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SPARKS CASE NO.

# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

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#### **SPARKS POLICE DEPARTMENT** Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: LAKE #076

Victim: LANDSBERRY, Michael

Location: 2275 18<sup>th</sup> Street

KAMERER, Mason

Sparks Middle School

GUERRERO, Kaelin

Date/Time of Supplement: 10-22-13 @ 1140 Hours

Approving Supervisor:

Date: 10.23.13

#### **Brief Synopsis of Offense:**

On 10-21-13, at approximately 0716 hours, Dispatch advised that they were receiving numerous phone calls reporting gunshots being fired at Sparks Middle School. I responded to the area and began searching the building and surrounding area for any victims or suspect. I made my way to the basketball court on the backside of the school, where I saw a juvenile male lying with a wound to his head and an adult male lying approximately 30 to 40 feet away from him. I helped secure the area round these two bodies while other personnel arrived on scene to assist in the investigation.

#### Victim:

LANDSBERRY, Michael

KAMERER, Mason

GUERRERO, Kaelin

See supplements for what they can testify to.

#### Suspect:

REYES, Jose

**OFFICER:** LAKE #076 **CASE:** 13-9953

**PAGE:** 2 of 4

#### Suspect(s) Statement:

Suspect made no statements, as he was deceased.

#### Officers Involved and Assignment:

See supplements.

#### Witnesses:

See supplements.

#### Weapons-Force used and /or List of Items and Loss:

See supplements.

#### Means of Entry and/or Exit:

N/A

#### **Extent of Injuries and Treatment:**

See supplements.

#### Evidence:

See supplements.

#### **Additional Information:**

None

#### **Details of Offense:**

On 10-21-13 I was inside the Sparks Police Department working on paperwork from a SWAT callout I had earlier in the morning. As I sat in the report writing room I heard the alert tones come over the radio. Dispatch advised that there were reports of gunshots being fired at Sparks Middle School and that there were numerous calls about this incident. As I ran out of the building I saw Officer HOPKINS in front of me. We made our way out to the patrol cars. Officer HOPKINS got into the driver's side of a patrol sedan. I got into the passenger side of the same sedan. Officer HOPKINS turned on his overhead lights and siren and we traveled toward Sparks Middle School. On our way I took the shotgun out of the rack of the patrol car and prepared it for deployment. I checked all of the rounds in the shotgun to make sure they were there and ready to go. I also made sure that they were rounds used to breach locked doors.



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**OFFICER:** LAKE #076 **CASE:** 13-9953

**PAGE:** 3 of 4

Officer HOPKINS and I arrived on scene. We parked on 18<sup>th</sup> Street just south of the south driveway of the school. While we were en route I was listening to the updates Dispatch was giving. Dispatch advised that there was a victim on the ground in the basketball court area outside the school. They also advised that the shooter was last seen in the cafeteria. They also gave a description of the suspect shooter. The description of the clothing matched the description of the school uniform worn by students at this school.

As we were arriving I could hear an officer on the radio state that he had checked the cafeteria and that everybody inside that area was safe. I ran into the front doors of the school carrying the breaching shotgun, which was slung around my right shoulder, and my pistol. When I entered the front door of the school I could see that there was an intersection with three possible routes to take in order to clear the building. There were already some officers inside who were looking left, right, and straight ahead. There was a tactical SWAT medic who was also on scene and when he saw me he approached me and told me that he would like to get to the victim that was reported to be in the basketball court. I did not hear any gunshots going off and did not know which direction the shooter may have went, so I decided to take the group of people who were looking straight ahead and move toward the basketball court in order to assist any victims.

I, along with a group of other officers and the tactical medic, walked toward the gymnasium. The doors were locked but a school police officer had the keys and unlocked the doors. We proceeded into the gymnasium searching for any suspect. As we moved toward an exterior door the school police officer I was with pointed to a set of doors and told the group that they led to the outside into the basketball court. I walked through the exterior doors and made my way around the north corner of the gymnasium building, where I saw a juvenile male lying on the ground in his school uniform wearing a black and orange backpack. He had a wound to his head and blood around him. Approximately 30 to 40 feet west of him was an adult male lying on the ground motionless. Sgt. WALSH was approaching the adult male from the west as the group of officers and I approached the juvenile male. The juvenile male was lying on his back and his mouth was opening and closing. I also noticed that his stomach was moving up and down. I advised the medic that I was going to step in front of the juvenile and cover him so the medic could assess the situation in safety. As I stepped past the juvenile male I noticed that there was a handgun lying on the ground approximately 2 feet from the suspect's legs. As the medic attended to the juvenile and adult male in the basketball court I advised over the radio that the possible suspect was down on the basketball court. I stayed in my position securing the area as other personnel arrived to continue to clear the school of any threats or victims. The medic on scene advised me that both of the subjects on the basketball court were deceased.

In order to gain a better tactical position I moved to the southern corner of the gymnasium building and cleared the small courtyard visually. I could see that there was a gun magazine lying on the sidewalk in the courtyard. I had a yellow index card with me which I used to mark where the magazine was in order to help with the investigation. After I put the index card down next to the gun magazine I returned back to my position at the corner of the gymnasium and stood by until the scene was under control and detectives advised that I could secure.

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**CASE:** 13-9953

**OFFICER:** LAKE #076

**PAGE:** 4 of 4

No further information at this time.

#### **Disposition of Case:**

Active / Filed

eh

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: RADLEY #107

Victim: Michael LANDSBERRY

Location: 2275 18<sup>th</sup> Street

Mason KAMERER

Sparks Middle School

Kaelin GUERRERO

**Date/Time of Supplement:** 

10-21-13 @ 0720 Hours

Approving Supervisor:

Date: ///-

10-28-13

#### **Details of Supplement:**

On 10-21-13, at approximately 7:15 a.m., I was advised by Sparks Police Dispatch of a possible shooting that had occurred at Sparks Middle School located at 2275 18<sup>th</sup> St.

I deployed the Armored Personnel Vehicle (APV), which I drove to the area of Sparks Middle School in the event that it was needed. As I entered the area I saw several officers who were already on scene and their vehicles were blocking the roadway. Due to the fact that the APV was not needed I secured it and assisted in helping the students, staff, and parents who were fleeing from the school. As the crowds of people left the school I advised and directed them to the area of Agnes Risley Elementary School for safety purposes. I was on 18<sup>th</sup> St. just north of Byrd.

After the majority of the people were evacuated I began to place crime scene tape on the east side o0f 18<sup>th</sup> St. parallel to the east perimeter of the school. I then maintained the perimeter until I was relieved by Washoe County personnel.

Nothing further.

mw

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: FLOWERS #043

Victim: LANDSBERRY, Michael

Location: 2275 18th Street,

KAMERER, Mason

Sparks Middle School

GUERRERO, Kaelin

Date/Time of Supplement: 10-21-13 @ 1640 hours

Approving Supervisor: 

4. Hawkins Date: 10-23-13

#### **Details of Supplement:**

On 10-21-13 at about 0716 hours Sparks Police Dispatch advised of a possible school shooting at Sparks Middle School at 2275 18<sup>th</sup> Street with multiple 911 calls coming in to the call center.

I was covering Officer HALE-BYRON on a stolen vehicle when the alert tones came from Dispatch and I drove my patrol car in code 3 model (lights and sirens) to the area of Sullivan and Byrd where I was flagged down by several juveniles running from the area. The juveniles advised that there was possibly one victim in the cafeteria. I asked them if there was a person still walking around the school shooting and they stated no however he was possibly still in the area.

I advised Sparks Police Dispatch of this information and arrived at the front of the school on the east side in the parking lot near the north end of the building where I met with Officer RAKER who had just arrived on scene. Officer RAKER obtained his AR-15 patrol rifle from his vehicle and I went inside with him, displaying my department issued sidearm.

Myself and Officer RAKER entered the east side of the building into a large room filled with students and a few adults. I met with an adult with a radio who was in contact with another person in the area of the school and I was advised that there were students that were hunkered down in the alcove area on the west side of the school where the shooting had occurred. I asked the adult male if there were any victims in the cafeteria and he stated no.

Myself and Officer RAKER then entered the main hallway which runs north and south. We began to clear the rooms as we went by them and then made our way to the alcove and discovered numerous juveniles hiding in a corner. We opened the side door and allowed the children and one adult into the hallway where they locked themselves into room E1 on the eastside of the hall. I advised Dispatch that we had secured several more students and the location where they were locked down and myself and Officer RAKER continued our search.

**OFFICER:** FLOWERS #043

PAGE: 2 of 2

Once we reached the south end of the hallway, we found Officer SHEFFIELD and a Remsa SWAT Medic walking in the south hall towards the west end of the building. Myself and Officer. RAKER held this area until other units arrived on scene.

After numerous other units arrived on scene, my assignment was to keep watch at the south end of the hall until each room could be cleared by responding Reno and Washoe County Officers and Deputies along with the Nevada Highway Patrol.

After the rooms were cleared, my assignment was to stay on the northeast corner of the building in the parking lot with my patrol car until I was assigned another position.

After several hours, I was then directed to block off the south end of the parking lot on 18<sup>th</sup> Street and only allowed residents to leave with their vehicles however not drive back in as there were numerous police cars still parked on the street. While at this post I directed numerous news media personnel to the north end of the incident and also to the Sparks Police Department where another news briefing was to be held at 1600 hours.

No further at this time.

mw

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: HOPKINS #061

Victim: LANDSBERRY, Michael

Location: 2275 18th Street,

KAMERER, Mason

Sparks Middle School

GUERRERO, Kaelin

Date/Time of Supplement: 10-21-13 @ 1712 hours

Approving Supervisor: 4. Howkins Date: 10.23.13

#### **Details of Supplement:**

On 10-21-13 at approximately 0716 hours I responded from the Sparks Police Department with Officer LAKE for a report of shots being fired at Sparks Middle School.

Upon our arrival, along with Officer GINCHEREAU and Officer K. FYE, we responded to the front entrance of the school. As we made entry into the school, we were receiving reports that there was a subject with a firearm and that there had been reports of victims beings down.

As we moved into the gym of the school, we began separating to check multiple locations. I observed Officer GINCHEREAU stepping outside of the school. I then heard somebody broadcast that there was a subject down outside of the school on the basketball courts.

When I moved out to the basketball courts I saw a small male subject, appeared to be a juvenile, with an injury that looked consistent with a gunshot wound to the head and at his feet was a semi-automatic handgun. There was another subject down who appeared to be an adult male; however I did not see his injury.

After we saw the two subjects down near the basketball courts outside of the school, we saw a male adult subject in the north side of the school building. Myself and another officer from a different agency began approaching and I indicated to him that we needed to see his hands and he then raised his hands and informed us that he was a teacher at the school. He then informed us that he had a student in the north side of the building with a gunshot wound and we began coordinating medical treatment for that student.

Myself and several other officers from various agencies then began clearing the north side of the building. We evacuated several students from various classrooms out of the main entrance of the school.

**OFFICER:** HOPKINS #061

**PAGE:** 2 of 2

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After making our way from the north side of the building all the way to the main entrance and making the initial evacuation of students and checking for any other potential threats; myself, Officer JOHNSON, and Officer RAKER went back through each individual room and did a more methodical search to make sure there was no students hidden in any of the rooms and then maintained the perimeter and security of the building until relieved at approximately 0930 hours.

Nothing further at this time.

mw

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Date of Report: 10-21-13

Attempted Homicide

•

Victim: LANDSBERRY, Michael

KAMERER, Mason GUERRERO, Kaelin

Case: 13-9953

Officer: RAKER #109

Location: 2275 18th Street.

Sparks Middle School

Date/Time of Supplement: 10-21-13 @ 1748 hours

Approving Supervisor: 4. Houkins Date: 10.23-13

#### **Details of Supplement:**

On 10-21-13 at approximately 0716 hours I responded to 2275 18<sup>th</sup> Street at Sparks Middle School for a report that shots had been fired and that there was possibly a teacher, who was down.

I responded lights and sirens to the area and upon my arrival, I deployed my AR-15 rifle and received information that the teacher may be in the cafeteria.

Myself and Officer FLOWERS contacted a staff member in front of the school asking where the cafeteria was and were directed to the nearest entrance to the cafeteria. Myself and Officer FLOWERS entered the school and into the cafeteria to find that it was full of students and that the teacher nor the suspected gunman were in the cafeteria and we continued to move further into the school, entering into the north hallway.

Upon entering the north hallway I found that it was mostly deserted with few remaining staff members. We were advised by a staff member that there was a group of children that were outside and that they were bent down in an alcove and were hiding behind an air conditioner type unit.

Myself and Officer FLOWERS located the children and provided cover for them to enter the school where they were able to contact a teacher and make it safely into a locked classroom.

As myself and Officer FLOWERS continued to into the school, beginning to link up with other officers who were arriving on scene and we began moving room-to-room in an attempt to locate the suspect as well as the victim or victims. While moving along the north hallway, we were advised by radio that a victim had been located with a gunshot wound but was able to move under his own power and was being escorted through the north hall to the front of the building.

**OFFICER:** RAKER #109

PAGE: 2 of 2

As we continued checking room-to-room and at approximately this time, by radio, I was made aware that the victim as well as a possible shooter were located outside of the school, to the rear of the school, on the west side near the basketball court and that there was a firearm located near the juvenile, who was down on the basketball court.

Myself as well as multiple officers from multiple agencies then doubled back and began a slower systematic search of the north hallways, clearing room by room, and keeping doors open as we cleared to indicate that we had been through the room as well as to provide visibility into the rooms so that officers were aware of other officers inside of rooms. We further searched the custodial area, going through the teacher's lounge and through the area for the ventilation to the building. After completing that, then we went and searched the administrative office area and myself and Officer HOPKINS then entered an attic access and cleared it and then exited the building.

We made contact with Lt. HAWKINS who advised myself, Officer JOHNSON, and Officer FLOWERS to take position on perimeter and help with keeping the area secure.

No further information at this time.

mw

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: JOHNSON #068

Victim: LANDSBERRY, Michael

**Location**: 2275 18<sup>th</sup> Street, Sparks Middle School

KAMERER, Mason GUERRERO, Kaelin

Date/Time of Supplement: 10-21-13 @ 1757 hours

Approving Supervisor: 4. Howkins Date: 10.23.13

#### **Details of Supplement:**

On 10-21-13 at approximately 0716 hours I responded to the report of a shooting which had taken place at Sparks Middle School located at 2275 18<sup>th</sup> Street.

While en route, Sparks Police Dispatch advised that there was possibly a teacher down near the basketball courts. I arrived and parked in the northeast parking lot of Sparks Middle School and deployed my assault rifle and made my way to the front main entrance of Sparks Middle School and linked up with other officers, who were already on scene, and began checking the south hallways of the schools.

Information continued being provided that the suspect was possibly outside on the west side of the school on the playground and basketball courts. I made my way through the school and out onto the west asphalt playground area, linked up with other officers and we began clearing the area. I observed a white male subject lying on the asphalt in the middle of the basketball courts and another subject lying on the ground, just east of his location.

Other officers were checking on those two subjects and I continued to clear northbound to the north hallway of the school.

At that time Sgt. TRACY advised myself and several other officers to begin a room-to-room search through the school in an attempt to locate any suspects, victims, and any students that had been locked down inside the school.

I obtained a master key to the school from one of the Assistant Principals. Myself and numerous other officers began a room-to-room search in the north hallway. We evacuated numerous students and teachers from the north hallway and cleared each room.

**OFFICER:** JOHNSON #068

PAGE: 2 of 2

Sgt. TRACY then advised myself and the other officers to do a secondary search to be sure there were no other students and teachers hiding in any of the rooms.

Myself, Officer RAKER, and Officer HOPKINS began a methodical search of the north hallway of Sparks Middle School. After clearing the north hallway along with the east main hallway we made contact with Reno and Washoe County Tactical Teams, who were arriving on scene to again, lock down and secure the school. The Reno and Washoe County SWAT Tactical Teams relieved myself, Officer HOPKINS, and Officer RAKER of our duties inside the school.

At that time I made contact with Lt. HAWKINS at the Command Post and was given the order to take up a perimeter position on the northeast corner of the school parking lot. After several hours Sgt. WALSH advised to condense the perimeter with a northern boundary of York at which time I moved my patrol car to 18<sup>th</sup> and York to block any access southbound on 18<sup>th</sup> Street.

Sgt. TRACY later advised that we were turning the school back over to School Police and being relieved of all duties on scene. I did not make contact with any witnesses and have no further information at this time.

There is no further.

sm

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: GINCHEREAU #049

Victim: LANDSBERRY, Michael

KAMERER, Mason GUERRERO, Kaelin Location: 2275 18<sup>th</sup> Street
Sparks Middle School

Date/Time of Supplement: 10-21-13 @ 2335 Hours

Approving Supervisor:

Lt. Hawkins

Date: 10-23-13

#### **Details of Supplement:**

On 10-21-13, at approximately 0716 hours, I was down in the report room preparing to leave for the day when I heard tones come over radio reporting a shooting at Sparks Middle School. I responded out into the parking lot where I got into a patrol car with Officer K. FYE and together we responded to the scene Code 3. We approached Sparks Middle School from the area of Vance. As we pulled onto 18th Street we could see several vehicles still pulling into the front of the school parking lot to drop their children off. We pulled across 18<sup>th</sup> Street to block off traffic from entering the school parking lot to prevent any further kids from being dropped off.

Upon our arrival, Officer HOPKINS and Officer LAKE also pulled up behind us. All four of us ran to the front entrance to the school. Upon entering the first set of doors we encounter two Washoe County Deputies, who were posted in-between the double set of doors. We moved forward into the lobby area of the school. We received information that the shooter was in the basketball court area. Not knowing if it was the basketball courts inside of the gymnasium or outside, we pushed forward towards the gymnasium. On hitting the gymnasium doors, we discovered that they were locked. We were joined by a School Police Officer, who was able to produce keys and unlock the gymnasium. Myself and the other officers all entered the gymnasium and began clearing it when Sgt. WALSH came over the radio and stated that she had a visual on a subject down at the basketball courts outside of the gymnasium. The School Police Officer informed us of the doors that led outside to the basketball court area. We pushed through to those doors and exited on to the west side of the school playground area.

Upon exiting, I observed two male subjects down and unresponsive on the ground. One appeared to be a juvenile subject with khakis pants, a gray sweatshirt with green stenciling across the chest and a bright orange backpack. Lying next to his feet, in close proximity to him, was a single handgun. The subject was bleeding from the head and there was obvious brain matter present.

OFFICER: GINCHEREAU #049 CASE: 13-9953

PAGE: 2 of 2

The other male subject appeared to be an adult and was laying approximately 20 ft. from the juvenile and appeared to have a single gunshot wound to his chest.

I informed Dispatch of the findings and the possibility that the shooter had been located and was deceased.

While securing the basketball area, other officers made contact with additional subjects, who at the time were not known if they were facility or additional shooters. Those subjects were located inside the doors from the north side of the school in the basketball courts. The subjects were given verbal commands; at which time it was determined that they were facility members and they were indicating that there was another student in the building with an injury to his shoulder. Several officers broke off to clear that section of the school and locate the injured child. I remained outside of the basketball court area, along with a School Police Officer and Officer LAKE. The School Police Officer maintained control of the handgun by standing over it.

At that time, I asked if the juvenile lying next to the gun had been identified and I was told he had not been. I asked if anybody had searched him for possible identification and was also informed that no one had done so. I then attempted to locate identification on the juvenile without manipulating his body. I checked his pant pockets and did not find anything and then opened a side compartment to his backpack, at which time I found a single piece of paper which had all of his identifying information. I handed that piece of paper off to the School Police Officer who then called it into his Dispatch.

During the course of the investigation, Detective CURTIS later arrived on scene with a printout/photograph which matched the deceased juvenile.

After removing that piece of paper and handing it to the School Police Officer, he gave it back to me and I placed it back inside of the backpack and zipped the backpack up in the manner in which I had found it. I did move or manipulate the body or the backpack in order to conduct the search. I only opened the zipper on the backpack.

After completing this task, I then went around and placed markers over visible casings in the immediate vicinity. I located a single casing near the juvenile's bodies and another casing near the adult male body. I remained in the basketball court area during the remainder of the investigation. During that time, I located another live round of ammunition in-between the south building in the gymnasium, which I also marked.

Myself and Officer LAKE also located what appeared to be two bullet holes in windows at the end of the alcove between the gymnasium and south wing of the school. Those were later pointed out to detectives on scene. Officer LAKE also informed me that he had located an empty pistol magazine near the south building in the alcove area. I attempted to find additional casings without success. I remained at the basketball court area with Officer LAKE until relieved at approximately 1030 hours. Upon being relieved, I returned to the station.

No further information.

eh

## **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

**Date of Report**: 10-21-13

Officer: Sgt. WALSH #137

Victim: LANDSBERRY, Michael

**Location**: 2275 18<sup>th</sup> Street

KAMERER, Mason

Sparks Middle School

GUERRERO, Kaelin

Date/Time of Supplement: 10-22-13 @ 0900 Hours

Approving Supervisor: 1. Haw

Date: 10.2343

#### **Details of Offense:**

On 10-21-13 I was at the police station when Sparks Police Dispatch advised that they had begun receiving multiple calls of shots fired at Sparks Middle School and that the shooting was occurring in the back basketball courts. Myself and several officers left from the station and responded to the school Code 3.

I responded to the west side of the school up Sullivan and could see on the back playground area of the school that there were no people in the back area except for one girl who was walking from Sullivan towards the school with a backpack. It appeared that she was going to school to start her day. I yelled at her and told her to come back and that she needed to leave the area. I also informed who I believed to be her father that they needed to leave the area. I retrieved my AR15 from my patrol vehicle and charged the weapon and I also put on our issued tact vest. I started moving my way east through the grassy area of Oppio Park towards Sparks Middle School. I could hear Reno traffic indicating that many of the students had gone into the cafeteria area of the school and that there was a team that had entered the school from the 18<sup>th</sup> Street side. The team that entered indicated that they were not able to locate any victims at this time.

As I was moving my way east through the grassy area I could see a white male adult down on the basketball court area. I could also see another person who was down just east of the first individual that I saw. The adult's head was facing south and his feet were facing in a northerly direction. The other individual had his head facing east with his feet facing in a westerly direction. As I began to approach I could see that the tactical team that had entered from the front of the school had now exited the school and was walking towards me. They came upon the second subject that I had seen with his head facing east and started checking his status. I went to the white male adult that was with is head facing south and started checking his condition. It appeared to me that the subject was deceased, as he was not moving and his eyes were open but not moving.

**OFFICER:** Sgt. WALSH #137

PAGE: 2 of 2

I could not see where on his body that he might have been shot and I started to look more closely to see if I could see an entry or exit wound.

As I was looking at him more closely a tactical medic who had been with the first entry team came over and cut open the subject's shirt, which revealed a gunshot wound to the upper left chest area. The tactical medic tried to find a pulse on that subject and stated to me that he felt that subject was deceased. While I was trying to assess the subject that I had made contact with, who was later identified as a teacher at the school, I heard the units behind me say that the subject that they were looking at was probably the shooter, as there was a handgun located close to his body and that his wound appeared to be a self-inflicted gunshot wound to the head.

Our attention was then drawn to the north, where there was either a teacher or an administrator looking at us through a set of double doors. We started moving in his direction and he notified us that there was a victim of a gunshot inside of the hallway. Officers entered that hallway and were able to find that individual and direct him towards medical attention at the front of the school. at this point myself and several other officers, including Officer LAKE, Officer GINCHEREAU, and School Police Officer Roger MARKESEN held the crime scene to the rear of the school as other units started to search the school for any other victims or suspects. We maintained that crime scene area until the school was cleared and then as other officers arrived they were given assignments for containment and crime scene preservation security.

For the rest of the involvement at the school I tried to assist with evidence location and personnel relief and safety of the folks that were protecting the perimeter and doing traffic control.

I have no further information in regards to the case.

eh

#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: BADER #252

Victim: LANDSBERRY, Michael

KAMERER, Mason GUERRERO, Kaelin Location: 2275 18<sup>th</sup> Street

Sparks Middle School

Date/Time of Supplement:

10-22-13 @ 1323 Hours

Approving Supervisor:

Date: 10 · 23 · 13

#### **Details of Supplement:**

On 10-21-13, at 0716 hours, I was in the Detective Division of the Sparks Police Department on another unrelated investigation when I heard the radio alert tones and a dispatcher state that they had received multiple 9-1-1 calls reporting shots fired at Sparks Middle School. I got into my patrol vehicle, activated my lights and sirens, and responded to 2275 18th Street, at the school.

When I arrived I drove north on Sullivan, turned east on Byrd, and again north on 18th Street and stopped my vehicle near the south entrance to the school. I arrived to the scene at 0720 hours. I began to prepare for entry into the school and I was instructed by Sgt. DYER to stay outside and escort the children who were being evacuated from the school to a safe area. I escorted approximately 75 children to the parking lot of 2220 18th Street and held them there with an unidentified school employee. I was then instructed to escort the children to Agnes Risley, where they were going to be held in the school cafeteria. I did so and helped facilitate the organization of the children in the school by their grade and attempt to account for all of them. Approximately fifteen minutes later I was advised that all of the children would be moved to Sparks High School for parent reunification. I assisted Reno Police Officer Travis WARREN and Sparks Police Officer Damon O'CONNELL with identifying students who were witness to the shooting before they were escorted to the busses to be taken to Sparks High School. All the children who were identified as eyewitnesses were kept at Agnes Risley for interview with detectives. As the children were held in one of the other classrooms at Agnes Risley I told all of them that they needed to not talk about the shooting incident and to keep it to themselves until they were formally interviewed by a detective or another officer. Students were then escorted by an unknown Washoe County School District police officer to another area of Agnes Risley, where they were going to be interviewed by detectives.

**OFFICER:** BADER #252

PAGE: 2 of 2

I then met with Deputy Chief B. MILLER, who informed me that my assistance was no longer needed at the scene and I could head to the station. I left the scene at 0936 hours.

No further information.

sm

#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: CHARBONNEAU #023

Victim: LANDSBERRY, Michael

Location: 2275 18th Street

KAMERER, Mason

Sparks Middle School

GUERRERO, Kaelin

Date/Time of Supplement: 10-22-13 @ 1630 Hours

Approving Supervisor:

Date: 10.23.13

#### **Details of Supplement:**

On 10-21-13, at approximately 8:00, I received a phone call from Sgt. GAZES with Washoe County, who he is the Commander for the Bomb Squad, as I was call, and he advised me that there had been an active shooter situation at Sparks Middle School and that command staffing was requesting that the Bomb Squad respond to check for possible improvised explosive devices.

At that point, I responded to the Sparks Police Department to pick up some equipment and then responded to the location.

Upon my arrival at Sparks Middle School, I met with Sgt. GAZES and Officer CARTER, from Reno Police Department, who is also on-call with me on the Bomb Squad. Also present on scene were Officer Brandon RANDALL from the Airport Police Department and Officer Vince GIRON from the Airport Police Department, as well as Sgt. KEAST. All three of those officers are Explosive Detection K-9 Handlers and at that time myself, Officer CARTER and Officer RANDALL were advised that there was a suspicious backpack at the northwest corner of the playground and were sent to investigate.

Myself, Officer CARTER and Officer RANDALL located a blue backpack near the baseball field and Officer RANDALL used his explosive detection K-9 to check the bag. His dog did not alert on the bag and at that time I did a hand entry into the bag not locating any explosive devices. The bag was then picked up and taken back to the basketball court area of the middle school with a number of other backpacks.

While dropping the backpack off there, Officer RANDALL had his explosive detection K-9 check the rest of the bags and none of them were suspected of containing any explosive devices.

I was then advised that there was an additional backpack near a scooter on the southwest side of the building and we proceeded to check that bag also.

**OFFICER:** CHARBONNEAU #023

PAGE: 2 of 2

Officer RANDALL's explosive detecting K-9 did not alert on that bag, so I physically checked the interior of the bag also and did not observe any explosive devices in that bag. I then moved that bag over to the side of the school building, placed it in the corner and left the scooter where it was at.

After that, we proceeded to be on standby type situation for any other possible suspicious packages.

Approximately 12:00 we were released from our duty at that location. There were no suspicious packages or explosive devices located.

I had no further involvement at the crime scene.

#### SPARKS POLICE DEPARTMENT **Supplemental or Continuation Report**

Type of Report: Homicide/Att. Homicide

Case:

13-9953

Date of Report: 10/21/2013

Officer:

Dyer #037

Victim: Landsberry, Michael

Location:

2275 18th Street

Date/Time of Supplement: 10/23/2013 at 0800

**Approving Supervisor:** 

Date: 10-23-13

#### Supplemental Narrative:

On 10/21/2013, at approximately 0716 hours, I overheard radio traffic from dispatch indicating multiple 911 calls reporting shots fired at Sparks Middle School. Officer Vaught and I responded from the station with several other units, arriving at approximately 0720 hours. Upon our arrival Officer Flowers had already made entry into the school and allowed us access through the south east doors.

I maintained a perimeter at the south east doors and assisted students and staff evacuate from that location as well as allowing entry and providing directions to other responding units. I also directed Officer Bader to provide security to the evacuating students and staff.

After it was confirmed that the known shooter was neutralized, and the unlocked portions of the south section of the school had been cleared, I assisted in unlocking, evacuating, and clearing the remaining rooms in the south section. Numerous students and staff were located hiding in the classrooms and offices. After the scene had been cleared multiple times and deemed to be safe I secured from the area with Detective Vaught.

#### **Disposition of Case:**

Active/Filed

sm/ls

#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: SHEFFIELD #253

Victim: LANDSBERRY, Michael

Location: 2275 18th Street

KAMERER, Mason GUERRERO, Kaelin Sparks Middle School

Date/Time of Supplement: 10-23-13 @ 2150 Hours

Approving Supervisor: C. Craufes 031 Date: 10-26-13

#### **Details of Supplement:**

On 10-21-13, at 0716 hours, Sparks Police Dispatch notified that there were shots fired at 2275 18th Street at Sparks Middle School. The information given stated that there was a student with a gun and a teacher was down. I went en route to Sparks Middle with lights and siren and arrived at the main entrance at 0721 hours. I arrived at the same time as a Washoe County School District Police Officer.

As I arrived, Officer FLOWERS in Unit #241 stated that he was with the victim in the cafeteria. I entered the main entrance with the School Police Officer and began to clear the lobby area. As we entered, a faculty employee ran to us frantically and was pointing to the south saying, "He went over there. He went over there." I notified Sparks Police Dispatch that myself and the school police officer were moving to the south side of the building and that we were beginning to clear the south classrooms.

While the school police officer and I were moving to the south end of the building, we were able to see out the west side windows and we observed multiple children huddled in a corridor to take cover from the shooter. I also observed multiple bullet holes in the windows of the building. As the school police officer and I moved to the south end of the building, we would take turns holding security on the hallway while any unlocked classroom door was cleared individually by either myself or the school police officer. Any locked door was bypassed.

We encountered many unsuspecting teachers in the classrooms and instructed them to lock the doors and take cover in the corner.

The school police officer and I continued to clear the southwest side. As we finished clearing the southwest side of the building, other officers joined us. We continued to clear the southeast side of the building and once we had done so, we allowed other officers to enter through the southeast doors.

**OFFICER:** SHEFFIELD #253

**PAGE:** 2 of 2

Once the south sector of the building was clear, I began to move out to the west exterior side of the building. As I was exiting the building, officers notified us that there were two male subjects down on the basketball courts, one adult male and one juvenile male. They stated that the juvenile male appeared to have a gun and had a gunshot wound to the head. According to the victims and witnesses, there was only one shooter and officers informed us that the shooter was probably down.

I rendezvoused with Sgt. TRACY and he requested that we move to the north side of the building and begin to clear and evacuate any faculty and students. I received a key from a Washoe County School Police Officer and assisted in clearing the north side of the building. Sgt. TRACY evacuated any faculty and students out of the classrooms to the eastside of the school.

Once we had cleared the north side of the school and all faculty and students were evacuated, I went back out to the basketball court and helped hold a perimeter on the scene.

Shortly after assisting in the perimeter, Sgt. WALSH relieved myself and Officer K. FYE and instructed us to go back out and work patrol on the street.

FG

## **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: HOMICIDE/ATTEMPTED HOMICIDE	Case: 13-9953
Date/Time of Supplement: 10/22/2013 @ 11-25 hrs.	Detective: Granier #051
Approving Supervisor:	Date: 10/23/13
	•

#### **DETAILS:**

#### Initial Notification:

On 10/21/13 at approx. 07:55 hrs. I received a telephone call from RPD ROP Sgt. PAUL SEVCSIK. He informed me that there had been a shooting at Sparks Middle School this morning, and he directed me to respond to the school and meet him in front for further instructions.

I arrived in the area at approx. 08:20 hrs. While driving northbound on Sullivan Lane from Oddie Blvd. I saw that marked police vehicles had Byrd St. blocked off at Sullivan Lane. Due to the amount of people and traffic in the area, I proceeded to drive through a nearby apartment complex, located at 1800 Sullivan Lane. I exited the apartment complex on to Byrd St. and continued to drive eastbound toward 18<sup>th</sup> St.

Initially, I parked my vehicle on Byrd St. just west of 18<sup>th</sup> St. where I made contact with RPD ROP Detectives RON FIELD and SEAN JONES. I observed a Hispanic male adult standing near the rear of Detective JONES' vehicle. The Hispanic male subject appeared to be upset and was crying.

I made brief contact with Detective JONES, who informed me that the Hispanic subject was the father of the child who was the shooter during the incident. Detective JONES said that he and Detective FIELD were assigned to take the parents of the shooting suspect to the Sparks Police Department.

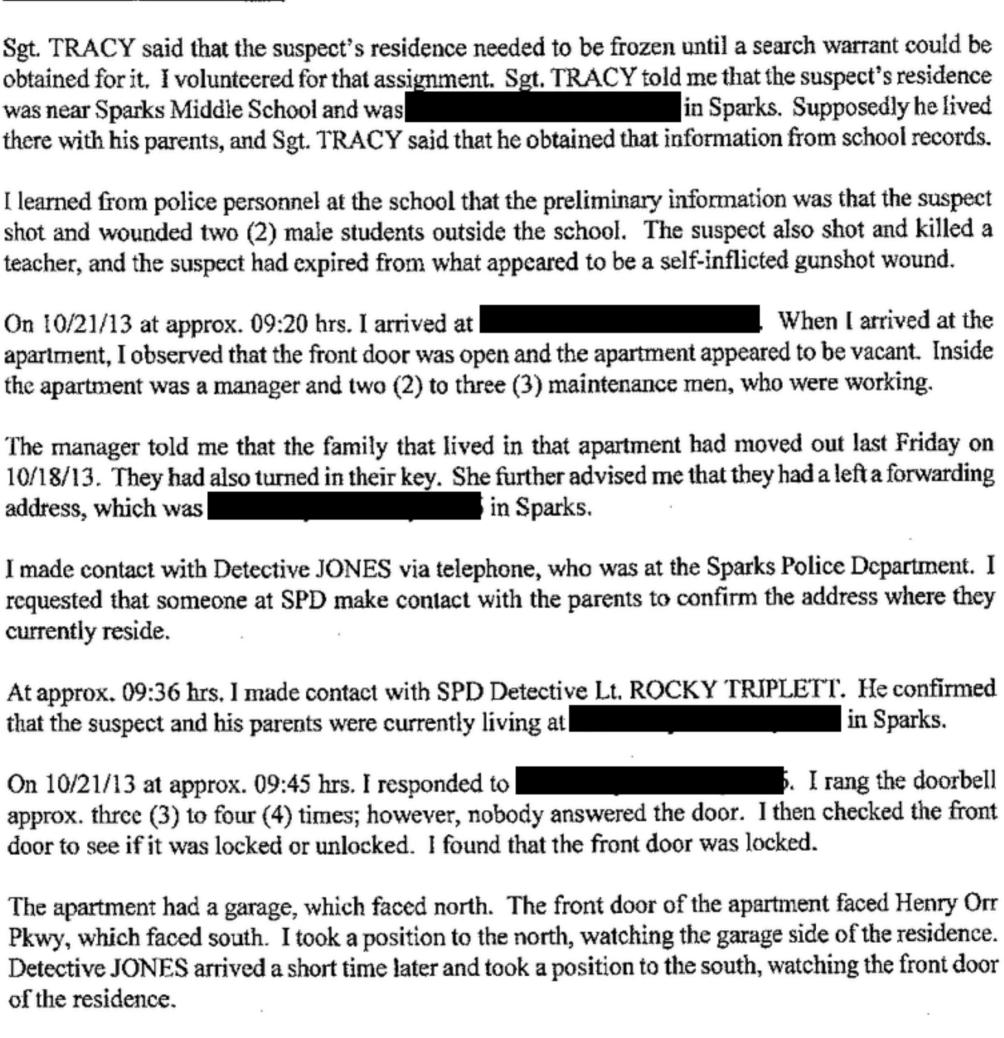
#### Assignment:

I then broke contact with Detective JONES and responded to the front of Sparks Middle School, located at 2275 18<sup>th</sup> St. SPD CSU Sgt. SCOTT TRACY was on scene, and he began giving out assignments to police personnel at the scene.



# CASE #13-9953 DET. GRANIER #051

### **DETAILS CONTINUED:**



Our assignment was simply to freeze the residence until a search warrant was obtained and the residence could be searched.

Eventually, Detective FIELD also responded to the residence to assist.

3

CASE #13-9953 DET. GRANIER #051

#### **DETAILS CONTINUED:**

We saw no signs of activity at the residence while we were there. At approx. 15:00 hrs. SPD CSU Detectives BURNS and SCHREIBER responded to our location and relieved us. They took over watching the residence, while we secured.

END OF REPORT

(SB)

#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide / Attempted Homicide

Case: 13-9953

**Date of Report:** 10/21/2013 @ 09:30 hours

Detective: BURNS, S #020

Victim: LANDSBERRY, Michael

Location: 2275 18th Street

Date/Time of Supplement: 10/23/2013 @ 14:00 hours

Approving Supervisor:

On October 21<sup>st</sup>, 2013 at approximately 09:00 hours, I was requested to respond to Agnes Risley Elementary School to assist with interviews of possible witnesses of a shooting which had occurred at Sparks Middle School 2275 18th Street.

Upon my arrival I interviewed five Sparks Middle School Students, while numerous other Detectives were also interviewing students.

The following is a summary of the interviews I conducted and not a transcript or verbatim.

#### Interviews conducted with

#### RAMOS, Johnathan

RAMOS stated he was on the basketball court near the north hall when he heard a pop sound and witnessed students running. RAMOS was approximately 20' away when he observed a kid holding a black semi auto pistol (possibly a 9MM) to Mr. LANDSBERRY, who was on the basketball court and witnessed Mr. LANDSBERRY get shot in the chest while his hands were raised. RAMOS further stated the shooter was approximately 3' away from Mr. LANDSBERRY while Mr. LANDSBERRY was telling the kid to put the gun down. RAMOS stated he had heard from other students that the shooter was looking for the kid who was bullying him. RAMOS could not provide names of the students who had provided him this information and had not witnesses bullying.

#### PEREZ, Elena

PEREZ stated she was on the basketball court with other students when she heard gunshots and observed a male student in a gray shirt, holding and shooting a gray or silver pistol at which time she ran with her friends to a ditch and used a friends phone to call 911. PEREZ was not sure which friend's phone she used. PEREZ did not witness anyone get shot. PEREZ estimated 6 or 7 shots being fired from the area of the basketball courts.

Case #13-9953
Detective BURNS
(Homicide, Attempted Homicide)

## GIPSON, Justin

GIPSON stated he was with friends on the basketball court when he heard a gunshot and witnessed Jose RAYES holding a silver/shining semi auto pistol which he was attempting to "cock" (work the slide) witnessed RAYES walk towards Mr. LANDSBERRY and Mr. LANDSBERRY walk towards RAYES. Mr. LANDSBERRY attempted to reach for the gun when Mr. LANDSBERRY was shot once. When Mr. LANDSBERRY fell to the ground GIPSON ran with his friends towards the west across the grass field and jumped the fence at Sullivan Lane and continued running to the area of Ponderosa Drive where they located a Sparks High School Teacher who was leaving his residence of protection. GIPSON estimated hearing 5 to 7 gunshots while he was running from the scene. GIPSON was asked to write a statement and list the other students who were with him during the shooting while he was waiting for police to pick him up from Mr. GIPSON lists Neil PENROD, Jacob LAX, Dean AVERY, Ralph ANDRADE, Mario PINA and Trace TURNER as the students who were with him during the shooting. I collected the hand written letter which was later booked into the Sparks Police Department Evidence.

## SILVIA, Andrew

SILVIA stated he was in the quad when he heard a gunshot and witnessed numerous students running into the quad when he observed Jose REYES who was 7' to 8' away from him waving and pointing a gun at students. SILVIA also witnessed REYES attempting to "cock" (work the slide) of the pistol. SILVIA only heard one shot. SILVIA informed me he had heard from friends that REYES had been being bullied SILVIA was unable to remember the friend's names who had provided him this information.

## VILLALOBOS, Gerardo

VILLALOBOS stated he was on the basketball court when he heard a gunshot and observed a student trying to "cock" (work the slide) of a semi auto pistol. VILLALOBOS witnessed Mr. LANDSBERRY telling the student to calm down when the student shot Mr. LANDSBERRY and Mr. LANDSBERRY fell to the ground. The shooter then walked into the quad and was trying doors and started shooting windows. When another student came around the corner and asked where Erwin was? The shooter then turned and shot this student in the stomach and pointed the gun at a group of students and said "they think I'm adopted". The shooter then walked out of the quad towards the other side of the school and a single gunshot is heard. VILLALOBOS thinks the shooters name is Jose and believes the semi auto pistol is possibly a "P99".

