter between Jane Roe and the older boy
4. John Doe, the older boy
5. Students identified as having witnessed or participating in the mocking
6. Law enforcement witnesses
7. Medical witnesses identified by/agreed to by CP



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Schedule Interviews

Jane Roe (CP)
Jane Doe (RP)
Student witnesses
Employee witnesses
Medical witness(es)
Law enforcement witness(es)

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Practice Scenario

Prepare Interview Outline

- For this practice scenario, we are going to prepare for the interview of Respondent John Doe
- You have already interviewed Jane Roe and learned that she alleges that John Doe would ask her to lift up her dress anytime she wore a dress, and would often touch her bare thigh and her genital area through her underwear

What might you include in your interview?



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Interview Intro

- Thank witness and parents/guardians for participating
- Explain who you are – investigator, do not represent either party, goal is to collect evidence so a decision-maker can review and make a determination
- Both sides have equal opportunity to submit evidence, recommend witnesses, and review evidence
- Notify of retaliation prohibitions in school/district policies/procedures and encourage to notify you or the Title IX Coordinator promptly if there is any concern of retaliation
- Reminder of advisor expectations
- Ask for any questions before you begin



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Rapport Building

- Questions about the interviewee
- Softball questions
- Mirroring



Provide Your “Placebo” Questions

- Do you ride the bus?
- How long have you ridden the bus?
- How long are you on the bus each day?
- Do you sit in the same place every day? Where do you sit?
- Who do you sit near? Always the same or does it change?
- Why do you sit there?

Background Questions

- Do you know Jane Doe?
 - Any time the answer is “yes,” follow up with who, what, when, where, how often, who present questions
- Describe your relationship
- Any concerning interactions with Jane Doe?

Practice Scenario

Only after open-ended questions fail to get the information needed, switch to more-targeted questions:

- Do you talk to Jane Roe on the bus?
- What do you talk about?
- Have you ever noticed Jane Roe do anything different from other students on the bus?
- Have you ever asked Jane Roe to do anything on the bus?
- Have you ever touched Jane Roe on the bus?
- Where, when, why have you touched her?

Practice Scenario

Questions for John Doe:

- Has Jane Roe ever lifted up her dress on the bus?
 - Who, what, when, where, how often, who present questions
- What was your response? [Avoid: Were you surprised—leading]
- Did it happen more than once?
- Did you ever ask Jane Roe to lift up her dress?
- If so, why?
- What did she say?
- Have you asked her to lift her dress more than once? When?
- Does Jane Roe say anything when you ask her?

Practice Scenario

Questions for John Doe:

- Have any of the other students on the bus seen Jane Roe lift her dress?
- Do the other students say anything?
 - Who, what, when, where, how often, who present questions
- Does Jane Roe say anything back?
- Have you heard other students saying things like that when they are not on the bus?

Practice Scenario

Questions for John Doe:

- What happens after she lifts her dress?
- Have you asked her to do anything when she lifts her dress?
- Have you ever Jane Roe on the bus without her underwear?
- Did someone remove her underwear?
- Who removed Jane Roe's underwear?
- Did you remove her underwear?
- Why? How many times?
- Did you ask her to remove her underwear?
- Why? How many times?

Practice Scenario

Questions for John Doe:

- Have you ever touched Jane Roe?
- Have you ever touched Jane Roe after she lifts her dress? After she removes her underwear? Where?
- Have you seen Jane Roe recently?
- Did you say anything to her?
- What did you say?

Practice Scenario

Post-Interview Tasks

- Prepare a summary or Memorandum of Interview
- Identify any follow-up that is needed—such as, gathering additional evidence, conducting further interviews
- Update your investigation plan as needed

Practice Scenario

Example of information to summarize in report

- John Doe sat next to Jane Roe on the school bus.
- He got in trouble and was moved toward the front of the bus with the younger students.
- The students around them were other kindergarteners.
- John Doe denies asking Jane Roe to lift her dress on the school bus or ever touching her.
- He states Roe would lift her dress on her own to make the other students laugh.
- John Doe says the other students would laugh at Roe because they thought she was being silly.