(SB)

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide / Attempted Homicide

Case: 13-9953

Date of Report: 10/21/2013 @ 09:30 hours

Detective: BURNS, S #020

Victim: LANDSBERRY, Michael

Location: 2275 18th Street

Date/Time of Supplement: 10/24/2013 @ 08/15 hours

Approving Supervisor:

Date: 2/24

On October 21st, 2013 at approximately 14:00 hours I was requested to assist with a pending search warrant involving the apartment where Jose REYES resided at. At 14:30 hours Detective Andy SCHREIBER and I relieved ROP Detectives who were conducting surveillance at

At 18:00 hours Detectives Kevin DACH and Dorothy PETERSON arrived and provided me a set of 3 keys consisting of one silver color key and two brass colored keys which were attached to a Caviata Key ring.

At 18:15 Washoe County Sheriff's Department FIS arrived and began taking pictures of the outside of apartment

At 18:25 hours Detective Ken GALLOP and Detective Sergeant Aaron LEARY arrived at the apartment with a signed search warrant.

At 18:30 hours Detectives and FIS entered apartment and served the search warrant. I was requested to assist FIS with the evidence.

## Search warrant service and evidence discovered

Detective GALLOP located a black Smith & Wesson gun box containing a black in color with wood type grips, 357 revolver model #581, serial #AEB9553 which was wrapped in a white towel with a green stripe. FIS took possession of the revolver as evidence.

Detective SCHREIBER located a yellow in color 6<sup>th</sup> grade handout paper in the name of Jose REYES inside of a hall closet. FIS took possession of the paper as evidence.

Detective GALLOP located a black in color Daisy Red Rider BB rifle gun with wood type stock on





Case #13-9953
Detective BURNS, S
(Homicide / Attempted Homicide)

top of a bed inside of a bedroom which is believed to be Jose REYES' room. FIS took possession of the BB gun.

I located a white paper with a hand written list of video games on top of the TV shelve, inside of the bedroom which is believed to be Jose REYES' room. FIS took possession of the list.

Detective SCHREIBER located a large black Wilson duffle bag containing numerous video games on the floor near the foot of the bed, inside of the bedroom which is believed to be Jose REYES' room. I took possession of the bag and games and later booked into the Sparks Police Department Evidence.

Detective GALLOP located a black in color X Box 360 video game system. Serial # 105198493905 on the TV shelve, which was attached to the television inside of the bedroom which is believed to be Jose REYES' room. I took possession of the X Box 360 and later booked into the Sparks Police Department Evidence.

Detective SCHREIBER located a black backpack containing 27 military type magazines under the bed inside of the bedroom which is believed to be Jose REYES' room. FIS took possession of the bag and magazines.

I located a Toshiba laptop computer serial #9C218239R on top of the bed, inside of the master bedroom. I took possession of the Toshiba laptop and later booked into the Sparks Police Department Evidence.

I located a Nabi tablet serial # A121113001362 with a red case on top of the bed, inside of the master bedroom. I took possession of the Nabi tablet and later booked into the Sparks Police Department Evidence.

The search of apartment was concluded at 19:20 hours and the residence was secured.

## Evidence booked into the Sparks Police Department

SB1: One Toshiba laptop computer serial # 9C218239R, part #PSKFLU-00E006 with power cord.

SB2: One Nabi tablet computer serial # A121113-001362, white in color with red case.

SB3: One X Box 360 120GB HDD serial # 105198493905, product # 02098212105198493905 with power cord.

Case #13-9953
Detective BURNS, S
(Homicide / Attempted Homicide)

SB4: One large black Wilson duffle bag containing,

#### 3 Nintendo DS video games

- 1: Call of Duty Black Ops
- 2: Call of Duty Modern Warfare
- 3: Zorro Quest for Justice

#### 2 Dreamcast video games

- 1: Conflict Zone
- 2: Soldier of Fortune

#### 1 WII video game

1: Ghost Squad

#### 3 Playstation 2 video games

- 1: 50 Cent Bulletproof
- 2: Streetwise Final Fight
- 3: Hitman Blood Money

#### 5 PC games

- 1: Empire Total War
- 2: Shogun 2 Total War Fall of the Samurai
- 3: Rome II Total War
- 4: Company of Heroes 2
- 5: The Stronghold Collection

#### 3 DVD movies

- 1: Speed Racer
- 2: Transformers
- 3: Red Dawn

#### 1 DVD movie without case

1: Valiant

#### 69 X Box 360 video games

- 1: The Amazing Spider-Man
- 2: Minecraft
- 3: Heavy Fire Shattered Spear

Case #13-9953
Detective BURNS, S
(Homicide / Attempted Homicide)

- 4: Pirates of the Caribbean at Worlds End
- 5: Assassin's Creed III
- 6: Way of the Samurai 3
- 7: Darkest of Days
- 8: Endwar
- 9: Battlefield Bad Company 2
- 10: Bad Company Battlefield
- 11: Call of Duty 4 Modern Warfare
- 12: Batman Arkham Asylum
- 13: Madden 13
- 14: Halo Wars
- 15: Sniper Elite
- 16: Call of Duty world at War
- 17: Grand Theft Auto Liberty City
- 18: Golden Eye Reloaded 007
- 19: Soldier of Fortune Payback
- 20: Captain America Super Soldier
- 21: Call of Juarez Bound in Blood
- 22: Call of Duty MW3
- 23: Grand Theft Auto IV
- 24: Assassin's Creed Brotherhood
- 25: Blood Stone 007
- 26: Medal of Honor
- 27: Transformers Revenge of the Fallen
- 28: Transformers the Game
- 29: Call of Duty 3
- 30: Batman Arkham City
- 31: Lord of the Rings War in the North
- 32: NCAA Football 12
- 33: Legends of War Patton
- 34: Legends 007
- 35: Binary Domain
- 36: Spec Ops the Line
- 37: Call of Duty Modern Warfare 2
- 38: SSX
- 39: Sniper Elite
- 40: Battlefield 2 Modern Combat
- 41: Homefront
- 42: Spider-Man Web of Shadows

Case #13-9953
Detective BURNS, S
(Homicide / Attempted Homicide)

- 43: History Channel Civil War
- 44: History Channel Civil War
- 45: Brothers in Arms Hell's Highway
- 46: Medal of Honor Warfighter
- 47: Ghost Recon Future Soldier
- 48: Wolfenstein
- 49: Grand Theft Auto Five
- 50: Call of Duty Black Ops
- 51: Hitman Absolution
- 52: Ghost Recon Advanced Warfighter
- 53: Call of Duty 2
- 54: Call of Duty Black Ops II
- 55: Star Wars III
- 56: Star Wars the Force Unleashed II
- 57: Star Wars the Clone Wars Republic Heroes
- 58: Deadliest Warrior Ancient Combat
- 59: Army of TIIIO the Devils Cartel
- 60: L.A. Noire
- 61: Great Battles Medieval
- 62: Indiana Jones 2 the Adventure Continues
- 63: Medal of Honor Airborne
- 64: Pirates of the Caribbean
- 65: Paintball 2
- 66: Red Dead Redemption
- 67: Batman
- 68: Max Payne 3
- 69: Battle for the Pacific

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DISPOSITION:

0 - HOLD
1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

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TYPE:

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E - EVIDENCE

F - FOUND SK - SAFEKEEPING

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

0 - HOLD
1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

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#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: D. SNOW, 124

Victim: LANDSBERRY, Michael

Location: 2275 18th St.

KAMERER, Mason GUERRERO, Kaelin

Date/Time of Supplement: 10-28-13 @ 1625 hours

Approving Supervisor:

Date: 10.29.13

#### **Details of Supplement:**

On 10-21-13 at approximately 0716 hours Officers were dispatched to 2275 18th St. the Sparks Middle School reference shots fired. As Officers were proceeding to the area, we were told that a teacher had possibly been shot and there still is a student outstanding with a gun near the basketball court. As Officers arrived on scene they began moving through the school trying to locate the individual with the gun.

As I arrived on scene I was advised by other Officers that they located a teacher that had a gunshot wound to the chest, a Hispanic male juvenile with a gunshot wound to the head, these two were laying out in the basketball courts; two other students with gunshots to the abdomen and one to the chest were escorted out to the front where they were loaded up in REMSA. Officers locked down the school and began to search rooms looking for the possible gunman. Several other Officers were escorting kids to a nearby elementary school, Agnes Risley, which were taken into that cafeteria.

I arrived on scene and began to coordinate with Officers at Agnes Risley on how to evacuate the students to a safer place. We were advised that the kids who saw the shooting were to be escorted to an adjacent room to meet with Detectives. Other students were escorted out to buses which were awaiting on Sullivan; these students were loaded up on the buses by law enforcement and escorted to Sparks High School where they could be re-united with their parent.

After those kids were sent on their way and escorted with NHP, Washoe County Sheriff's Office, and other law enforcement, I proceeded back into the cafeteria area and was advised that kids that were being interviewed were going to be calling their parents to have them be picked up in the front of Agnes Risley. As kids began to finish with their interviews they filled out paperwork to where the parents could sign their paperwork and we could return the juvenile to the parent. I proceeded to gather this paperwork as kids came in, I went outside called their names off.

CASE: 13-9953

OFFICER: SNOW, 124

PAGE: 2 of 2

Ones that were on scene I had them sign paperwork from the school to release their child to them and returned the paperwork back to school authorities.

As all kids were released and accounted for, and the paperwork all collected, I then proceeded back to the site of Sparks Middle School to help with traffic control in the area of York and 18<sup>th</sup> St.

At approximately 1420 hours I was relieved of my duties and the street was opened to allow traffic to proceed. The scene was left for Detectives in their control.

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### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: O'CONNELL, 099

Victim: LANDSBERRY, Michael

Location: 2275 18th St.

KAMERER, Mason GUERRERO, Kaelin

Date/Time of Supplement: 10-23-13 @ 0630 hours

#### **Details of Supplement:**

On 10-21-13 at 0720 hours I responded to 2275 18th St. Sparks Middle School on a report of a shooting with one down. As I arrived I took a position on the south side of the school on Byrd St. to maintain a perimeter and wait for the students at Sparks Middle School to be escorted to Agnes Risley. As the kids began walking down 18th St. to Byrd I assisted the students into Agnes Risley Elementary School in a safe manner. I maintained that position until it was determined that buses would arrive at Agnes Risley and transport the Sparks Middle School kids to Sparks High School for parent pick up.

I was asked by Sgt. LEARY to briefly interview each child as they left the cafeteria en route to the bus to determine whether or not they were possible witnesses. As the kids exited the school, I asked them specific questions, reference the details of the case, and if they had any information or saw anything reference the shooting I was to send them into a classroom where Officer BADER was supervising.

After getting all the students out of the cafeteria and either onto the bus or into the classroom, I assisted the school with parent pick up at Agnes Risley. After that assignment was completed, I was released from the call by Sgt. TRACY.

I have no further information available at this time.

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## Washoe County Sheriff's Department Collection Summary

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: RENEE ARMSTRONG

**Collected At:** 

**RJT-03** 

Washoe County Medical Examiner's Office

Collection Date and Time: 10/21/2013 4:38:00 PM

Control Number

Description of Item

1129791297-0

172 digital images - victim Landsberry.



Q93707

Post Mortem palm and fingerprints from the left and right hands of victim LANDSBERRY.



Q93708



(1) One evidence tape sealed manila envelope bearing the name "Landsberry, Michael" and labeled "Blood Spot Card" - from the hands of Technician K. Jessop.



Evidence tape sealed manila envelopes bearing the name "Landsberry, Michael" and labeled

Pubic hair, Axillary hair, Facial hair; Seal 0000380; Left fingernail clippings, Right fingernall clippings;

Swabs bearing the name "Landsberry, Michael" and labeled nasal swab, rectal swab, oral swab, penile swab- from the hands of Technician K. Jessop.

Q93710 ..



(1) One Gun Shot Residue Kit collected from the left and right hands of victim LANDSBERRY at approximately 1548 hours.

Q93711



Brown paper bags collected from the left and right hands of victim LANDSBERRY - from the hands of Technician K. Jessop.

Q93712



(1) One white plastic red stained body bag originally containing victim LANDSBERRY from the hands of Technician K. Jessop.

# Washoe County Sheriff's Department Collection Summary

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: RENEE ARMSTRONG

**Collected At:** 

RJT-02

Washoe County Medical Examiner's Office

Collection Date and Time: 10/21/2013 4:28:00 PM

Control Number

Description of Item

1129791724-0

143 digital images - Suspect.



Q93079



(1) One red stained white plastic body bag originally containing suspect REYES - from the hands of Technician K. Jessop.

Q93080



Brown paper bags from the left and right hands of suspect REYES - from the hands of Technician K. Jessop.

Q93081



(1) One pair of white "Nike" size 8 shoes; (1) One pair of grey/black "Puma" socks; (1) One pair of red stained grey/black "Fruit of the loom" boxer briefs; (1) One pair of red stained green mesh "Sparks Bears" shorts; (1) One pair of red stained tan "Dickies" pants 30x32 with a black (with white metal "Dickies" buckle) belt attached; (1) One grey red stained t-shirt bearing the name "Reyes"; (1) One green red stained "Sparks Middle School..." polo-style shirt size L; (1) One red stained grey sweatshirt "Sparks" - collected from suspect REYES - from the hands of Technician K. Jessop.

Q93082

Post mortem palm and fingerprints from the left and right hands of Suspect Reyes.



Q93083



(1) One Gun Shot Residue Kit collected from the left and right hands of suspect Reyes at approximately 1444 hours.

Q93696



Evidence tape sealed manila envelopes bearing the name "Reyes-Urtiz, Jose" labeled: Pubic hair, Axillary hair, Scalp hair; Right fingernail clippings, Left fingernail clippings; Residue from the left side of the face; seal 0001660. Swabs bearing the name Reyes-Urtiz, Jose labeled: Rectal swabs, Penile swabs, Oral swabs, nasal swabs - from the hands of Technician K. Jessop.

### Washoe County Sheriff's Department Collection Summary

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: RENEE ARMSTRONG

**Collected At:** 

RJT-02

Washoe County Medical Examiner's Office

Collection Date and Time: 10/21/2013 4:28:00 PM

**Control Number** 

Description of Item

Q93697

(1) One clear plastic bag labeled "Rosary with cross" "Reyes-Urtiz, Jose"- collected from suspect REYES - from the hands of Technician K. Jessop.

Q93698



(1) One evidence tape sealed manila envelope labeled: "Blood Spot Card" "Reyes-Urtiz, Jose" - from the hands of Technician K. Jessop.

### Washoe County Sheriff's Department Collection Summary

L3469-13

Agency:

SPARKS P.D.

Offense(s):

**HOMICIDE** 

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: RENEE ARMSTRONG

**Collected At:** 

RJT-01

Parking/Bus stop between 19th and 20th street on Byrd Drive Sparks, NV

Collection Date and Time: 10/21/2013 1:30:00 PM

Control Number

Description of Item

1129791016-0

(20) Twenty digital images.



Q90915

Swabs of: #1) red staining on the sidewalk -- east of the fence gate; #2) red staining on the sidewalk - east of the red staining #1; Water control.

# Washoe County Sheriff's Department Collection Summary

L3469-13

Agency:

SPARKS P.D.

HOMICIDE Offense(s):

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: RENEE ARMSTRONG

Collected At:

RJT-03

Washoe County Medical Examiner's Office

Collection Date and Time: 10/21/2013 4:38:00 PM

Control Number

Description of Item

O93713



(1) One pair of brown/black "Keen" boots; (1) One pair of white socks; (1) One pair of blue red stained boxer style underwear; (1) One pair of grey cargo style "Kuhl" size 36x30 pants with a black woven belt attached; (1) One black/white cut, red stained and with defects "Loose, LG" polo style shirt;

(1) One black red stained with defects ("USMC" on back with image, size XL) hooded sweatshirt; - collected from victim LANDSBERRY - from the hands of Technician K. Jessop.

# Washoe County Sheriff's Department Collection Summary

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: VICTOR RUVALCABA

**Collected At:** 

VLR-04

Renown Medical Center, 1155 Mill St. Reno NV

Collection Date and Time: 10/21/2013 11:05:00 AM

Control Number

Description of Item

1129858229-0

27 Digital images from camera CF memory card.

(mASon KAmbrida)



1129866062-0

51 Digital images from camera CF memory card.

( KAELIN GUERREND)

Q93221

One (1) green polo shirt with "Sparks Middle School" logo, two (2) defects on the lower front, red staining and "Gildan" clothing tag. Size XL (Victim M. Kamerer)

Collected from the hand of SPD Detective K. Dach at 1055 hours.

Q93222



One (1) pair of tan shorts with red staining and Nike clothing logo. Size XL (Victim M.

Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.

Q93223



One (1) grey dress tie with red staining and "APT-9" clothing label. (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.



Q93224

One (1) pair of grey tennis shoes with "Noxious" brand label. Size 11

One (1) pair of white ankle socks. (Victim M. Kamerer)

Collected from the hand of SPD Detective K. Dach at 1055 hours.

Q93225



One (1) damaged/white and grey/zip front/hooded sweatshirt with "No Boundries" clothing label, red staining and a defect on top of the upper left sleeve/shoulder. (Victim K. Guerrero)

(red transport bag included)

Collected from the hand of SPD Detective K. Dach at 1040 hours.

Q93226



One (1) damaged/grey/pullover sweatshirt with "Sparks" imprinted on the front, red staining and a defect on the back of the upper left shoulder. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.

**PM** 

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Att. Homicide	Case: 13-9953
Date/Time of Supplement: 10-24-13 @ 0730 Hours	Detective: McNeely 087
Approving Supervisor	Date:

#### **Details of Supplement:**

On 10-21-13, at about 0900 hours I was assigned to assist with interviews at Agnes Risley Elementary school in regards to the shooting that took place at Sparks Middle School (SMS) early in the morning. I was briefed about the known facts by Sgt. LEARY.

#### Interviews:

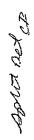
The following is a brief synopsis of the interviews and are not meant as transcripts. The interviews were audio recorded for evidence. For further refer to the CD discs placed into evidence under tag PM1 and PM2.

OLIVA, Daisy: 10-21-13, from 0951 hours to 1003 hours.

OLIVA said she arrived at SMS around 0653 hours and went to the back of the school near the northwest side of the north building. OLIVA observed six or seven kids standing in a group in the courtyard. OLIVA said she saw a subject she later believed was Jose (REYES) with a gun and REYES pointed the gun at the group of students. OLIVA said REYES pointed the gun at several people in the group. OLIVA said she was several feet from the group when she saw this. OLIVA said the gun looked like a pistol and was black. OLIVA said she heard a gunshot and about 30 seconds went by she heard several more gunshots. OLIVA said after the first gunshot she ran with other students into a classroom.

PICAZO, Jeimi: 10-21-13, from 1007 hours to 1017 hours.

PICAZO said she arrived at school by bus and was standing on the northwest side of the north building. PICAZO heard a gunshot and stood there in shock at first and then many people started running. PICAZO said she saw the shooter walking toward the basketball court toward Mr. LANDSBERRY. PICAZO said she was too far away to hear anything, but observed Mr. LANDSBERRY moving his hand up and down in a motion to try and calm REYES down.



#### PICAZO, Jeimi (cont.):

PICAZO said she believed the kid with the gun was named Jose (REYES) and he was shaking his head side to side indicating, no, while walking towards Mr. LANDSBERRY. PICAZO said REYES shot Mr. LANSBERRY in the chest. PICAZO said she thought Mr. TUCKER was near Mr. LANDSBERRY. PICAZO said Mr. LANDSBERRY is normally outside watching the kids. PICAZO said after the shooting started she ran into Mr. LENCHYN's room.

PICAZO said she only heard about REYES being bullied after the shooting, and did not have prior knowledge about it. PICAZO said she heard REYES was targeting kids who had bullied him, but had no specifics about who REYES was targeting.

PEREZ, Cesar: 10-21-13, from 1027 hours to 1040 hours.

PEREZ said he arrived at school and ate breakfast and then went outside into the courtyard area. PEREZ said he saw Mr. LANDSBERRY get shot and fall flat down. PEREZ said the gunshot was very loud and it seemed like he was right next to it. PEREZ said he was close to the cafeteria. PEREZ said he ran into the cafeteria. PEREZ said he thought the shooter stood over Mr. LANDSBERRY and shot him again. PEREZ said he didn't hear anything that was said by the shooter or Mr. LANDSBERRY.

PEREZ said his friend KJ was shot and he saw that KJ was in pain and was holding his hand over his heart or chest area. PEREZ said he believed this was in the hallway.

PEREZ described himself as having a memory problem and would sometimes remember things that did not actually happen and also tell stories that were not true.

I asked PEREZ about the shooter. PEREZ said he believed the shooter's name was Jose, but only heard this after the shooting had started. PEREZ said he thought he was friends with REYES, but really did not hang out with him much. PEREZ said he heard after the shooting that REYES didn't think he had friends, but PEREZ said REYES should have known that he did have friends. PEREZ did not have any specific knowledge about REYES being bullied or who his friends were.

COSTELLO, Andrew: 10-21-13, from 1150 hours to 1156 hours.

COSTELLO said he arrived at school and was in the back near the basketball courts when he heard the gunshots. COSTELLO said someone said run it's a school shooting. COSTELLO said he ran all the way home and did not see anything that happened, but heard maybe four to six gunshots.

**KELLY, Alexis:** 10-22-13, from 1200 hours to 1217 hours.

KELLY said she had already been interviewed by a WCSO Detective; therefore, I questioned KELLY about her knowledge of her prior boyfriend KJ bullying the shooter REYES. KELLY said she never saw anything firsthand, but heard KJ had bullied REYES. KELLY said she heard they teased REYES before last week's Fall break. KELLY said KJ did bully other people and had made fun of REYES. KELLY said KJ and REYES never got along and did not talk.

KELLY said she helped REYES in math class. KELLY said REYES would ask others to help him, but they wouldn't help him. KELLY said she asked Ms. WILSON if she could help REYES and was allowed to. KELLY said REYES would get frustrated and yell at himself under his breath when he was doing his math work.

KELLY said KJ's friends were Seth SLOAN, Brandon SOUDERS, James ENGLAND, and Cesar PEREZ. KELLY said she did witness SOUDERS being mean to REYES by telling him he had no friends and was just mean to REYES. KELLY said SOUDERS did this all the time. KELLY said on one occasion she told Ms. WILSON on SOUDERS, and SOUDERS got sent to the Office. KELLY said she never witnessed anything physically done to REYES.

KELLY also described personal incidents she had with SLOAN were she got hit by SLOAN and then beat SLOAN up with two other girls. KELLY said she was suspended and had to attend a bullying class at Pine Middle School called a victim impact class. KELLY said she had to show the Assistant Principle Ms. ALLEN that she had attended the classes. KELLY did not know if SLOAN had to attend the same classes.

**NEWTON, Amaya:** 10-23-13, from 1147 hours to 1157 hours.

NEWTON said she was at SMS at time of the shooting near the cafeteria outside. NEWTON said she only heard the gunshot and ran into the cafeteria. NEWTON said she knew REYES and spoke with him sometimes. NEWTON said REYES seemed happy most of the time. NEWTON said she did not know about REYES being bullied, but saw him get tripped in the hallway once, but did not know who had tripped him. NEWTON said REYES would tell her about his parents owning a restaurant and how he liked working there. NEWTON said a girl she believed was REYES's cousin said he had Autism. NEWTON said REYES seemed happy to her on the Friday before the Fall break.

#### **Medical Examination:**

On 10/21/13, at approximately 1430 hours, I attended LANDSBERRY and REYES' autopsies. The autopsy was conducted at the Washoe County Coroner's Office by Dr.CLARK. Washoe County FIS technician ARMSTRONG took photographs and collected clothing during the procedure.

Dr. CLARK indicated the cause of death for REYES was a close range gunshot wound to the head, and the cause of death for LANDSBERRY was a gunshot wound to his upper chest. For further details refer to Dr. CLARK's reports that will be added to this case at a later date.

During the examination several personal items were removed from LANDSBERRY and given to me by ARMSTRONG. They included a wallet, credit cards, several identifications, \$3, wedding ring, keys, and a cell phone. I spoke with LANDSBERRY's wife Sharon LANDSBERRY and arranged to return the items to her.

End of Report



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# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide/Attempted Homicide

Case:

13-9953

Date/Time of Supplement: 10/28/2013 7:42 AM

Detective: M. Brown 016

Approving Supervisor

Date:

#### **Details of Supplement:**

On October 21, 2013, at approximately 7:20 am, I was in the Detective Section of the Sparks Police Department and heard dispatch advise that there had been a shooting at Sparks Middle School at 2275 18<sup>th</sup> St. They also advised that a teacher was down. Sgt. LEARY and I responded to the school together.

Upon arrival, I heard over the radio that the building had been cleared and the shooter was down to the rear of the school. A large number of students were being held in a small parking lot across from the school. It was later determined that the school would be evacuated and the students would be moved to Agnes Risley Elementary School which was nearby.

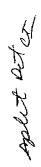
I assisted with the evacuation and moved several law enforcement vehicles from the street to facilitate the entry and exit of ambulances that had arrived to treat the injured.

After the evacuation was completed, I went to Risley to begin interviews of witness students and teachers. Students who had stated that they had seen all or part of the shootings were placed into classrooms at the school and were monitored so the talk about the incident could be minimized prior to interviews. Several other detectives also responded to the school for the same assignment. I completed several interviews of teachers, administrators, and students. The following are summaries of the completed interviews. I began the interviews at approximately 8:00 am. All of the students and teachers were questioned regarding their actions and observations regarding the shooting and also about their knowledge of the student/suspect. The suspect was identified to me as Jose REYES as I began the interviews.

### Interview with Anthony CASTANEDA 8th Grade:

CASTANEDA stated that he had arrived at school after he was dropped off by his father. He said he walked to the back of the building with a friend he named as JJ. CASTANEDA said he heard a loud boom that he believed was a 9mm gunshot.

CASTANEDA said he then turned and saw a student with a gun approaching a teacher he identified as Mr. LANDSBERRY. CASTANEDA said the student shot LANDSBERRY. He said the student





Detective: M. Brown

followed a group of students that ran toward South Hall at the school. He said he lost sight of the student but heard two more gunshots.

CASTANEDA said he attempted to help LANDSBERRY up with some other students. He said as he was trying to lift him he was told to get inside the school by another teacher. He said he and others then ran into the school and were put into a classroom until they were evacuated.

I asked CASTANEDA if he knew the student with the gun and he said he did not know him. He said he was wearing a school sweatshirt and khaki pants and had an orange backpack. CASTANEDA could not describe the gun the shooter was carrying.

#### Interview of Rashel ARIAS-CRUZ 8th Grade:

ARIAS-CRUZ stated she arrived at school on the bus and immediately walked to the back of the school. She said that she the heard loud pops which she initially believed were fireworks. She said she saw a "tall guy" in a school uniform holding a black and grey gun in his right hand.

ARIAS-CRUZ said she then ran toward the South Hall and hid by one of the doors. She said the student approached the group she was in and said "You ruined my life so now I'm gonna ruin yours" while he was pointing the gun at them. She said the student then moved toward another group of kids by another set of doors. She said that a teacher let the group into the school at that time.

ARIAS-CRUZ said she had never seen the student with the gun before and did not know his name or what grade he was in at the time.

### Interview of Jennifer ALCARAZ 8th Grade:

ALCARAZ said she arrived at the school on the bus and walked with friends to the rear of the school. She said she heard a single shot and began running toward what she called the south cube. ALCARAZ said she hid near one of the entry doors with a group of students.

She said that a student approached them with a gun and was saying that he was going to shoot them. ALCARAZ described the student as having a Mohawk and wearing a Sparks Middle School uniform, ALCARAZ could not recall if the student said anything to them. She said he walked away from them when they told him they did not see anything. ALCARAZ said the group was then let into the school and were taken into a computer room. She said she looked outside and saw a teacher on the ground who she thought was Mr. LANDSBERRY.

ALCARAZ said she did not know the student with the gun and did not remember ever seeing him before.

Case #13-9953

Detective: M. Brown

## Interview of Kaitlyn DICKSON 8th Grade:

DICKSON stated that she arrived at school on the bus and walked to the South Hall doors. She heard what she described as a firework but then observed students screaming and running. DICKSON said she turned and saw a teacher get shot by a student. She did not know which teacher was shot at the time nor did she know the student with the gun. DICKSON described the student as male, tall, wearing a school uniform and carrying an orange and black backpack.

DICKSON said she was in a group of students trying to get into the school when the student with the gun approached them. DICKSON remembered the student saying, "You ruined my life, now I'm gonna ruin yours". She said he then turned away from them and walked toward the basketball courts. DICKSON said they were let into the school and were told to get down by Mrs. BARKER.

### Interview of Al-Francis DEVERA 8th Grade:

DEVERA stated that he and his twin brother arrived at school at around 7:00 am. He said they were outside of South Hall when they heard a gunshot. He said he saw Mr. LANDSBERRY and Mr. Tucker approach a student with a gun. DEVERA said the student was wearing a school uniform and had a backpack. DEVERA then saw the student shoot Mr. LANDSBERRY.

He said the student then walked to the area where he ran to and pointed the gun at the group he was with. DEVERA remembered the student saying, "You ruined my life, now I'm gonna ruin yours". He said the student then turned away from them and they were then let into the school's computer lab. They remained there until the school was evacuated.

DEVERA stated he did not know the suspect and had not seen him before the incident.

### Interview of Benjamin TUCKER 8th Grade Math Teacher:

TUCKER said that he arrived at school at approximately 7:10 am and reported to the west playground for duty. He said at around 7:15 am, he and Mr. LANDSBERRY heard a loud pop. TUCKER said they went to investigate. TUCKER saw students running in all directions from the North Hall entrance where he believed the noise originated. He said he learned that most of the students had run into South Hall and that one student was down in North Hall.

TUCKER said that as they approached, he noticed a student wearing a grey Sparks Middle School sweatshirt walking toward them. TUCKER stated he did not recognize the student. TUCKER said LANDSBERRY was about 5-10 feet in front of him at the time. He said the student raised a weapon toward LANDSBERRY and said something to the effect of "Don't make me do this". TUCKER remembered LANDSBERRY saying something in reply but he could not hear what was said.

Detective: M. Brown

TUCKER said the student stopped walking and fired a single shot into Mr. LANDSBERRY'S chest causing him to drop to the ground. TUCKER said he then turned and ran into the school gymnasium where he opened the door to let some students inside.

TUCKER said he then ran to the office to alert the secretary that there was a student with a gun on campus and that Mr. LANDSBERRY had been shot. He said the secretary called 911 and handed him the phone. He said he communicated the situation to dispatch and stayed on the line until the office area was cleared by law enforcement personnel.

#### Interview of Alexa GOMEZ 8th Grade:

GOMEZ said she was standing by the baseball field near North Hall after arriving at school. She said she heard four gunshots and turned to see a student shoot a teacher and watched the teacher fall to the ground.

GOMEZ said she then ran to the front of the school where she was let into the school. She said she was put into a classroom and remained there until the school was evacuated by police officers.

GOMEZ said she did not know the student that she saw with the gun and said he was wearing a school sweatshirt and was carrying a backpack.

#### Interview of Devyn MILLER 7th Grade:

MILLER said he arrived at the school by bus and then walked to the basketball courts at the back of the school. He said that he saw REYES and said hi to him and received a reply of "What's up?" MILLER said REYES looked angry and was walking alone. He said REYES was wearing a Sparks Middle School sweatshirt and was carrying a backpack.

MILLER said he then heard a shot and turned to see REYES holding a handgun. MILLER said he then ran to the front of the school. He said Mr. CANFIELD let him into the school and he went into a classroom until the school was evacuated.

MILLER said he had become acquainted with REYES this school year because they had a PE class together. He said they did not associate outside of school. MILLER told me that REYES seemed happy in school and had never talked about anything like bringing a gun to school or shooting anyone.



Detective: M. Brown

#### Interview of Jose CAZARES 8th Grade:

CAZARES said he had arrived at school on the bus and walked to the back of the school with some of his friends. CAZARES said that a short time later he heard gunshots and turned to see a student carrying a gun.

CAZARES said the suspect pointed the gun at him but then turned away and began walking toward Mr. LANDSBERRY. CAZARES said he saw the student shoot Mr. LANDSBERRY. CAZARES said he ran toward the South Hall of the school with others and hid near an A/C vent. He said the suspect approached them and fired two shots at a window that was above them. CAZARES said the suspect then walked away from them and they called 911 with a cell phone that belonged to a student named Ray.

CAZARES said he was let into the school a short time later and was put into a classroom until the school was evacuated.

CAZARES said he did not know the suspect and described him as wearing a school uniform and carrying a backpack.

#### Interview of Kristina COLLIER 8th Grade:

COLLIER said she arrived at school on the bus and then walked to the back of the school. She said she then heard yelling and saw a student with a gun. COLLIER said she saw the student shoot another student in the shoulder. COLLIER said the armed student then turned away and she was able to get into North Hall where she hid in a classroom.

COLLIER said she heard more gunshots while in the classroom but could not tell where they were coming from.

COLLIER said she did not know the student with the gun or the student that was shot. She said the armed student was wearing a school uniform at the time of the shooting.

### Interview of Orion MCGEE 7th Grade:

MCGEE said he arrived at school via Citifare bus. He said he walked to the back of the school and was standing near North Hall. MCGEE then saw Reyes shoot a student he knew as KJ in the shoulder.

MCGEE said REYES then turned and began walking toward Mr. LANDSBERRY who was near the basketball courts. He said REYES then shot Mr. LANDSBERRY.



Detective: M. Brown

MCGEE began running toward the front of the school and was brought inside by a teacher. He stayed inside the school until he was taken to Agnes Risley Elementary school.

MCGEE said REYES was in his PE class this school year and he only knew him from that class. MCGEE said he never heard REYES talking about doing a school shooting or any other similar event. MCGEE said he did not associate with REYES outside of the PE class.

## Interview of Leslie DELGADO-GARCIA 8th Grade:

DELGADO-GARCIA said she arrived at school on the bus. She said she walked to the back of the school and immediately saw a male student shoot Mr. LANDSBERRY. She said the student then followed a group of students that were running toward South Hall.

DELGADO-GARCIA remembered hearing two more shots from the area of South Hall. She said she was then taken inside of the building and was put into a class room.

DELGADO-GARCIA said the student with the gun was unknown to her and she said he was carrying a backpack and was wearing a school sweatshirt.

# Interview of Mackenzie HIGHLINE 7th Grade:

HIGHLINE said she walked to school and walked to the back of the school. She said she was standing near North Hall talking to some friends. HIGHLINE noticed that REYES had pulled out a gun. She said she initially thought the gun was fake. HIGHLINE said REYES fired shots in the air and people scattered and began running. She said she hid next to the building and saw a student she knew as KJ. She said KJ was shot in the arm but managed to get inside North Hall.

HIGHLINE said she was let into North Hall and was taken into a classroom. She said that she heard a total of 6 gunshots during the incident and described REYES' gun as a silver semi-automatic.

HIGHLINE said she did not know REYES personally and had only heard his name from other students at the time of the incident. She said he was wearing a school uniform and was carrying a backpack.

Detective: M. Brown

### Interview of Anthony BALTAZAR 8th Grade:

BALTAZAR said he arrived at school on the bus and walked to the back of the school. He said he was hanging out by the snack bar when he heard loud pops. BALTAZAR said he and his friends started running and saw a male student shoot another student. He said the armed student then approached Mr. LANDSBERRY and appeared to be asking for someone. He said the student then shot Mr. LANDSBERRY.

BALTAZAR said he continued running toward South Hall and hid near an A/C vent in the area. He said the armed student approach and shot windows near where he was hiding. He said the student pointed the gun at him and others. BALTAZAR remembered that the student was reloading the gun at that time.

BALTAZAR said the armed student then walked around the corner and he heard two more gunshots. BALTAZAR said a police officer then told them to go inside the building. He said he went into a classroom until he was evacuated from the school.

BALTAZAR said he did not know the armed student.

#### Interview of Stacey COOPER Sparks Middle School Principal:

COOPER said she arrived at school at approximately 7:00 am and completed the morning duty roster. She said she then toured the South Hall with a new teacher. She noted that there were kids in the cafeteria at the time who were eating breakfast and assigned duty teachers were outside of the school.

COOPER said that the only areas where students are allowed before school are the cafeteria and the rear playground of the school. She said the first bell normally rings at 7:23 and school starts at 7:25.

COOPER noticed at around 7:15 am a large number of kids running in North Hall yelling that someone was shooting. COOPER used her radio to announce CODE RED and she said that teachers ran to the doors to let kids inside. COOPER then ran to the main office where she called 911 and School Police. She then attempted to announce CODE RED over the intercom but stated it was not working at the time. COOPER said that it was the first day back to school from Fall Break and it was not uncommon for the intercom system to be non-functional after school was out for some time.

COOPER said she heard Jerry ENDRES, the Vice Principal, say over the radio that the shooter was named Jose and that he was inside of the school. COOPER said she saw teacher Eric PEREZ in East Hall getting on the ground in what she believed was a response to gunshots.

Detective: M. Brown

COOPER said she then went to the front doors of the school to let kids inside of the building. She then heard ENDRES saying that the shooter was chasing him over the radio. COOPER said she put the school into full lockdown at that time.

COOPER said she was able to access a law enforcement channel with her radio and communicated the situation at the school to the dispatch center.

COOPER said that she was not aware at that time that Mr. LANDSBERRY had been shot but learned that he was deceased a short time later. She also learned that the student who was shooting was Jose REYES and he was also deceased.

COOPER said there were no known threats of violence or rumors of a shooting by anyone at school at the time of this incident.

I asked COOPER what she knew about REYES history at the school. She said she was familiar with him only because he had a prior history of angry outbursts when he attended Agnes Risley Elementary School. She had a prior conversation with Amy WILSON at Risley who told her REYES was prone to outbursts at school when he was frustrated or things weren't going his way. COOPER said there had been no reports made about REYES being bullied, using any prescribed antidepressant medications, or other discipline problems. She remembered she had confiscated REYES' scooter earlier in the year because he was using it on school property.

COOPER said she did not know of any reported threats toward Mr. LANDSBERRY or any incidents involving LANDSBERRY. She said LANDSBERRY was a well-respected teacher and was loved by the students at the school.

#### Interview of Jerry ENDRES Sparks Middle School Vice Principal:

ENDRES said he arrived at school just before 7:00 am and completed the duty roster for the day. ENDRES said he usually assigns himself to the front of the school and then goes to the back playground around 7:15 am.

ENDRES said he noticed hundreds of kids running down the north side of the building as he was walking to the back. He remembered the kids were saying that Jose was shooting. ENDRES continued to the back of the school while getting kids inside the school. As he reached the back of the school he noticed four boys attempting to help an adult who was down. ENDRES said he yelled at the boys to get inside the building and they did as they were told. ENDRES said he then went to the victim and saw it was Mike LANDSBERRY. He saw that LANDSBERRY was deceased and he then heard another gunshot from the south.

Detective: M. Brown

ENDRES looked toward the south and saw another student who was claiming to be shot. He then saw a student with a gun moving toward him while pointing the gun at him. He believed the armed student to be about 60-70 feet away from him at the time. ENDRES turned to flee as he believed the student was chasing him. He said that he tried to get into the building but fell as he was running and dropped his keys and eyeglasses. ENDRES dropped down and hid behind a concrete planter. He then saw that the armed student was no longer in sight.

ENDRES said he retrieved his keys and was able to get inside of the building. He said he ran to East Hall and called CODE RED over the radio. He also attempted to announce the same over the intercom but stated it was not working.

ENDRES said he went into Mr. PEREZ' room and looked outside. He noticed several students hiding outside near an A/C vent. He said School Police had arrived at that time and brought the students inside. ENDRES said he then went to the cafeteria where several students were located. ENDRES began stacking garbage cans in front of the outside exit doors so no one could see inside the room from outside. He also told all of the students to move away from the doors. ENDRES said he remained in the cafeteria until the students were evacuated from the school.

ENDRES told me that he was not aware of any pending incident at the school and had not heard any rumors regarding this incident. ENDRES also said he was not aware of any threats or rumors of violence toward any teacher or staff member at the school. He had no knowledge of any disciplinary history regarding Jose REYES but stated Patty ALLYN was the Assistant Principal of Discipline and may know more about the student.

#### Interview of John and Myrna DUNN:

Det. PETERSON had learned from the REYES family that the gun used in the incident had been received from John and Myrna DUNN. I was assigned to contact them for an interview regarding the firearm. I contacted the DUNNS and they agreed to come to the station for an interview on October 22.

The DUNNS arrived at the station at approximately 10:00 am. I placed them into interview room 203 and advised them the interview would be recorded. I told them the purpose of the interview and John DUNN stated he would answer questions regarding the firearm in question.

DUNN stated that he had known Jose REYES Sr. for approximately 16 years. He said he first became acquainted with him when REYES worked for Jacks Coffee Shop and they had become close over the years. Dunn said REYES currently owned the Sparks Coffee Shop on Oddie Blvd. in Sparks and he ate at the restaurant at least once a week since it opened.

Detective: M. Brown

DUNN recalled having conversations with REYES regarding firearms and said REYES was very interested in guns but stated he could not afford them. DUNN said he had a later conversation with his wife and they decided to give him a firearm as a gift.

My initial interview with DUNN was regarding the Ruger 9mm pistol which was used in this incident. DUNN stated he gave this particular firearm to REYES as a gift. He remembered that it was about 6 months before this incident.

DUNN said he purchased the gun from a person named Joe PISARZ who had obtained the gun when his father in law passed away. DUNN said he had the Ruger for about 1 ½ months before giving it to REYES. DUNN remembered that PISARZ was introduced to him by his neighbor Jeff BACLET.

This interview was concluded at that time. The DVD of the interview was placed into evidence as item #MB1.

I later learned that another firearm had been given to REYES by DUNN. This firearm was identified to me as a Smith & Wesson .357 revolver. I made contact with DUNN on October 29, 2013 via telephone and inquired about the revolver.

DUNN told me that he had given the revolver to REYES several months before he gave him the Ruger. He said it was also a gift to REYES. DUNN said that REYES had never asked him for a gun and had never expressed a need for a gun other than having a general interest. He said REYES never expressed a need for a gun for protection.

DUNN said he purchased the revolver at an auction in California about one year before he gave it to REYES.

#### ATF trace of the Ruger SR9 Serial Number 332-04142:

The above serial number was provided to the Bureau of Alcohol, Tobacco, Firearms and Explosives for a trace to the original seller and purchaser. I was able to speak with Agent Scott HESTER in Virginia who told me the following information about the firearm.

HESTER said the firearm was originally purchased on June 29, 2010 at Mark, Fore and Strike Sporting Goods in Reno, Nevada. The purchaser was identified as Harry YODER at 5215 Lupin Dr. in Sun Valley, NV.

I was able to confirm via public records that YODER passed away in 2011 and that PISARZ was a relative of YODER. I have not been able to contact PISARZ to confirm the transfer to DUNN.



Detective: M. Brown

### Search of Jose REYES' backpack at Washoe County Evidence:

On October 22, 2013, I was assigned to search REYES backpack at the Washoe County Evidence bay. Det. MCNEELY and I went to the Crime Lab and met with Sgt. LYFORD and Marci MARGRITIER. MARGRITIER had not yet booked the backpack and it was provided to me to search. The backpack was soaked with blood and was placed on butcher paper during the search.

I used latex gloves to conduct the search. The pockets of the backpack were opened individually and MARGRITIER photographed the contents as they were revealed. There were several papers that appeared to be schoolwork inside in notebooks along with other items that appeared to have been used for school purposes.

The black plastic case for the Ruger 9mm was inside the main compartment of the backpack. ! MARGRITIER photographed it and the serial number on the side sticker matched the collected firearm from the crime scene. It was retained at the Crime Lab.

I then located an Angry Birds spiral bound notebook. As I opened it, I immediately noticed that began with "Dear Mom and Dad" and "Dear Teachers and Students". I read the notes and had MARGRITIER photograph them. MARGRITIER also copied the notes and the front cover of the notebook. The notebook remained in the custody of the Washoe County Crime Lab.

The first note had an apologetic tone and it was indicated at the bottom that it was from Jose H REYES-URTIZ. The second note had an angry tone and listed reasons for REYES bringing a gun to school to shoot teachers and students. The copies of the notes are included with this report.

A small tin of BB's and two USB drives were also located in the backpack. Det. MCNEELY collected both of the drives. They were brought back to the Sparks Police Department for examination. Both of the drives appeared to be blank with the exception of their native operating software. Det. MCNEELY retained the drives and placed them into SPD evidence.

No other items of evidence were located in the backpack.

# Interview of Nainoia WASHINGTON 7th Grade:

On October 28, 2013, I interviewed WASHINGTON after he was identified as a friend of Jose REYES. WASHINGTON was brought to Jerry ENDRES office for the interview.

I asked WASHINGTON to tell me about REYES. WASHINGTON said he had a math class with REYES and would sit with him at lunch. He said REYES would get mad when he was offered help on math problems.



Detective: M. Brown

He then said REYES would accept help if it was offered when no one else was around.

WASHINGTON said REYES would get frustrated easily by his schoolwork.

I asked WASHINGTON if he knew of REYES having a Facebook page or any other social media page. WASHINGTON said he did not believe that REYES had a Facebook page. WASHINGTON said he did not know about any kind of social media belonging to REYES.

WASHINGTON said he never hung out with REYES outside of school and had never been to his house.

End of Report.

# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

SPARKS CASE NO.

13-9953

DATE AND TIME OF SUPPLEMENT

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# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

13-9953
DATE AND TIME OF SUPPLEMENT

SPARKS CASE NO.

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# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

SPARKS CASE NO.

13-9953

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SPARKS CASE NO. 13-9953

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SPARKS CASE NO.

13-9953

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SPARKS CASE NO.
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SPARKS CASE NO.

13-9953
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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10/28/13. The time is 1020. The following will be an
interview with John & Hyrna Dung
dațe of birth 5/10/41, social security number
This interview will be in reference to Sparks Police case number 13-9953
· · ·
This interview is being conducted at SPD 203
resent during this interview are 1. Det. M. Proven
2. Myrna Dunn 4/06/31 3. 52/60 Gry Bu
3. 52 160 Gry 154
4
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## Washoe County Sheriff's Office

# STATEMENT



FOR SHERIFF'S OFFICE USE ONLY:
CASE NO.
CASE TYPE:
TAKEN BY:

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NAME OF PERSON MAKING STATEMENT: Renighin D	Tueker	OTHER NAMES USED:	
RESIDENCE (Street) ADDRESS:			HOME PHONE:
City, State, Zip) SPARKS, NV. 89436			WORK PHONE:
RACE: SEX: DATE OF BITTHE	SOCIAL SEC NO:		FAX CELL/ PAGER:
Black Asian Female HEIGHT; WEIGHT; WEIGHT;	3HT: HAIR: 175 Rlude	Blue.	OTHER NO. TO CALL:
OCCUPATION / STUDENT: WORL	KISCHOOLADDRESS SUARKS Middle Sc	hust	- WORK HOURS:
INVOLVEMENT: Complainant: LOCATION OF OCCURRENC Driver Victim Passenger Witness	E:		DAYS OFF: MTWTFSS
AUTO MOTORCYCLE MAKE	MODEL YE	AR LICENSE NOREGISTRATION	N STATE YEAR VEHICLE COLOR(S)
OENTSYNG FEATURES / ACCESSORIES	ODOLETER READING		CATION MUSIBER
Know all persons by those onesents: That 1	Stolen Vehicle Wall		rrly of State of
do by these presents, for myself, my heirs, executors, administrators of the United States of America, or of the Washoe County Sheriff's judgments, executions, claims and demands whatsoever, in law or it may have against any Peace Officers, for, upon or by reason of any	or assigns, release each every and a Office of the State of Nevada, from a	I duly appointed Peace Off by claim action, demand du	icer of a city, county of city and county of any State es, sums of money, controversies, trespasses.
may have against any Peace Officers, for, upon or by reason of any conveying, the above described vehicle, pursuant to the stolen reported vehicle.	t which I have this day made. I under	stand that I am liable for all	is, auministrators or assigns, hereafter can, shall or r or Peace Officers recovering, holding, storing, or towing and storage charges incurred during the
CONSEN	MENTER PROPERTY OF THE PROPERT	REGEOVERIGENT CALEREGORDS	<b>大师政治</b> (14.13年)(14.12年)
I, do hereby knowir	igly and voluntarily authorize		or any Detective of the Washoe
County Sheriff's Office to request and obtain any and all med	dical treatment records from	Stert Date	tofor
Name Of Patient Date Of Birth		urpose of this request c	oncems an investigation involving the person
subject to the medical record inquiry. I realize I have the rigi	nt to refuse this request.		
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2 7:11. AT About . 7	:15 MR. La	ndsberry c	and I heard a
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4 and I went to inve	stigate. We so	aw studer	As running in
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8 · Pecognize walking 9 5-10 feet in from	t of me.	The stuc	lant revearing a
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11 (while at the same time	he raised his weapon? DN'T
12 make me do shis!	Mp. Landsbury said something
13 but I didn't have The	the death of land live and
14 fired shinto the chest of MR	Landsherry, and he dropped to
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16 opened the door and le	t a few student in and
17 proceeded to the office	to alert the secretary that
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18 Mere was a student of 19 MR Landsberry had been	I Shot. I was handed
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### **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

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12-	9953

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# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide/Attempted Homicide

Case:

13-9953

Date/Time of Supplement: 10/29/2013 2:07 PM

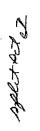
Detective: M. Brown 016

Approving Supervisor

Date: 10/30/18

# **Details of Supplement:**

On October 29, 2013, I received a report from P&P Officer Jason GOTHAN regarding his involvement and interviews he completed with regard to this case. His report is attached to this supplement.



# Nevada Parole & Probation Supplemental Report

Date:10/21/13	P&P Case #: 13-9953_
Investigating Officer: <u>Jason Gothan</u>	Cid: 4175

# Investigation narrative:

On October 21, 2013, at approximately 7:25 am Officer Finn and I were informed via Nevada Department of Public Safety Dispatch that there was an active shooter situation at Sparks Middle School, 2275 18<sup>th</sup> Street Sparks, Nevada. Officer Finn and I responded to the aforementioned location and arrived on scene at approximately 7:30 am. After assisting on perimeter security Officer Finn and I were tasked with escorting the students to Agnes Risley Elementary School and assisting Sparks Police Detectives with interviewing potential witnesses. Officer Finn assisted with gathering all potential witness and I conducted the interviews. All interviews took place at approximately 9:00 am at Agnes Risley Elementary School, 1900 Sullivan Lane Sparks, Nevada, and were transcribed not recorded.

# Interview of Andrew Theall, 8th Grade:

Theall stated that on the morning October 21, 2013, he was standing at the tables located outside of the North Hall of Sparks Middle School. Theall observed another student pull a handgun and he heard the gun fire twice (2). He stated one shot came from the area of the North Hall and the second from the basketball court area. Theall started to run North East. While running Theall called 911 and then began to help other students get out of the area. Theall could not recall anything else at that time, interview ended.

# Interview of Emily Ramirez, 8th Grade:

Ramirez stated that on October 21, 2013, she arrived at Sparks Middle School via school bus at approximately 7:00 am. She was standing near the South side entrance doors to the school with a group of friends when she heard what she described as firecrackers or stink bombs going off. She turned around and saw a student holding a gun. The student was wearing a Sparks Middle School uniform, an orange back pack, and had a Mohawk style haircut. She started running with other students toward the duty teachers, Mr. Tucker and Mr. Landsberry. She continued running and heard another shot.

Ramirez stated she ran to one of the school entrances and was cornered along with other students. She said that all of the students hid behind another student named "Omar". She recalled that while they were cornered the suspect pointed the gun at all of them stating "you ruined by life, now I'm gonna ruin yours", and noticed the suspect walk toward another group of students. At that point Ramirez did not hear or observe anything and was let into the school. Interview ended.

# Interview of Vanessa Hernandez, 8th Grade:

Hernandez stated that on October 21, 2013, she arrived at Sparks Middle School via school bus at approximately 7:00 am. She was walking with her friends Rachel and Emily to the "Cube" area. While they were walking Hernandez heard a pop then saw everyone start running to the "Cube" area so she ran also.



While hiding with the other students in the "Cube" area Hernandez recalls hearing the suspect say "I'm gonna make your life miserable like you made mine". She stated that while he was saying this he was pointing the handgun at everyone. She described the suspect as wearing a Sparks Middle School uniform, a back pack, and that he had a Mohawk style hair cut. The suspect then left to go to another group of kids. When the suspect left, Hernandez and the other students started knocking on the door and a teacher let them into the building. Interview ended.

# Interview of Jennifer Vizcarria, 8th Grade:

Vizcarria stated that on October 21, 2013, she arrived at Sparks Middle School via school bus at approximately 7:00 am. She was near the South Hall with some friends and heard what she thought were fireworks coming from the North Hail area. She saw everyone running so she started running. Vizcarria stated that she ended up at the "Cube" area along with other students. She recalled that all the students were hiding behind "Omar". While they were hiding the suspect said "You ruined my life now I'm gonna ruin yours". Vizcarria recalled that the suspect was wearing a Sparks Middle School uniform, an orange back pack, and had a Mohawk style hair cut. Vizcarria stated that then the suspect left to another group of kids. When the suspect left, Vizcarria and the other students began knocking on doors and were let inside by teachers. Once inside, Vizcarria stated that the duty teachers went outside. Vizcarria stated she heard four (4) shots total. Interview ended.

# Interview of Elizabeth Long, 8th Grade:

Long stated that on October 21, 2013, she walked to Sparks Middle School with her friends Carlos, Marvin, and Nick. Long entered the school grounds through the South gate at approximately 7:00 am. Long recalled that they were at the South Hall entrance and heard what she thought were fire crackers coming from the North Hall area. Long observed that the suspect wearing a Sparks Middle School uniform and a back pack. She stated that Mr. Landsberry approached the suspect and then the suspect fired at Mr. Landsberry. At that point Long ran West across the field and hid in a house. Long informed that while she was running she heard three (3) additional shots. Interview ended.

# Interview of Judith Ferguson, Girls PE Teacher:

Ferguson stated that on October 21, 2013, she arrived at Sparks Middle School at approximately 7:15 am. Ferguson entered the school grounds through the North parking lot. She entered the school through the front entrance and went directly to her office which is located in the back of the gymnasium. After a few minutes she heard a loud "boom" come from outside. Ferguson stated that at that time she checked her email and saw that a CODE RED had been initiated. Ferguson followed the school's CODE RED protocol and stayed in her office until she was evacuated by law enforcement officers. Interview ended.

# Interview of Al-Francisco De-Vera, 8th Grade:

De-Vera stated that on October 21, 2013, he and his twin brother were dropped off at Sparks Middle School by their parents at approximately 7:00 am. De-Vera was outside of the South Hall when he heard a gun shot. De-Vera saw Mr. Tucker and Mr. Landsberry approach the suspect who he observed to be wearing a Sparks Middle School uniform and a back pack. De-Vera recalled he observed the suspect fire the handgun at Mr. Landsberry. De-Vera also observed the suspect point the handgun at other students and say "you ruined my life now I ruin yours". De-Vera stated at that point teachers opened the entrance doors and he went into the school's computer lab. Interview ended.

# Interview of Devin Montesano, 7th Grade:

Montesano stated that on October 21, 2013, he arrived at Sparks Middle School via school bus at approximately 7:00 am. He was at the benches located near the North Hall entrance doors. He heard a bang and saw the suspect, who was wearing a Sparks Middle School uniform, holding a silver handgun. Montesano recalled that the suspect had darker skin. Montesano observed the suspect shoot a teacher. He started running to the field to the West of the school and was called back by teachers. Montesano stated that the teachers let him into the school and he ended up in room E3. Interview ended.

# Interview of Rebecca Miller, 8th Grade:

Miller stated that she usually rides the bus to school with the suspect. However, on October 21, 2013, her mom dropped her off at school at approximately 7:10 am. She was walking to the North Hall area and observed the suspect, who she stated had black hair, pull a gun. She heard a shot and blacked out until she heard her friends calling her name. Miller remembers going into the cafeteria. Due to Miller being very emotional the interview was ended.

# Interview of Jose Rodarte, 8th Grade:

Rodarte stated that on October 21, 2013, he arrived at Sparks Middle School via school bus at approximately 7:00 am. He was at the South Hall area by the gymnasium when he heard an explosion. He observed kids running to the "Cube" area so he started running. He recalled that he was cornered in the "Cube" area with other students. The suspect was wearing a Sparks Middle School uniform and a back pack. The suspect appeared to have lighter skin and had short curly hair. While he was cornered with the other students he heard the suspect say "don't call the police or I will shoot". Rodarte stated that then the suspect shot to the side of where he was at. He then recalled that the suspect then left and then the police came and told everyone to go inside the school. Interview ended.

# Interview of Tianna Paulin, 8th Grade:

Paulin stated that on October 21, 2013, she arrived at Sparks Middle School via school bus at approximately 7:00 am. She was sitting at the tables located near the North Hall. She heard a gun shot and saw the suspect holding a handgun. She then ran with all the other students into the school. She went into a classroom until the police came. Paulin was not able to remember any specific details about the suspect. Interview ended.

# Interview of Karina Kunkel, 8th Grade:

Kunkel stated that on October 21, 2013, she arrived at Sparks Middle School via school bus at approximately 7:00 am. Upon arrival she went to the North Hall side of the school with friends. While there she heard a loud noise and saw everyone running. She ran to the South Hall side of the gymnasium. She was cornered with other students in the "Cube" area. While there Kunkel called the police from a friend's phone.

Kunkel stated that while they were cornered in the "Cube" area the suspect who she described as having dark skin, bushy eyebrows, and a thin build, pointed a black/silver handgun away from the group and fired a shot. She stated then the suspect left and the police came. Interview ended.

# Interview of Jacob Lax (Father present), 8th Grade:

Lax arrived for his interview with his father and a written statement (attached). During the interview Lax stated that he was playing football with some friends near the South Hall when he heard three (3) shots but thought that they were bags being popped.

He observed that the suspect was wearing a Sparks Middle School uniform and had a black gun. According to Lax's written statement he observed the suspect point the gun at Mr. Landsberry and fire. He also stated that is when he started running and left the school property. Lax recalled as he and other students were walking down the road, he heard more gunshots. Lax stated at that point a man was pulling out of his driveway and allowed them into his house. The students that were with Lax were:

Justin Gibson Neal Penro Mario Pina Raphael Aridrade Trace Turner Dean Avery

Interview ended.

# Interview of Katarina Bates, 8th Grade:

Bates stated that on October 21, 2013, she arrived at Sparks Middle School via school bus at approximately 7:15 am. She was at the basketball court and heard a gun shot. She turned around and saw the suspect and a handgun. Bates described the suspect as wearing a Sparks Middle School uniform and that he possibly had a Mohawk style hair cut. She started running and was cornered with other students near the South Hall. Bates recalled the suspect showed the gun and said "you think I'm kidding?" and then fired a shot in the air. After that Bates stated the suspect left. She recalled observing Mr. Tucker and Mr. Landsberry walking toward the suspect and then the suspect shooting Mr. Landsberry. The suspect then asked the cornered group where Mr. Tucker went and then left the area. Interview ended.

# Interview of Noah Tanner, 8th Grade:

Tanner stated that on October 21, 2013, he arrived at Sparks Middle School via school bus at approximately 7:00 am. At approximately 7:15 am he was with his friend LJ at the North Hall area of the school. He heard a gunshot and saw the suspect standing 10-15 feet away from him. Tanner described the suspect as Hispanic, short hair, with a red jacket. Tanner additionally described the suspect as looking very angry.

He then heard a second shot and ran the opposite way of everyone else. Tanner hopped some fences and was picked up by a school bus and taken to Sparks High School. Interview Ended.

# Interview of Thomas Wing, 8th Grade:

Wing stated that on October 21, 2013, he arrived at Sparks Middle School via school bus at approximately 7:15 am. After arriving at the school he went to the cafeteria and ate breakfast. After breakfast Wing was walking toward the basketball court and saw the suspect and another student arguing. Wing described the suspect as being Hispanic, medium build, wearing a back pack and a black coat.

He observed a teacher approach the suspect and other student attempting to break up the argument. He observed that the suspect pulled a handgun from his back pack, point it at the teacher, and fire at the teacher. At that point Wing ran back to the cafeteria and while running he heard another shot. He went into the cafeteria where he stayed. Interview ended.

# Interview of Sean Dingley, 8th Grade:

Dingley stated that on October 21, 2013, he arrived at Sparks Middle School via school bus at approximately 7:10 am. He was going to the lunch room but decided to go to the basketball court instead. He was near the North Hall side of the building. He observed a student arguing with the suspect who he described as a light skinned Hispanic with black hair, wearing a Sparks Middle School uniform and a black back pack. Dingley recalled that during the argument the suspect pulled a hand gun out and fire. Dingley started running west trying to warn people. He eventually ran off school property down the street and waited with other students at an intersection until they were picked up by a school bus and taken to Sparks High School. He remembered what the firearm looked like and that he had pulled up a picture of it on his cell phone. Dingley showed me the picture which was of a black and silver Ruger handgun. Interview ended.

Once the interviews were concluded the students were sent to the Agnes Risley cafeteria where they were released to Washoe County School District staff.

**END OF REPORT** 

Investigating Officer

Supervisor signature

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Date: 10/23/13

CID 3238

Date: 10/23/13

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# **Sparks Police Department**

1701 E. Prater Way Sparks, NV 89434 Tel (775) 353-2225

Brian Allen, Chief of Police

To: Whom it may concern

Date: October 29, 2013

From: Sergeant Aaron Leary

I would like to formally request written documentation regarding the immigration status of Jose Horacio Reyes-Mandujano, DOB: 11/16/1980, and Liliana Urtiz, DOB: 9/5/1979, the parents of a juvenile Homicide suspect. The information is part of an on-going investigation Re: SPD case# 13-9953. This information is to be reviewed by Sparks Police Department Detectives and maintained in the Homicide case file.

Respectfully,

Sergeant Aaron Leary

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# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Date/Time of Supplement: October 29, 2013 1400 Hours

Type of Report: Homicide/Attempted Homicide

Detective: B Miller #003

Case: 13-9953

Approving Supervisor Date: 1029-13

# **Details of Supplement:**

On October 21, 2013 at approximately 0716 hours I heard radio traffic describing shots being fired at Sparks Middle School, 2275 18<sup>th</sup> St. Sparks. The radio traffic indicated the shooting was on going so I responded to the school to assist.

While traveling to the school I heard officers indicate they made entry into the school and were searching for the suspect. Several minutes later there was radio traffic indicating the suspect in the shooting was likely down.

I broadcast that students already moved should be directed to Agnes Risley Elementary School, and students found safely in the school with a teacher should be left in place.

I went to Agnes Risley elementary school and began working with the evacuated students. Agnes Risley was not in session at the time so there were no elementary school students in the school. The cafeteria was opened and students were placed in that room along with multiple teachers who escorted the students from the middle school.

I coordinated with school police, Victoria Campbell, Sgt. Leary and several officers from various jurisdictions to track who was at the school and begin a plan for reunification with parents. Some parents began arriving at Agnes Risley. After creating lists of students we began releasing students, who were not witnesses, to their waiting parents. After a period of time it was determined the rest of the students would be transported via school buses to Sparks High School to continue reunification. This was necessary because the cafeteria was too small to hold all the students. The room was becoming overheated and difficult to stay in for any period of time.

Numerous school buses arrived and lined Sullivan lane adjacent to the school. As students left the cafeteria for the bus they were polled by officers to determine if they were witnesses. Students who were found to be witnesses were kept at Agnes Risley while the rest boarded the buses and left for Sparks High School. Numerous students were found to be witnesses to varying degrees.

Sgt. Leary and I began coordinating investigators to respond and conduct interviews with witnesses. Many investigators from various jurisdictions responded to the school to assist with witness

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Case #13-9953 B Miller #003 Homicide/Attempted Homicide

interviews. Multiple classrooms were unlocked at Agnes Risley and were used for interview rooms. Witnesses were kept in groups. As an investigator came available they were individually escorted to a vacant classroom for their interview. Before and after the interview the students were encouraged to contact their parents via cell phone or a phone provided in the room. The parents were asked to come to the school for reunification. This process was repeated until all interviews were completed. This process took several hours and consisted of 30-40 interviews.

During these interviews I met with Sgt. Leary, and we discussed notifying the family of teacher Michael Landsberry who was murdered at the school. We determined due to the scale of the incident it was important to notify his family in a timely manner.

I met with school police and obtained emergency contact information related to Michael Landsberry. I met with victim advocate Jennifer Olsen, and we made arrangements to meet with Sharon Landsberry who is the wife of Michael.

We met with Sharon Landsberry at a business in south Reno located at 180 W Huffaker, Suite 304. She was with friends and family members. Sharon Landsberry indicated she had already been notified of Michael's passing by RPD Sgt. Marcia Lopez due to their connection with the National Guard, and she was appreciative of Sgt. Lopez making the notification. We shared some of the details with Sharon Landsberry and provided her with resource information.

Upon completion of our contact I went back to Agnes Risley elementary school where witness interviews were concluding. I went to the Sparks Police Department and worked on administrative and media related issues for this case.

No further.

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# **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: Homicide Case: 13-9953

Date/Time of Supplement: 10/21/13 @ 1655 Detective: Sgt. S. TRACY

Approving Supervisor TRALETT 004 Date: 16.4.17

# **Details of Supplement:**

On 10/21/13 @ approximately 0716 hours I overheard a call from SPD Dispatch advising of an active shooter situation at Sparks Middle School. SPD Dispatch advised that a teacher "was down" and had been shot.

I responded from the station with emergency lights and sirens activated. Upon arrival at the school, I noticed several SPD Officers and Detectives making entry into the school. I then moved to the south hall doors that face east and entered the school. I observed Sgt. DYER holding the doors open due to the fact that they would lock if allowed to close. I also saw Detective VAUGHT inside the south hall of the school.

I began directing responding Officers and Detectives to start searching the school for the suspect. Many of the school doors were locked and we were unaware how many of the rooms had school children and staff still inside. As I was helping clear the south hall, Sgt. WALSH advised that she believed one of the victims and possibly the shooter had been located in the rear of the school at the basketball court area.

I responded to the basketball area and found Sgt. WALSH as well as other Officers standing over a Hispanic male juvenile with what appeared to be a gunshot wound to the head. The was also a white male adult lying on the basketball court with what appeared to be a gunshot wound to the center of his chest.

Sgt. WALSH maintained custody of that scene while I met with Detective THELIN and we began to move to the north hall of the school. Upon entering the north hall of the school Detective THELIN and I located another Hispanic male juvenile lying on the floor against some lockers. This juvenile had a gunshot wound to the upper left shoulder, chest area and appeared to be going into shock. The juvenile was being attended to by two school staff members. Detective THELIN and I made contact with the juvenile and were assisted by REMSA Paramedic Matt DIXON who had entered the crime scene behind us. He made an immediate assessment of the juvenile and asked him if he could walk. The juvenile nodded that he could walk and we picked him up and began escorting him toward the east side of the school near 18<sup>th</sup> ST. Other Officers on scene took the juvenile from us and we continued to clear the school.





Case #13-9953 Detective Sgt. S. TRACY #130 (HOMICIDE)

A short time later, there were numerous Officers and Detectives from several jurisdictions inside the school. I began to instruct Officers and Detectives to start a thorough search of each room one at a time. When students were found sheltered in place, they were escorted by armed Officers out of the school. Officers and Detectives began to clear the north hall first. Once all of the rooms were cleared, I left several Officers on scene there and moved the other Officers to the south hall to begin evacuating those rooms.

In the south hall several more students and staff members were located in locked rooms. All of the rooms were cleared by uniformed Officers and Detectives. All of the students and staff were removed to the 18<sup>th</sup> ST. side of the school and later moved to Agnes Risley Elementary School.

A short time later, I was advised that RPD SWAT was in the area and would be clearing the entire school. I went out of the school and met with other Detective supervisors to discuss assignments. Lt. TRIPLETT asked me to run the crime scene with Detectives from WCSO. I met with Sgt. CALDWELL and Lt. BALDRIDGE to make assignments. WCSO FIS later responded to begin processing the crime scene. Detective THELIN advised me that he had been contacted by Washoe County School District Personnel stating that there was possible video of the incident from cameras mounted in the school. I directed Detective THELIN to collect the video. See his supplement for further information.

Utilizing several Detectives and Federal Agents from various agencies, a grid search was conducted in an effort to locate evidence from the shooting. Several shell casings were located scattered throughout the school yard area along with several live rounds. See the final WCSO FIS report for details. NHP Troopers arrived and assisted with a mapping and scanning program that creates a GPS 3-D map of the crime scene.

All of the evidence recovered was processed and collected by WCSO FIS. Upon completion of the exterior of the school yard, I asked SFD to respond and assist in cleaning the bio hazard blood spill from the incident. Once WCSO FIS and SFD were done, the scene was returned to custody and control of Washoe County School Police.

I returned to the SPD station and participated in a debrief of the case. No further information is available at this time.

### **Disposition:**

See Original Report

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SPARKS POLICE DEPARTMENT
Supplemental or Continuation Report

Type of Report: Homicide/ Attempted Homicide

Case: 13-9953

Date/Time of Supplement: October 29, 2013 @ 9730

Detective: Congdon #028

Date: 10/31/13

Approving Supervisor\_\_\_\_\_

# Details of Supplement:

On October 21, 2013 at approximately 0715 I responded to Sparks Middle School on the report of a shooting with a teacher down. I arrived on scene and responded to the rear of the school where Sergeant WALSH was located and advising she had two individuals down. I met with WALSH and provided cover for her as well as the two individuals on the ground. I was told one of the individuals who had been shot and on the ground next to us was the shooter. It was not clear if there were any other shooters at that time.

A short time after I arrived on scene a tactical medic arrived and checked for signs of life on both subjects. The first subject the tactical medic attended to was the teacher, later found out to be Michael Landsberry. Landsberry had a gunshot wound to his upper left side of his chest and was not responsive.

The tactical medic then attended to the other subject, who was later found out to be the shooter Jose REYES. REYES had an obvious gunshot wound to his head and had lost a substantial amount of blood. It was determined by the tactical medic that both LANDSBERRY and REYES were deceased and no further life saving measures would help revive either subject.

It had been determined that there were no other shooters and the school had been cleared by law enforcement. I was told two other injured students that had been transported by Remsa to Renown. I held the crime scene to the rear of Sparks Middle School until Washoe County FIS could process it.

While waiting for FIS I observed LANDSBERRY was wearing a black Under Armor tee shirt, black hoody, gray pants, and a pair of brown Keen shoes. Lying next to LANDSBERRY was a black coffee mug and an expended 9mm casing.

REYES was wearing a gray Sparks Middle School hoody, khaki color pants, white tennis shoes, and an orange backpack. I observed laying near REYES feet a Ruger 9mm handgun.

Prior to FIS arriving on scene at approximately 0906 hours I allowed Washoe County Deputy DIAZ, MACHEN, and DURBIN into the crime scene to set up a privacy security screen next to LANDSBERRY. I continued to hold the scene until FIS arrived on scene and began to process it.



Case #13-9953
Detective Congdon #028
Homicide/ Attempted Homicide.

At approximately 1200 I was relieved from the scene by Sergeant TRACY. This concluded my involvement on scene for October 21, 2013.

I had been assigned to interview and follow up with a teacher at Sparks Middle School by the name of Gary LENSHYN to find out what his involvement was on the day of the shooting. On Thursday October 24, 2013 I spoke to LENSHYN over the phone and asked him what he saw the day of the school shooting. LENSHYN said he heard all the kids screaming and running and noticed one kid was injured coming down the north hall way. LENSHYN said he assisted this kid until he passed him off to another teacher who was in the hall, so he could get his students locked down in his class room. I asked LEYNSHYN if he had made a list of students in his classroom. LEYNSHYN said he didn't. LEYNSHYN said he never saw the shooting or the shooter.

No Further.

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# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-9953

Date/Time of Supplement: 10-29-13 @ 1000 bgs

Detective: GALLOP #047

Approving Supervisor:

Date: 10/31/13

## Evidence:

KG-1 CD interview with Josiah PEREZ

KG-2 CD interview with Julius STANKEVICIOUS

KG-3 CD interview with Daizy CORNEJO

KG-4 CD interview with Lisseth GUZMAN

KG-5 CD interview with Luis ARENAS

KG-6 CD interview with Phillip DEES

KG-7 CD interview with Kelsey FAJARDO

KG-8 CD interview with Jordan RUDEEN

# **Details of Supplement:**

On 10-21-13 at approx. 0800 hours, I heard that a Murder and Attempted Murder had just occurred at Sparks Middle school. I responded to Agnes Risley Elementary school where witness interviews were being conducted. I met with Sergeant Aaron LEARY, and I was assigned to conduct witness interviews. I conducted eight witness interviews and departed upon completion.

# Josiah PEREZ interview:

On 10-21-13 at 0845 hours, I conducted an audiotaped interview with Josiah PEREZ in a classroom at Agnes Risley Elementary school. PEREZ stated the following to me in summary:

I attend Sparks Middle school. I rode the bus to school this morning with my friends, and we arrived to Sparks Middle school at about 0700 hrs. My friends and I were outside near South Hall. I was standing near the kickball field when I heard the first gunshot. My friends; Brian MARTINEZ, Alex MARTINEZ, Janet, Angela Cynthia and Jorge were standing there with me when that first gunshot went off. Jorge and I ran to the corner of the building to see if everyone was okay. I saw the suspect, a kid pointing a handgun at Mr. LANDSBERRY's head, and I saw the suspect shoot Mr. LANDSBERRY. I heard people yell, "Oh my God, Mr. TUCKER" when I heard the second gunshot. I yelled for everyone to run. We ran, and I heard more gunshots. The suspect was following people while pointing the gun at them and the suspect fired a couple of more times. I was scared we were going to get shot in the back. I ran toward some nearby apartments with my friends. I called 911 and reported the shooting. I heard people saying the shooter was, "Jose". My friend Seth HINCHBERGER, who was right next to Mr. LANDSBERRY, saw everything too. NFI

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Case# 13-9953
Detective Gallop #047
Murder/Attempted Murder

# Julius STANKEVICIUS interview:

On 10-21-13 at 0915 hours, I conducted an audiotaped interview with Julius STANKEVICIUS in a classroom at Agnes Risley Elementary school. STANKEVICIUS stated the following to me in summary:

I attend Sparks Middle School, and I rode the school bus to school this morning. Upon arrival, I walked to the farthest basketball court. I was playing catch with some friends; Dean AVERY, Kyle NEWCOM, Carlos FLORES, Trevor TURNER, Anthony and "Nickanor".

I heard a gunshot, and I thought it was an airsoft gun. I looked over and saw the suspect with a "9mm" handgun. The suspect had short hair, wearing a Sparks sweatshirt and pants. I Saw Mr. LANDSBERRY walking with his hands up saying something to the suspect like, "Put the gun down". The suspect was running towards Mr. LANDSBERRY and shot him. I ran away, but I came back to see if Mr. LANDSBERRY was still alive. "Anthony" and I along with 3 other people tried to carry Mr. LANDSBERRY inside. Mr. ENDRES said you have to get inside, and we ran. NFI (No Further Information).

# Daizy CORNEJO interview:

On 10-21-13 at 0930 hours, I conducted an audiotaped interview with Daizy CORNEJO in a classroom at Agnes Risley Elementary school. CORNEJO stated the following to me in summary:

I attend Sparks Middle school, and I rode the bus to school this morning. When I got to school, I met up with some friends outside (near the basketball courts). I heard what sounded like two fireworks going off, and I saw everyone running. I saw the suspect with a gun. The suspect came over to me and a group of other kids. My friend Alisa REMPEL and I were standing together and the other kids were against the doors. The suspect pointed the gun at us saying, "You ruined my life, now I'm going to ruin your lives." The suspect walked over to the other group trying to open the door. Mr. "GRADILLAS", Mr. PAZAR and Ms. BARKER opened the door for us. We went inside to the computer lab and hid under desks. Ms. BARKER wrote down on paper what each of us saw and heard, and Ms. BARKER later gave the paper to Mr. MIERAS (Chief of School Police). NFI

### **Lisseth GUZMAN interview:**

On 10-21-13 at 1000 hours, I conducted an audiotaped interview with Lisseth GUZMAN in a classroom at Agnes Risley Elementary school. GUZMAN stated the following to me in summary:

I attend Sparks Middle School, and I walked to school this morning since I live close by. I was outside (of the school) when I heard what sounded like a shotgun, but I thought it was a firecracker. When I heard the second shot, I saw the suspect shooting. I could not actually see the gun, but the suspect was shooting and everyone was running.



Case# 13-9953
Detective Gallop #047
Murder/Attempted Murder

I saw the teacher down on the ground. We all ran. I called my grandmother to lock the doors of our nearby house because my brother and sister were home. My friend, "Valerie" knows the suspect. NFI.

# Luis ARENAS interview:

On 10-21-13 at 1005 hours, I conducted an audiotaped interview with Luis ARENAS in a classroom at Agnes Risley Elementary school. ARENAS stated the following to me in summary:

I attend Sparks Middle school, and I rode the bus to school this morning. I went outside near the building where the school sells snacks when I heard a loud pop. I saw Mr. LANDSBERRY walking towards the suspect. The suspect said something like, "If you don't back away right now, I'm going to shoot you". The suspect then shot Mr. LANDSBERRY. I ran with the other students to get away. We put the girls behind us, and the suspect was pointing the gun at us. The suspect then tried to shoot a teacher through the window. The suspect was looking for "this kid" but I don't remember the name. The suspect walked back towards the area where he shot the teacher, and the suspect shot a student. The student asked the suspect, "What did I do to you? I never did nothing to you." I called 911 and went into a classroom with other students. NFI.

# Phillip DEES interview:

On 10-21-13 at 1030 hours, I conducted an audiotaped interview with Phillip DEES in a classroom at Agnes Risley Elementary school. DEES stated the following to me in summary:

I attend Sparks Middle school, and I rode the bus to school this morning. I went to the playground to find my friends. I heard a gunshot, but I thought someone brought firecrackers to school. I saw a bunch of students running away, so I remained where I was because I thought a teacher caught the person with firecrackers. I then saw the suspect with a gun and "bang" he shot the teacher. I then ran away. The suspect is Jose (unknown last name). NFI.

### Kelsey FAJARDO interview:

On 10-21-13 at 1045 hours, I conducted an audiotaped interview with Kelsey FAJARDO in a classroom at Agnes Risley Elementary school. FAJARDO stated the following to me in summary:

I attend Sparks Middle school, and I walked to school this morning with my friends. My friends (Sarah & Corinne) and I were outside near the North Hall. I heard a gunshot, and I thought it was fake. I thought the school was preparing us for a real school shooting. I then saw the suspect shooting people. The teacher approached the suspect, and the suspect shot the teacher. My friends and I ran towards the cafeteria pounding on the doors for someone to let us in. I saw the suspect go towards South Hall shooting more people. My friends and I got inside where we stayed until the police arrived. The suspect is named Jose according to what I heard. NFI.



Case# 13-9953
Detective Gallop #047
Murder/Attempted Murder

## Jordan RUDEEN interview:

On 10-21-13 at 1125 hours, I conducted an audiotaped interview with Jordan RUDEEN in a classroom at Agnes Risley Elementary school. RUDEEN stated the following to me in summary:

I attend Sparks Middle school, and I rode the bus to school this morning. When I arrived at school, I was walked over to the snack bar outside. I was standing there with my friends Omar, Jerardo and Andrew. I heard a loud pop and students started running. I thought it was a firework. I then saw the suspect 20 feet away from me with a gun. The suspect walked up to Mr. LANDSBERRY and shot him in the chest. I was thinking this might be fake, but I decided to run in case it was real. I heard another gunshot. I got into a classroom. The suspect was wearing a "Sparks" school shirt and a backpack with orange straps. Several students told me the suspect's name is Jose. NFI.

# Search Warrant-950 Henry Orr #306:

On 10-21-13, Detective Jennifer VAUGHT procured a telephonic search warrant of the aforementioned residence. I assisted with the search of the residence, and I completed the Search Warrant Return. Detective Steve BURNS completed a supplement surrounding the circumstances of the search and evidence collected. I returned this warrant to the Sparks Justice Court on 10-23-13.

# Search Warrant-Sparks Middle School locker #812:

On 10-21-13, I procured a Search Warrant for the aforementioned school locker belonging to suspect Jose REYES. I provided Det. SCHRIEBER with copies of the Search Warrant. Det., SCHRIEBER executed the Warrant and completed the Return. On 10-22-13, I returned the Search Warrant to the Sparks Justice Court.

# **Search Warrant-Electronics:**

On 10-23-13, I procured a Search Warrant for electronics seized from the residence of 950 Henry Orr #306. I then gathered the electronic evidence from SPD Evidence, and I transported the items to Reno PD Det. Tyler CLARKE for data extraction and forensic imaging. I returned the Search Warrant to Sparks Justice Court on 10-23-13.

Investigation continues.

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Dun accor	SPAR	KS POLIC	CUSTODY E DEPARTMENT & EVIDENCE	CASE # 13-9953 EVIDENCE USE ONLY			
BAR CODE				EV	INCINCE USE	. CIYL1	
DATE OBTAINED TIME OBTAINED 10-21-13 1300 NAME OF RIGHTFUL OWNER(S)	OFFENSE(S)	a / ATT	MURDER				,
ADDRESS		•		PH	ONE		
LOCATION WHERE FOUND OR FROM WHOM O	OBJAINED GALL	2_					
LOCKER NO. OFFICER'S NAME (LAST, FIF	AST)	SPECIA AU 1	LNOTATIONS:	t			
ITEM# QUANTITY DESCRIPTION OF	PROPERTY	INU)	DIO FUTERVIEW	<u>,                                      </u>		TYPE	DISPO
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C - CONFISCATED
E - EVIDENCE
F - FOUND
SK - SAFEKEEPING

- DISPOSITION:

  0 HOLD

  1 RELEASE TO OWNER

  2 HOLD FOR FORFEITURE

  3 RELEASE TO DMV
- 4 RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 DESTROY

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JANINE BAKER CLERK SPARKS JUSTICE COURT
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OCT 2 3 2013

IN THE JUSTICE COURT OF Spaks TOWNSHIP IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA

IN THE MATTER OF THE APPLICATION FOR A SEARCH WARRANT.