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The Investigation Report

- To document the investigation and facts and demonstrate a prompt and impartial investigation and discovery of facts free from bias or prejudice
- To provide accurate documentation of the investigation
- To provide and summarize the **relevant** evidence relating to the allegations in the Formal Complaint
- To provide the decision-maker with a **fact-based summary** based on **relevant evidence**
- The basis of the District's subsequent decision-making

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Title IX Investigation Report



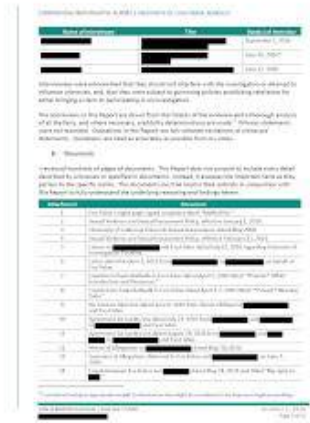
- ✓ Describe the allegations in the Formal Complaint
- ✓ Identify the Complainant and Respondent
- ✓ The Scope sets forth:
 - The Investigation Report does not make findings or determinations
 - Purpose: to fairly summarize relevant evidence
 - District's burden

Title IX Investigation Report



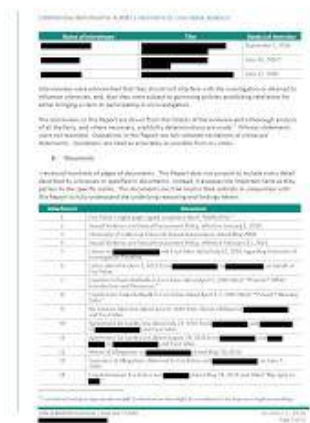
- ✓ Affirms equal opportunity of Complainant and Respondent to present evidence
- ✓ A statement that the District cannot consider or disclose privileged information without a written waiver
- ✓ Summary of Case Initiation
- ✓ Summary of Investigative Process

Title IX Investigation Report



- ✓ Summary of Complainant's interview
- ✓ Summary of Respondent's interview
- ✓ List of individuals interviewed

Title IX Investigation Report



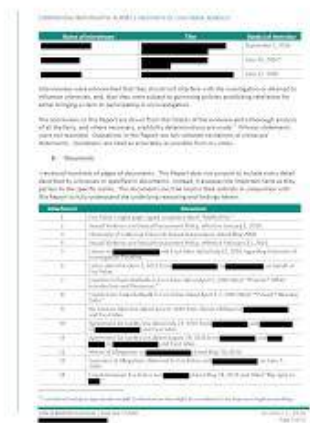
- ✓ Summarize each interview in the Investigation Report
- ✓ Discuss the evidence
- ✓ Discuss each party's written response regarding the evidence, if a response was provided

Title IX Investigation Report



- ✓ Discuss any other issues from the investigation, including explanation of any delays
- ✓ Discuss submission of investigative report to the parties

Title IX Investigation Report



- ✓ The report provides a place to list exhibits
- ✓ NOTE: Can also attach "Evidence Log"

Writing The Report

- The report must be objective and impartial
 - ❖ Report facts – focus on what happened
 - ❖ Report evidentiary basis for the facts
 - ❖ Report reasonable inferences and the evidentiary basis for those inferences
 - ❖ No assumptions
 - ❖ No opinion or personal bias; no editorialization
- **The investigator typically does not reach conclusions**

*"The facts, Ma'am.
Just the facts."*



Writing The Report

- **Be thorough**
 - ❖ Include all relevant, probative facts
 - ❖ Ensure factual statements are accurate and evidence-based
 - ❖ Do not omit relevant information
 - ❖ Reconcile the conflicting evidence
- **But also, be concise**
 - ❖ Do not include extraneous facts that are unrelated to the complaint or any defense
 - ❖ Tip: short, direct and declarative sentences