> DUPLICATE ORIGINAL SEARCH WARRANT (TELEPHONIC)

THE STATE OF NEVADA, TO ANY PEACE OFFICER IN THE COUNTY OF WASHOE:

11	Proof by affidavit having been made this date before me by
12	Det. Vaught, of the Sporks Police
1,3	Depr tuent, Washoe County, Nevada, that there is
14	probable cause to believe that the crime(s) of
15	Murder with a deady wespon,
<sup>.</sup> 16	Battery with a deadly weapon
17	felony violation(s) of NRS 200.010 , 200.481
18	has/have been committed by Juse P. age 12
19	and that evidence of the crime(s), namely, fingens, and amount
20	notes, documents, and o has
21	I tems tact may contain
22	Indization of interter
23	metive my electronic device
24	mit may contain data such
25	as telephones, Computers, x hoxes or
16	gime systems, or any cleetronic

	<b>∤</b> 1
1	is/are presently located, concealed and/or hidden on or within
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4	described as 950 Henry Or Parkway
5	# 306 Spects in Washoe County, Nevada;
6	() a vehicle, described as
7	which is presently located at
8	in Washoe county, Nevada;
9	( ) a container described as
10	described as
11	which is/are presently located at
12	in Washoe County, Nevada.
13	YOU ARE THEREFORE DIRECTED to make a complete search within
14	the exterior boundaries of the location and items described above,
15	including any containers therein, whether locked or unlocked, which
16	could reasonably contain the evidence to be searched for, and if the
17	evidence is found, to seize it, make a written inventory of the same,
18	and bring the inventory forthwith before me at the above Court.
19	The telephonic recording of the sworn affidavit supporting
20	probable cause for the issuance of this Search Warrant is hereby
21	incorporated by reference herein in its entirety.
22	Serve this Warrant between the hours of 7:00 a.m.
23	and 7:00 p.m.//C
24	(C) Good cause appearing, serve this Warrant at any
25	time.
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٠ ٦	() Good cause appearing, this Warrant may be served
2	•
. 3	() Good cause appearing, this Warrant and the sworn
4	affidavit are hereby sealed until further order of the Court.
. 5	if · · · · · · · · · · · · · · · · · · ·
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7	Judge Higgins
8	JUSTICE OF THE PEACE
9	DATED: 11.21.13  O. VAUS MY 134  PEACE OFFICER  TIME: 5.54pm  DATED: 1. VAUS MY 134
10	PEACE OFFICER
11	TIME: 5-57/M WITNESS
12	WIINDS
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14	This Search Warrant having been issued based upon an oral
15	statement given under oath, this duplicated original Warrant is
16	hereby endorsed this day of, 20
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19	JUSTICE OF THE PEACE
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# RETURN

I HEREBY CERTIFY and return that I received the annexed
Search Warrant on the $21$ day of $0c7$ . , $20/3$ ; that I
executed the same by making said search of the premises commonly
designated as 950 Herry OLI PARTWAY #306
SPARKS
Washoe County, Nevada; that upon said search I seized the following
item(s):   Shitu of Wesson hoper 581 SEX. AEB9553
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GUN, XBOX CONSOLE SOLH 105/ 98493905,
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W/ Res case
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1	IN THE JUSTICE COURT OF Sparks TOWNSHIP	
2	IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA	
3	***	,
4	IN THE MATTER OF THE APPLICATION	
5.	FOR A SEARCH WARRANT.	
6		
7	DUPLICATE ORIGINAL	
8	SEARCH WARRANT (TELEPHONIC)	
9	THE STATE OF NEVADA, TO ANY PEACE OFFICER IN THE COUNTY OF WASHOE:	
10,		
11	Proof by affidavit having been made this date before me by	
12	Det. Vaught, of the Sporks Police	
1,3	Department, Washoe County, Nevada, that there is	
14	probable cause to believe that the crime(s) of	
1.5	Battery with a deadly weepon	
16	Battery with a deadly weapon	
17	felony violation(s) of NRS 200.010 , 200.481	
18	has/have been committed by Juse P. age 12	
19	and that evidence of the crime(s), namely, fine coms, and amount	, 7
20	notes, documents, and other	
21	tems tact may contain	
22	indization of intenter	
23	metive. Any electronic device	
24	mit my contain data such	
25	as telephones, Computers, x hoxes or	
26	gime systems, or ing electronic	

device that stores data.

ţ	is/are presently located, concealed and/or hidden on or within
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3	including sheds, outbuildings and areas appurtenant thereto,
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6	() a vehicle, described as
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8	which is presently located at
9	in Washoe county, Nevada;
10	() a container, described as
11	which is/are managed a
12	which is/are presently located at
13	in Washoe County, Nevada.
	YOU ARE THEREFORE DIRECTED to make a complete search within
14	the exterior boundaries of the location and items described above,
15	including any containers therein, whether locked or unlocked, which
16	could reasonably contain the evidence to be searched for, and if the
17	evidence is found, to seize it, make a written inventory of the same,
18	and bring the inventory forthwith before me at the above Court.
19	The telephonic recording of the sworn affidavit supporting
20	probable cause for the issuance of this Search Warrant is hereby
21	incorporated by reference herein in its entirety.
22	Serve this Warrant between the hours of 7:00 a.m.
23	and 7:00 p.m.//6
24	Good cause appearing, serve this Warrant at any
25	time.
26	///

- 1	() Good cause appearing, this Warrant may be served
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7	Judge Higgins
8	JUSTICE OF THE PEACE
9	DATED: 11-21-13  U. May My 134  PEACE OFFICER  TIME: 5-54pm  Una CARA
10	PEACE OFFICER
11	TIME: 5-51PM   My (1)
12	WITNESS
13	
14	This Search Warrant having been issued based upon an oral
15	statement given under oath, this duplicated original Warrant is
16	hereby endorsed this day of, 20
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19	JUSTICE OF THE PEACE
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. 1	RETURN
2	I HEREBY CERTIFY and return that I received the annexed
. 3	
4	executed the same by making said search of the premises commonly
5	designated as
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7	Washoe County, Nevada; that upon said search I seized the following
8	item(s):
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21	DATED this day of, 20
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24	PEACE OFFICER
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FILED
JANINE BAKER, CLERK
SPARKS JUSTICE COURT

OCT 2 2 2013

By DEPUTY CLERK

IN THE JUSTICE COURT OF SPARKS TOWNSHIP

IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA

4 IN THE MATTER OF THE APPLICATION

FOR A SEARCH WARRANT.

AFFIDAVIT IN SUPPORT OF ISSUANCE OF SEARCH WARRANT

23.

- I, Ken Gallop, having been first duly sworn, upon oath, do hereby swear under penalty of perjury that the assertions of this affidavit are true.
- 2. Your affiant is a duly authorized and acting peace officer employed by the Sparks Police Department, and currently assigned to Detectives. That while acting in that capacity, I have become familiar with the facts and circumstances involved in the investigation of case number 13-9953, surrounding the crime(s) of Murder with the use of a Deadly Weapon violation(s) of NRS 200.010, 200.030 and 193.165 and Battery with the use of a Deadly Weapon a violation of NRS 200.481 has been committed by Jose P a juvenile, which occurred on October 21, 2013, at Sparks Middle School located at 2275 18<sup>th</sup> St, County of Washoe, Nevada.

- 3. That your affiant has been a detective with the Sparks Police Department for five (5) years and has been employed as a police officer for twenty years. In that capacity I am familiar with students storing items, documents, electronics and evidence relevant to crimes and committing crimes using school lockers.
- 4. That based upon my training and experience I believe that evidence may be contained inside school locker #812 at Sparks Middle School located at 2275 18<sup>th</sup> Street Sparks, County of Washoe, Nevada that would help identify motives or intent and/or communications with possible witnesses to the aforementioned crimes.
- 5. Your affiant avers that there is probable cause to believe that certain evidence of the crimes listed above namely but not limited to; handwritten notes, typed notes, notebooks, books, and/or electronic devices tending to show motives or intent and possible witnesses to the aforementioned crimes.
- 6. The suspect referred hereinafter as Jose P due to his juvenile status, was located deceased with a backpack affixed to his back was located. Inside the backpack affixed to Jose P were two handwritten notes purportedly authored by Jose P.
- 7. In support of this assertion, the following factual circumstances constituting probable cause are offered:

On October 21, 2013, at approximately 0716 hours, Sparks Police dispatch received numerous calls shooting at Sparks Middle School, located at 2275 18<sup>th</sup> Street Sparks, Nevada.

Numerous officers from the Sparks Police Department (hereinafter referred to SPD), Reno Police Department, Washoe County Sheriff's Office, University of Nevada Reno Police Department, Nevada Highway Patrol and Washoe County School police responded to Sparks Middle School.

One of the callers reported a teacher had been shot and was down by the basketball courts. Responding officers found two deceased male subjects on the west side of the school located by the north basketball courts.

One of the deceased males was later identified as Sparks Middle School teacher, Michael LANDSBERRY who had been shot by the suspect. The second deceased male referred to as Jose P was identified as the shooting suspect, and Jose P had a gunshot wound to his head. A semi-automatic handgun and a black Kyocera cellular telephone was located on the ground next to Jose P's body.

Two other gunshot victims, both age 12 were located at the Sparks Middle School and transported to the hospital for treatment to their respective gunshot wounds. One victim had been shot in the abdomen, and the second victim had been shot in the shoulder.

Officers and Detectives from the aforementioned law enforcement agencies conducted over eighty interviews with Sparks Middle School students and school staff members who witnessed the shooting. Jose P. was named as the only suspect who possessed a

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handgun and perpetrated the shooting of the two aforementioned students and teacher.

SPD detectives located and viewed video surveillance footage from the Sparks Middle School surveillance system. The video footage corroborates the aforementioned details of the shooting at Sparks Middle School.

SPD detectives determined Jose P. was on the northwest side of Sparks Middle School next to the basketball court. removed a handgun from a backpack that he was wearing and Jose P fired a round at a 12 year old victim striking victim in the shoulder region. Several students on the playground began to run in all different directions. Jose P stood in the basketball court area then walked southbound at the same time extending his right arm out in front of him with a handgun in his right hand. Jose P then approached who was walking toward Jose P in the basketball Jose P fired a round at LANDSBERRY striking him in court area. LANDSBERRY immediately fell backwards on the ground. the chest. LANDSBERRY immediately fell to the ground and was later was Jose P walked to a southwest door pronounced dead on scene. where a student was located. Jose P walked away from the student then entered the south courtyard which was full of students who fled the area earlier when the first 12 year old was shot. P shot two more rounds striking a building the east area of the courtyard. Jose P then walked west and began to exit the south

courtyard. At this time a student with Sparks Middle School walked towards Jose P not knowing that Jose P was the shooter. Jose P then shot the second male 12 year old once striking him in the stomach region. The second 12 year old fled from Jose P. Jose P then walked back north toward the basketball court area. Jose P then shot himself in the head with the handgun he had in possession and was later pronounced dead on scene.

Jose Horacio REYES-MANDUJANO and Liliana URTIZ are the parents of Jose P. REYES-MANDUJANO and URTIZ were interviewed voluntarily by SPD detectives. The information obtained from the parents is as follows. Jose P. was driven to Sparks Middle School on October 21, 2013 by his mother. At approximately 7:10am Jose P. was dropped off at the front of Sparks Middle school by his mother. At this time URTIZ noticed her son had a bb gun rifle in his backpack. According to URTIZ, Jose P said the BB gun rifle was for a class project. URTIZ did not allow Jose P to take the BB gun rifle with him, and URTIZ kept the BB gun rifle in the vehicle. URTIZ returned home and placed the BB gun rifle in Jose P's bedroom.

URTIZ was informed by a family member over the phone that a shooting had just occurred at Sparks Middle School. URTIZ's attention was drawn to a kitchen cupboard where two handguns are kept because cereal boxes in front of the cabinet had been moved.

URTIZ discovered one 9mm handgun was missing from the kitchen cupboard above the refrigerator.

URTIZ contacted REYES MANDUJANO who in turn responded to Sparks Middle School to locate Jose P. REYES-MANDUJANO then met with a Deputy and informed the Deputy his son Jose P may have been involved in the school shooting based on the aforementioned information from URTIZ.

- 8. SPD detective Kevin DACH confirmed with Washoe County School Police that locker #812 at Sparks Middle School is assigned solely to Jose P.
- 9. WHEREFORE, affiant requests that a Search Warrant be issued authorizing the search of the above-described location(s), for the above-described items of evidence.
  - ) between the hours of 7:00 a.m., and 7:00 p.m.
  - ( ) at any time day or night.
- ( ) No-Knock Clause requested.

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Dated this  $2^2$  day of 0c7. PEACE OFFICER Subscribed and sworn to before me this  $\frac{22}{}$  day of OCT. \_\_\_, 20<u>13</u>. OR DEPUTY CLERK 



IN THE JUSTICE COURT OF SPARKS TOWNSHIP,

IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA.

IN THE MATTER OF THE APPLICATION

FOR A SEARCH WARRANT.

### SEARCH WARRANT

THE STATE OF NEVADA, TO ANY PEACE OFFICER IN THE COUNTY OF WASHOE:

Proof by Affidavit having been made this date before me by Detective Ken Gallop, of the Sparks Police Department, Washoe County, Nevada, that there is probable cause to believe that the crimes of Murder with the use of a Deadly Weapon violation(s) of NRS 200.010, 200.030 and 193.165 and Battery with the use of a Deadly Weapon a violation of NRS 200.481 has been committed by Jose P a juvenile, which occurred on October 21, 2013, at Sparks Middle School located at 2275 18th St, County of Washoe, Nevada, and that evidence of the crimes listed above namely but not limited to; handwritten notes, typed notes, notebooks, books, and/or electronic devices tending to show motives or intent and possible witnesses to the aforementioned crimes.

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YOU ARE THEREFORE DIRECTED to make a complete search
within the exterior boundaries of the location and items
described above, including any containers therein, whether
locked or unlocked, which could reasonably contain the evidence
to be searched for, and if the evidence is found, to seize it,
make a written inventory of the same, and bring the inventory
forthwith before me at the above Court.

A copy of the affidavit supporting probable cause for the issuance of this Search Warrant is attached hereto and incorporated by reference herein.

(XX) Serve this Warrant between the hours of 7:00 a.m. and 7:00 p.m.

(\_\_\_) Good cause appearing, serve this Warrant at any time.

DATED this 220 day of OCTUBE , 20 13

JUSTICE OF THE PEACE

1	R E T U R N
2	I HEREBY CERTIFY and return that I received the annexed
3	Search Warrant on the 22 day of Oct , 2013;
4	that I executed the same by making said search of the premises
5	commonly designated as laker #812 located at
6	commonly designated as laker #8/2 located at
7	Washoe County, Nevada; that upon said search I seized the
8	following item(s): locker Empty
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18	described in the annexed Search Warrant.
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20	DATED this 22 <sup>1</sup> day of 0ct , 20 <u>13</u> .
21	1 3 4119
22	Peace Officer



FILED
JANINE BAKER, CLERK
SPARKS JUSTICE COURT

OCI 2 3 2013

By Brawn
DEPUTY CLERK

IN THE JUSTICE COURT OF SPARKS TOWNSHIP

IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA

IN THE MATTER OF THE APPLICATION FOR A SEARCH WARRANT.

AFFIDAVIT IN SUPPORT OF ISSUANCE OF SEARCH WARRANT

State of Nevada )
... .. ) ss
County of Washoe )

2.

1. I, Ken Gallop, having been first duly sworn, upon oath, do hereby swear under penalty of perjury that the assertions of this affidavit are true.

Your affiant is a duly authorized and acting

peace officer employed by the Sparks Police Department, and currently assigned to Detectives. That while acting in that capacity, I have become familiar with the facts and circumstances involved in the investigation of case number 13-9953, surrounding the crime(s) of Murder with the use of a Deadly Weapon violation(s) of NRS 200.010, 200.030 and 193.165 and Battery with the use of a Deadly Weapon a violation of NRS 200.481 has been committed by Jose P a juvenile, which occurred on October 21,

2013, at Sparks Middle School located at 2275 18th St, County of

Washoe, Nevada.

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- 1 3. That your affiant has been a detective with the 2 Sparks Police Department for five (5) years and has been employed as a police officer for twenty years. In that capacity I have 3 become familiar with the use of telephones, computers, console 4 5 gaming devices and other electronic storage devices used to store 6 information such as photographs, internet browser history, images, 7 text messages, email messages, documents, and other communications 8 and information relevant to criminal investigations. familiar with cellular telephones, tablets and computers being 9 10 used to; send and receive messages, images and data. 11 familiar with the aforementioned electronic devices commonly used 12 by people and juveniles to: access social networking sites, send 13 and receive information and data, communicate directly device-to-14 device via email, text, applications, and store and gather data 15 relevant to crimes and committing crimes.
  - 4. That based upon my training and experience I believe that evidence collected during the course of this investigation may contain evidence that would help identify motives or intent and communications with possible witnesses to the aforementioned crimes.
  - 5. Your affiant avers that there is probable cause to believe that certain evidence of the crimes listed above namely, Indicia of ownership, text messages (SMS), multimedia messages (MMS), applications (APPS), phone call logs, voicemails, contact lists, email correspondence, email addresses, attached devices, pictures, maps, addresses, internet browser history,

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passwords, and documents, will be located within a Kyocera cellular telephone model C5155 HEX #A00-000-410-865-33, an Xbox gaming console serial #105198493905, Toshiba Laptop Computer serial #9C218239R and NABI tablet serial #A121113001362. Evidence would be recovered through a forensic analysis of aforementioned mentioned devices which are presently located the Sparks Police Department at 1701 East Prater Way, Sparks, Washoe County, Nevada.

- suspect referred locating the 6. upon That hereinafter as Jose P due to his juvenile status, a black Kyocera HEX #A00-000-410-865-33 was cellular telephone model C5155, located in close proximity to his body. Evidence was seized from Jose P's residence pursuant to a search warrant executed on serial console Xbox gaming 2013, 21<sup>st</sup> an October namely #105198493905, a Toshiba Laptop Computer serial #9C218239R and a NABI tablet serial #A121113001362
- 7. In support of this assertion, the following factual circumstances constituting probable cause are offered:

On October 21, 2013, at approximately 0716 hours, Sparks Police dispatch received numerous calls shooting at Sparks Middle School, located at 2275 18<sup>th</sup> Street Sparks, Nevada.

Numerous officers from the Sparks Police Department
(hereinafter referred to SPD), Reno Police Department, Washoe
County Sheriff's Office, University of Nevada Reno Police
Department, Nevada Highway Patrol and Washoe County School police
responded to Sparks Middle School.

One of the callers reported a teacher had been shot and was down by the basketball courts. Responding officers found two deceased male subjects on the west side of the school located by the north basketball courts.

One of the deceased males was later identified as Sparks Middle School teacher, Michael LANDSBERRY who had been shot by the suspect. The second deceased male referred to as Jose P was identified as the shooting suspect, and Jose P had a gunshot wound to his head. A semi-automatic handgun and a black Kyocera cellular telephone was located on the ground next to Jose P's body.

Two other gunshot victims, both age 12 were located at the Sparks Middle School and transported to the hospital for treatment to their respective gunshot wounds. One victim had been shot in the abdomen, and the second victim had been shot in the shoulder.

Officers and Detectives from the aforementioned law enforcement agencies conducted over eighty interviews with Sparks Middle School students and school staff members who witnessed the shooting. Jose P. was named as the only suspect who possessed a handgun and perpetrated the shooting of the two aforementioned students and teacher.

SPD detectives located and viewed video surveillance footage from the Sparks Middle School surveillance system. The video footage corroborates the aforementioned details of the shooting at Sparks Middle School.

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SPD detectives determined Jose P. was on the northwest side of Sparks Middle School next to the basketball court. removed a handgun from a backpack that he was wearing and Jose P fired a round at a 12 year old victim striking victim in the shoulder region. Several students on the playground began to run in all different directions. Jose P stood in the basketball court area then walked southbound at the same time extending his right arm out in front of him with a handgun in his right hand. Jose P then approached who was walking toward Jose P in the basketball Jose P fired a round at LANDSBERRY striking him in LANDSBERRY immediately fell backwards on the ground. LANDSBERRY immediately fell to the ground and was later was pronounced dead on scene. Jose P walked to a southwest door where a student was located. Jose P walked away from the student then entered the south courtyard which was full of students who fled the area earlier when the first 12 year old was shot. Jose P shot two more rounds striking a building the east area of the courtyard. Jose P then walked west and began to exit the south courtyard. At this time a student with Sparks Middle School walked towards Jose P not knowing that Jose P was the shooter. Jose P then shot the second male 12 year old once striking him in the stomach region. The second 12 year old fled from Jose P. Jose P then walked back north toward the basketball court area. Jose P then shot himself in the head with the handgun he had in possession and was later pronounced dead on scene.

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Jose Horacio REYES-MANDUJANO and Liliana URTIZ the are REYES-MANDUJANO and URTIZ were interviewed parents of Jose P. voluntarily by SPD detectives. The information obtained from the Jose P. was driven to Sparks Middle parents is as follows. School on October 21, 2013 by his mother. At approximately 7:10am Jose P. was dropped off at the front of Sparks Middle school by his mother. At this time URTIZ noticed her son had a bb gun rifle in his backpack. According to URTIZ, Jose P said the BB gun rifle was for a class project. URTIZ did not allow Jose P to take the BB gun rifle with him, and URTIZ kept the BB gun rifle in the vehicle. URTIZ returned home and placed the BB gun rifle in Jose P's bedroom.

URTIZ was informed by a family member over the phone that a shooting had just occurred at Sparks Middle School. URTIZ's attention was drawn to a kitchen cupboard where two handguns are kept because cereal boxes in front of the cabinet had been moved. URTIZ discovered one 9mm handgun was missing from the kitchen cupboard above the refrigerator.

URTIZ contacted REYES MANDUJANO who in turn responded to Sparks Middle School to locate Jose P. REYES-MANDUJANO then met with a Deputy and informed the Deputy his son Jose P may have been involved in the school shooting based on the aforementioned information from URTIZ.

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1	8. WHEREFORE, affiant requests that a Search
2	Warrant be issued authorizing the search of the above-described
3	location(s), for the above-described items of evidence.
4	( ) between the hours of 7:00 a.m., and 7:00 p.m.
5	( ) at any time day or night.
6	( ) No-Knock Clause requested.
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23	MAGISTRATE OR DEPUTY CLERK
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JANINE BAKER CLERK SPARKS JUSTICE COURT OCT 2 3 2013 By J. Brown

IN THE JUSTICE COURT OF SPARKS TOWNSHIP,

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IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA.

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IN THE MATTER OF THE APPLICATION

FOR A SEARCH WARRANT.

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### SEARCH WARRANT

THE STATE OF NEVADA, TO ANY PEACE OFFICER IN THE COUNTY OF

10 WASHOE:

Proof by Affidavit having been made this date before me by Detective Ken Gallop, of the Sparks Police Department, Washoe County, Nevada, that there is probable cause to believe that the crimes of Murder with the use of a Deadly Weapon violation(s) of NRS 200.010, 200.030 and 193.165 and Battery with the use of a Deadly Weapon a violation of NRS 200.481 has been committed by Jose P a juvenile, which occurred on October 21, 2013, at Sparks Middle School located at 2275 18th St, County of Washoe, Nevada, and that evidence of the crimes listed above namely, namely, Indicia of ownership, text messages (SMS), multimedia messages (MMS), applications (APPS), phone call logs, voicemails, contact lists, email correspondence, email addresses, attached devices, pictures, maps, addresses, internet browser history, passwords,

and documents, will be located within a Kyocera cellular telephone model C5155 HEX #A00-000-410-865-33, an Xbox gaming console serial #105198493905, Toshiba Laptop Computer serial #9C218239R and NABI tablet serial #A121113001362. Evidence would be recovered through a forensic analysis of aforementioned mentioned devices which are presently located the Sparks Police Department at 1701 East Prater Way, Sparks, Washoe County, Nevada.

YOU ARE THEREFORE DIRECTED to make a complete search within the exterior boundaries of the location and items described above, including any containers therein, whether locked or unlocked, which could reasonably contain the evidence to be searched for, and if the evidence is found, to seize it, make a written inventory of the same, and bring the inventory forthwith before me at the above Court.

A copy of the affidavit supporting probable cause for the issuance of this Search Warrant is attached hereto and incorporated by reference herein.

1	(XX) Se	rve this Warrant between the hours of 7:00 a.m. and 7:00	J
2	p.m.		
3	() G	ood cause appearing, serve this Warrant at any time.	
4		22+ $mc$	
5		DATED this 25 day of OCT., 2013.	
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. 1	<u>RETURN</u>
2	I HEREBY CERTIFY and return that I received the annexed
3	Search Warrant on the 33rd day of October, 2013;
4	that I executed the same by making said search of the premises
5	commonly designated as Kyocera C5155 Cell Phone, Xbox
6 7	Come Console, S/N. Toshiba Laptop S/N 9C218239R Nabi Alali3001362. Washoe County, Nevada; that upon said search I seized the
8	following item(s):
9	Data extracted from Kyocera C5155 cell phone.
10	Forensic image of:
11	XXXX Game Console S/N 105198493905 Toshiba Laptop Computer S/N 90218239R
12	Nabi Tablet 5/4 Alalli 3001362
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19	described in the annexed Search Warrant.
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21	DATED this 33rd day of October, 2013.
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23	Peace Officer
24	reace Officer

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-09953

Date/Time of Supplement: 10-30-2013-7

Detective: B. Orr

Approving Supervisor:

Date: 10/3///3

### **Details of Supplement:**

On 10-21-2013, at approximately 0900 hours, I was assigned to assist in the interviews of Pedro OROZCO, Trace TURNER, Jordi CRUZ, and Eloisa AQUINO at Alice Maxwell Elementary School, located at 2300 North Rock Blvd Room 3B, Sparks, Nevada. Refer to Interview Supplements written by Detective B. Orr for further details of interviews. I maintained custody and care of the digital recorder, which contained the audio recordings of interviews. I also maintain custody and care of written statement completed by Trace TURNER.

On 10-23-2013, I downloaded the audio recording and placed them on individual CD's. I then transported the evidence to the Sparks Police Department from the Reno Drug Enforcement Office and transferred custody of the evidence to Evidence Technician L. Brown, after processed the items listed below as evidence:

BO1- one CD+r containing interview with Perdo OROZCO.

BO2- one CD+r containing interview with Eloisa AGUINO.

BO3- one CD+r containing interview with Jordi CRUZ.

BO4- one CD+r containing interview with Trace TURNER.

BO5- one hand written statement by Trace TURNER

No additional details.

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### **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT PROPERTY & EVIDENCE

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### **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

CASE #	
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### SAW ALMUST EVERTTHING ###



# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10-21-13. The time is 730 AM. The following will be an
interview with PEORO OROZCO
dațe of birth 5-20-2000 social security number UNKNOWN.
This interview will be in reference to Sparks Police case number (3-09953
and Dula subs Southered
This interview is being conducted at 2300 N NOCK BLVD RN2 SCAMEN
Present during this interview are 1. B. ONR
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3
4
Time interview concluded 09:41 AM
Involve
Sex: M Race: H Ht: 5'0 Wt: 150 Build: MFP Hair: BRO Eyes: BRO
Residence Address: SUN VALLEY, N
Residence Phone: 303-9583(mom Business Phone: 224-7865 (DAD)
Business Name/Add: 5 PARKS MIDDLE SCHOOL
Occupation: 5700 EvT Days Off: 5AT/SUNWork Hrs: WA
FABIOLA DADA PETE OROZOF

(BO)

### SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-09953

Date/Time of Supplement: 10/23/13, @ 0900hrs

Detective: Orr #237

Approving Supervisor: 130

Date: 16/31/13

### INTERVIEW SUPPLEMENT

Name: Orozco, Pedro

**DOB:** 05/20/00

Date of Interview: 10/21/13 Time Started: 0932hrs Time Finished: 0941hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

### **Details of Interview:**

At the start of the interview OROZCO informed me that he was at Sparks Middle School during the time of a shooting, which occurred on 10/21/2013. OROZCO told me that he lives in Sun Valley, Nevada. OROZCO took the bus to school and arrived at the north hall of the school, at approximately 0700hrs. OROZCO was standing near the entrance door of the north hall, when he heard a loud noise. OROZCO told me that he began to look around. OROZCO thought the noise was another kid playing around, because kids in the school will commonly make loud noise to scare others. OROZCO described the sound echoing, due to being surrounded by walls.

As OROZCO turned toward the loud noise, he observed a juvenile male only known to him by the nickname of "KJ" grabbing his left arm. KJ then fell to the ground and leaned against a wall. OROZCO observed a juvenile holding a gray and black firearm. OROZCO told me he doesn't know types of guns, but believed it looked like the type of guns police officers carry. OROZCO told me that he didn't know the juveniles name, which was holding the gun, but he has seen him a lunch at the school, hereinafter referred to as SUSPECT-1.

OROZCO then observed SUSPECT-1 point the firearm at another unknown juvenile male, which was standing next to 'KJ" and attempted to shoot the juvenile male. OROZCO told me that the gun didn't fire and SUSPECT-1 had to reload the firearm. I asked OROZCO to explain to me how SUSPECT-1 reloaded the firearm. OROZCO used his hands to demonstrate the reloading processes. OROZCO put his right hand up in front of himself and simulated pointing the firearm at me. The

Case #13-09953
Detective Orr
Murder/Attempted Murder
way OROZCO's

hand was situated from my training and experience, his right hand was in the pistol grip of the firearm. OROZCO then took his left hand and placed it on the top of the simulated firearm and pulled backward, as if was charging the firearm. I asked OROZCO if SUSPECT-1 removed the magazine and replaced it with a new one, which is one of the reloading procedures for a semi auto handgun. OROZCO told me that SUSPECT-1 didn't replace the magazine in the handgun.

Investigators Notes: I believe through my training and experience with firearms. SUSPECT-1 was not reloading the firearm, but had a malfunction with the firearm. SUSPECT-1 had to use the charging handle of the firearm to clear the malfunction and place the firearm back into battery.

OROZCO then heard a teacher yelling at SUSPECT-1. OROZCO explained by the time SUSPECT-1 fixed the malfunction of the firearm "KJ" and the other juvenile had moved approximately 20 feet away from the suspect. OROZCO describes the distance to me as half the size of the class room the interview was taking place. OROZCO then observed SUSPECT-1 turn toward the teacher, who was on the other side of the gym area from SUSPECT-1.

OROZCO described the teacher and the suspect walking towards each other. OROZCO didn't know the teachers name, but heard after the shooting from other classmates that the teacher name was MR. Landsberry. OROZCO could hear the teacher saying something to SUSPECT-1, but was unable to make out the conversation. OROZCO observed SUSPECT-1 and the teacher approach each other. OROZCO believed they were approximately five feet from each other when SUSPECT-1 shot the teacher in the chest. OROZCO explained the distance to me as the table distance, which were using for the interview. OROZCO told me the teacher fell backward and at the same time OROZCO grabbed his chest with both hands and fell backward in his chair, which he was sitting in during the time of the interview.

OROZCO then told me that SUSPECT-1 began to chase other teachers and student towards the south hall of the school. OROZCO then ran toward an open door into the school and hide in a classroom. OROZCO had no further information reference the shooting or SUSPECT-1.

No additional details.

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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10-21-13. The time is 0955 416. The following will be an
interview with TVRUER, TRACE
dațe of birth, social security number WKNowW
This interview will be in reference to Sparks Police case number 13-09953.
This interview is being conducted at 2300 N. noch DLVO Room 3.B SPANKE.W
Present during this interview are 1. B. onl
2. COLT TURNER
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<b>4.</b>
Time interview concluded 1005 HCS
<u>Involve</u>
Sex: M Race: W Ht: 5'2 Wt: 1/0 Build: THW Hair: BroEyes: BRO
Residence Address:
Residence Phone:
Business Name/Add: SPARK MIDDLE 874 GRADE
Occupation: STUDEN Days Off: SATKUL Work Hrs: NA

(BO)

### SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-09953

Date/Time of Supplement: 10/30/13 @ 0900hrs

Detective: Orr #237

Approving Supervisor:

Date: <u>/0/31/13</u>

### INTERVIEW SUPPLEMENT

Name: TURNER, Trace

**DOB:** 07/25/00

Date of Interview: 10/21/13
Time Started: 0955hrs

Time Finished: 1005hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

### **Details of Interview:**

At the start of the interview TURNER informed me that he was at Sparks Middle School during the time of a shooting, which occurred on 10/21/2013. TURNER told me that he lives in Sun Valley, Nevada. TURNER took the bus to school and arrived at the school, at approximately 0700hrs. TURNER was playing football with friend near the basketball court. Turner was approximately twenty feet behind Mr. Landsberry, when he heard a loud noise. TURNER describes people running.

TURNER observed a juvenile holding a gray and black gun with an orange strip, which he described as the same as his father's Model 1911 firearm. TURNER told me that he didn't know the juveniles name, which was holding a firearm, hereinafter referred to as SUSPECT-1. TURNER observed SUSPECT-1 wearing a Sparks Middle School uniform and having spikey hair.

TURNER then observed SUSPECT-1 point the gun at Mr. Landsberry and Mr. Tucker. TURNER told me he observed SUSPECT-1 shoot Mr. Landsberry. TURNER then told me the teacher fell backward. TURNER then ran from the school. TURNER had no further information reference the shooting or SUSPECT-1.

**Note:** Present during interview was Colt Turner, Father of Trace Turner. Prior to the interview, TURNER handed me a statement that he had written prior to the interview.

No additional details.

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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10-21-13. The time is 0945 HVCS. The following will be an
interview with CRUZ, JORDI
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-09953
This interview is being conducted at 2300 N Rock BLVD RM 3B STARKS N
Present during this interview are 1. 3. ORR
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Time interview concluded <u>095/</u>
<u>Involve</u>
Sex: M Race: H Ht: 4-8 Wt: 80 Build: MD Hair: BN Eyes: BNO
Residence Address: UNKNOWN SUN VALVI, IN  MARIA MARTINEZ SALVADOR CRUZ  Residence Phone: UNK PHONE Business Phone: UNK PHONE
Residence Phone: UNK PHONE Business Phone: UNK PHONE
Business Name/Add: SPARK MIDDLE SCHOOL
Occupation: 57005 NT Days Off: SAT/SurWork Hrs: NA

(BO)

#### SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-09953

Date/Time of Supplement: 10/30/13 @ 0900hrs

Detective: Orr #237

**Approving Supervisor:** 

INTERVIEW SUPPLEMENT

Name: CRUZ, Jordi

**DOB:** 09/09/01

Date of Interview: 10/21/13

Time Started: 0945hrs Time Finished: 0951hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

#### **Details of Interview:**

At the start of the interview CRUZ informed me that he was at Sparks Middle School during the time of a shooting, which occurred on 10/21/2013. CRUZ told me that he lives in Sun Valley, Nevada. CRUZ took the bus to school and arrived at the school, at approximately 0700hrs. CRUZ was standing near the benches to the rear of the school, when he heard a loud noise. CRUZ was talking to his friend ELSER. CRUZ told me that he began to look around.

CRUZ observed a juvenile holding a gray gun. CRUZ told me that he didn't know the juveniles name, which was holding a firearm, hereinafter referred to as SUSPECT-1. CRUZ could only see the back of the juvenile holding the firearm and was unable to describe SUSPECT-1. CRUZ only remembered SUSPECT-1 wearing a black and orange backpack.

CRUZ then observed SUSPECT-1 point the gun at a teacher, who he know had have the last name with Berry in it name. CRUZ told me he observed the spark of the gun and a loud bang. CRUZ then told me the teacher fell backward. CRUZ then ran toward an open door into the school and hide in a classroom. CRUZ had no further information reference the shooting or SUSPECT-1.

No additional details.





## Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10-21-13. The time is 1015. The following will be an
interview with AQUINO, ELOISA
date of birth social security number 13-04953
This interview will be in reference to Sparks Police case number 13 00953
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This interview is being conducted at 1300 N ROCK BLAD RM 3-B STARKS, IN
Present during this interview are 1. 9. ONR
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Time interview concluded 1025
<u>Involve</u>
Sex: F Race: A Ht: 511 Wt: 95 Build: THN Hair: BRO Eyes: BRO
Residence Address: 1817 APART, ON WEVEKUND (MOM) FRELIE SUBILLAGA DAD OMAR SUBILLAGA
Residence Phone: Business Phone:
Business Name/Add: 5PARKS MIDDLE SCHOOL
Occupation: STUDIENT Days Off: SAT/SUN Work Hrs: NA

(BO)

#### SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-09953

Date/Time of Supplement: 10/30/13 @ 0940hrs

Detective: Orr #237

Approving Supervisor:

Date: 10/3//13

#### INTERVIEW SUPPLEMENT

Name: AQUINO, Eloisa

**DOB:** 12/19/99

Date of Interview: 10/21/13 Time Started: 1015hrs Time Finished: 1025hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

#### **Details of Interview:**

At the start of the interview AQUINO informed me that she was at Sparks Middle School during the time of a shooting, which occurred on 10/21/2013. AQUINO told me that she lives near the school and began walking to school, at approximately 0705hrs. AQUINO walked in the north gates to the school and preceded to the benches near the basketball courts. AQUINO was behind Mr. Landsberry, when he heard a loud noise. AQUINO describes people running.

AQUINO observed a juvenile holding a gray and black firearm. AQUINO told me that she knew the juvenile as Jose, which was holding a firearm, hereinafter referred to as SUSPECT-1. AQUINO has never met SUSPECT-1 before, but knows her friend Rafael has mentioned him before as they were speaking. AQUINO observed SUSPECT-1 was wearing a Sparks Middle School uniform.

AQUINO then observed SUSPECT-1 point the firearm at Mr. Landsberry and Mr. Tucker. AQUINO told me he observed SUSPECT-1 shoot Mr. Landsberry. AQUINO then told me the teacher fell backward holding his chest. AQUINO then ran to a room inside the school. AQUINO had no further information reference the shooting or SUSPECT-1.

No additional details.

**PM** 

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Att. Homicide

Case: 13-9953

Date/Time of Supplement: 10-31-13 @ 0736 Hours

Detective: McNeely 087

Approving Supervisor

Date: <u>/0/3</u>

#### **Details of Supplement:**

#### Interviews:

The following is a brief synopsis of the interviews and are not meant as transcripts. The interviews were recorded for evidence. For further refer to the DVD discs placed into evidence under tag PM4 and PM5.

BRANDT, Natashia: 10-29-13, from 1500 hours to 1517 hours.

BRANDT said she was Jose REYES' speech therapist. BRANDT described teaching REYES reading comprehension and in a different group she focused on social interactions. BRANDT said she would see REYES twice a week in group of three to four. BRANDT said she would review sarcasm and how to read body language. BRANDT said the students didn't understand social interactions. BRANDT said REYES was a good student and seemed to understand and would try to answer for the other students.

BRANDT said she had a discussion with her students about bullying and what to do if they were being bullied. BRANDT said REYES never mentioned being bullied or having a problem with anyone. BRANDT said REYES was always smiling and seemed happy. BRANDT described a time that REYES was two minutes late and seemed very upset about it. BRANDT said she had to explain to REYES that it was not a big deal.

BRANDT described a play she had the students play a certain character from the Adam's Family. BRANDT said one student had to be a female in the play and did a female voice imitation and REYES and another student laughed. BRANDT said when REYES did a funny voice for his character the other students laughed at him, but REYES had an inappropriate response and said something to the effect of, why are you teasing me. BRANDT said REYES had some social awkwardness and was quiet.

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Case #13-9953
Detective McNeely 087
Homicide

WILSON, Andrea: 10-30-13, from 1543 hours to 1558 hours.

WILSON said she was Jose REYES' 1<sup>st</sup> period special ed. math teacher. WILSON described REYES as seemingly happy most times. WILSON said REYES was focused and was doing very well in her class. WILSON said she didn't see REYES interact with the other students much. WILSON said she ran a very regimented class and the students did not have much time to interact with each other.

I asked WILSON if she remembered REYES ever having a problem with the other students. WILSON said she did not recall anything like that. I asked about a student named Brandon SOUDERS. WILSON said she had sent SOUDERS and Seth SLOAN to the office for mediation several times for picking on each other, but she didn't recall any incident where she sent SOUDERS to the office for being rude or teasing REYES. WILSON said she was unaware of REYES ever claiming he was bullied.

End of Report

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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is $\frac{10-30-15}{3}$ . The time is $\frac{15.95}{3}$ . The following will be an
interview with Andrea Wilson
date of birth, social security number
This interview will be in reference to Sparks Police case number 13. 9953.
This interview is being conducted at 880 # 203
Present during this interview are 1. Det Mi Leely
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Time inferview concluded 1558
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Sex: F Race: O Ht: 56Wt: 190 Build: M Hair: B Eyes: B
Residence Address:
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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10-39-13. The time is 1500. The following will be an
interview with Natashia Brand +
date of birth, social security number
This interview will be in reference to Sparks Police case number 13 - 9953.
This interview is being conducted at SPI # 203
Present during this interview are 1. Det. M= Neely
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2 - HOLD FOR FORFEITURE
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4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

#### WASHOE COUNTY SHERIFF'S OFFICE FORENSIC SCIENCE DIVISION Photo Work Request 911 PARR BLVD. RENO, NV 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831

Case No.: 13-9953	Date: 11/6/2013
Requested by: L.BROWN	Phone No: 353-2247
Dept. / Agency: SPD	Reason for Prints: INVESTIGATION
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## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide/Attempted Homicide Case: 13-9953

Date/Time of Supplement: 10-24-13 @ 0800 Detective: Edmonson 039

Approving Supervisor Males 009 Date: 11.5.13

#### **Details of Supplement:**

On 10-21-13 at about 0900 hours I responded to Agnes Risley Elementary School, 1900 Sullivan Ln., to assist with interviewing students. Upon my arrival I met with Sgt. LEARY in the parking lot of the school. Sgt. LEARY told me a number of students from Sparks Middle School had been evacuated to Agnes Risley and were waiting to be interviewed prior to being released to parents. I interviewed four students at the school. The following is a summary of those interviews.

#### Interview with Hailee LACLAIRE:

LACLAIRE told me she arrived at Sparks Middle School by school bus at about 0700 hours. She said she came around the corner of the north hall and saw Mr. Landsberry waving his arms when Jose shot him. She said after Jose Shot Mr. Landsberry she ran into the lunchroom. LACLAIRE described Jose as a quiet, nice kid.

#### **Interview with Mario PINA:**

PINA told me he arrived at school at about 0700 hours and walked around the north hall when he heard a loud noise. He told me he initially thought the loud noise was someone popping a paper bag. He came around the corner and heard another pop and saw a teacher fall down. He and some other friends ran across the baseball field, over a fence and across Sullivan Ln. He ran down Ponderosa Dr. and encountered a man who was backing out of his driveway. He and his friends were taken into 2225 Ponderosa Dr., the man's house, and eventually escorted to Agnes Risley by police. PINA gave me a written statement he completed while at the residence on Ponderosa Dr. This statement was booked into Sparks Police Department Evidence.

#### **Interview with Neil PENROD:**

PENROD told me he and some friends walked the north hall at about 0710 hours and were standing on the basketball courts when he heard the first shot. He heard kids screaming and running in all directions. He saw Jose holding a silver and black handgun walking towards a male teacher. He saw Jose shoot the teacher and he fell straight to the ground.



He and several friends ran across the baseball field, towards Sullivan Ln. They jumped over the fence and ended up at a house on Ponderosa Dr., where they took shelter for about an hour before police escorted them to Agnes Risley. PENROD told me he had not heard any rumors of potential violence at the school. PENROD gave me a written statement he completed while at the residence on Ponderosa Dr. This statement was booked into Sparks Police Department Evidence.

#### Interview with Cluryce FULLER:

FULLER said she arrived at school at about 0705 hours and met with several friends near the basketball courts. She heard the first shot, which she said sounded like it came from inside the building due to an echo. She was about 10-15 feet from Jose when she saw him shoot Mr. Landsberry. She saw Jose holding a silver hand gun and walk towards the south hall. She ran south across the grass and went into the apartments at 1800 Sullivan Ln. She heard 7 shots in total from beginning to end. FULLER described Jose as a quiet kid and an "A" student.

#### Consent search of vehicle:

On 10-21-13 at about 1600 I was assigned to conduct a search of a vehicle related to this case. Sgt. LEARY informed me there was a silver Lincoln Navigator in the south parking lot of the police department that Jose's mother drove him to school in that morning. Sgt. LEARY told me we had been given consent to search the vehicle by the owner. At about 1602 hours Evidence Technician Linda BROWN and I began to process the vehicle. The vehicle is described as a silver 2006 Lincoln Navigator, bearing NV. UNR14005, license plates. BROWN took exterior and interior photographs of the vehicle.

I began my search of the vehicle at the driver's door. I located the vehicle registration in the center console, which indicated the vehicle was registered to REYES-MANDUJANO, Jose Horacio at 4255 Wedekind Rd. #715 Sparks, NV. Inside a cup holder, in the center console, I located a hand written receipt. The receipt was numbered 029089 and dated 10-18-13 received from "Joseph Reyes" indicating an amount paid of \$334.00. The receipt indicated "Dr. M" on the amount line and was signed by "P Moch." BROWN took several photographs of this receipt.

The back seat of the vehicle contained DVD movies and children's sticker/coloring books. I also found a purple Nintendo 3D DS game system in the seat pocket of the right front passenger seat. I found a plastic accordion file, which was empty, on the rear floor board as well.

The third row of seating was empty. I did not remove any items from the vehicle.

#### Follow up interviews on 10-22-13:

On 10-22-13 I was assigned to conduct two more follow up interviews with students who witnessed the shooting at Sparks Middle School. At about 1200 hours I spoke with Josh MALAFU at his home, 5385 Woods Dr. Sun Valley, NV. At about 1350 hours I interviewed Ian TOLLER at the Boys & Girls Club located at 2680 E. 9<sup>th</sup> St. Reno, NV. The following is a summary of those interviews.

#### **Interview with Josh MALAFU:**

MALAFU told me he met Jose at the beginning of the school year. He said Jose was very nice and quiet and enjoyed playing basketball at school. He said Jose enjoyed playing video games; "Grand Theft Auto 5" was his favorite. He said he never knew of anyone at the school who bullied Jose but said he only hung out with him occasionally. MALAFU told me on the day of the shooting he was standing near the baseball field at the north end of the school with friends. He heard the first shot and saw kids running all directions.

He saw Jose walk towards Mr. Landsberry and shoot him. He saw Jose run to the south courtyard and point the gun at several girls in a doorway. He then ran to the north hall and helped "KJ" into the building and eventually was secured in a classroom by a teacher. MALAFU told me he had not heard of any rumors of violence going around the school. He was very surprised that Jose would do something like this.

#### Interview with Ian TOLLER:

TOLLER told me he was standing near the north hall with several friends, including "KJ" at about 0710 hours. He said Jose walked up to the group and he said hi to Jose, but he didn't respond. He said Jose looked angry and began to growl at the group. Jose then pulled the gun from the left side of his body and shot "KJ." TOLLER said he stayed with "KJ" and watched Jose run towards Mr. Landsberry and shoot him once. He stayed with "KJ" until and teacher opened a nearby door and took all of the students in his group into a classroom.

TOLLER described Jose as a nice kid who was generally quiet but would hit himself on the head with his fist when he got mad.

He said if Jose would make a mistake on his homework he would clinch his fist and hit himself on the side of his head several times. He said his interactions with Jose were limited to small talk about random subjects such as video games.

He did say Jose's favorite video game was "Grand Theft Auto 5." TOLLER said he thought Jose may have been bullied by "KJ" but had never witnessed it first-hand. He said he had not heard of any rumors of possible violence going around the school. He had never seen Jose get in a fight or be involved in any sort of incident at school.

#### Follow up interviews on 10-23-13:

On 10-23-13 I was assigned to conduct two more follow up interviews with students who witnessed the shooting at Sparks Middle School. At about 1000 hours I spoke with Brandon SOUDERS at his home, 5866 Foggy Ct. Sun Valley, NV. At about 1540 hours I spoke with Valerie SERNA at her home, 2271 Helga Ct. Sparks, NV. At about 1630 hours I interviewed Nicole VEIL, who is a leasing agent at The Village at Wild Creek Apartments, 4255 Wedekind Dr. The following is a summary of those interviews.

#### **Interview with Brandon SOUDERS:**

SOUDERS told me he rides the bus to school and arrived at about 0650 hours. He said he lives close to "KJ" and rides the same bus with him every day to school. He got off the bus and walked around the north hall and sat on some bleachers between the north and south halls with friends. He said he normally hangs out along the south facing wall of the north hall with "KJ" and other friends. The day of the shooting, when they were getting off the bus, "KJ" told him not to hang out near him because something bad was going to happen that day. SOUDERS had no idea what "KJ" was talking about nor did he elaborate.

From the bleachers he saw Jose walk up to "KJ" and shoot him once. He said kids started to run all different directions and then Jose walked towards south hall. He heard another shot and saw Mr. Landsberry fall to the ground. He saw several kids try to help Mr. Landsberry as Jose ran towards the south hall. He saw Jose run around the south side of the south hall and lost sight of him. He never saw Jose again after that.

SOUDERS described Jose as a nice kid who worked hard in school and got good grades. He said Jose stuttered and had a hard time pronouncing big words. He said kids would often make fun of Jose because of the way he spoke. He said he had seen "KJ" tease Jose about the way he talked but could not remember when the last time he saw it first-hand. He told me Jose was into video games and liked to play soccer. He thought he was on a non-school affiliated soccer team, but could not be certain. Jose would talk to him about video games such as "Grand Theft Auto 5."

He said Jose also talked to him about going hunting with his dad on the weekends. SOUDERS told me he did not know anything about hunting so he didn't understand much of what Jose was talking about. He said he was generally quiet and never saw Jose get in trouble in class or during breaks. He said he had two classes with Jose, first period math and fourth period English. He said he was very surprised that Jose would do something like this.

#### **Interview with Valerie SERNA:**

SERNA walked around the corner of the south hall of the school at about 0700 hours and met with a few friends on the basketball courts. Moments later she heard a loud pop and wasn't sure what it was, possibly someone popping a paper bag. She turned and saw Jose walking towards Mr. Landsberry, cocking a gun, and then he shot him. She saw Mr. Landsberry fall down and she ran around the south side of the school across 18<sup>th</sup> St. to some apartments. She and others hid behind the back of an apartment building and she called her mom to tell her there was a kid at the school with a gun. She said she heard three to five more shots, after seeing Mr. Landsberry go down, as she ran away from the school. She last saw Jose running around the south side of the south hall.

SERNA said Jose was a friend of hers and described him as a good student who usually got all "A's." She met Jose at the beginning of school while they were in the same fourth period English class. She said Jose had a "squeaky" voice and an odd pattern of speech and kids would tease him because of it. Kids would walk by him and call him "retarded" or "stupid" in the halls. She couldn't give names of specific kids who she saw tease him though. She said Jose would become very quiet when he was upset or angry. She never saw him act out or become violent with kids who teased him.

She said he often spent time by himself on lunch break and before school started. She said he always had a book with him and rarely hung out with groups of kids. She described Jose as always wanting to help people and was willing to help kids who were struggling in class. She could not believe that Jose could do something like this.

#### Interview with Nicole VEIL:

A Department of Motor Vehicles check indicated that the Reyes family had recently lived at The Village at Wild Creek Apartments, 4255 Wedekind Rd. Apt. 1017. I contacted leasing agent Nicole Veil who provided me with copies of their leasing agreements dating back to 01-01-08. The family lived in apartment 715 between 01-01-08 and 12-31-10. According to their records the family moved into apartment 1017 on 01-01-11 and lived in that apartment until 10-18-13. I also discovered the family had two garages rented to them, A-5 & J-7, until 10-31-13. Nothing further at this time.

#### Disposition:



#### **SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT**

SPARKS CASE NO. 13-9953 DATE AND TIME OF SUPPLEMENT

10-23-13

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## SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

SPARKS CASE NO.
13-9953

DATE AND TIME OF SUPPLEMENT
10-23-13
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# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

SPARKS CASE NO.
13-9953

DATE AND TIME OF SUPPLEMENT
10-23-13
1400

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Pages 222-230 have been redacted because it Contained residential lease information

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

**Collected At:** 

00-MAM

Sparks Middle School, 2275 - 18th Street

Collection Date and Time: 10/21/2013 2:15:00 PM

Control Number

Description of Item

1129875478-0

One (1) digital disk containing two hundred and ninety-three (293) digital images.





One (1) "Ruger", SR9c, 9mm hand gun (Serial #332-04142) containing one (1) yellow metal "R-P 9mm LUGER" casing and one (1) ten (10) round capacity magazine containing one (1) yellow metal "R-P 9mm LUGER" hollow point cartridge - from on the ground at the Suspect's feet on the west side basketball court / placard #8.

Q91990



One (1) red stained, orange / black "Ful" backpack containing: TOP ZIPPER POUCH one (1) white metal ring with three (3) white metal keys attached; SIDE ZIPPER POUCH - one (1) student schedule for "Reyes Urtiz, Jose H" "Student #2139429"; MIDDLE MAIN ZIPPER POUCH - miscellaneous red stained school-type papers with handwriting and one (1) red stained "Brothers in Arms" paperback book by Paul Langant and Ben Alirez; and BACK MAIN ZIPPER POUCH - one (1) loose pencil; one (1) black nylon / mesh binder pencil pouch with three (3) erasers, two (2) dry erase markers, and one (1) pair of scissors; one (1) camouflage and white metal "Vaultz" hard case with miscellaneous pencils, pens, erasers, protractor, and a cardboard toilet paper tube with string attached; multiple loose, blank ruled pieces of notebrook paper; one (1) "Rotary International" calculator with "Jose Reyes" handwritten on the front cover; and one (1) red stained, green binder with multiple red stained, school related papers in the front cover sleeve; "Jose H. Reyes Urtiz" handwritten on the interior front cover; multiple school related papers, five (5) Student Summary Reports for "Jose H. Reyes Urtiz Jr", and a Notification of English Language Development Program Continuing Placement for Jose Reyes Urtiz, one (1) wooden ruler in the interior binder back, two (2) loose composition notebooks with handwriting, one (1) Sparks Middle School Student Handbook / Organizer 2013 / 2014 with handwriting, one (1) Math Dictionary workbook, and multiple pieces of blank notebook paper in the ring section - from on the back of Jose Reves / placard #10.

Q91991



Two (2) black / red SanDisks - from the top zipper pouch of a red stained, orange / black "Ful" backpack (Control #Q91990) / from Jose Reyes.

Q91992



One (1) red stained, black and white metal "Invicta" wrist watch with a broken black rubber wrist band - from Jose Reyes / placard #10.

Agency:

SPARKS P.D.

Offense(s):

**HOMICIDE** 

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

**Collected At:** 

MAM-00

Sparks Middle School, 2275 - 18th Street

Collection Date and Time: 10/21/2013 2:15:00 PM

Control Number

Description of Item

Q91993



One (1) "Daisy" "Red Ryder" 750BB, BB cal 4.5mm, metal tin with a defect in the lid and containing / approximately 7/8 full of white metal BBs - from the top zipper pouch of the red stained, orange / black "Ful" backpack (Control #Q91990).

Q91994



One (1) "Angry Birds" spiral notebook with handwriting on two (2) pages: One (1) entitled "Dear Mom and dad" and one (1) entitled "Dear teachers and students" - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

Q91995



One (1) black plastic "Ruger" hand gun box with "R3749-10" handwritten on the outside edge and an orange sticker with "Serial No. 332-04142 / Catalog No. KSR9C / Caliber 9 x 19mm / Model 03313 / STAINLESS STEEL" on the same outside edge and containing an instruction manual for "Ruger SR9c" hand gun - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

Q91996



One (1) empty, black metal "Ruger" SR9, 9 x 19mm seventeen (17) round capacity magazine with a white piece of tape with "SR9" handwritten on it on the bottom of the magazine - from on the sidewalk on the west end of the south courtyard / placard #12.

Q92037



Swabs: #1 - red stain to the wall / placard #7; #2 - red stain to the ground / placard #5; and H2O / water control.

Q92038



- •□One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #1;
- •□One (1) yellow metal "R-P 9mm LUGER" casing placard #2;
- •□One (1) yellow metal "R-P 9mm LUGER" casing placard #3;
- •□One (1) yellow metal "R-P 9mm LUGER" casing placard #6;
- •□One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #11;
- •□One (1) yellow metal "R-P 9mm LUGER" casing placard #13;
- •ElOne (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #14;
- •DOne (1) yellow metal "R-P 9mm LUGER" casing placard #15; •□One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge - placard #17;
- •□One (1) white metal projectile placard #20;
- •□One (1) copper colored jacketing placard #21;
- •□One (1) copper colored jacketing placard #23; and
- •□One (1) white metal projectile placard #24.

Agency:

SPARKS P.D.

Offense(s):

**HOMICIDE** 

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

**Collected At:** 

**MAM-05** 

FIS Garage

Collection Date and Time: 10/30/2013 4:00:00 PM

Control Number

Description of Item

1130332929-0

One (1) digital disk containing forty-seven (47) digital images.



L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

**Collected At:** 

MAM-06

950 Hennry Orr Parkway, #306

Collection Date and Time: 10/21/2013 7:35:00 PM

Control Number

Description of Item

1129876144-0

One (1) digital disk containing three hundred and fifty-five (355) digital images.



**WCSO** 

Q92039



One (1) "Smith & Wesson" double action revolver box with product information sticker on the outside "Smith & Wesson Model 581 .357 caliber Serial No. AEB9553" containing: One (1) stained white with green stripe towel wrapped around one (1) empty, black metal "Smith & Wesson" .357 magnum caliber, six (6) shot revolver (Serial #AEB9553); and "Smith & Wesson" paper work to include: two (2) Safety & Instructional material, Authorized Warranty Service Stations, Holsters for K-frame revolver, and Parts List / Instructions for Use / Maintenance / Specifications for Model 581 - from the cupboard above the refrigerator / by Detective Gallop.

Q92040



One (1) piece of white, lined, notebook paper with handwriting with "Hitman Absolut\_\_\_" highlighted in red - from atop the entertainment center in the southwest bedroom / by Detective Burns.

Q92041



One (1) piece of yellow / goldenrod paper with handwriting: "Grade 6" "Handout 1A: My Hopes, Plans, and Challenges" bearing the handwritten name "Jose Reyes" - from the second floor landing closet / by Detective Schreiber.

Q92042



One (1) empty, black metal "Daisy", Red Ryder Model 1938B, B-B caliber 4.5mm, B-B gun / rifle with wooden stock and forestock - from atop the bed in the southwest bedroom / by Detective Gallop.

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

MAM-06

Collected At:

950 Hennry Orr Parkway, #306 Collection Date and Time: 10/21/2013 7:35:00 PM

Control Number

Description of Item

Q92043

One (1) red / black backpack containing twenty-eight (28) magazines: •□Four (4) Military History;

•□Four (4) Military Heritage Presents: WWII History;

• □ Two (2) Gettysburg;

•□Three (3) Military Heritage;

•□One (1) Civil War Quarterly;

•□Four (4) World War II;

•□One (1) Vikings - Their Myths and Legends;

•DOne (1) Military Heritage Presents: Warfare History;

•□Three (3) WWII Quarterly;

One (1) Life – The Power and the Glory;

•□One (1) The Story of the Star-Spangled Banner -- by the Dawn's Early Light;

•□One (1) Time - Special Ops; and

•□One (1) Military Channel – Extreme Military Machines –

- from under the bed in the southwest bedroom / by Detective Schreiber.

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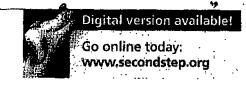
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## Grade 6

Lesson 1
Handout 1A: My Hopes, Plans, and Challenges



Name: Jose Reyes
Write down at least two hopes or plans and at least one challenge.
My hopes and plans:
1. I hope to make new friends
2. Meeting hew teachers.
•
My challenges:
1. My challenges is to do every homework, doing
hard work and everything.

LB

#### **Supplemental or Continuation Report**

Type of Report: Homicide/Attempted Homicide Case: 13-9953

Date/Time of Supplement: 11/1/2013 14:15 hrs. Detective: L. Brown #015

Approving Supervisor Date: 11/2/13

#### **Details of Supplement:**

During the afternoon of 10/21/2013, I was requested to document the consent to search the family vehicle of Jose REYES-URTIZ. The juvenile subject had died earlier on this date from an apparent self- inflicted gunshot wound after involvement in a shooting at Sparks Middle School. I was told that the juvenile had been transported to the school in this vehicle.

I met with Detective EDMONSON in the secured parking lot of the Police Department at approximately 3 p.m. The vehicle was a silver colored four door 2006 Lincoln Navigator sport utility. The license plate was recorded as UNR14005. The VIN is recorded as 5LMFU28596LJ10104. The vehicle is registered to Jose Horacio REYES-MANDUJANO. He is the father of José REYES-URTIZ.

I obtained general overall exterior and interior views of the vehicle. Specific views were taken of the VIN, State of Nevada vehicle registration, mail in the names of Horacio, Liliana, or Jose REYES, mail in the name of Liliana REYES from The Department of State National Visa Center, and a general receipt #029089 in the name of Joseph REYES, Dr. M, dated 10/18/13 for \$334.00 paid. Detective EDMONSON conducted the search of the vehicle. We concluded at approximately 3:20 p.m.

#### **Disposition:**

Active

split out of

CB

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide

Case: 13-9953

Date/Time of Supplement: 11/01/13 @, 1200hrs

Detective: Bellamy #008

Approving Supervisor\_

#### **Details of Supplement:**

On 10/21/13, at approximately 0720hrs, I was at the Sparks Police Department conducting an interview on an unrelated case. I overheard radio traffic about a shooting that had just taken place at Sparks Middle School located at 2275 18<sup>th</sup> Street.

When I arrived on scene, I was informed that there were multiple victims, and the shooter appeared to have died from a self-inflicted gunshot wound. For additional details on the names of the victims, and their individual injuries refer to the original case. Additional information revealed that several students witnessed the shooting and they were currently staged at Agnes Risley Elementary school waiting to be interviewed.

I responded to Agnes Risley and met with several detectives from Sparks PD and other surrounding agencies. It was determined that all witnesses needed to be interviewed prior to leaving the school for the remainder of the day.

#### **Berenice ESTRADA Interview:**

ESTRADA was interviewed on 10/21/13 at approximately 0951hrs. ESTRADA attends Sparks Middle School, and she is currently in the 8<sup>th</sup> grade. She rode the school bus to school on the day of the incident and exited the bus near the south hall of the school. Once she was off the bus she began to walk toward the north hall of the school.

As she reached the north hall she heard a loud sound that she originally thought was a firecracker. She heard a second loud sound several seconds later just as she saw a student with a gun in his hand. That same student was walking toward a teacher as the teacher said "calm down, drop the gun." ESTRADA saw the student shoot the teacher, and watched as the teacher fell to the ground.

ESTRADA ran away from the scene to avoid being shot by the subject. She was unable to identify the subject because he was facing away from her during the incident.

Spill vet a

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Case #13-9953
Bellamy #008
Homicide, Attempted Homicide

#### Alex MAGDALENO Interview:

MAGDALENO was interviewed on 10/21/13 at approximately 1010hrs. MAGDALENO attends Sparks Middle School, and he is currently in the 7<sup>th</sup> grade. MAGDALENO arrived at school at approximately 0701hrs on the morning of the incident. He was standing outside of the school doors waiting for them to open when he heard a loud sound that he compared to a firecracker. Immediately after hearing the loud sound, he saw a large group of school kids running toward him saying "run, run, go!"

As the kids ran past him he observed a student pointing a gun at a teacher near the basketball court. MAGDALENO turned and began to run away from the armed student. As he was running away he said he heard at least two more gunshots. MAGDALENO observed another student running in the same direction, and noticed that the student appeared to be bleeding. MAGDALENO identified the injured student as "KJ"

Near the conclusion of the interview, MAGDALENO identified Jose REYES as the student he had observed with the gun. MAGDALENO and REYES were in the same gym class, which began at the start of the school year. MAGDALENO said that REYES had been bullied by other students, but he was unable to cite any specific incidents. I asked MAGDALENO if REYES had ever talked about being bullied, and he said no.

#### Michelle HERNANDEZ Interview:

HERNANDEZ was interviewed on 10/21/13 at approximately 1033hrs. HERNANDEZ attends Sparks Middle School, and she is currently in the 8<sup>th</sup> grade. She rode the school bus to school on the day of the incident and exited the bus near the south hall of the school. Shortly after exiting the school bus she heard a loud bang and saw students running away from the noise.

One of her friends told her that someone had a gun and that same person was shooting at people. Upon receipt of that information, HERNANDEZ ran toward the gymnasium doors and hid in a corner with 15-20 other students. A few seconds later the armed subject appeared and began pointing the gun at HERNANDEZ and the other students.

The subject yelled "you guys think this is funny?" "making fun of me is funny?" "I'm done with everybody!" After making the statements, the subject pointed the gun toward the air and fired three times. After shooting the gun, the subject left the area and did not return. A police officer arrived several minutes later and escorted the students into the building.

Case #13-9953 Bellamy #008 Homicide, Attempted Homicide

HERNANDEZ said that the shooter was wearing the typical Sparks High School uniform, but she had not seen him prior to the incident.

No additional details.

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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 10 21 13. The time is 0951 HOS. The following will be an
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date of birth social security number
This interview will be in reference to Sparks Police case number 13-9953.
This interview is being conducted at AGNES RISLEY ELEMENTARY.
Present during this interview are 1. DET BELLY
2. BEREVICE ESTRADA
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# Sparks Police Department TAPED INTERVIEW FORMAT

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interview with HERMAN DEZ	•
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This interview will be in reference t	to Sparks Police case number 13-9953
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	1. DET BELLANY
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# Sparks Police Department TAPED INTERVIEW FORMAT

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interview with MAGDALENO, ALEXANDER
dațe of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at AGNES RISLEY ELEMENTARY.
Present during this interview are 1. DET. BELLAWY
2. AUXANDER MAGDALENO
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## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide	Case: 13-9953
Date/Time of Supplement: November 5, 2013	Detective: Sgt. A. Leary 078
Approving Supervisor	Date:

#### **Details of Supplement:**

The following report details my involvement in the Sparks Middle School Homicide investigation to the current date of November 5, 2013.

#### **Initial Response:**

On October 21, 2013, I was in the office when I was advised of a shooting that just occurred at Sparks Middle School, 2275 18<sup>th</sup> street. I responded with Detective Mike BROWN. While driving to the school I heard several updates over the police radio. I learned that responding patrol officers believed that the suspected shooter self-inflicted a fatal gunshot wound to his head.

When I arrived at the school there were already numerous officers on scene from the Sparks Police Department, Reno Police Department, Washoe County Sheriff's Office, and Washoe County School Police. There were several search teams in the building and numerous officers on the perimeter. It appeared that dozens of students had already been evacuated from the school and were standing in a nearby apartment complex (2280 18<sup>th</sup>) across the street of the school.

I heard radio traffic that the suspected shooter, later identified as Jose Reyes-URTIZ, was found on the outside basketball court on the west side of the school. I heard that a second male victim who was believed to be a teacher was also located on the basketball court and appeared to be mortally wounded.

I walked around the school to the basketball courts. I saw a juvenile male (URTIZ) with a gunshot wound to his head. He was wearing an orange back pack, khaki pants, and a grey Sparks Middle School sweatshirt. There was a gun near his body. Directly west, I saw an adult male lying flat on his back. There was a tactical paramedic on scene who had already determined that both individuals were deceased.

I directed Detective Shawn CONGDON to secure the crime scene. Washoe County School Police Sergeant RAPISORA was also on scene. I requested his assistance in securing the crime scene. I asked RAPISORA and CONGDON to secure the scene from the north side of the school to the south side of the school and around the entire basketball court area to the lawn west of the courts.

splitaitie



Detective: Sgt. A. Leary #078

Homicide

I went to the front of the school to assist with the students who had been evacuated and determine how many of them witnessed the incident.

When I walked around to the front of the school I was informed that another student had been shot and was being escorted from inside the school to the parking lot. I met with the student, Kaelin "KJ" GUERRERO in an ambulance. I was advised by paramedics that GUERRERO appeared to have been shot in the shoulder. I tried to ask GUERRERO some questions, but he was unable to answer any of them.

More students started to be evacuated and they started to congregate across the street. I directed Detective BROWN to facilitate escorts for these students and to have them escorted to Agnes Risley Elementary School.

I asked Reno Police Department Lieutenant Bill RULLA to maintain command of the on-going tactical situation involving the clearing of the school as many Reno Police Department SWAT members had begun to arrive.

I responded to Agnes Risley with Sparks Police Department Commander Brian MILLER.

When I arrived at Agnes Risley I was informed that a second student (Mason KAMERER) had been shot in the stomach and was transported to Renown Medical Center. KAMERER walked across Sparks Middle School grounds to Byrd drive just east of Agnes Risley. A security officer summoned help for KAMERER. There was blood on the sidewalk next to the street. Washoe County Sheriff's Office Detention Deputies had secured the scene with crime scene tape and were posted for scene security.

#### Initial Assignments:

Commander MILLER worked with School Police and separated students who witnessed the shooting from students who did not witness the shooting. The student witnesses were placed into class rooms at Agnes Risley. School Police Officer PLATZMIR and a Sparks Middle School faculty member admonished the students not to discuss the incident until an investigator could speak with them. Each student was originally processed through class room C-5. Some adult Sparks Middle School faculty was also interviewed during this process. Detective SCHREIBER was assigned to log each witness who was processed for interview. I gathered investigators from numerous agencies to assist with interviews due to the number of students that witnessed the event. The students were interviewed immediately to avoid their statements being tainted. The following is a list of investigators assigned to student interviews:

Detective: Sgt. A. Leary #078

Homicide

#### **Sparks Police Department:**

Detective BROWN

Detective CURTIS

Detective GALLOP

Detective ORR

Detective BELLAMY

#### Federal Bureau of Investigation:

Agent LOVEDAHL

Agent BOOTH

Agent TAYLOR

Agent JOHNSON

Agent HERAN

Agent ANDERSON

Agent TOMKIN

Task Force Officer CHOLICO (WCSO)

Agent CRAANEN

Agent SIMKINS

Agent TERRY

Agent MOORE

Agent GINNOCCHIO

Task Force Officer HALE (Department of Public Safety)

FBI agents KIPP, JOLLEY, and WEST responded to the scene to assist with EOD.

FBI victim advocates Tiffany SHORT and Jennifer MOSES assisted with students and families.

#### **US Marshal's Office:**

Agent GOTHAM

Agent FINN (Did not conduct interviews)

#### Washoe County Sheriff's Office:

Detective PALMER

**Detective COOK** 

Detective FRETZ

Detective: Sgt. A. Leary #078

Homicide

Detective DIGESTI Detective HOBBSIEFKEN

#### Washoe County Sheriff's Office (Crime Scene)

Sgt. Mike LYFORD Sgt. Ralph CALDWELL Sgt. Kim MYER

#### Reno Police Department:

#### Detective FOREMASTER

After each student who witnessed the shooting was interviewed they were sent to the Agnes Risley School cafeteria to be accounted for. They were then transported to Sparks High School to be reunited with their parents. Reno Police Department Sgt. Roya MASON and Officer DANIELS with Sparks Police Department Officers O'CONNEL, BADER, and SNOW processed the students who were sent to the cafeteria.

#### Reno Police Department: (Continued)

Reno Police Department Sergeant Marcia LOPEZ and Detectives Jay BROUKER, Dan MAYER, Curry LYNCH, Mike GUIDER, Jerry FOLLET, Bernie LAMERE, Britt PIERCZYNSKI, and Zach DOSER responded originally to Renown Medical Center to be with shooting victims Kaelin GUERRERO and Mason KAMERER until Sparks Police Department personnel was able to respond.

I was advised that Detectives LAMERE, PIERCZYNSKI, and DOSER later responded to Sparks High School to assist with parent unification.

Lieutenant RULLA and Sergeant SALTER responded to Sparks Middle School.

#### Washoe County School Police:

Detective Drew OLIVERO provided me a list of school police personnel who responded to the shooting:

R. PAPE C. SZABO M. PALACIOUS

Detective: Sgt. A. Leary #078

Homicide

R. MARKENSIN

E. KENDALL

A. RAMILLO

J. TRAVENO

D. RADER

Sgt. R. RAPISORA

Chief MIERAS

T. MOORE

Sgt. REDMOND

R. TAPIA

R. MIRANDA

S. LEYVA

#### **HOMELAND SECURITY:**

Agent Kyle BURNS (RAC)

Agent Sean HEERAN

Agent Kristina ELY

Agent Melissa McDONALD

Agent John BUDREWICZ

Agent Russell STODDARD

Darin BACLAYON

I was advised that Washoe County FIS personnel requested Homeland Security's assistance with a grid search to look for evidence.

Following witness interviews I responded back to Sparks Middle School. WCSO Sgt. Ralph CALDWELL and FIS Sgt. Mike LYFORD were supervising the crime scene. The Sergeants employed numerous agencies to assist with the crime scene. Airport Authority K-9, Homeland Security, and Nevada Highway Patrol's MAIT team were all assisting FIS.

I made a quick walk through of the scene with Lieutenant TRIPLETT and Sergeant ALT.

#### **Initial Interview Staffing:**

Later that afternoon a summoned an initial staffing with all agencies involved in witness interviews. Every investigator responsible for an interview attended the staffing and gave a brief synopsis of what was gleaned from witness interviews.

Detective: Sgt. A. Leary #078

Homicide

#### Search Warrant at 950 Henry Orr #306:

I responded to the District Attorney's Office with Detectives VAUGHT and GALLOP to procure a search warrant for URTIZ's residence to search for evidence related to this investigation. After securing the warrant we responded to the Henry Orr address and met with Sgt. LYFORD and Marcy MARGRATIER of the Washoe County FIS Division. Sparks Police Detectives BURNS and SCHREIBER were also present. The warrant was executed and I assisted with a search of the residence. For further details refer to evidence report by Detective BURNS.

#### **Parent's Immigration Status:**

I contacted Homeland Security Resident Agent in Charge Kyle BURNS and formally requested a background investigation regarding URTIZ's parents, Jose Horacio REYES-Mandujano and Liliana URTIZ, immigration status. I received documentation from Supervisory Detention and Deportation Officer Curtis HEMPHILL indicating Liliana URTIZ was a US Citizen and REYES-Mandujano as a Resident Alien.

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Date/Time of Supplement: 11-05-13-@ 1600 Hours

Detective: Schreiber #119

Approving Supervisor

Date: 1/7/13

#### **Details of Supplement:**

On 10-21-13 at approximately 0715 hours, I received a phone call from Sgt. TRACY advising that there was a shooting at Sparks Middle School. I responded to Sparks Middle School and was advised to go to Agnes Risley Elementary School and meet with Sgt. LEARY.

I met with Sgt. LEARY who told me that the kids from the middle school who had witnessed the incident would be arriving here. Sgt. LEARY told me that he wanted a list made of the kid's names and dates of birth so the list could be provided to school officials who could then notify the parents of their kid's location. Sgt. LEARY said that the kids arriving here were to be interviewed and that there are a lot of them.

Over the next few hours, I compiled a list of 96 names of kids to be interviewed. As the list was made, it was provided to school officials to photocopy and bring to the reunification location (Sparks High) to be posted.

Once the kids had been interviewed and reunited with parents, I was instructed to attended a staffing / debriefing at the Sparks Police Department.

At 1430 hours, Det. BURNS and I were tasked with relieving other Detectives at 950 Henry Orr #306. This is the residence of the deceased suspect in the shooting. At 1830 hours, Sgt. LEARY, Det. GALLOP, Det. BURNS and I along with Washoe County FIS served a Search Warrant at the above listed address.

While searching the residence, I located sheet of paper in the hall linen closet. The paper appeared to be a list of goals that was filled out by the suspect for a school related project. One of the goals listed by the suspect was to "make new friends this school year". I can't remember if the paper listed the school or the year it was filled out.

In the suspect's bedroom, I located a backpack with numerous magazines in it. The magazines were all dealing with war related topics. Also located in the bedroom was a large black duffel bag that contained numerous video games.

The search warrant was finished at 1920 hours. The items that were taken during the search warrant were booked into evidence by Det. Burns.

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On 10-22-13 at approximately 1000 hours, I contacted REMSA Paramedic Matt DIXON. DIXON was one of the first responders on scene at the middle school and contacted most of the victims involved. DIXON came to the police department and filled out a statement about his involvement in the incident.

DIXON wrote in his statement that he and his partner were dispatched to the Sparks Middle School for an active shooting. When they got the call they were in the area of U.S. 395 near Mill. They responded Code 3 to the scene. DIXON is a TEMS Medic with special training with the local tactical teams. They arrived in the area of the school and DIXON deployed with his tactical vest on and medical equipment and told his partner to wait in a safe area for further radio traffic. DIXON entered into the schools main doors with an unknown Deputy. Once inside, DIXON teamed up with Officer LAKE of Sparks. They moved through the gym and out the doors to the Basketball court. DIXON observed 1 adult and 1 teenager down on the ground. DIXON moved to the adult and checked for a pulse and breathing. DIXON cut open the adults shirt and observed a single gunshot wound to the center of chest. DIXON observed no signs of life and declared the adult dead. DIXON then moved to the teenager. DIXON observed a semi- automatic pistol near his feet and major trauma to the teen's head with visible brain matter and significant bleeding. DIXON says the teen has "obvious signs of death". DIXON then moved to the north hallway and located a victim with a gunshot wound to the shoulder. He speaks with the victim and then assists him to the front of the school and to a waiting ambulance. DIXON then goes back into the school to look for more victims and fines none. Please see his statement for further.

I then contacted Aaron ABBOTT at REMSA. I asked ABBOTT if I could get copies of all telephone and radio traffic related to the school shooting. ABBOTT advised that he was already working on that and requested a Subpoena. I completed a Subpoena Duces Tecum as requested and faxed it to ABBOTT.

At approximately 1300 hours, Det. BURNS and I met with Detectives Bruce HOBBS and Beau LORENTZEN from the Washoe County School Police and Vice Principal Jerry ANDRES from Sparks Middle School at the School Police Department. We were tasked with watching the surveillance video from the school and with the assistance of Mr. ANDRES, trying to identify the students and staff in the video.

After watching the video numerous times in real time and slow motion, it was hard for Mr. ANDRES to positively identify any of the students due to video quality and the fact that most of the students were new to the school this year and have only been attending Sparks Middle for 6 or 7 weeks.

Mr. ANDRES was able to identify three teachers in the north hallway video. The teachers were Sheila McDANIEL, Russell HUNTER and Gary LENSHYN. A forth teacher in the video wearing a

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purple colored top was a substitute teacher that was later identified as Karoline HERSCH.

On 10-22-13 at approximately 1730 hours, Det. BURNS and I served a search warrant on the locker belonging to the suspect. Locker # 812 was opened with the combination provided by the school police. The locker was empty, and a copy or the warrant was left inside the locker indicating nothing was removed from it.

On 10-23-13, I completed paperwork and booked property into evidence. On 10-24-13, I met with Washoe County School Police Detective LORENTZEN. LORENTZEN told me that one of the school police officers had collected the coffee mug belonging to Mr. LANDSBERRY off of the playground after the crime scene had been taken down. LANDSBERRY was holding the mug when he was shot. I collected the mug and booked it into evidence at the Sparks Police Department. I also met with Vice Principal ANDRES and Chief Mike MIERAS of School Police. I informed them that I would like to interview Sheila McDANIEL, Russell HUNTER and Katherine BERRY, who were some of the teachers present in the North Hallway during the shooting.

I was asked to wait on the interviews with the teachers due to a memorial for Mr. LANDSBERRY that was going to take place at 1400 hours. I agreed, and provided my business cards to be handed out to teachers so they could contact me when they were ready.

On 10-24-13 at approximately 1500 hours, I was contacted by Shelia McDANIEL. She advised that she was ready to do an interview and agreed to meet with me at Sparks Middle School.

The following are interview supplements with various teachers from Sparks Middle School. The supplements are not verbatim and are not meant to be transcripts. The interviews were audio recorded and a copy of each has been booked into evidence. For further details, please refer to the copies.

### Interview with Shelia McDANIEL on 10-24-13.

I asked Shelia McDANIEL what she teaches and how long she has been a teacher. McDANIEL told me that she has been a math teacher for her entire career of 13 years, and all for 7<sup>th</sup> and 8<sup>th</sup> grade.

I asked McDANIEL to tell me about the events that occurred on Monday the 21st of October. She told me the following.

McDANIEL was in the north hallway work room making copies and she had her I-Pod ear phones in her ears. She heard kids running in the hallway and thought that she was running late and that they had let the kids into the building for school. McDANIEL opened the work room door and was told by another teacher to lock the door because "there is shooter". McDANIEL looked out the window and saw a body on the basketball court. She then called 911 a few times but miss dialed. She eventually got through and requested paramedics. McDANIEL told me that K.J. walked into the

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hallway saying he was shot.

K.J. was being comforted by a substitute teacher and they pulled K.J.'s jacket aside and saw a small entrance hole. McDANIEL told me that the 911 operator asked what the person on the basketball court was wearing and she told them he was dressed in all black. McDANIEL told me that she did not see the suspect or hear any shots being fired.

I asked McDANIEL is she had ever had any dealings with the suspect. She told me that she never had any dealings with the suspect personally, but he always had a smile on his face. She never had him in any class and never heard anything bad about him till that day. McDANIEL told me that prior to going to the elementary school, someone pulled the suspect up on the computer in the office and no one could believe it was the "quiet, special ed kid".

#### Interview with Katherine BERRY on 10-28-13.

I met with Katherine BERRY at Sparks Middle School on 10-28-13 at 1330 hours for an interview. I asked BERRY to tell me about her teaching experience. She told me that she has been teaching for ten years. She told me that she was a substitute that day for science and was in room N1.

I asked BERRY to tell me about what she remembers from Oct. 21<sup>st</sup>. She told me that she was unlocking her door when she heard a "pop". She said she did not realize that it was a gun shot. BERRY then heard "Code Red" and 8 or 9 students and the band teacher known to her as "Mr. C" went into her room. I asked if they had made a list of the students in her class during the code red and BERRY thought that Mr. C might have. BERRY explained that she never saw any of the victims but heard from one of the students in her class that someone was shot. BERRY told me that they were in the class for 15 or 20 minutes before the police came and took them to the cafeteria. She told me that some of the students left with their parents at that time. BERRY told me that this was her first day at Sparks Middle and she had no information about the suspect or any problems about "bullying". BERRY told me that she thinks she heard 3 or 4 pops total and did not realize what it was.

#### Interview with Russell HUNTER on 10-28-13.

I met with Russell HUNTER at Sparks Middle School on 10-28-13 at approximately 1430 hours. I asked HUNTER to briefly tell me about his teaching career. HUNTER told me that he teaches U.S. History at the 8<sup>th</sup> grade level and had been teaching for 7 years and with the school district for 10 years total.