Conduct Outside the Scope of the Complaint

If information arises that is beyond the scope of the Formal Complaint., notify the Title IX Coordinator

- The Title IX Coordinator will determine whether these new facts require amendment of the Formal Complaint and notice to the Respondent regarding the additional allegations



Evaluate with Title IX Coordinator the need to contact law enforcement or make other reports required by law

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Review of Directly Related Evidence

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Practical Tips for Investigators

- The reporting party and the respondent are entitled to fairness, respect, sensitivity.
- Both may experience stress throughout the process.
- Conduct the interviews in a comfortable environment. Allow the student to bring an advisor.
- Demonstrate empathy and patience.



The slide features a yellow sad face emoji with a blue tear, positioned to the right of the list. The Thompson & Horton LLP logo is in the bottom left corner. A small blue box with the number "94" is in the bottom right corner.

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Practical Tips for Investigators

- Ask open-ended questions, followed by appropriate clarifying questions.
- Ask at the end of the interview: “Is there anything else about this situation that I should know?”
- Invite the individual to contact you with additional information.



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Practical Tips for Investigators

- Interview individuals who are likely to have material information. Document efforts to contact witnesses. Interview witnesses one at a time.
- Inform each person interviewed about the policy against retaliation (and how to file a retaliation complaint)



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Practical Tips for Investigators

- When interviewing third-party witnesses, share the least amount of information possible, and ask non-leading questions.
 - Ex.: “We have a complaint about the lab environment. What can you tell me about the environment in the lab?”
 - Only share allegations if necessary
 - Share your identify and role as neutral



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Practical Tips for Investigators

- Ask questions to understand relationships and bias. E.g., “How do you know the reporting party?”
- Withhold judgment until the facts are in. Don’t offer opinions about facts that are shared.
- Don’t ask the complainant and the respondent to contact witnesses themselves...
 - ... but do obtain contact information.



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The slide features a background image of a stack of papers. A dark blue horizontal band across the middle contains the title "Forms for Investigators to Create" in white text. The Thompson & Horton LLP logo is positioned in the bottom left corner. A small blue box with the number "99" is located in the bottom right corner.

Forms for Investigators to Create

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The slide has a light gray background. The title "List of Forms for Investigators" is centered at the top in a dark blue font. Below the title is a bulleted list of form types, each preceded by a blue square icon. The Thompson & Horton LLP logo is in the bottom left corner. A small blue box with the number "100" is in the bottom right corner.

List of Forms for Investigators

- ❑ INVESTIGATOR CHECKLIST
- ❑ MEMORANDUM OF INTERVIEW
 - Memorandum of Interview Template for Parties
 - Memorandum of Interview Template for Non-Party Witness
- ❑ WITNESS STATEMENT
 - Witness Statement Template for Parties
 - Witness Statement Template for Non-Parties

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List of Forms for Investigators

- WAIVER OF ATTORNEY-CLIENT PRIVILEGE
 - For Employee
 - For Student (requires parent or legal guardian's signature)
- WAIVER OF DOCTOR-PATIENT PRIVILEGE
 - For Employee
 - For Student (requires parent or legal guardian's signature)
- TITLE IX EVIDENCE LOG
- NOTICE OF RIGHT TO INSPECT EVIDENCE AND SUBMIT RESPONSE
 - For Complainant
 - For Respondent



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List of Forms for Investigators

- TITLE IX INVESTIGATION REPORT TEMPLATE
- NOTICE OF INVESTIGATION REPORT AND RIGHT TO SUBMIT A RESPONSE
 - For Complainant
 - For Respondent
- OPENING STATEMENT SCRIPT/TEMPLATE FOR CONDUCTING INTERVIEWS
 - For Party interviews
 - For Non-Party Witness interviews



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