I asked Mr. HUNTER to tell me about the events that occurred on Oct. 21<sup>st</sup>. HUNTER told me that he arrived at school at approximately 0713 hours and entered in the northeast doors with his son. HUNTER put his backpack down and heard a commotion in the hallway, and realized it was a "code

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red" situation. HUNTER noticed a student in the hallway having "difficulty" and moved to him and realized it was K.J. K.J. told HUNTER that he was shot and HUNTER saw blood on his shoulder. I asked HUNTER if K.J. told him who shot him and HUNTER told me that he did not mention any names to him. HUNTER did say that K.J. said he did not want to be moved. HUNTER told me that he did not make a list of students that ran to his class room because he was busy with K.J.

HUNTER told me that K.J. was not a student of his and that the other victim "Mason" was a friend of his son's. HUNTER told me that he has not heard of any "bullying" problems with the students involved in the incident.

HUNTER said he assisted a teacher to Risley who was in a wheelchair and then rode a bus to Sparks High.

End of Interview.

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NEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. No VIN Interess saw, dian testify to SUBPOEN RETURNE	Middle N tt D  M  M  M  M  M  M  M  M  M  M  M  M	PRELIM T. FIRST, MIDDO	GJ GJ LE)	OTHER C	Sparks  R  HARACTERI  EV	MAKE STICS (DAMA WIT CODE	GE, UNIQUE MARKS  EVIDENCE:  SED	FF AODEL  OR PAINT, I	ST ETC.)	WORK F	ZIP HRS. BODY	Interpre Needer	BUSINESS COLOR COLOR Ster Dye RMATIC	PHONE PHONE  Written Statem	ent?
NEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. No VIN Interess saw, dian testify to SUBPOEN RETURNE	Middle N tt D  M  M  M  M  M  M  M  M  M  M  M  M	School PRELIM	STATE  GJ  GJ	OTHER C	Sparks  R  HARACTERI  EV	MAKE STICS (DAMA	GE, UNIQUE MARKS  EVIDENCE:  SED  OPERATOR'S L	FF MODEL  6, OR PAINT, I  W  CALLER FACE  CENSESTA	ST ETC.)	WORK F	ZIP  IRS.  BODY:	Interpre Needer	CELLULAR BUSINESS COLOR COLOR RMATIC	PHONE  Written Stateme  CURITY NUMBER  PHONE	ent?
NEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. No VIN Interess saw, dian testify to SUBPOEN RETURNE	Middle N tt D  M  M  M  M  M  M  M  M  M  M  M  M	PRELIM T. FIRST, MIDDO	GJ GJ LE)	OTHER C	Sparks  R  HARACTERI  EV	MAKE STICS (DAMA WIT CODE	GE, UNIQUE MARKS  EVIDENCE:  SED	FF MODEL  6, OR PAINT, I  W  CALLER FACE  CENSESTA	ST ETC.)	WORK F	ZIP HRS. BODY	Interpre Needer	BUSINESS COLOR COLOR Ster Dye RMATIC	PHONE  Written Stateme  CURITY NUMBER  PHONE	ent?
ERSON/BUSINESS CAR VEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. No VIN  INVOLVE WT  HEIGHT  RESIDENCE BUSINESS	Middle N t D A JC TRIAL NAME (LAS De-Ve WEIGHT	PRELIM PRELIM PRELIM BUILD DOOL	GJ GJ ncisco	OTHER C	Sparks  HARACTERI  EV  ADDRESS	MAKE STICS (DAMA WIT CODE	GE, UNIQUE MARKS  EVIDENCE:  SED  OPERATOR'S L	FF MODEL  6, OR PAINT, I  W  C RACE ICENSE/STA	ST DOI	WORK F	ZIP  IRS.  BODY:	Interpre Needer	CELLULAR BUSINESS COLOR COLOR RMATIC	PHONE  S Written  Statem  ON  CURITY NUMBER  E PHONE	ent?
NEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. No VIN  VIN  INVOLVE WT  HEIGHT  RESIDENCE  BUSINESS I  Sparks OCCUPATIO	Middle N t D A JC TRIAL NAME (LAS De-Ve WEIGHT ADDRESS NAME OR SCH-	PRELIM PRELIM PRELIM BUILD BUILD	GJ GJ ncisco	OTHER C	Sparks  HARACTERI  EV  ADDRESS	MAKE STICS (DAMA WIT CODE	GE, UNIQUE MARKS  EVIDENCE:  SED  OPERATOR'S L	FF MODEL  6, OR PAINT, I  W  CRACE ICENSESTAT	ST DOI	SS/VI	ZIP HRS. BODY  ZIP ZIP	Interpre Needer	CELLULAR  BUSINESS  COLOR  COLOR  STATE OF THE STATE OF T	PHONE PHONE  S Written Statem  ON  CURITY NUMBER  E PHONE	ent?
PERSON/BUSINESS Q F VEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. NO VIN  INVOICE WT  HEIGHT  RESIDENCE BUSINESS I Sparks OCCUPATIC Studer	Middle  N  M  M  M  M  M  M  M  M  M  M  M  M	PRELIM PRELIM PRELIM BUILD DOOL	GJ GJ HAIF	DC TRIAL	Sparks  R  HARACTERI  EV  ADDRESS Spar	MAKE STICS (DAMA WIT CODE	GE, UNIQUE MARKS  GE, UNIQUE MARKS  OPERATOR'S L  CH  CH	FF MODEL  6, OR PAINT, I  W  CRACE ICENSESTAT	ST DOI	SS/VIII	ZIP HRS. BODY ZIP ZIP HRS.	Interpre Needer	CELLULAR  BUSINESS  COLOR  COLOR  SOCIAL SE  RESIDENC  CELLULAR	PHONE  S Written  Statem  ON  CURITY NUMBER  E PHONE  PHONE  PHONE	ent?
PERSON/BUSINESS Q F VEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. NO VIN  INVOICE WT  HEIGHT  RESIDENCE BUSINESS I Sparks OCCUPATIC Studer	Middle  N  M  M  M  M  M  M  M  M  M  M  M  M	PRELIM PRELIM PRELIM BUILD DOOL	GJ GJ ncisco	DC TRIAL	Sparks  R  HARACTERI  EV  ADDRESS  Spar	MAKE STICS (DAMA WIT CODE YES KS NV	GE, UNIQUE MARKS  EVIDENCE:  SED  OPERATOR'S L  CIT	FF MODEL  GOR PAINT, I  RACK  TRACK  Y  Y  MODEL	ST ST ST ST ST ST ST ST ST ST ST ST ST S	SS/VIII	ZIP HRS. BODY ZIP ZIP HRS.	Interpre Needer INFO	CELLULAR  BUSINESS  COLOR  COLOR  COLOR  SOCIAL SE  RESIDENC  CELLULAR  BUSINESS	PHONE  S Written  Statem  ON  CURITY NUMBER  E PHONE  PHONE  PHONE	ent?
ERSON/BUSINESS CAR VEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. NO VIN  INVOICE WT  HEIGHT  RESIDENCE BUSINESS I Sparks OCCUPATIC Studer	Middle  N  M  M  M  M  M  M  M  M  M  M  M  M	PRELIM PRELIM PRELIM BUILD DOOL	GJ GJ HAIF	DC TRIAL	Sparks  R  HARACTERI  EV  ADDRESS  Spar	MAKE STICS (DAMA WIT CODE YES KS NV	GE, UNIQUE MARKS  GE, UNIQUE MARKS  OPERATOR'S L  CH  CH	FF MODEL  GOR PAINT, I  RACK  TRACK  Y  Y  MODEL	ST ST ST ST ST ST ST ST ST ST ST ST ST S	SS/VIII	ZIP HRS. BODY ZIP ZIP HRS.	Interpre Needer INFO	CELLULAR  BUSINESS  COLOR  COLOR  COLOR  SOCIAL SE  RESIDENC  CELLULAR  BUSINESS	PHONE  S Written  Statem  ON  CURITY NUMBER  E PHONE  PHONE  PHONE	ent?
S VEHICLE PERSON/BUSINESS S VEHICLE P	Sparks OCCUPATIO Studer VEH. LIC. NO VIN  INVOICE WT  HEIGHT  RESIDENCE BUSINESS I Sparks OCCUPATIC Studer	Middle  N  A JC  TRIAL  NAME (LAS  De-Ve  WEIGHT  ADDRESS  NAME OR SCHOOL  IT  IT  IT  IT  IT  IT  IT  IT  IT  I	PRELIM PRELIM PRELIM BUILD DOOL	GJ GJ HAIF	DC TRIAL	Sparks  R  HARACTERI  EV  ADDRESS  Spar	MAKE STICS (DAMA WIT CODE YES KS NV	GE, UNIQUE MARKS  EVIDENCE:  SED  OPERATOR'S L  CIT	FF MODEL  GOR PAINT, I  RACK  TRACK  Y  Y  MODEL	ST ST ST ST ST ST ST ST ST ST ST ST ST S	SS/VIII	ZIP HRS. BODY ZIP ZIP HRS.	Interpre Needer INFO	BUSINESS  COLOR  RESIDENC  CELLULAR  BUSINESS  COLO	PHONE  Written Statem  ON  CURITY NUMB  PHONE  PHONE  PHONE  PHONE  Written	BER

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														PLEMENT 400 Hours
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ړ	INVOLVE	NAME (LAST,			l	1	<u></u>		SEX	RACE	DOB		AGE 4.2	SOCIAL SECURITY NUMBER
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ERSON/BUSINESS	RESIDENCE A	DORESS							CITY		STATE	ZIP		RESIDENCE PHONE
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4	Sparks OCCUPATION	Middle S	chool	2275 !8	th St.	Sparks	NV	DA	Y\$ OFF	T	WORK	HRS.		BUSINESS PHONE
	Student			<del></del>	1: 2::				USS.	NE)	<del></del>	BODY	STYLE	COLOR
삘	VEH. LIC. NO.			STATE	VEH, YEA	R	MAKE		MOD	EL		5007	u ( ) LUZ	COLOIT
VEHICLE	VIN				OTHER C	HARACTER	STICS (DAMA)	E, UNIQUE M	VRKS, OF	R PAINT, ETC.	.)			
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	ess saw, did n testify to:			·	<del></del>	<del></del>							Needed	1? D.No Statement?
	SUBPOENA RETURNED	JC TRIAL	PRELIM	G1	DC TRIAL	EV	CODE				NESSIVI	CTIM		RMATION
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Š	INVOLVE		FIRST, MIDDI						SEX	RACE	DOB		AGE 12	SOCIAL SECURITY NUMBER
INES	WT HEIGHT	Baldwil	n, Diego	HAIF	1	E	YES	OPERATO	R'S LICE	NSE/STATE				
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PERSON/BUSINESS	RESIDENCE	ADDRESS							CITY		STATE	<u> </u>		
2	BUSINESS N	ME OR SCHO	DL Nahani	2275 1	Oth Ct	ADDRESS			CITY		STATE	ZIP		CELLULAR PHONE
Ä		ا حالم امزار ا					- 27.0							1
7	OCCUPATION	Middle S	SCHOOL	22/5 1		Оран		a	YS OFF		WORK	HRS.		BUSINESS PHONE
AG.	OCCUPATION Studen		SCHOOL					a		DEL	WORK		STYLE	BUSINESS PHONE COLOR
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VEHICLE	Studen VEH. LIC, NO VIN		school		VEH. YE.	AR	MAKE		MOI				STYLE	COLOR
YEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LIC, NO LIC	t .			VEH, YE.	AR	MAKE RISTICS (DAMA		MOI	OR PAINT, ETC	2)	BODY	interpr Needs	COLOR  ceter
YEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LICANO LI	t .		STATE	VEH. YE.	AR	MAKE	GE, UNIQUE N	MOI	OR PAINT, ETC	INESS/	BODY	interpr Needs	COLOR  COLOR  Written :  A? D.No Statement
YEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LIC, NO LIC	d JC TRIAL	PRELIM	STATE	VEH, YE.	AR CHARACTER	MAKE RISTICS (DAMA		MOI	VIT	INESS/	BODY	Interpr Needs INFC	COLOR  Teter DYes Written Stelement  ORMATION
S VEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LIC, NO VIN LIC, NO	T JC TRIAL	PRELIM	STATE GJ	VEH, YE.	AR CHARACTER	MAKE RISTICS (DAMA	GE, UNIQUE N	MOI	OR PAINT, ETC	INESS/	BODY	interpr Needs	COLOR  COLOR  COLOR  Written Statement  COLOR  COLOR  STATEMENT  COLOR  SOCIAL SECURITY NUMBER
S VEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LIC, NO VIN LIC, NO	T JC TRIAL	PRELIM	STATE GJ	OTHER O	AR CHARACTER	MAKE RISTICS (DAMA	GE, UNIQUE A	MOI ARKS, O	VIT	INESS/	BODY	interprinted in Neede INFC	COLOR  COLOR  COLOR  Written Statement  COLOR  COLOR  STATEMENT  COLOR  SOCIAL SECURITY NUMBER
S VEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LIC, NO VIN LIC, NO	A JC TRIAL NAME (LAS MONTE WEIGHT	PRELIM T, FIRST, MIDT Sano, D	STATE  GJ  LE) evin	OTHER O	AR CHARACTER	MAKE RISTICS (DAMA OTHER	GE, UNIQUE A	MOI  SEX	WIT RACE	INESS/M	BODY	interprinted in Neede INFC	COLOR  COLOR  COLOR  Written Statement  COLOR  COLOR  STATEMENT  COLOR  SOCIAL SECURITY NUMBER
S VEHICLE	OCCUPATION Studen VEH. LIC, NO VIN LIC, NO VIN LIC, NO	A JC TRIAL NAME (LAS MONTE WEIGHT	PRELIM T, FIRST, MIDT Sano, D	STATE  GJ  LE) evin	OTHER O	AR CHARACTER EV	MAKE RISTICS (DAMA CODE	GE, UNIQUE A	SEX CITY	WIT RACE	INESS/M DOB STATE	FODY TCTIM	interprinted in Neede INFC	COLOR  COLOR  COLOR  Written Statement  COLOR  Written Statement  COLOR  RESIDENCE PHONE
With CE	OCCUPATION STUDEN VEH LIC, NO VIN LIC, NO VIN LESS SAW, di AN testify to: SUBPOEN, RETURNED INVOLVE WT HEIGHT RESIDENCE BUSINESS 1	JC TRIAL NAME (LAS MONTE) WEIGHT ADDRESS	PRELIM  I, FIRST, MIDI SANO, D  BUILD	STATE  GJ  N.E)  evin  HA	VEH, YE.  OTHER (  DC  TRIAL	AR CHARACTER EV ADDRES	MAKE RISTICS (DAMA CODE	GE, UNIQUE N	MOI  SEX	WIT RACE	INESS/M	BODY	interprinted in Neede INFC	COLOR  COLOR  Written Statement  COLOR  Written Statement  SOCIAL SECURITY NUMBER
S VEHICLE	OCCUPATION Studen VEH LIC, NO VIN LIC, NO VIN LESS SAW, dian testify to: SUBPOEN, RETURNES INVOLVE WT HEIGHT RESIDENCE BUSINESS I Sparks OCCUPATION	NAME (LAS MONTE)  ADDRESS  ADDRESS  IAME OR SCHOOL	PRELIM  I, FIRST, MIDE  SANO, D  BUILD	STATE  GJ  N.E)  evin  HA	VEH, YE.  OTHER (  DC  TRIAL	AR CHARACTER EV ADDRES	MAKE RISTICS (DAMA CODE	GE, UNIQUE N	SEX CITY	WIT RACE	TNESS/M DOB STATE STATE	FODY TCTIM	interprinted in Neede INFC	COLOR  COLOR  COLOR  Written Statement  COLOR  Written Statement  COLOR  RESIDENCE PHONE
S VEHICLE	OCCUPATION Studen VEH LIC, NO VIN LIC, NO VIN LESS SAW, dian testify to: SUBPOEN, RETURNER LINVOLVE WT HEIGHT RESIDENCE BUSINESS I Sparks OCCUPATION Studer	I JC TRIAL NAME (LAS MONTE) WEIGHT ADDRESS IAME OR SCHOOL NOTE TO THE PROPERTY OF THE PROPERTY	PRELIM  I, FIRST, MIDE  SANO, D  BUILD	STATE  GJ  evin  HA	VEH, YE.  OTHER O  TRIAL	ADDRES	MAKE RISTICS (DAMA CODE	GE, UNIQUE N	SEX CITY CITY OAYS OF	WIT RACE	TNESS/M DOB STATE STATE	ZIP ZIP	interprinted in Neede INFC	COLOR  COLOR  COLOR  Written Statement  COLOR  Written Statement  COLOR  Written Statement  COLOR  C
PERSON/BUSINESS 24 VEHICLE	OCCUPATION Studen VEH LIC, NO VIN  LIC, NO V	I JC TRIAL NAME (LAS MONTE) WEIGHT ADDRESS IAME OR SCHOOL NOTE TO THE PROPERTY OF THE PROPERTY	PRELIM  I, FIRST, MIDE  SANO, D  BUILD	STATE  GJ  N.E)  evin  HA	VEH. YE.  OTHER OT	EV  ADDRES  ADDRES  ADDRES	WAKE  WIT CODE  EYES  EYES  MAKE	GE, UNIQUE N	SEX CITY CITY MAYS OF	RACE ENSESTATE	DOB STATE STATE WOR	ZIP ZIP	Interpr Neede INFC	COLOR  COLOR  COLOR  Written Statement  COLOR  Written Statement  COLOR  COLOR  Written Statement  COLOR  C
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VEHICLE PERSON/BUSINESS 2 VEHICLE	OCCUPATION Studen VEH LIC, NO VIN  LIC, NO V	I JC TRIAL NAME (LAS MONTE WEIGHT ADDRESS IAME OR SCHOOL NAME OR S	PRELIM  I, FIRST, MIDE  SANO, D  BUILD	STATE  GJ  evin  HA	VEH. YE.  OTHER OT	EV  ADDRES  ADDRES  ADDRES	WAKE  WIT CODE  EYES  EYES  MAKE	GE, UNIQUE N	SEX CITY CITY MAYS OF	RACE ENSESTATE	DOB STATE STATE WOR	ZIP ZIP BOD	Interpr Neede INFC	COLOR  CO

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		RETURNED	JC TRIAL	PRELIM	GJ	DC TRIAL	EV	CODE	EVIDEN	CE.	W	ITNES	SOVICTIN	IINFO	RMATIO	4	·
	SS	INVOLVE WT	NAME (LAST, Rempe		•		<u></u>		LVIDEN	SEX	RACE	DOB		AGE	SOCIAL SECU	RITY NUMBE	R
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	PERSON/BUSINES	RESIDENCE AL	DDRESS							CITY		STAT	TE ZIP		RESIDENCE F	HONE	· <del></del>
	PERS	BUSINESS NAM Sparks I			2275 !8	th St.	ADDRESS Sparks	NV		CITY		STA	TE ZIP		CELLULAR PI	HONE	
		occupation Student		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						DAYS OFF			WORK HRS.		BUSINESS PH	IONE	EXT. NO.
ı,	ne i	VEH, LIC, NO.			STATE	VEH. YE	AR	MAKE		MC	DEL	-	BODY	STYLE	COLOR		
41.47	VEHICL	VIN			<u></u>	OTHER C	HARACTER	ISTICS (DAMA	SE, UNIQUE	MARKS, C	OR PAINT, E	TC.)				······································	
		ess saw, did			· ·	<u></u>							, , ,	Interpre		Willen	□ Yes`
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	ŀ		IRIAL	PRELIM	en	IRIAL	ΕV	CODE	EVIDENC	Œ:	VVI	INES	SVICTIM		RIVIATION	<b>(</b> )。	
6	١	INVOLVE	NAME (LAST, F	IRST, MIDDL	E)	<u> </u>		<u> </u>	<u> </u>	SEX	RACE	I DOB		AGE	SOCIAL SECU	7/16/4	<del>, \\ \\</del>
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11011	N COUNTY	HEIGHT	WEIGHT	BUILD	HAIR		E,	YES	OPERAT	OR'S LICE	NSE/STATE			<del></del>	<u> </u>		
3/3/0	FERSONIE	RESIDENCE AD	DRESS	·				<del></del>		CITY		STAT	É ZIP		RESIDENCE P	HONE	
0	F	BUSINESS NAM Sparks N			2275 18	Sth St.	ADDRESS	s NV		CITY		STAT	E ZIP		CELLULAR PH	ONE	
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u		VEH, LIC, NO.			STATE	VEH. YEA	R	MAKE		MO	DEL		BODY	STYLE	COLOR		
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		ss saw, did testify to:					****		****		·	d)		Interpre Needed		Written Statement	☐ Yes
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ď	2  -	BUSINESS NAM	E OR SCHOOL				ADDRESS			CITY		STAT					
D		Sparks I			2275 1	8th St.	Sparl	s NV							CELLULAR PH		
	_!	Student			_		<del></del>			DAYS OFF			WORK HRS.		BUSINESS PH	3MC	EXT. NO.
VEHICLE		VEH. LIC. NO.			STATE	VEH. YEA	R	MAKE		MOI	ŒL		BODY	STYLE	COLOR		
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		ss saw, did testify to:				<u>.</u>				<u> </u>	· .			Interpre		Written Statement	[] Yes ? [] No
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SPLIT		SUBPOENA RETURNED	JC TRIAL	PRELIM	GJ	DC TRIAL	EV	WIT CODE			WITN	NESS/V	ICTIM	INFÕ	RMATION	1923	
		. • •		<u> </u>					EVIDENCE:				11	· ·ţ.			roj.
	SS	INVOLVE WT	NAME (LAST, Martine		•		<u></u>		SE		RACE	DOB		AGE 14	SOCIAL SECU	IRITY NUMBE	R
ĺ	SINE	HEIGHT	WEIGHT	BUILD	HAIR		E	YES	OPERATOR'S L	ICENSE	STATE				l		
	ERSON/BUSINESS	RESIDENCE AL	DDRESS				<del></del>		cn	Ý		STATE	ZIP		RESIDENCE P	HONE	
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	g M	Sparks !			2275 !8	th St.	ADDRESS Sparks		CIT	Y		STATE	ZIP		CELLULAR PI	IONE	
		OCCUPATION Student				`			DAYS	FF		WORK	HRS,		BUSINESS PH	ONE	EXT, NO,
	щ	VEH. LIC, NO.			STATE	VEH, YEA	R	MAKE	<b></b>	MODEL			BODY:	STYLE	COLOR		
	VEHICL	VIN			<u> </u>	OTHER C	HARACTER	STICS (DAMA)	SE, UNIQUE MARKS	, OR PA	AINT, ETC.)		<u> </u>				······································
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									EVIDENCE:		: ':	,	÷	3	* :	nist <sub>ion</sub> ."	
	88	WVOLVE	NAME (LAST, I Ramire:		E)				SEX		RACE	DOB		AGE 13	SOCIAL SECU	RITY NUMBE	R
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	PERSON/BUSINES	RESIDENCE AD	DORESS						aı	Y		STATE	ZIP	•	RESIDENCE P	HONE	
	RSO	BUSINESS NAM	IE OR SCHOOL	,			ADDRESS		CIT	<del></del>		STATE	ZIP		CELLULAR P	KNF	
	H	Sparks N		_	2275 18	8th St.											
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Witr	an testify to:		1	1	DC.	T	WIT			ŴΠ	NESSA	ICTIM	Neede	d? □ No. Statemen		
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# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

SPARKS CASE NO.

13-9953

				•								10-21-2		@1330 H	
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PERSON/BUSINES	6: BUSINESS NA	AE OR SCHOOL	) (15)			Sun V			CITY	Neva	STATE	ZIP	<del></del> .	CELLULAR PH	ONE
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	occupation 8th Gra	de Stude	ent					DAY	'S OFF		,	AKORIK HRS.		BUSINESS PH	DRE CA
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or ca	n testify to:		terrein	- by	Buns	31	P/O	T						d? D No	Statement?
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								EVIDENCE:			•			15.	5
SS	INVOLVE		FIRST, MIDD	•	30	•			SEX F	RACE H	DOB		AGE 13	SOCIAL SECU	RITY NUMBER
PERSON/BUSINESS	HEIGHT	WEIGHT	Z, Elena L BUILD L	HAIR			YES	OPERATOR					- 1	<u> </u>	
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ERS		ME OR SCHO			12.80°	ADDRESS			CITY		STAT	E ZIP		CELLULAR PH	IONE
죠	Sparks	Middle S	School	227	5 18th	Street,		Sparks	YS OFF	Nevad	la 	WORK HRS.		BUSINESS PH	ONE E
		de Stud	ent										,		A 2010 - *** ***
ш	VEH. LIC. NO			STATE	VEH. YE	AR	MAKE		MOI	DEL		BOD	Y STYLE	COLOR	
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Z.															
	ress saw, did	7	-tervic		· · · · ·	AMY.	SID		***************************************		,		Interp		Written Statement?
Of C	SUBPOENA RETURNED			1	DC	1	WIT	<u> </u>	,	. :.VM	TNES	SAACTIA		ORMATION	J. J. Shinks
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		de Stud	lent	STATE	VEH, YE	AD.	MAKE		LMC	DDEL :		80	DY STYLE	COLOR	
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Wit		<u></u>	lerie	ı by	3m	S APPR	PO .	RVISOR			D#	PAGE	Need		

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# SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT

SPARKS CASE NO.

13-9953

						- <b>-</b>						1.	10-21-2		@1330 hours
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PER			EORSCHOOM		2275	18th 9	ADDRESS Street		c Sparks	ity N	evada	STATE a	ZIP		CELLULAR PHONE
	$\alpha$	CCUPATION				, , , , , , ,			DAYS	OFF		W	XORK HRS.		BUSINESS PHONE E
	Ļ.,	en. UC. NO.	e Stude	nt	STATE	VEH. YEA	R	MAKE		MODE			BODY	STYLE	COLOR
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	an i	testify to:		rurew	pa	Burn	<u>د ک</u>	T WIT	1			· · · · · ·		Needex	1
	R	UBPOENA ETURNED	JC TRIAL	PRELIM	·GJ	DC TRIAL	EV	CODE	EVIDENCE:		WI	INESS	VICTIM	INFO	RMATION
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ERSON/BUSINESS	R	ESIDENCE AC	ORESS		<del></del>					CITY		STATE			RESIDENCE PHONE
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		CCUPATION Rth Grad	de Stude	ent					DAY	SÖFF		,	NORK HRS.		BUSINESS PHONE E
					- Amure	1200 200		MAKE		MODE	iL		800	Y STYLE	COLOR
 	<u>.</u>	EH. LIC. NO.			STATE	VEH. YE	4K	INCHE		1			1		i
HCLE	٧				STATE				IGE, UNIQUE MAF	RKS, OR	PAINT, E	(C.)			
VEHICLE	٧	EH. LIC. NO. Tin			SIAIE				GE, UNIQUE MAF	RKS, OR	PAINT, ET	fC.)			
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Witi	v nes	in ss saw, did testify to:	Inte	1 .	by	OTHER O	CHARACTEI	RISTICS (DAM	IGE, ÜNIQUE MAF	KS, OR			SMICTIN	Neede	ed?
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Mit of Carrier SS Nisusine SS	V V ness single R R R R	S SAW, did testify to: SUBPOENA RETURNED  NVOLVE OT HEIGHT RESIDENCE A SUSINESS NA SPARKS DOCUPATION Detectiv	INAME (LAST, BURNS) WEIGHT DDRESS ME OR SCHOOL	PRELIM FIRST MIDDO S, Steve	GJ E) HAII	OTHER OF TRIAL	ADDRES Prater	WIT CODE  EYES  SS  WAY	EVIDENCE: OPERATOR Spark	S LICEN CITY CITY (S SOFF	RACE SE/STATE	TNES: DOB STATI	E ZIP E ZIP WORK HRS.	Neede I INFO	PRMATION  SOCIAL SECURITY NUMBER  RESIDENCE PHONE  CELLULAR PHONE  BUSINESS PHONE
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S VEHICLE PERSON/BLISINESS Q S	v v ness series in the series	SS SAW, did testify to: SUBPOENA RETURNED  NVOLVE OT HEIGHT  RESIDENCE A BUSINESS NA SCUPATION Detective VEH. LIC. NO.	NAME (LAST, BURNS) WEIGHT DORRESS ME OR SCHOOL POlice D	PRELIM FIRST MIDDO S, Steve	GJ HAM	OTHER OF TRIAL	ADDRES PRACTE	WIT CODE  EYES  SS  WAY	EVIDENCE: OPERATOR Spark	S LICEN CITY CITY (S SOFF	RACE SE/STATE	TNES: DOB STATI	E ZIP E ZIP WORK HRS.  801	Neede Neede	DRMATION  SOCIAL SECURITY NUMBER  RESIDENCE PHONE  CELLULAR PHONE  BUSINESS PHONE  COLOR

T.J. Slaten

My friends and I were standing around talking. Then we all hear a gun shot about 15 feet away from us. He aims the hand gun at other students. Then we all ran for our lives.

mr. Las barrer 80+ shot i think in the hart.

NAME Josh Malague 286

Josh 7th grade
What I saw was seventh
grade student who I knew
and he had a gun and he shot
a 8th grade teacher and the
teacher's name was Mr. Landsbury
and for to him to see if
he was alright but the student
ran for another teacher then I ran
inside.

Student Shooter Jose Reyes

10-5 TON A-T

Action as

Wall

I saw a gry with a gon runing to lands being and re was aiming a gin at him. a And.

Parks Police Depart

ADISO

ADISO

1-21

This 7th grader hamed fost-we first heard a gunshot thinking it was one the are the crackers but then someone yelled "Agun he has a gun" someone yelled "Agun he has a gun" so every one started running are we snow the guy (jost) coming closer to Mr. Tucker and Mr. Tucker one Mr. Tucker one Mr. Tucker one Mr. I was reliptedly asking time to stop but he snot him and Mr. I fell alter that he are in a mr. I fell alter that he are in a consorrow alming for Mr. That all I know

Taylor M. Dliver Phillip Dees Alexis Ken Ashley Coronal Maila Alvarez Cizeth Rodriguez Guillering Moroz Lives Rurz LUDMANAReyos Marvin Merboza broknowner tanina Malafu Anthony Silvanias Marlane Aguisse Cesar Arrobat Gabriel Audios Ablaham Verlevière Teresa Hernandez Anamalia Lus

عاول الشهماني المساوري به الأكاس .

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8th

Sieva Pered Dolog Olivacj V Dorra Bridsona Flutumm Cotrin Emmanuel murillo E10150 AAVINO Aracoral

CI SUPPLEMENTAL	SPARKS POLICE DEPART	ME	TV		1	S CASE				E OF SUP	<b>?</b> .
CI STATEMENT	SUPPLEMENTAL/WITNESS S'			NT	13.9953				10.22-13		
(Please Print)	FORM	.,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			SINAL RE			1	<del>,</del>
Name (Last, First, Middle)	J MATT	Sex	Race	Date o		Age		Weight		Hair	Eyes
Residence Address	50 EDBON WAY	City K				ŵ/_		502		Phone No.	
Business Name or School	Address ANBULANCE 130		· ·	ity	Star	te .	Ziţ	· · · · · · · · · · · · · · · · · · ·	Seconda	ry Phone i	VO.
Occupation REMSA		Hours	Dri	ver's Lice	nse No./S	tate			Social S	ecurity Nur	nber
	myself > my PARTNET	2 1	WEY	25	Dis	DATE	CHER	> T.	· 5/	OARK	<u>'</u>
	Hool FOR A ACTIVE SHOOT										
	ST. CODE 3 TO SCENE AT HIS	,									
	corner of EAST PARKING										
	Equipment AND TOLD my PART										
AND WAIT	Fur FURTHER RODIO traffic. A	77	415 F	POINT	I	1406	ÖN	my	TAC	Tical	Ves
AND I EN	EXED School with A Deputy	. <u>I</u>	57	19ET	11/	SIDE	7/	16 5	cHool	AP	PRDX
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THE gym A	NO THAN to NW DOOR EXITING	s to	טט	FSDE	E A	ND	WE	THE	a n	novet	72
BASKET BALL	COURT, I SEE / ADULT +	17	EENA	SER	<u> </u>	لدسو	1 1	Both	pri	S NOT	M
I nover T	5 tHE ADULT FIRST AND O	H64	1 p.	ULSE		BR	=41/1	1Ng 5	TATU	s. A.	<i><u>W</u>11</i>
SOT BREATHING	; AND HAS No PULSE. I CUT	SUII	27 0	por	+	EXJ.	b5£	cH	53T A	and,	FINI
	NOUND CONTER CHEST. AT TH										
	EN AND NOTICE A SEMI AU										
	A to His HEAD INCLUDING VIS										
	TEEN HAS OBVIOUS SIGNS OF I										
	OVED BACK INTO THE SCHOOL										
I ENTENED	THE NORTH HALLWAY AND FIN	D A	Af.	MOX	12	yo	m	AlE	ON	THE	91200
AND HAS A	gun shot wound to His Let	T SA	lould	er.	THI	<i>is</i> .	SVB:	Tect	15	AWA.	KE,
RESPONIS "Y	ies" whom I asked if He e	AN I	WAL	K, .	IA	also	ASI	Kero	14 1	Hé u	IAS
	NRS 207.280 MAKES IT UNLAWFUL	TO FILI	E A FA	LSE P	OLICI	E REF	PORT				
SIGNATURE _/	Hatt	DAT	E_/	1-27	2-/.	3	т	IME_			

293

Continuation Sheet SIPPI FM

REPORTING OFFICER

SPARKS POLICE DEPARTMENT SUPPLEMENTAL/WITNESS STATEMENT FORM

SPARKS CASE NO.

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officens I moves throw	ill the gym AND Back to	2 SUBJEOS ON BASKETBALL
COURT, SPARKS FIRE DO	OT ARE WITH A SUBJECTS	with FATAL INJURIES. I MOUE
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NRS 207.28	BO MAKES IT UNLAWFUL TO FILE A FALS	SE POLICE REPORT
SIGNATURE	DATE	TIME

TO:

REMSA Attn: Aaron Abbott

450 Edison Way Reno, NV 89502 SUBPOENA Duces Tecum

Case #: 13-9953

FROM:

SPARKS POLICE DEPARTMENT

INVESTIGATION SECTION

1701 E. Prater Way Sparks, Nevada 89434

(775) 353-2225

Fax: (775) 353-1614

In furtherance of a criminal or civil investigation conducted by the Sparks Police Department, and in accordance with NRS 193.340 you are commanded to provide any and all dispatch recordings and or radio traffic pertaining to the following: \_\_\_\_\_\_\_\_

The Shooting incident that occurred at Sparks Middle School on 10-21-13 reference SPD Case 13-9953.

RETURN INFORMATION:

Please () telephone (x) deliver the requested information to the attention of Detective Schreiber \_\_\_\_\_\_#119 \_\_\_\_ as soon as possible.

DATED THIS \_\_\_22<sup>nd</sup> \_\_\_\_\_\_ DAY OF \_\_Oct. \_\_\_\_\_\_, 2013.

Brian Allen, Chief of Police

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DATED THIS \_\_\_\_22<sup>nd</sup> \_\_\_\_\_ DAY OF \_\_Oct.\_\_\_\_\_, 2013.

Brian Allen, Chief of Police

By \_\_\_\_\_\_ Detective Commander

AHN Schriber
Andy

## **CHAIN OF CUSTODY SPARKS POLICE DEPARTMENT**

CASE #	*	
	13-9953	
	EVIDENCE USE ONLY	

	PROPERTY & EVIDENCE						EMBENOT HAT ONLY				
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SK - SAFEKEEPING

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- 1 HOLD
  1 RELEASE TO OWNER
  2 HOLD FOR FORFEITURE
  3 RELEASE TO DMY

## **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

CASE #			
	13-	99.	53

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  1 RELEASE TO OWNER
  2 HOLD FOR FORFEITURE
  3 RELEASE TO DMV
- 4 RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 DESTROY

#### **CHAIN OF CUSTODY** CASE # 13-9953 SPARKS POLICE DEPARTMENT **PROPERTY & EVIDENCE** EVIDENCE USE ONLY BAR CODE DATE OBTAINED TIME OBTAINED OFFENSE(S) 0800 10-22-13 NAME OF RIGHTFUL OWNER(S) ADDRESS PHONE LOCATION WHERE FOUND OR FROM WHOM OBTAINED 166cH Keinea-LOCKER NO. OFFICER'S NAME (LAST, FIRST) SPECIAL NOTATIONS: T/B ITEM # QUANTITY DESCRIPTION OF PROPERTY DISPO 121 ت Ĭ A52 A33 SIGNATURES I.D. # EVIDENCE USE ONLY I.D. # **EVIDENCE USE** DATE DATE SIGNATURES RECEIVED BY RECEIVED BY 16-24-18 RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY

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3 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS")

RECEIVED BY

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6 - DESTROY

#### (jv)

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: 13-9953

Date/Time of Supplement: 11/6/13 @0805 Hours Detective: J. Vaught #134

Approving Supervisor Date: 11-1-13

#### **Details of Supplement:**

On 10/21/13 at approximately 7:16am Sgt. DYER and I responded to Sparks Middle School located at 2275 18<sup>th</sup> St. for a report of a shooting at the school.

Upon arrival there were several other officers already on scene. Sgt. DYER parked on the south east side of the school. I entered a southeast door to the school. The door was locked and I was let in by another officer. I was informed the open doors in the south hall had already been searched and several doors were locked and not searched. I assisted another officer in searching an open bathroom in the south hallway as for it could not be determined at the time if it had already been searched. I met up with several other officers that were located in the middle of the hallway next to the office and gym area.

There were several facility staff members who were located in the front office area. I was informed by the staff the shooter's name might be "TJ" who is a student at the school. I do not know how they obtained this information. Several of the facility staff members were attempting to locate who the student might be by looking on the computer.

I was informed by officers they were escorting several students out who were located inside the school. These students came toward my location and out the front main door of the school. These students were directed to other officers who were standing outside of the front of the school.

I then observed two officers escorting a wounded student from the north side of the school hallway out the front door.

I heard officers over the radio a couple of times say they thought the shooter was down. A short time later a large group of students were allowed out of the building and again directed out the front doors. While the students were exiting the building I was asking if any of students knew who the shooter was. Three male students said they saw the shooting and I pulled them aside. One of the students named Josh said the shooter was Jose Reyes. I asked Officer STALLCOP with the Reno Police Department to take down their names as I did not have any paperwork with me.

I informed one of the facility staff members the shooter might be Jose REYES. The facility staff member then pulled up a photo of Jose REYES on the computer. I had Josh step in the office and look at the





Case #13-9953

Detective: J. Vaught #134

(Homicide)

photograph and he confirmed REYES was the shooter. The facility staff member printed a picture of REYES which was given to Det. CURTIS to confirm if the subject found deceased outside the school by the basketball court was indeed REYES.

I continued to assist students outside the front of the school who were being directed to my location. I then met with another facility staff member and obtained a key to open the locked classroom doors. I then met up with several other officers from different agencies. We began searching the south side of the school and entered all the locked doors with the key, searching for teachers and students.

After I assisted in searching the south side of the school the Reno SWAT team also completed another search of the south side school hallways.

There were enough officers on scene, I left the school and returned to the station. Commander TRIPLETT requested I assist with the interview of Jose REYES parents. REYES parents were identified as Jose Horacio REYES-MANDUJANO and Liliana URTIZ. I was present with Det. PETERSON when she notified the parents of REYES that he was deceased.

At approximately 10:12am I interviewed REYES-MANDUJANO at the Sparks Police Department. REYES-MANDUJANO identified his son's full name as Jose Horcio REYES-URTIZ JR.

REYES-MANDUJANO informed me his family just recently moved to 950 Henry Orr Pkwy #306. REYES-URTIZ JR. was his 12 year old son and was born on 7/2/01. REYES-URTIZ JR. attended Sparks Middle School and was a seventh grader. This was REYES-URTIZ JR.'S first year at Sparks Middle School.

REYES-URTIZ JR. had autism and had a problem with his speech. REYES-MANDUJANO said when REYES-URTIZ JR. first started Sparks Middle School he told REYES-URTIZ JR. if he got bullied to tell a teacher, him or his wife. REYES-MANDUJANO said REYES- URTIZ JR.'s first six years of school was fine, but thinks middle school was different. REYES-MANDUJANO said the kids "messed" with REYES-URTIZ JR. and were rude to him. REYES-MANDUJANO said Reyes-URTIZ JR. had been getting more normal through the years, was being more social and getting closer to his friends.

On 10/18/13 REYES-MANDUJANO and URTIZ took REYES-URTIZ JR. to an Adolescent/Child Psychologist. They wanted to find help to assist REYES-URTIZ JR. to grow up as a more normal person. REYES-MANDUJANO provided me with a business card from No Child Left Behind Behavioral HealthCare Services located at 895 Roberta Lane #101 with a Dr. Mirzaian listed on the card. REYES-MANDUJANO said REYES-URTIZ JR. had been nervous about the appointment. REYES-URTIZ JR.'s next appointment was supposed to be on 10/24/13 for a group therapy and on 11/1/13 REYES-URTIZ JR. was supposed to meet with the psychiatrist again.



Case #13-9953

Detective: J. Vaught #134

(Homicide)

REYES-MANDUJANO was unaware if REYES-URTIZ JR. was having any other issues at school besides recently finding out during the psychiatrist appointment a student had called him gay and he had been teased by another kid who said REYES-URTIZ pees his pants. REYES-URTIZ JR. had explained he was drinking water and spilled it on his pants, but the kid teased him and said he pees his pants. REYES-URTIZ JR. would tell his dad everything was fine when his dad would ask him how things were going at school. REYES-URTIZ JR. had been crying at his psychiatrist appointment when he talked about being called gay. REYES-MANDUJANO said Reyes-URTIZ. Jr. would always have autism but thought it was something a person could live with. REYES-MANDUJANO went to the psychiatrist not because he knew his son was being messed with but because he wanted a better future for his son. REYES-MANDUJANO wanted help so that REYES-URTIZ JR. would have a normal future.

REYES-URTIZ JR. did not have any other health conditions or mental health conditions. I asked how much the Autism affected REYES-URTIZ JR.'s grades. REYES-MANDUJANO said REYES-URTIZ JR. never had to repeat any grades in school and took regular classes in school. To his knowledge REYES-URTIZ JR.'s teachers did not have any issues with REYES-URTIZ JR. following orders or being rude in school.

I asked REYES-MANDUJANO if he knew of any specific kids his son had problems with or teachers. REYES-MANDUJANO did not know how often the kids were messing with his son and did not believe he had any issues with his teachers.

I asked REYES-MANDUJANO if he kept any weapons in his house. REYES-MANDUJANO said he had a .357 revolver and a 9mm handgun. The guns were hidden in the kitchen area located on one of the top shelves above the refrigerator. REYES-MANDUJANO has two daughters ages seven and eight. REYES-MANDUJANO did not believe his kids knew where the guns were located, but later said REYES-URTIZ JR. would stay at home alone and might have found them. The guns were located in the same area where the cereal boxes are kept. The guns were kept in gun cases and the ammunition was also stored in the gun cases. The 9mm handgun had two magazines that were loaded with ammunition but not loaded in the gun. The .357 revolver also had ammunition. REYES-MANDUJANO said he never bought ammunition for the guns. The guns came with the ammunition he got from his friends John and Myrna. REYES-MANDUJANO did not know his friends last name but said they lived in Reno and gave me their phone number which is 775-742-4470. REYES-MANDUJANO said John and Myrna have known him for a long time and that he was born in Mexico but came to the United States when he was fifteen years old.

REYES-MANDUJANO said REYES-URTIZ JR. was almost as tall as him and would be able to access the area where the cereal boxes were stored. REYES-MANDUJANO said since the family just moved, this was the location the guns had been stored. REYES-MANDUJANO said he didn't think REYES-URTIZ JR. saw the guns stored on the shelf and was unaware if REYES-URTIZ JR. knew where the guns were stored at the old house which was located on a high self. There are no other guns or ammunition in the house. REYES-

Case #13-9953
Detective: J. Vaught #134
(Homicide)

URTIZ JR. had never shot a gun before. When John gave REYES-MANDUJANO the gun he showed him how to carry and use the gun. REYES-URTIZ JR. was not around when this was done. REYES-MANDUJANO said he never thought this was how the gun was going to be used and has had possession of the guns for over two years.

REYES-URTIZ JR. had a school counselor, but no other therapists outside of school, besides the psychiatrist he had just seen on 10/18/13.

REYES-MANDUJANO did not believe REYES-URTIZ JR. was in a gang or associated to gang and does not know how many times REYES-URTIZ JR. was teased. REYES-URTIZ JR. was recently given a cell phone 775-354-9657 that was obtained from a Mobile Booth. REYES-URTIZ JR. has access to a computer but does not use MySpace, Twitter or Facebook. Reyes-URTIZ JR. usually watches cartoon's and play's video games.

REYES-URTIZ JR, had two close friends who went to the same school and took the same classes. REYES-MANDUJANO did not remember the student's name.

REYES-URTIZ JR. is close to his Aunt Rosalina. REYES-MANDUJANO said his son has had no problems at home. REYES-MANDUJANO said REYES-URTIZ JR. would rarely get upset and if he did get upset he would just go to his room then later come out and tell mom and dad that he loved them.

On 10/19/13 REYES-URTIZ JR. went to work with his parents who own a coffee shop. REYES-MANDUJANO wanted to teach REYES-URTIZ JR. how to make money and that if you want something in life you have to earn it. On 10/20/13 REYES-URTIZ JR. stayed home with his parents and sisters and watched a movie. Later in the day REYES-URTIZ JR. went to the store with his mother. REYES-MANDUJANO did not see anything different in his son over the weekend.

REYES-MANDUJANO said his regular routine is that he gets up around 5:00am to 5:30am and then gives REYES-URTIZ JR. a kiss goodbye who is still usually sleeping. On 10/21/13 it was different as for his son was already up and in the shower. REYES-MANDUJANO thinks REYES-URTIZ JR. was just being a responsible kid since school starts early. REYES-MANDUJANO told REYES-URTIZ JR. goodbye and that he loved him. REYES-URTIZ JR. said the same thing back to REYES-MANDUJANO who then left for the day. REYES-MANDUJANO said REYES-URTIZ JR. doesn't like his mom to fix his hair but that morning he had his mom fix his hair.

URTIZ drove REYES-URTIZ JR. to school every day which starts at 7:30am. On the way to school URTIZ called REYES-MANDUJANO and told him that REYES-URTIZ JR. tried to take a BB gun rifle to school, saying it was for a science class. No toy guns are allowed at school so URTIZ did not allow REYES-URTIZ JR. to take the BB gun with him and dropped him off at school. URTIZ's sister in law had called URTIZ and told

Case #13-9953 Detective: J. Vaught #134 (Homicide)

her something was wrong at the school. REYES-MANDUJANO got a call from URTIZ telling him to go to the school, because there was an issue. REYES-MANDUJANO went to the school and got another call from URTIZ who told him one of the guns was missing from their house, which was the 9mm handgun. REYES-MANDUJANO said he saw kids walking by but did not see his son. REYES-MANDUJANO said he didn't want to believe it but told a Deputy Sheriff REYES-URTIZ JR. might be involved because one of their guns was missing. REYES-MANDUJANO said he thought things like this happen on TV or other states and didn't think this would happen to him. REYES-MANDUJANO said he did not know why REYES-URTIZ JR. would take a gun to school.

During the interview REYES-MANDUJANO stated he would consent to have his residence and vehicle searched that was parked at the Sparks Police Department. Officer ZENDEJAS met with REYES-MANDUJANO and explained to him in Spanish the consent forms. REYES-MANDUJANO signed the forms.

This was the end of my interview with REYES-MANDUJANO. Later I was informed REYES-MANDUJANO told Det. PETERSON that he did not want to answer any more questions without his lawyer present. REYES-MANDUJANO's attorney, Mike SULLIVAN, arrived at the Sparks Police Department. I escorted SULLIVAN up to the detectives section to meet with REYES-MANDUJANO and URTIZ.

At approximately 5:30pm Sgt. LEARY, Det. GALLOP and I met with DA investigator Roy STRALLA. During this time we procured a telephonic search warrant for REYES-MANDUJANO's residence.

#### Disposition:

Active/Filed





# Sparks Police Department TAPED INTERVIEW FORMAT

1/1/2 The following will be on
Today's date is 10.21.13. The time is 10.12. The following will be an
interview with JUSC HIVANO RAJES-MANDY AND
dațe of birth, social security number
This interview will be in reference to Sparks Police case number 13. 9953
This interview is being conducted at
Present during this interview are 1.
2
3
4
Time interview concluded
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Sex: MRace: HHt: 62 Wt: 185 Build: L Hair: Ben Eyes: Bm.
Residence Address:
Residence Phone: Business Phone:
Business Name/Add:
Occupation: Jung Days Off:   Jan Work Hrs: 7am-2pm.

13-9953 305

(Residence)

# SPARKS POLICE DEPARTMENT

Sparks, Nevada

I, Jose Reges, , having been informed of my
constitutional rights not to have a search made of the premises hereinafter mentioned without a
search warrant and of my right to refuse consent to such a search, do hereby authorize
Police Officers of the Sparks Police Department, Sparks, Nevada, to conduct a complete search
of my residence located at 950 hong On Parkuncy
# 306 Sparks NV
These Police Officers are authorized by me to take from my residence any letters, papers,
materials or other property which they may desire.
This written permission is being given by me to the above hamed Sparks Police Officers
voluntarily and without threats or promises of any kind
Agranties
10-21-13 11:35 am
Date / Time

<u> WITNESSES:</u>

# SPARKS POLICE DEPARTMENT CONSENT TO SEARCH

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which may incl vehicle. Also, a	ude any lug ny compart	gage, containers ments which may	or items located in the in need to be accessed by	nterior and/or exterior of the the use of tools.
I understand the to sign this form	at I have the	e right to refuse to	consent to the search de	scribed above and to refuse
have been use	d against m and that I ca Sign	ne to get me to co an revoke my cons	insent to the search des	rcion of any kind whatsoever cribed above or to sign this
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clase se ha usa	do en cor∦tr	a mia para obligai	naza, fuerza, o coacción rme a consentir al registr consentimiento en cualqu	fisica o mental de cualquier o aquí descrito o para firmar uier momento.
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	Testigo	#146	- Jennier	buslit 134

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# **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-9953

Date/Time of Supplement: 11-7-13 @ 0900 hrs-7

Detective: GALLOP #047

Approving Supervisor:

Date: //////3

#### **Evidence:**

KG-9 14 videos concerning this case from online news sources

#### **Details of Supplement:**

I used Camtasia Studio 8 to capture 14 videos concerning this case from various online news sources. The videos were copied onto a CD labeled KG-9 and later placed into evidence at Sparks PD. The following is a list of the captured videos:

911 calls and video

ABC news DC MILLER

**CNN** 

**KSBY** 

LA Times

My Daily News 911 calls

**News Nation** 

News-4 REYES parents statement

News-4 REYES Sr.

News-4 REYES Sr. Chidl Abuse

News-4 REYES parents-2

News-4 REYES about the gun

News-8 witness who claims to have helped LANDSBERRY

RGJ REYES family statement

Nothing further.



## **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

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BAR CODE			PROPERTY & EVIDENCE				EVIDENCE USE ONLY				
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C - CONFISCATED
E - EVIDENCE
F - FOUND
SK - SAFEKEEPING

DISPOSITION:

0 - HOLD

1 - RELEASE TO OWNER

2 - HOLD FOR FORFEITURE

3 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

eh

#### SPARKS POLICE DEPARTMENT **Supplemental or Continuation Report**

Type of Report: Homicide

Case: 13-9953

Attempted Homicide

Date of Report: 10-21-13

Officer: K. FYE #249

Victim: LANDSBERRY, Michael

Location: 2275 18th Street

KAMERER, Mason GUERRERO, Kaelin Sparks Middle School

Date/Time of Supplement: 11-02-13 @ 0710 Hours

**Approving Supervisor:** 

#### **Details of Supplement:**

On 10-21-13, at approximately 0910 hours, I responded to a report of an active shooter at Sparks Middle School located at 2275 18<sup>th</sup> St. While I was en route to Sparks Middle School information was still developing about an active shooter possibly located inside of Sparks Middle School.

When I arrived I entered through the front doors of the middle school. At this time it had been determined that there were two victims located in the west side of the school but it was unknown whether or not there was a shooter inside of the building. I began searching the south side of the school with other officers. We went from each classroom attempting to locate a possible active shooter. We searched every room on the south side of the building and did not locate any active shooters. We then proceeded to the north side of the building. I went with other officers and cleared each classroom and room on the north side of the school. While clearing the classrooms we evacuated the students and faculty from the rooms. The students and faculty were escorted out by other officers and I continued to search the rooms. After all the rooms were cleared and evacuated on the north side I then proceeded through the rooms and classrooms for a second check. On the second check myself and other officers looked into small spaces, including cabinets and closets, to ensure that there were no other students or possible suspects hiding in any of these locations. We cleared all the rooms on the north side of the school and ensured that there were no other persons located in this part of the school.

I then proceeded to the west side of the school, where two victims were lying and appeared to be deceased. I helped clear a small U shaped outdoor part of the school with other officers to ensure that there were no other persons located in this area. This area was located between the north and south hallways of the school and is located outside.

**OFFICER:** K. FYE #249 **CASE:** 13-9953

PAGE: 2 of 2

After this was completed and the school appeared to be under control I was asked by Sgt. WALSH to get back on the road and take care of pending calls. I left the scene at this time. I have nothing further.

.3469-13-1

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION 911 PARR BLVD. RENO, NV 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831



LABORATORY NUMBER:

L3469-13-1

AGENCY:

SPARKS P.D.

**AGENCY CASE #:** 

13-9953

SUSPECT:

DEVEC IO

VICTIM:

REYES, JOSE

VICTIMI.

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM: PERSON REQUESTING:

GUERRERO, KAELIN DET'S. PETERSON / DACH

DATE OF SUBMISSION:

10/28/2013

OFFENSE:

HOMICIDE; ATTEMPTED HOMICIDE

#### **SCENE**

**LOCATION OF SCENE:** 

Parking/Bus stop between 19th and 20th street on

**Byrd Drive** 

Sparks, NV

DATE:

10/21/2013

TIME NOTIFIED:

**1050 HOURS** 

TIME BEGAN:

**1105 HOURS** 

TIME COMPLETED:

**1140 HOURS** 

#### **CASE SUMMARY:**

On 10/21/2013, at approximately 1105 hours, I arrived at the above location. I was requested by FIS Sergeant Lyford to take photographs and collect evidence in relation to a homicide/ attempted homicide investigation that had occurred at Sparks Middle School.

Also present at the scene were Multiple Washoe County Deputies and FIS Sergeant Lyford.

Color photographs were taken showing the following views:

- · Views of the bus stop/parking area
- Views of red staining on the sidewalk

#### **EVIDENCE RECOVERED**

The following items were collected as evidence and taken to the Washoe County Sheriff's Office Crime Laboratory Garage where they were secured and entered into the evidence system.

**Collected At:** 

Parking/Bus stop between 19th and 20th street on Byrd Drive

Sparks, NV

By:

**RENEE ARMSTRONG** 

Date:

10/21/2013

Time: 13:30 HOURS

**CONTROL#** 

DESCRIPTION

1129791016-0

(20) Twenty digital images.

Q90915

Swabs of: #1) red staining on the sidewalk - east of the fence

gate; #2) red staining on the sidewalk - east of the red

staining #1; Water control.

RENEE ARMSTRONG #3366

Forensic Investigator

Forensic Investigation Section

10/30/13

Date

\_3469-13-2

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION 911 PARR BLVD. RENO NV, 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831



#### FORENSIC REPORT

LABORATORY NUMBER:

L3469-13-2

AGENCY:

SPARKS P.D.

AGENCY CASE #:

13-9953

SUSPECT:

REYES, JOSE

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM:

**GUERRERO, KAELIN** DET'S. PETERSON / DACH

PERSON REQUESTING:

DATE OF SUBMISSION:

10/28/2013

OFFENSE:

HOMICIDE; ATTEMPTED HOMICIDE

#### **AUTOPSY**

**LOCATION OF SCENE:** 

Washoe County Medical Examiner's Office

DATE:

10/21/2013

TIME BEGAN: TIME COMPLETED: **1430 HOURS 1638 HOURS** 

#### CASE SUMMARY:

On 10/21/2013 I attended the autopsy of REYES, Jose (Hispanic/male/juvenile, DOB 07/02/2001). The autopsy was performed by Dr. E. Clark who was assisted by Technicians K. Jessop, N. Franklin and S. Turner.

Also attending was Sparks Police Detective P. McNeely.

Color photographs were taken to show overall views of the REYES and the condition of REYES' clothing. All other photographs were taken as directed by Dr. E. Clark

Post-mortem palm and fingerprints were taken of REYES.

If you have any questions regarding this report, please feel free to contact this office at (775) 328-2800

**CONTROL#** 

**DESCRIPTION** 

Q93696

Evidence tape sealed manila envelopes bearing the name

"Reyes-Urtiz, Jose" labeled:

Pubic hair, Axillary hair, Scalp hair; Right fingernail clippings, Left fingernail clippings; Residue from the left side of the face; seal 0001660. Swabs bearing the name Reyes-Urtiz, Jose labeled: Rectal swabs, Penile swabs, Oral swabs, nasal swabs

- from the hands of Technician K. Jessop.

Q93697

(1) One clear plastic bag labeled "Rosary with cross" "Reyes-Urtiz, Jose"- collected from suspect REYES - from the hands

of Technician K. Jessop.

Q93698

(1) One evidence tape sealed manila envelope labeled: "Blood Spot Card" "Reyes-Urtiz, Jose" - from the hands of Technician

K. Jessop.

Forensic Investigator

Forensic Investigation Section

L3469-13-3

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION 911 PARR BLVD. RENO NV, 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831



#### **FORENSIC REPORT**

LABORATORY NUMBER:

L3469-13-3

AGENCY:

SPARKS P.D.

**AGENCY CASE #:** 

13-9953

SUSPECT:

**REYES, JOSE** 

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM:

GUERRERO, KAELIN DET'S. PETERSON / DACH

PERSON REQUESTING: DATE OF SUBMISSION:

10/28/2013

OFFENSE:

HOMICIDE; ATTEMPTED HOMICIDE

#### **AUTOPSY**

**LOCATION OF SCENE:** 

**Washoe County Medical Examiner's Office** 

DATE:

10/21/2013

TIME BEGAN:

15:37 HOURS

TIME COMPLETED:

16:38 HOURS

#### CASE SUMMARY:

On 10/21/2013 I attended the autopsy of LANDSBERRY, Michael (white/male/adult, DOB 01/20/1968). The autopsy was performed by Dr. E. Clark who was assisted by Technicians K. Jessop, N. Franklin, M. Morris, M. Walton and S. Turner.

Also attending was Sparks Police Detective P. McNeely.

Color photographs were taken to show overall views of the Victim and the condition of the Victim's clothing. All other photographs were taken as directed by Dr. E. Clark.

Post-mortem palm and fingerprints were taken of the Victim.

If you have any questions regarding this report, please feel free to contact this office at (775) 328-2800

#### **EVIDENCE RECOVERED**

The following items were collected as evidence and taken to the Washoe County Sheriff's Office Crime Laboratory Garage where they were secured and entered into the evidence system.

Collected At:

**Washoe County Medical Examiner's Office** 

By:

RENEE ARMSTRONG

Date:

10/21/2013

Time: 16:38 HOURS

CONTROL#

DESCRIPTION

1129791297-0

172 digital images - victim Landsberry.

Q93707

Post Mortem paim and fingerprints from the left and right

hands of victim LANDSBERRY.

Q93708

(1) One evidence tape sealed manila envelope bearing the name "Landsberry, Michael" and labeled "Blood Spot Card" –

from the hands of Technician K. Jessop.

Q93709

Evidence tape sealed manila envelopes bearing the name "Landsberry, Michael" and labeled: Pubic hair, Axillary hair, Facial hair; Seal 0000380; Left fingernail clippings, Right fingernail clippings; Swabs bearing the name "Landsberry, Michael" and labeled nasal swab, rectal swab, oral swab, penile swab—from the hands of Technician K. Jessop.

Q93710

(1) One Gun Shot Residue Kit collected from the left and right hands of victim LANDSBERRY at approximately 1548 hours.

Q93711

Brown paper bags collected from the left and right hands of

victim LANDSBERRY – from the hands of Technician K.

Jessop.

Q93712

(1) One white plastic red stained body bag originally

containing victim LANDSBERRY - from the hands of

Technician K. Jessop.

**CONTROL#** 

**DESCRIPTION** 

Q93713

(1) One pair of brown/black "Keen" boots; (1) One pair of white socks; (1) One pair of blue red stained boxer style underwear; (1) One pair of grey cargo style "Kuhl" size 36x30 pants with a black woven belt attached; (1) One black/white cut, red stained and with defects "Loose, LG" polo style shirt; (1) One black red stained with defects ("USMC" on back with image, size XL) hooded sweatshirt; - collected from victim LANDSBERRY — from the hands of Technician K. Jessop.

RENEE ARMSTRONG #3366

Forensic Investigator

**Forensic Investigation Section** 

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ERSON/BUSINES	RESIDENCE AD	DRESS				~~			CITY		STATE	ZIP		RESIDENCE PHONE
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ä	Sparks F			ent 1	701 E.		Way S	parks, N		134		RK HRS.		BUSINESS PHONE
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픠	VEH. LIC, NO,			STATE	VEH, YEA	R	MAKE		MODE	L		BODY	STYLE	COLOR
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or ca	SUBPOENA RETURNED	JC TRIAL	PRELIM	GJ	DC TRIAL	EV	WIT			\\/\I	NESSA	/ICTIM	Needed	? □No Statement?  RMATION
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ERSON/BUSINESS	OFR HEIGHT	Gothan,	, Jason BUILD	HAIR	1	E)	ÆS	OPERATOR	'S LICENS	SE/STATE	<u> </u>		<u> </u>	<u> </u>
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PE	Parole A				47	ADDRESS 5 Valle	y Rd.	Reno		9512	STATE			CELLULAR PHONE
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or ca			Investiga	ation , Li				ies, Att. no	tificati		<del></del>	<del></del>	Interpre Needed	? DNo Statement?
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ā	Sergear	nt			T		1		200		BODY	CTVIE		
Δ.	1	nt		STATE	VEH. YE/	∜र	MAKE	ł/k	DDEL		BODY	STYLE	COLOR	
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d ≤ VEHICLE P	Sergear VEH. LIC. NO.	Supervis	sed Seam		OTHER C	CHARACTER	ISTICS (DAMA	SE, UNIQUE MARKS,			BODY	, Interpre Needed	elter 🗆 Yës.'	Written : Statemen

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ω	INVOLVE	4	FIRST, MIDDL	•	<u>.</u>	1	1	SEX	RACE	DOB	<del> </del>	AGE	SOCIAL SECL	RITYNUMBER
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PER		Police D		ent 1	701 E.			parks, NV 89			(HRS.		BUSINESS PI	
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	Sparks occupation Detective	Police D re			VEH. YEA	Prater	Way S	parks, NV 89	DEL	WOR	(HRS.	STYLE	BUSINESS PI	HONE
VEHICLE PERS	Sparks occupation Detectiv VEH, LIC, NO.	Police D re			VEH, YEA	Prater  AR  CHARACTER	Way S  MAKE  STICS (DAMAGE	parks, NV 89	DEL R PAINT, ET	WOR	(HRS.	STYLE	BUSINESS PI	HONE
S VEHICLE	Sparks occupation Detective VEH, U.C. NO.	Police D	epartme	STATE	VEH, YEA	Prater  AR  HARACTERI  at, and [	May S  MAKE  STICS (DAMAG  Dees, Wa	DAYS OFF MODE	PEL R PAINT, ET ectronic	WOR	CHRS.	STYLE Interpre	BUSINESS P	HONE
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S VEHICLE	Sparks occupation Detective VEH, U.C. NO.	Police D	epartme	STATE	VEH, YEA	Prater  AR  HARACTERI  at, and [	May S  MAKE  STICS (DAMAG  Dees, Wa	DAYS OFF  DAYS OFF  MODE  E, UNIQUE MARKS, OFF  AFFRANT FOR Ele	DEL R PAINT, ET PECTRONIC DEJO, GUZ	WOR	BODY	Interpre Needed	BUSINESS PA	Witten Statement?
S S VEHICLE	Sparks occupation Detectiv VEH, LIC, NO. VIN  Less saw, did an testify to: SUBPOENA RETURNED	Collected JC TRIAL NAME (LAST,	d Media II PRELIM	STATE  Oformation	OTHER CO	Prater  HARACTERI  It. and [	MAKE STICS (DAMAG Dees, Wa	DAYS OFF  DAYS OFF  MODE  E, UNIQUE MARKS, O  Arrant For Ele  skeviclow, Dorn	DEL R PAINT, ET PECTRONIC DEJO, GUZ	word c.) s zman, Arer	BODY	Interpre Needed	COLOR  ter	Witten Statement?
S S VEHICLE	Sparks OCCUPATION Detectiv VEH. LIG. NO. VIIN VIIN DESS SAW, did an testify to: SUBPOENA RETURNED INVOLVE OFR	Collected  JC TRIAL  NAME (LAST, Orr, B 1	d Media II PRELIM FIRST, MIDDL	STATE  Of GJ  E)	OTHER C CON DON, Inter TRIAL	Prater  AR  HARACTERI  It. and [  viewed F	MAKE STICS (DAMAG Dees, Wat CODE	E, UNIQUE MARKS, OFF  E, UNIQUE MARKS, OFF  EVIDENCE:  SEX	R PAINT, ET CECTRONIC LEGO, GUZ VVI	C.) S ZMAN, ATER TNESSA	BODY	Interpre Needed INFOI	COLOR  ter	Wilten Statement?
S S VEHICLE	Sparks occupation Detectiv VEH, LIC, NO. VIN  Less saw, did an testify to: SUBPOENA RETURNED	Collected JC TRIAL NAME (LAST,	d Media II PRELIM	STATE  Oformation	OTHER C CON DON, Inter TRIAL	Prater  AR  HARACTERI  It. and [  viewed F	MAKE STICS (DAMAG Dees, Wa	DAYS OFF  MODE  E, UNIQUE MARKS, O.  Arrant For Ele  Ekeviclow, Dorn  EVIDENCE:	R PAINT, ET CECTRONIC LEGO, GUZ VVI	C.) S ZMAN, ATER TNESSA	BODY	Interpre Needed INFOI	COLOR  ter	Wilten Statement?
S S VEHICLE	Sparks OCCUPATION Detectiv VEH. LIG. NO. VIIN VIIN DESS SAW, did an testify to: SUBPOENA RETURNED INVOLVE OFR	Collected  JC TRIAL  NAME (LAST, Orr, B 7)  WEIGHT	d Media II PRELIM FIRST, MIDDL	STATE  Of GJ  E)	OTHER C CON DON, Inter TRIAL	Prater  AR  HARACTERI  It. and [  viewed F	MAKE STICS (DAMAG Dees, Wat CODE	E, UNIQUE MARKS, OFF  E, UNIQUE MARKS, OFF  EVIDENCE:  SEX	R PAINT, ET CECTRONIC LEGO, GUZ VVI	C.) S ZMAN, ATER TNESSA	BODY	Interpre Needed INFOI	COLOR  ter	Written Statement?
S S VEHICLE	Sparks OCCUPATION Detectiv VEH. U.C. NO. VIN  PLEASE SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE A	Collected  JC TRIAL  NAME (LAST, Orr, B 7)  WEIGHT	d Media II PRELIM FIRST, MIDDL #237 BUILD	STATE  Of GJ  E)	OTHER C CON DON, Inter TRIAL	Prater  AR  HARACTERI  It. and [  viewed F	MAKE  STICS DAMAG  Dees, Wa  Perez, Starr  WIT  CODE	E, UNIQUE MARKS, O.  Arrant For Ele  EVIDENCE:  OPERATOR'S LICE  CITY	PEL R PAINT, ET PECTRONIC PEJO, GUZ VVI  RACE NSE/STATE	C.) S EMAN, AFER TNESS/V DOB STATE	BODY BODY BODY	Interpre Needed INFOI	COLOR  Ler Yes PORMATION	Written Statement?  VALUE OF THE PROPERTY NUMBER
S VEHICLE	Sparks OCCUPATION Detectiv VEH. LIC. NO. VIN  Dess saw, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE A BUSINESS NA Sparks	Collected  JC TRIAL  NAME (LAST, Orr, B a WEIGHT  NODRESS	d Media In PRELIM FIRST, MIDDL #237 BUILD	STATE  Of GJ  HAIR	VEH. YEA	Prater  HARACTERI  At. and [  viewed F	MAKE STICS (DAMAG Dees, Wa Perez, Starr CODE	E, UNIQUE MARKS, O.  Arrant For Ele  EVIDENCE:  OPERATOR'S LICE  CITY  Sparks, I	R PAINT, ET ECTRONIC EJO, GUZ WI  RACE NSE/STATE	C.) S EMAN, ATER TNESS/V DOB STATE STATE 34	BODY  BODY  BODY  ZIP  ZIP	Interpre Needed INFOI	COLOR  Ler Yes PO No  RMATION  RESIDENCE OF CELLULAR P	Witten Statement?  VALUE OF THE PROPERTY NUMBER  THONE
S S VEHICLE	Sparks OCCUPATION Detectiv VEH, LIC, NO. VIN  Dess saw, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE A BUSINESS NA	Collected  JC TRIAL  NAME (LAST, Orr, B a WEIGHT  NODRESS	d Media In PRELIM FIRST, MIDDL #237 BUILD	STATE  Of GJ  HAIR	VEH. YEA	Prater  AR  HARACTERI  At. and [  viewed F  EV  ADDRESS	MAKE STICS (DAMAG Dees, Wa Perez, Starr CODE	E, UNIQUE MARKS, O.  Arrant For Ele  EVIDENCE:  OPERATOR'S LICE  CITY	R PAINT, ET ECTRONIC EJO, GUZ WI  RACE NSE/STATE	C.) S EMAN, ATER TNESS/V DOB STATE STATE 34	BODY BODY ZIP	Interpre Needed INFOI	COLOR  Ler Yes P. ONO  RMATION  SOCIAL SECTION  RESIDENCE (	Witten Statement?  VALUE OF THE PROPERTY NUMBER  THONE
PERSON/BUSINESS	Sparks OCCUPATION Detectiv VEH, LIC, NO. VIN  RESS SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT RESIDENCE A Sparks OCCUPATION Officer VEH, LIC, NO.	Collected JC TRIAL NAME (LAST, Orr, B a WEIGHT ADDRESS	d Media In PRELIM FIRST, MIDDL #237 BUILD	STATE  Of GJ  HAIR	VEH. YEA	Prater  HARACTERI  Att. and [  viewed F  EV  ADDRESS  Prate	MAKE STICS (DAMAG Dees, Wa Perez, Starr CODE	E, UNIQUE MARKS, O.  Arrant For Ele  EVIDENCE:  OPERATOR'S LICE  CITY  Sparks, I	R PAINT, ET PECTRONIC PEJO, GUZ WI  RACE NSE/STATE	C.) S EMAN, ATER TNESS/V DOB STATE STATE 34	BODY  BODY  ZIP  ZIP  KHRS.	Interpre Needed INFOI	COLOR  Ler Yes PO No  RMATION  RESIDENCE OF CELLULAR P	Witten Statement?  VALUE OF THE PROPERTY NUMBER  THONE  HONE
PERSON/BUSINESS	Sparks OCCUPATION Detectiv VEH, LIC, NO. VIN  RESS SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT RESIDENCE A Sparks OCCUPATION Officer VEH, LIC, NO.	Collected JC TRIAL NAME (LAST, Orr, B a WEIGHT ADDRESS	d Media In PRELIM FIRST, MIDDL #237 BUILD	STATE  Offormation  GJ  HAIF	OTHER CONDON, InterDOC TRIAL	Prater  HARACTERI At. and [  viewed F  EV  ADDRESS E. Prate	MAKE  STICS (DAMAGE)  STICS (DAMAGE)  STICS (DAMAGE)  STICS (DAMAGE)  MAKE	E, UNIQUE MARKS, OFF  E, UNIQUE MARKS, OFF  EVIDENCE:  SEX  OPERATOR'S LICE  CITY  Sparks, I  DAYS OFF	R PAINT, ET PECTRONIC PEJO, GUZ WI  RACE NSE/STATE	C.) S ZMAN, AFER TNESSA DOB STATE STATE 34 WOR	BODY  BODY  ZIP  ZIP  KHRS.	Interpre Needed INFOI	COLOR  Ler  Yes P	Witten Statement?  VALUE OF THE PROPERTY NUMBER  THONE  HONE
S S VEHICLE	Sparks OCCUPATION Detectiv VEH, LIC, NO. VIN  RESS SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT RESIDENCE A Sparks OCCUPATION Officer VEH, LIC, NO.	Collected JC TRIAL NAME (LAST, Orr, B a WEIGHT ADDRESS	d Media In PRELIM FIRST, MIDDL #237 BUILD	STATE  Offormation  GJ  HAIF	OTHER CONDON, InterDOC TRIAL	Prater  HARACTERI At. and [  viewed F  EV  ADDRESS E. Prate	MAKE  STICS (DAMAGE)  STICS (DAMAGE)  STICS (DAMAGE)  STICS (DAMAGE)  MAKE	E, UNIQUE MARKS, OFF  E, UNIQUE MARKS, OFF  EVIDENCE:  SEX  OPERATOR'S LICE  CITY  Sparks, I  DAYS OFF	R PAINT, ET PECTRONIC PEJO, GUZ WI  RACE NSE/STATE	C.) S ZMAN, AFER TNESSA DOB STATE STATE 34 WOR	BODY  BODY  ZIP  ZIP  KHRS.	Interpre Needed INFOI	COLOR  Ler  Yes P	Witten Statement?  VALUE OF THE PROPERTY NUMBER  THONE  HONE
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ω	1 1	NAME (LAST.		<u> </u> E)	<u> </u>	<u>L</u>	<u> </u>		SEX	RACE	DOB	· · · · · · · · · · · · · · · · · · ·		AGE	SOCIAL SECU	RITY NUMBER
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/BUS	RESIDENCE AD	DDECC										177"	ZIP		DECIDENCE	LOUE
PERSON/BUSINES									CITY		STA				RESIDENCE PI	
PEF	BUSINESS NAM FBI	E OR SCHOO	XL.		!	ADDRESS 980 Sa	: ındhill Rd	l	CITY Reno	, Nv	89521		ZIP		CELLULAR PH	ONE
	OCCUPATION Agent			14					AYS OFF			WORK HR	S.		BUSINESS PH	ONE EXT.
щ	VEH, LIC. NO.	•		STATE	VEH, YEA	R	MAKE		MOI	DET			BODY	STYLE	COLOR	
VEHICLE	VIN			1	OTHER C	HARACTER	ISTICS (DAMAG	SE, UNIQUE I	ARKS, O	R PAINT,	ETC.)					· · · · · · · · ·
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or ca	n testify to: SUBPOENA RETURNED	JC TRIAL	T	<b>T</b>	DC		WiT	İ		16	#TNICC	C V (I C.	TIS A.	Needed	? □No RMATION	Statement?
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S.		NAME (LAST,		•	<u> </u>	<u> </u>	1	<u> </u>	SEX	RACE	DOB	÷ 11 4.	· ·:	AGE	SOCIAL SECU	RITY NUMBER
INES	OFR HEIGHT	Taylor,	Christon BULD	oher HAIR	1	E	YES	OPERATO	OR'S LICE	NSE/STAT	E			<u> </u>		
PERSON/BUSINESS	RESIDENCE AD	DECC	<u> </u>						CITY		STA	nc:	ZIP		RESIDENCE PI	ZONE
SON																
	FBI	E OR SCHOO	DL.		,	address <b>980 Sa</b>	: ındhill Rd			, Nv	89521	1	ZIP		CELLULAR PH	
	OCCUPATION Agent							C	AYS OFF			WORK HR	S.		BUSINESS PH	ONE EXT.
Щ	VEH. LIC. NO.			STATE	VEH. YEA	R	MAKE		MOI	DEL			BODY	STYLE	COLOR	
VEHICLE	VIN		<del></del>	<u></u>	OTHERC	HARACTER	LISTICS (DAMAG	SE, ÚNIQUE I	ARKS, O	R PAINT,	ETC.)					
	ess saw, did	Same as	- Agent T	ern.	<u> </u>									Interpre		Written : D
or ca	n testify to: SUBPOENA RETURNED	JC TRIAL	PRELIM	GJ GJ	DC TRIAL	EV	WIT		<del></del>	١٨	ITNES	SMC		Needed	? (1) NO.	Statement?
		TRAL	FREEIN		INAL		CODE	EVIDENC	<u>i</u> .				•			
83	1	NAME (LAST, Hearn,	FIRST, MIDDL	E)	1	<u> </u>		<u> </u>	SEX	RACE	DOB		·	AGE	SOCIAL SECU	
SINE	HEIGHT	WEIGHT	BULD	HAIR	T	E	YES	OPERAT	OR'S LICE	NSE/STA	re I			<u> </u>	l	
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	Agent				***				ATS UFF			WORKER				2
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	n testify to: DRTING OFFIC	<u> </u>		···guiziro	ID#		VING SUPER	visop/	<i>f</i>		D#	PAGE	OF	Needed PAGE		Statement? D
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													1800h	rs
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ESS	OFR	NAME (LAST.) Loveda		•		<b></b>	<u> </u>	SEX	RACE	DOB	••••	AGE	SOCIAL SECU	JRITY NUMBER
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SON	RESIDENCE AC	IDRESS	<u> </u>					CITY		STATE	ZIP		RESIDENCE F	HONE
PER	BUSINESS NAM FBI	E OR SCHOO	L			ADDRESS 980 Sa	ndhill Rd	city Rend	, Nv - 8		ZIP		CELLULAR PI	
	Agent							DAYS OFF		WO	RK HRS.		BUSINESS P	SONE EX
1	VEH. LIC, NO,			STATE	VEH, YEA	iR	MAKE	MOI	DEL	******************************	BODY	STYLE	COLOR	
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Witne or ca	ess saw, did in testify to:	Interview	ed J. Gor	ızales, L	opez-Ag	juilar, To	ller						ter ' ' ' Yes'	Written I
	SUBPOENA RETURNED	JC TRIAL	PRELIM	GJ	DC TRIAL	EV	WIT		· WI	TNESSA	VICTIM	·!	RMATION	<b>i</b>
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ESS		NAME (LAST, I Booth, (		3)	1		<u> </u>	SEX	RACE	DOB		AGE	SOCIAL SECU	JRITY NUMBER
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	OCCUPATION Agent		-					DAYS OFF		WOF	RK HRS.		BUSINESS P	HONE EX
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VEHICLE	VIN			<u> </u>	OTHER C	HARACTÉRI	STICS (DAMAC	E, UNIQUE MARKS, O	R PAINT, ÉT	C.)		*	<u>i</u>	
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ESS	OFR	NAME (LAST, I Cholico	IRST, MIDDL	•		<u> </u>		SEX	RACE	DOB		AGE	SOCIAL SECL	RITY NUMBER
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ERSON/BUSINES.	RESIDENÇE AD				J			CITY		STATE	ZIP		RESIDENCE F	PHONE
PER	BUSINESS NAM FBI	E OR SCHOOL	L			ADDRESS 980 Sa	ndhill Rd		, Nv - 8		ZIP		CELLULAR PI	
	Agent							DAYS OFF		iOW	RK HRS.		BUSINESS P	IONE E
CLE	VEH, LIC, NO.			STATE	VEH, YEA	J.R	MAKE	мо	ŒL		BODY	STYLE	COLOR	
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<b>80</b>				-									u		
D.	BUSINESS NAM FBI	ME OR SCHOO	iL		,	ADDRESS 980 Sa	ndhill Rd	cr Re	ry ino, N	lv 89	STATE 3521	ZIP		CELLULAR PH	ONE
	OCCUPATION Agent		***************************************					DAYS	ÖFF		W	ORK HRS.	***	BUSINESS PHO	)NE
ш	VEH. LIC. NO.			STATE	VEH, YEA	.R	MAKE		MODEL	1		BODY	STYLE	COLOR	,
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ERSON/BUSINESS	RESIDENCE AD	DRESS						Cr	īΥ		STATE	ZIP		RESIDENCE PH	ONE
RSO	BUSINESS NAM					ADODECO		cr			STATE	ZIP		CELLULAR PH	NIC .
ᇤ	FBI	IE OR SCHOO	L.		!	ADDRESS 980 Sa	ndhill Rd		no, N	lv 89	9521				
	OCCUPATION Agent							DAYS	OFF		W	ORK HRS.		BUSINESS PHO	NE
пí	VEH, LIC, NO.			STATE	VEH, YEA	R	MAKE		MODEL		···	BODY	STYLE	COLOR	
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Vitre or ca	ess saw, did in testify to:	Interviev	ved Rem	oel, Bald	win, Sch	abert, S	aldana						Interpre Needec		Written Statement?
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N/B	RESIDENCE AD	DDRESS		· · · · · · · · · · · · · · · · · · ·				CI	TY	<del></del>	STATE	ZIP		RESIDENCE P	IONE
ERSON/BUSINESS	BUSINESS NAV	E OR SCHOO	L			ADDRESS		Cl	TY		STATE	ZIP		CELLULAR PHI	ONE
Ā	FBI OCCUPATION						ndhill Ro	Re DAYS	no, N	lv 8		ORK HRS.		BUSINESS PH	ONE.
	Agent							DATS			R. R.				
Ä	VEH. LIC, NO.			STATE	VEH. YEA	√R	MAKE		MODEL			BODY	STYLE	COLOR	
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or ca	ess;śaw, did in testify to: DRTING OFFIC	Interview ER:	red A. An	derson,	A. Aguile	era, Cok	er VING SUBERY	TOTE		ID#	<del>- 1</del>	PAGE OF	Needed	1? □ No	Statement?
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		SI					PARTN EMEN					PARKS CASE 13-995: DATE AND TIME 10/21/1	3 ME OF SUI	PPLEMENT 1800hi	rs
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8	INVOLVE	NAME (LAST,		•		1	·L	·	SEX	RACE	DOB	, <u>, , , , , , , , , , , , , , , , , , </u>	AGE	SOCIAL SECU	RITY NUMBER
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/BUS			<u>L</u>					<u> </u>			OTATE	ZIP		RESIDENCE P	CONT
ERSON/BUSINESS	RESIDENCE AL	)DRESS							CITY		STATE	ZIP		RESIDENCE P	TONE
PER	BUSINESS NAF	VIE OR SCHOO	)L			ADDRESS 980 Sa	ndhill Rd		city Rend	, Nv 8	STATE 9521	ZIP		CELLULAR PF	HONE
	OCCUPATION			••••					YS OFF	·		ORK HRS.		BUSINESS PF	IONE
	Agent VEH, LIC, NO.			STATE	VEH. YEA	R	MAKE	<u> </u>	MO	DEL.		BODY	STYLE	COLOR	
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۵.	Sparks	Police D	epartme	ent	1701 E	. Prate	r Way	Spark:		8943		CHRS,	<del></del>	BUSINESS P	HONE I
	Detectiv	e			<del></del>		<b>Y</b>					Inany		000,00	7
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or ca	SUBPOENA	Interview	ved Estra	ica, mage	<del></del>	n. Herna	naez wr	T			-1		Needed		Statement?
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IT CIPAP	PER	BUSINESS NAM Washoe			Police	•	ADDRESS 425 E.		ar Re		NV 89	STATE 9520	ZIP		CELLULAR PI	IONE	
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AND CR	PERS	BUSINESS NAM Washoe			Police		ADDRESS 425 E.			iy eno,	, NV 89	STATE 0520	E ZIP		CELLULAR PI	HONE	
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TED INF	PER	Business NA Washoe			Police		ADDRESS 425 E.			TY eno	, NV 89	STAT 9 <b>520</b>	E ZIP		CELLULAR P	HONE	
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I OF THIS	3	VEH, LIC, NO.			STATE	VEH. YEA	4R	MAKE		MODE	3.		BODY	STYLE	COLOR		
Unlawful dissemination of this restricted information is prohibited. Violation will sure ease to	VEHICLE	VIN				OTHER C	HARACTER	ISTICS (DAMA	GE, UNIQUE MARI	(S, OR	PAINT, ETC	.)					
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LEASE		an testify to: ORTING OFFIC		****		ID#	APPRO	VING SUPER	99 -		ID#		PAGE C			CD\$	SPLIT
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		ss saw, did testify to:	Oversaw	Investiga	ation At I	Hospital					٠.	٠, ،	Interpr Needs		Written * Statement?	10 10 ?
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ERS		BUSINESS NAME OR SCHOOL ADDRESS							спү		STA		i	CELULAR P	HONE	
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p. 4	VEH. LIC. NO.	· · · · · · · · · · · · · · · · · · ·		STATE	VEH. YEA	AR.	MAKE	MO	DEL		BODY	STYLE	COLOR
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Ę	VIN				OTHER	HAKACTER	istics (DAMAC	GE, UNIQUE MARKS, C	ok Paint, ET	L.)			
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	ess saw, did an testify to:	Searche	i School,	Intervie	wed Anit	a Sheril	l, C. Monic	, J. Madera, I.	Mata-Ma	rtinez,		Interpre Needec	
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or ca	in testify to:	Joanes	a School,	ASSISTE		tudent k		Oil			0.0.711.4		2? DNo. Statement? D1
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## CHAIN OF CUSTODY SPARKS POLICE DEPARTMENT

CASE #	
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C - CONFISCATED
E - EVIDENCE
F - FOUND
SK - SAFEKEEPING

1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV



## **CHAIN OF CUSTODY SPARKS POLICE DEPARTMENT**

CASE #	
13-9953	•

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E - EVIDENCE
F - FOUND
SK - SAFEKEEPING

DISPOSITION:

1 - RELEASE TO OWNER
1 - RELEASE TO DMV
2 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY



## **CHAIN OF CUSTODY** SDARKS DOLICE DEDARTMENT

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Witn	ess saw, did an testify to:	Swat De	partment	Slow Sea	arch Of	School						Interpret		Written " [ Statement? ]
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иļ	VEH. LIC. NO.	<del></del>		STATE	VEH. YEA	ıR.	MAKE	MOL	DEL		BODY	STYLE	COLOR	
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or ca	ess saw, did in testify to:		partment	Slow Sea		School			٦.	·	1 24	Needed	ter 🗆 Yes ? 🗀 No	Written I Statement? I
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or ca	SUBPOENA RETURNED		}			1	WIT	1		A 71-T-A 1 C- 4	~~~	T18.6				•••
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	Officer VEH, LIC, NO,			STATE	VEH, YEA	R I	MAKE	MOD	EL		BODY:	STYLE	COLOR	,
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or ca	ness saw, did an testify to:	Swat Dep	·	Slow Sea		School	<del></del>	1		-, ··	: '	Needed		Statement?
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SON	RESIDENCE AL	DORESS						CITY		STATE	ZIP		RESIDENCE	TORE
쯦	BUSINESS NAT	NE OR SCHOO		1 15	5 E. 2no	ADDRESS		ary Rena	, NV 8	STATE 19501	ZIP		CELLULAR PH	ONE
Ω.,			CHE LITTLE I	-700	/ home #call !!	<u> </u>		DAYS OFF		WORK	IRS.		BUSINESS PH	ONE E
Δ.	OCCUPATION	71100 DOL						l						
Δ.	OCCUPATION Officer	71100 1501		STATE	VEH. YEA	R )	MAKE	MOD	EL		BODY	STYLE	COLOR	
·s-andada	OCCUPATION			STATE	VEH. YEA		MAKE	MOD			BÓDY	STYLE	ÇOLOR	
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VEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN				OTHER C	HARACTERI				C.)	BODY			Written
NEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN ness saw, did an testify to:	Swat Dep	partment		OTHER C	HARACTERI	STICS (DAMAC		R PAINT, ETI		1	Interpre Needed	ter □Yes i? □Nó	Written Statement?
NEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN ness saw, did		PRELIM		OTHER C	HARACTERI		SE, UNIQUE MARKS, OI	R PAINT, ETI		1	Interpre Needed	ter □Yes i? □Nó	Statement?
NEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN  THE SEARCH STATE OF THE SEARCH SEA	Swat Dep	PRELIM	Slow Sea	OTHER C	HARACTERI School	STICS (DAMAC	EVIDENCE:	R PAINT, ETI	TNESS/VI	1	Interpre Needed	ter □Yes ? □ Nó RMATION	Statement?
S TO NEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN LESS SAW, did an testify to: SUBPOENA RETURNED	Swat Dep JC TRIAL	PRELIM	Slow Sea	OTHER C	HARACTERI School	STICS (DAMAC	SE, UNIQUE MARKS, OI	R PAINT, ETI		1	Interpre Needed	ter □Yes ? □ Nó RMATION	Statement?
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S TO NEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN  RESS SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT	Swat Dep  JC  TRIAL  NAME (LAST,  Garlock  WEIGHT	PRELIM FIRST, MIDDL A, Rober	Slow Sea	OTHER C	HARACTERI School EV	STICS (DAMAC WIT CODE	EVIDENCE:  SEX  OPERATOR'S LICE	PAINT, ETI	TNESS/VI	CTIM	Interpre Needed	TEP YES PORTION  SOCIAL SECU	Statement?
S TO NEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN  Tess saw, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AL	Swat Dep TRIAL NAME (LAST, Garlock WEIGHT	PRELIM FIRST, MIDDL ROBER BUILO	Slow Sea	OTHER C	HARACTERI School EV	STICS (DAMAC WIT CODE	EVIDENCE: SEX OPERATOR'S LICE	PAINT, ETI	TNESS/VI DOB	CTIM	Interpre Needed	RESIDENCE P	Statement?
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PERSON/BUSINESS 10 ST VEHICLE	OCCUPATION Officer VEH. LIC. NO. VIN  RESS SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT RESIDENCE AL RECOLUPATION Officer VEH. LIC. NO.	Swat Dep  JC  TRIAL  NAME (LAST,  Garlock  WEIGHT  DDRESS  ME OR SCHOOL	PRELIM FIRST, MIDDL A, Rober BUILD	Slow Sea GJ E) t HAIR	OTHER CONTROL	BChool EV  ADDRESS d St.	STICS (DAMAC WIT CODE YES	EVIDENCE:  SEX  OPERATOR'S LICE  CITY  Rence  DAY'S OFF	WI RACE NSE/STATE	TNESS/VI  DOB  STATE  STATE  STATE  9501  WORK	ZIP ZIP HRS.	Interpre Needed INFOI	RESIDENCE P  CELLULAR PH  BUSINESS PE	Statement?
ERSON/BUSINESS OF STATE	OCCUPATION Officer VEH. LIC. NO. VIN  INVOLVE OFR HEIGHT RESIDENCE AL  BUSINESS NAL Reno Proccupation Officer	Swat Dep  JC  TRIAL  NAME (LAST,  Garlock  WEIGHT  DDRESS  ME OR SCHOOL	PRELIM FIRST, MIDDL A, Rober BUILD	Slow Sea GJ E) t HAIR	OTHER CONTROL	BChool EV  ADDRESS d St.	STICS (DAMAC WIT CODE YES	EVIDENCE:  SEX  OPERATOR'S LICE  CITY  Renc  DAYS OFF	WI RACE NSE/STATE	TNESS/VI  DOB  STATE  STATE  STATE  9501  WORK	ZIP ZIP HRS.	Interpre Needed INFOI	RESIDENCE P  CELLULAR PH  BUSINESS PE	Statement?
VEHICLE PERSON/BUSINESS OF STATE OF STA	OCCUPATION Officer VEH. LIC. NO. VIN  RESS SAW, did an testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT RESIDENCE AL RECOLUPATION Officer VEH. LIC. NO.	Swat Dep  JC  TRIAL  NAME (LAST,  Garlock  WEIGHT  DDRESS  ME OR SCHOOL	PRELIM FIRST, MIDDO A, Rober BUILD L Dartmen	Slow Sea GJ E) t HAIR	OTHER CONTROL	ADDRESS d St.	STICS (DAMAC WIT CODE YES	EVIDENCE:  SEX  OPERATOR'S LICE  CITY  Rence  DAY'S OFF	WI RACE NSE/STATE	TNESS/VI  DOB  STATE  STATE  STATE  9501  WORK	ZIP ZIP HRS.	Interpre Needed INFOI	RESIDENCE P CELLULAR PI BUSINESS PE	Statement?

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3	Reno P	olice De <sub>l</sub>		t 45	5 E. 2n					o, NV 8	9501				
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$\vdash$	VEH, LIC, NO.			STATE	VEH, YEA	R	MAKE		MOI	DEL		BODY	STYLE	COLOR	
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or ca	n testify to: SUBPOENA	<del></del>		C.G.W. OC.	<del>,</del>	1	WIT	T					Needec		Statement?
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BC														·	
NO NO NO	RESIDENCE A	DDRESS							CITY		STATE	ZIP		RESIDENCE P	HONE
PERSON/BUSINES		ME OR SCHOO		4 45		ADDRESS			CITY	- NN/0	STATE OF 04	ZIP		CELLULAR PI	HONE
1 1	Reno Po OCCUPATION	olice Det	)aiiiiieii	l 40:	5 E. 2ne	J St.			AYS OFF	o, NV 8		RK HRS.		BUSINESS PI	IONE E
	Officer		•											(	The second secon
۳,	VEH. LIC, NO.			STATE	VEH. YEA	R	MAKE		MOI	DEL		BODY	STYLE	COLOR	
VEHICLE	VIN	<del></del>		<u> </u>	OTHER C	HARACTERI	STICS (DAMAC	SE, UNIQUE I	IARKS, O	R PAINT, ET	Q.)				
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	ess saw, did	Swat Dep	artment	Slow Se	arch Of S	School							Interpre Needed		Written; Statement?
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( ≤ 1	HEIGHT	WEIGHT	BUILD	HAIR		E	YES	OPERAT	OR'S LICE	NSE/STATE					
😩		DORESS		······					CITY		STATE	ZIP		RESIDENCE F	HONE
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RSON/BUS		ur on collog				ADDRESS			Ren	o, NV 8	STATE 19501	ZIP		CELLULAR PI	TONE
SO	BUSINESS NA	ME OR SCHOOL		t 45	5 E. 2nd	u 31.								BUSINESS PI	JONE F
PERSON/BUS	BUSINESS NA Reno Po OCCUPATION			t 45	5 E, 2n	u St.		-	AYS OFF		W	RK HRS.		175	
	BUSINESS NA Reno Po			t 45	VEH. YEA		MAKE	ſ			wo		STYLE	COLOR	TONE
	BUSINESS NA Reno Po OCCUPATION Officer VEH. LIC. NO.			,			MAKE		DAYS OFF		WC		STYLE	(3)	
VEHICLE PERSON/BUS	BUSINESS NA Reno Po OCCUPATION Officer			,	VEH. YEA	R	MAKE STICS (DAMA)		MOI	DEL			STYLE	(3)	
VEHICLE	BUSINESS NA Reno Po OCCUPATION Officer VEH, LIC, NO.	olice Der	oartmen:	STATE	VEH. YEA	R HARACTERI			MOI	DEL			STYLE	COLOR	
S S VEHICLE	BUSINESS NA Reno Po OCCUPATION Officer VEH. LIC. NO.	Swat De	oartmen:	STATE	VEH. YEA	R Haracteri School		GE. ÚNIQÜE I	MOI MARKS, O	DEL	C.)		Interpre	COLOR  Mer □ Yes	Written

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		<u> </u>						EVIDENCE:							
SS	INVOLVE OFR	NAME (LAST,	FIRST, MIDDLE erg, Kyle		<u> </u>				ĒΧ	RACE	BOG		AGE	SOCIAL SECU	RITY NUMBER
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PERSON/BUSINESS	RESIDENCE AL	DORESS	<u> </u>	<del></del>		**************************************			CITY		STATE	ZIP		RESIDENCE P	HONE
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# Washoe County Sheriff's Department Collection Summary

Agency:

SPARKS P.D.

Offense(s):

Case Number:

13-9953

Collected By: MARCI MARGRITIER

Collected At:

MAM-00

Sparks Middle School, 2275 - 18th Street

Collection Date and Time: 10/21/2013 2:15:00 PM

Control Number

Description of Item

Q91991



Two (2) black / red SanDisks - from the top zipper pouch of a red stained, orange / black "Ful" backpack (Control #Q91990) / from Jose Reyes.

kd

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: SPD 13-9953

**RPD** case 13-20774 WCSPD 13-1887

Date/Time of Supplement: 10-23-13 @ 1400hrs Detective: Dach, K. #034

Approving Supervisor Date: 11/19/19

# **Details of Supplement:**

#### Initial Call and Search of Sparks Middle School:

On 10/21/13, at approximately 0720hrs, I was enroute to the Sparks Police Department from Spanish Springs when I heard Sparks Police Dispatch say there was a shooting at the Sparks Middle School located at 2275 18<sup>th</sup> Street. I activated my lights and sirens and drove to Sparks Middle School and parked on the east side of the school. I deployed my AR-15 and put on a tactical vest with clearly marked Police emblems.

I could see one victim being assisted to the parking lot by Detective THELIN. This person appeared to be a juvenile and was wearing a white shirt and tan pants. I entered Sparks Middle School through the main doors on the east side with UNR Police Officer McGuire. A Washoe County Deputy, a Reno Police Officer and I went into the gymnasium and began a systematic search because we did not hear any signs of violence. There was no one in the gymnasium or the locker rooms attached to it. We went outside into the south courtyard. Officer LAKE told me he was securing the basketball court area and asked if we would take Remsa Tactical Medic Matt Dixon to search the remainder of the school for injured people.

We tried to access the south hall of the school but the doors were locked. We walked around both sides of the south hall. In the courtyard we could see a black handgun magazine on the ground in the south courtyard. We saw two holes in class room windows in the east hall. These windows could be seen from the south courtyard. We did not locate any injured people during our search. The search concluded at the east side of the south hall.

# Condition of the Victims at the Renown Hospital:

On 10/21/13, at approximately 0800hrs, I was assigned to go to the Renown Hospital located at 1155 Mill Street to check the status of the victims. I met with RPD Detective Michael GUIDER who had collected the information on the victims. GUIDER told me victim, Mason KAMERER was shot twice in the lower abdomen and once in the upper abdomen. This information would later change after KAMERER was examined in surgery. Dr. HANSEN told me the bullet entered the body below



Case #13-9953

Detective: Dach, K. #034

Homicide, Attempted Homicide

the belly button. The bullet exited and re-entered the stomach because of a leaning position. The bullet exited the right buttock. KAMERER was staying in Pediatrics ICU room 426 and was assigned nurse Cristy ANDREWS and Dr. James HARRIS.

The next victim, being Kaelin GUERRERO, had a gunshot wound to his left shoulder and the bullet was lodged near the heart. This information would later change and per Dr. BAIN the bullet was touching the spine near Thoracic 5. Dr. BAIN told me he did not know if they were going to remove the bullet and the decision would be made at a later time. Kaelin GUERRERO was in Pediatrics ICU room 429 and was assigned nurse Kristen CEBALLOS and doctors BAIN and BRAZIUNAS.

Reno Police and a social worker in the hospital were attempting to contact KAMERER'S parents. The parents were given a location to meet at Renown Medical Center. I met with the parents of both victims and advised them of the situation and provided them with my contact information. KAMERER'S parents were Jason KAMERER and Jennifer DAVIS. GUERRERO'S parents were Donald and Melissa KERSEY.

#### **Preliminary interview with Mason KAMERER:**

On 10/21/13, at approximately 1041hrs, I spoke to Mason KAMERER. He had recently come out of surgery and was having trouble keeping his eyes open due to being medicated. KAMERER told me he was standing near the south hall entrance doors. The way he described it, he was at the southwest corner of the school. He heard a loud noise which sounded like a vehicle backfire. KAMERER looked towards the basketball courts and saw a teacher lying on the ground. KAMERER went to the teacher and saw his eyes twitching and he could tell the teacher was having trouble breathing. KAMERER did not know the teachers name. KAMERER was told by Vice Principle ENDRES to go inside so he ran back towards the south hall. As he was going to the doors of the school he saw Jose REYES outside and tried to get him to come into the school. KAMERER did not know REYES was the shooter. REYES pointed a handgun, which he described as a black S&W 40cal or 9mm Caliber handgun at KAMERER. KAMERER said he knew about guns from shooting with his uncle. REYES shot one time hitting KAMERER in the stomach. KAMERER left the area and hid near the south hallway wall. KAMERER heard approximately 4 shots during this incident. KAMERER left his Gray "Dak" two tone backpack, silver scooter, and Shawn White skateboard with an ostrich label on it near the south hall. KAMERER ran towards Agnes Risley School and met with Police in the parking lot on Byrd St. An audio interview of this interview was put on a CD and booked into Sparks Police Evidence as KLD-2. KAMERER'S mother Jennifer DAVIS signed a Medical Release to allow Sparks Police to access Mason KAMERER'S medical records.

I could not complete a preliminary interview with Kaelin GUERRERO because he was still sedated. GUERRERO'S mother Melissa KERSEY signed a Medical Release to allow Sparks Police access to

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the medical records. School Police Officer TAPIA stayed with GUERRERO until he regained consciousness and he conducted a preliminary interview. Please see his supplement.

# Assist Detective PETERSON with interview of Jaquelin AMBRIZ:

On 10/21/13, at approximately 1230hrs, we conducted a meeting with outside Law Enforcement agencies to discuss what had been completed. This meeting was followed up by a meeting with Sparks Detectives to determine what assignments need to be completed.

On 10/21/13, at approximately 1658hrs, I assisted Detective PETERSON with an interview with Jaquelin AMBRIZ. AMBRIZ is Jose REYES'S cousin and a student at Sparks Middle School. AMBRIZ said about Jose would get frustrated when corrected by teachers. She gave examples of bullying with generalities of people making fun of him. AMBRIZ showed text messages between AMBRIZ and her friends regarding the shooting. I sent a preservation letter to AT&T Cingular Wireless for AMBRIZ'S phone records and text messages for phone number 775-420-9579. Please see Detective PETERSON'S supplement for further details. The audio recording of the interview was put on a CD and given to Detective PETERSON.

#### **Interview with Kaelin GUERRERO:**

On 10/22/13, at approximately 1237hrs, I conducted an audio interview with Kaelin GUERRERO at Renown Medical room 429. GUERRERO'S mother, Melissa KERSEY was present for the interview. GUERRERO told me he arrived at school on the school bus at approximately 0705hrs and walked to the back (or west side) of the school. He met up with his two friends Ian (unknown last name) and Seth SLOAN and they talked near the north hall entrance doors. This is located on the west side of the school near the park bench. GUERRERO saw Jose walking towards their group and then away. It was similar to someone pacing. GUERRERO knew Jose from two classes they had together being Physical Education (PE) and Orchestra.

GUERRERO drew a diagram of where he was standing compared to Jose during the incident. This diagram was booked into Sparks Police Evidence as KLD-6. GUERRERO watched as Jose removed a handgun from his backpack. Jose did not say anything. He pointed the gun at "Ian" first but shot GUERRERO in the shoulder. GUERRERO said "I didn't really have a chance" to do anything. GUERRERO did not think Jose focused on any one person and described Jose as "spacing", "not all there", and "didn't know what he was doing". GUERRERO saw Jose run the opposite direction towards the basketball courts and he heard another shot but did not see Jose shoot anyone else. GUERRERO walked into the north hall and was assisted by a teacher. He was later assisted to the ambulance by SPD Detective THELIN.

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I asked GUERRERO if Jose had been teasing people or if he had been teased by other kids. GUERRERO originally told me no, but later said there was an incident in the PE locker room where the kids were having a water fight and Jose got water on his pants. GUERRERO said Seth SLOAN teased Jose about "peeing his pants" and Jose began to get upset and acted as if he was going to cry. GUERRERO said everyone in PE was laughing about the incident. This incident possibly occurred during the 2<sup>nd</sup> week of school.

GUERRERO does not have a cell phone or computer, but has been allowed to use his mother's tablet lately. The tablet had a pink cover on it and GUERRERO'S mother allowed me to look through it. There was no evidence relating to this crime on the tablet. I returned it to his mother. The interview was concluded at approximately 1330hrs. The audio interview was placed on a CD and was booked into Sparks Police Evidence as KLD-3.

#### **Interview with Seth SLOAN:**

On 10/22/13, at approximately 1330hrs, I conducted an audio interview with Seth SLOAN in a conference room at Renown Medical. SLOAN'S parents were both present for the interview. SLOAN appeared to be mentally delayed and I had to repeat and explain questions. His mother stated he was somewhat delayed and he is in programs at school to help him. SLOAN rides the same school bus as GUERRERO and they are friends at school. SLOAN was at the hospital visiting GUERRERO. SLOAN gives similar details about the shooting. He said he was standing with Ian TOLLER, Kaelin GUERRERO, Angle (unknown last name), and another unknown person when Jose shot GUERRERO. SLOAN is dyslexic and said Jose removed the gun from his left pocket and held it in his left hand. Jose pulled the slide back after he shot Kaelin GUERRERO. I asked SLOAN to demonstrate this for me and he showed me the gun in his right hand and used his left hand to pull the slide of the gun back.

SLOAN did not remember any specific incidents of Jose teasing anyone or being teased. When I asked about an incident in the locker room during PE, SLOAN remembered the water fight and Jose getting water on his pants. SLOAN told me GUERRERO was the one who teased Jose saying he went pee in his pants. SLOAN said Jose was very upset about this incident. SLOAN did not hesitate when telling this story. When he was forced to think during the interview, he would be delayed in answering questions. SLOAN said two other kids teased Jose. Their names were Brandon SOUDERS and Alexis (unknown last name). The interview was concluded at approximately 1348hrs. The CD containing the audio interview was booked into Sparks Police Evidence as KLD-4

#### Follow-up interview with Mason KAMERER:

On 10/22/13, at approximately 1445hrs, I conducted a follow up interview with Mason KAMERER

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in Renown Medical room 426. KAMERER'S parents were both present during the interview. KAMERER gave a very similar interview to the first time. He said he arrived at school at approximately 0645hrs. He hung out near the south hall entrance. This is located on the west side of the school. KAMERER went into the cafeteria to have breakfast with Brian (unknown last name). When he left the cafeteria he walked around the north side of the school back to the south hall. He walked this route with Braydon and Joey. When he arrived at the south hall he talked to Sadie, Clarissa, and Faith. He did not know any of their last names. KAMERER heard a shot and saw one of the teachers, identified as Mr. LANDSBERRY lying on the basketball courts. He tried to help carry Mr. LANDSBERRY off the basketball court with the assistance of three other people. One of the people was an eighth grader who the kids call JJ. JJ was later identified as Julius STANKEVICIUS. He was said to have been talking on the phone to 911 at the same time they were trying to move Mr. LANDSBERRY. KAMERER did not know the other children. Mr. ENDRES arrived and told the children to go inside. KAMERER ran to the south because that is where he had left his belonging. He saw Jose and did not realize he was the person shooting. KAMERER tried to get Jose to come inside with him and Jose shot him in the stomach. Jose did not say anything. Jose appeared to be working on the gun after he shot KAMERER. KAMERER ran to the south hall entrance doors, but they were locked. He continued to run south to Agnes Risley's parking lot and met with Police and Remsa.

KAMERER describes Jose as "kind of his friend" and they have Orchestra together. Jose is a "little mentally retarded" and "argumentative". KAMERER said he did not see anyone tease Jose, because if he did, he would stand up for him. The interview was concluded at approximately 1510hrs. The CD containing the interview was booked into Sparks Police Evidence as KLD-2.

# **Interview with Danielle CATES:**

On 10/22/13, at approximately 1523hrs, I conducted an audio interview with Orchestra teacher, Danielle CATES in a vacant room at Renown Medical Center. CATES told me she is the 3 period Orchestra teacher for the three children involved. She was referring to KAMERER, GURRERRO and REYES. CATES was at school early on 10/21/13 and allowed kids to come in the north hall entrance to drop off their instruments or to warm up. She could see the north doors from her class room. She began to see kids running by her classroom window and opened the north hall doors. She allowed the kids in the building and was told there was a person with a gun outside the school. CATES called for a code red and assisted kids into classrooms. She heard 5-6 shots. CATES shut off the lights and locked her classroom door with the students inside. CATES said there were only girls in her classroom and she allowed them to call home.

CATES has known Mason KAMERER the longest and describes him a social and friendly with everyone. She said KAMERER would help set up her class room to help her out. She describes

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KAMERER as having ADHD and has trouble following directions. KAMERER usually hangs out with the girls more than the boys.

CATES met GUERRERO this summer when he decided to play the cello. GUERRERO was starting a year later than most kids but picked up the Cello quickly and passed the rest of the class within the first week. CATES describes GUERRERO as quiet and respectful in class, but said he likes to be the tough guy.

CATES met Jose REYES last year in band, but this was his first year using the violin. CATES describes REYES as a person who gets frustrated easily and she gave an example: REYES was playing the wrong part from the sheet of music. CATES was going to correct him, but when she said "Jose" he interrupted and said "I know, I know, I'll fix it!" CATES had him come in during lunch and explained the problem to him. Jose was very receptive to the feedback in a one on one situation. CATES determined Jose did not like to be corrected in front of groups of people. She moved him to the front of her class hoping he would not feel like the class was as big as it was. CATES gave one more example; she said when there were having tryouts for Honor Society Music, everyone was invited. REYES came to the classroom with another student. He saw people trying out and was upset he was not invited. CATES explained everyone was invited and told him he could try out now. REYES declined and left the room. This was the only time CATES has seen him with a friend but did not know his name. The friend did not talk to CATES. CATES examined REYES'S school IEP and wanted to get it changed but was told by administrators they would re-examine it later. CATES felt REYES learned by hearing more than reading. A CD containing the audio interview was booked into Sparks Police Evidence as KLD-5.

#### Additional information obtained 10/28/13:

On 10/28/13, Danielle CATES provided me with a typed supplement regarding her contact with Jose. This supplement outlines what she told me in the previous interview. CATES provided me with emails between her and Special Ed Teacher, Andrea WILSON discussing ways to help Jose REYES be successful in class. Jose REYES had an IEP and this was included with CATES'S report. This will be discussed in more detail in Detective THELIN'S report. The typed statement, IEP for REYES, and emails between CATES and Andrea WILSON were booked into Sparks Police Evidence as KLD-10.

#### Overview of 911 Calls:

On 10/22/13, at approximately 0730hrs, I listened to the 911 calls which came into Sparks Police Dispatch and Remsa Dispatch as well as the radio traffic during the morning of the incident. The following is an overview of these calls and is not a transcript.

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Dispatchers received information from Pam about a shooting at Sparks Middle School. They were told there was a teacher who had been shot and he was laying on the basketball courts. The caller did not specify inside or outside the school in regards to the basketball court. A caller told Police the shooter was inside the school. A caller, Joe Pizzar told Police the shooter was outside the school. A different caller said the shooter was in the cafeteria. Reno Dispatch advised the shooter was a Hispanic male with a gray jacket with a Sparks Emblem on it.

Two teachers talked to Remsa dispatchers and gave information about the shooting to include information about a student who was shot in the shoulder. They were told a student was shot on the basketball courts. A child called Remsa and stated they were hiding outside and the phone hung up when they said "he is coming".

The radio traffic was informational in nature and discussed which areas of the school were being cleared and where officers were locating possible victims and a possible suspect. The radio traffic discussed where to move the students and locations to safely return them to their families.

# Lifetouch photos of Sparks Middle School Students:

On 10/26/13, at approximately 1100hrs, I made arrangements with Dave BILGER of Lifetouch National Picture studios to obtain a digital picture of all the Sparks Middle School students. The CD containing the pictures was to be used to help identify the children on the surveillance video. This CD has been booked into Sparks Police Evidence as KLD-9.

## Anti-Bullying video shown at Sparks Middle School:

On 10/26/13, at approximately 2025hrs, I reviewed a video obtained from Sparks Middle School on Anti-bullying. This video was shown to students on Friday, 10/11/13. A "passive" permission slip was sent home to be reviewed by parents. This form was to be only signed and returned to the school if the parents did not want the child to watch the video. The school did not receive any denial permission slips back from the parents. Jose REYEZ was present at school when they watched the video and the video was shown in its entirety.

I reviewed the video and it shows 4 different stories. One is about a boy who was picked last in PE, teased, and had his head pushed into a locker. The child later hung himself. The second story is about a female student who brought her mom's gun onto the school bus and scared the other children. She did not harm anyone and was arrested and spent over 3 months in jail. The next story is about a child who was constantly harassed on the bus. He was hit and stabbed with pencils, punched and pushed; the other students called him names. This boy did not have any friends. The

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last story is about a female student who was homosexual. She was alienated by the other students and only had a few friends. The video associated a Facebook page "Stand for the Silent". The DVD containing this anti-bullying video was booked into Sparks Police Evidence as KLD-8.

# **Interview with Belen PONCE:**

On 10/28/13, at approximately 1400hrs, I was at Sparks Middle School conducting follow up on this case. I was approached by Washoe County School Police and advised a student, Belen PONCE wanted to talk to someone about Kaelin GUERRERO bullying Jose REYES. I conducted the interview in the discipline office at Sparks Middle School. PONCE did not know either student very well but said she met GUERRERO earlier in the school year. GUERRERO told PONCE'S friend "shut up stupid" in math class. PONCE defended her friend and GUERRERO called her a "bitch" and "slut". GUERRERO has told her to "fuck off" in the months since this incident but they do not have much contact with each other.

PONCE witnessed Jose REYES being pushed once in PE and during the same incident PONCE told REYES "you don't have the muscles for PE". PONCE told me she saw GUERRERO hit a binder out of another kids hand on one occasion, but she did not know what the kids name was.

On 10/21/13, PONCE was outside on the west side of the school when she heard the shots. She immediately ran inside the school and hid inside of Mrs. Parker's room. The interview was concluded at 1415hrs. This interview was not recorded.

#### Follow up interview with Kaelin GUERRERO:

On 10/29/13, at approximately 1300hrs, Melissa KERSEY drove her son, Kaelin GUERRERO to the Sparks Police Department for an audio/video interview. GUERRERO was interviewed in detective room 208. GUERRERO agreed to talk to me alone and his mother and grandfather waited in the conference room. I told GUERRERO he would not be in trouble for anything he told me and I wanted him to be very honest. GUERRERO told me he was standing next to REYES when he was drinking some liquid after PE. There was a substitute teacher in PE that day. They got done about 10 minutes early and the kids were bored. Seth SLOAN tapped the bottom of the can with his fingers causing the liquid to spill on REYES. SLOAN teased REYES stating you "peed your pants". The other kids laughed including GUERRERO. GUERRERO told me REYES also laughed, but during the next class he was crying. This was in orchestra class. GUERRERO told me he took REYES out in the hall and comforted him and told him you can't even see the liquid on the Khaki pants. This information was not given to me when I interviewed the orchestra teacher, Danielle CATES.



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GUERRERO admitted he and REYES teased each other and gave an example of teasing about who is taller. GUERRERO did not admit to bullying REYES or any other students. I asked GUERRERO about an incident in his discipline file where he had to attend a class for bullying and he told me he never had to go to the class because he just watched his friend get beat up by girls but did not participate.

I explained to GUERRERO about the other reports of teasing I had received. I gave him examples such as knocking folders out of kid's hands or calling kids names. GUERRERO denied doing any of those things. GUERRERO said he keeps to himself and only talks to a small group of people. At the conclusion of the interview, I talked to GUERRERO'S mom and told her about the reported teasing and how I was hoping to clear these issues up so GUERRERO did not encounter resistance when going back to school.

#### Collected Evidence from FIS for the REYES family:

Jose REYES-MANDUJANO requested his son's crucifix and watch for sentimental reasons. I contacted FIS and collected these items from the Washoe County Jail. I contacted Jose REYES-MANDUJANO and he agreed to pick up the items during an upcoming interview.

#### Review school files for Mason KAMERER and Kaelin GUERRERO:

On 10/29/13, at approximately 1530hrs, I met with Detective THELIN to review the school files on Mason KAMERER and Kaelin GUERRERO.

Kaelin GUERRERO had a report documented on 9/10/13 stating GUERRERO tripped a student which allowed other students to kick him while he was on the ground. GUERRERO stated he did not have to attend the required bullying training because he did not participate in the kicking of the student. The student who was beat up was Seth SLOAN.

In 2012, GUERRERO threatened students and called them a "bitch". In 2012, he told two students he was going to beat them up. The nurse reported GUERRERO broke his ankle in May 2012 and she saw him a few times to assist with the injury.

Mason KAMERER previously attended Lena Juniper Elementary School. During his time there it was documented; he was defiant when asked to do tasks other than ones he wants to work on, his peers complained about his hygiene and he cheated on a test. Mason took a student's lunch and ate it. In 2011, Mason was caught lying about not having money for lunch on two occasions.

In 2013, KAMERER was caught with a lighter and was disciplined for smoking cigarettes.



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#### Maps From Nevada Highway Patrol:

On 10/28/13, I received a CD and a printed GPS diagram of the school showing where the evidence was located from NHP Troopers HILDEBRAND and KELLY. The CD and larger diagram was booked into Sparks Police Department Evidence as KLD-12.

#### **Interview with Karolyn HIRSCH:**

On 10/30/13, at approximately 1308hrs, I conducted an audio/video interview with Karolyn HIRSCH in Detective room 208. HIRSCH came to the station voluntarily with her husband Michael. HIRSCH was at Sparks Middle School as a substitute for Andrea WILSON in room N9. This was the first time HIRSCH has subbed at Sparks Middle School since she retired 2 years ago. HIRSCH has been teaching for 40 years and currently substitutes for different schools around the area. Sparks Middle School is in the flight path for the Reno-Tahoe International Airport and is well insulated. HIRSCH did not hear the shots but saw the kids entering the school and heard Orchestra Teacher, Danielle CATES telling people there was a person with a gun in the playground. HIRSCH saw GUERRERO walking east through the north hall and he laid down by the lockers. GUERRERO stated he had been shot and wanted some water. GUERRERO said he knew the child who shot him and gave HIRSCH the name Jose REYES. HIRSCH could not see any wounds but did notice a small red dot on GUERRERO's left shoulder. HIRSCH did not ask GUERRERO anything more about the shooting and just talked to him about his family. She did not think about where the shooter was or worry about her own safety. HIRSCH stayed with GUERRERO until he was moved to an ambulance outside. HIRSCH walked with Detective THELIN to the awaiting ambulance. The audio/video interview was put on a CD and booked into Sparks Police Evidence as KLD-13.

# Interview with Jose REYES-MANDUJANO:

On 10/31/13, I conducted an audio/video interview with Jose REYES-MANDUJANO. This interview was documented on an interview supplement. Please see supplement for details. The recording was booked into Sparks Police Evidence as KLD-14.

# **Contact with Vice Principal Jerry ENDRES:**

On 11/04/13, I went to Sparks Middle School to interview the principal, Mrs. COOPER. Mrs. COOPER was unavailable but I spoke to Vice Principal Jerry ENDRES. Jerry ENDRES was wearing a sling on his arm. He told me he tripped and fell while running from the shooter on 10/21/13. He later determined he fractured his right arm near the shoulder. I offered him services through the SPD victim advocate, but he told me workman's comp is handling all his issues.

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#### FBI Supplements and Interviews:

On 11/4/13, at approximately 1000hrs, I received supplements from FBI Agents TERRY, TAYLOR, HEARN, BOOTH, LOVEDAHL, CHOLICO, TONKIN, SIMKINS, ANDERSON, GINOCCHIO, and JOHNSON. There was a CD containing the interviews with the supplement. I booked the CD into the Sparks Police Evidence as KLD-15.

#### **Interview with Alejandro PEREZ:**

On 11/5/13, at approximately 1535hrs, I received information from Katherine LOUDEN, Washoe County Schools Director of Counseling who told me Alejandro PEREZ may have some information that Jose REYES was involved in Gang activity. I conducted an audio interview with PEREZ in his home at 914 Sabragia Way. PEREZ told me he is an 8<sup>th</sup> grader at Sparks Middle School and does not know Jose REYES or any of the other kids involved in the shooting. PEREZ was not at school on the day of the shooting because he was running late. PEREZ did not know any issues of bullying at the school, but had heard rumors REYES may have been bullied. PEREZ did not have any specifics and told me he thought the two kids who were shot were random targets and were not targeted by the shooter. The interview was concluded at approximately 1540hrs. The audio recording was put on a CD and booked into Sparks Police Evidence as KLD-16.

#### Interview with Carrie MIERES:

On 11/6/13, at approximately 1325hrs, I conducted a phone interview with Carrie MIERES. MIERES told me she works as a STEM Specialist (Science, Technology, Engineering and Math) at Sparks Middle School. MIERES assists with the after school program where students can get assistance with homework, Math and English. The afterschool program is offered on Tuesday and Thursday. Jose REYES-URTIZ was invited to attend the afterschool program because of his low CRT scores. Jose stayed at the afterschool program from 2:00pm to 3:30pm and was picked up by his mother after the program. MIERES approved REYES-URTIZ to attend this program with Liliana URTIZ.

#### Reports from RPD Jay Booker:

On 11/6/13, at approximately 1400hrs, Reno Police Detective Jay BOOKER brought a packet of supplements from the Police Officers who were involved with the Sparks Middle School Shooting. These supplements were added to SPD case 13-9953.

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#### **Interview with Stacey COOPER:**

On 11/7/13, at approximately 0820hrs, Sparks Middle School Principle, Stacey COOPER came to the Sparks Police Department for an audio/video interview. The interview was conducted in detective interview room 208. COOPER came in voluntarily and drove her own vehicle to the department.

COOPER re-called the events during the Sparks Middle School shooting on 10/21/13. COOPER told me she did not hear the shots but saw students running and they told her a person was shooting outside the school. COOPER called for a code red and notified School Police via her hand held radio. As COOPER was walking in the north hall she heard a loud noise and saw what appeared to be white smoke in the east hallway. This was later determined to be parts of the concrete wall being damaged by the bullets. COOPER told me she locked herself and a few kids in a room until the police arrived. She assisted in evacuating kids and helped with the re-unification of the students to their families.

On 10/22/13, COOPER and her husband visited GUERRERO and KAMERER in the hospital. GUERRERO was happy she came to visit but asked that Vice Principal ALLYN not visit. COOPER disregarded this because ALLYN was the disciplinarian and had suspended GUERRERO for a fight he was involved in a couple weeks prior.

COOPER visited the REYES family on Wednesday, 10/23/13 to offer services to them and to make sure they had school support for their two daughters. COOPER took Deputy Superintendent Traci DAVIS, Special Ed Teacher, Sue DUFVA and "The Tamales Lady" Theresa QUINTERO with her. COOPER did most of the talking because she spoke Spanish. COOPER offered the support and did not give any information regarding the investigation to the REYES family. REYES-MANDUJANO asked about the classes his son was in and if he could visit the school. COOPER agreed and they met at the school on Saturday, 10/26/13.

On 10/26/13, REYES-MANDUJANO and his brother Oscar came to Sparks Middle School and met with COOPER. Also present during this meeting was COOPER'S friend, Rebecca JANES and School Police Officer Beau LORENTZEN. COOPER gave REYES-MANDUJANO a tour of the school and allowed him to go into each of Jose's classes. REYES-MANDUJANO asked for assignments completed by Jose, but COOPER did not have any to give him. When they got to the playground area COOPER showed REYES-MANDUJANO where each of the victims were shot, where the windows were damaged, and where Jose took his own life. REYES-MANDUJANO was given a few minutes to pray. During the tour COOPER believed she may have told REYES-MANDUJANO very minimal information about the victims such as their personalities. Most of the tour was captured on video surveillance. I requested the video from School Police and they stated it

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would be ready soon. The CD containing the recorded interview was booked into Sparks Police Evidence as KLD-16.

#### Interview with Teresa QUINTERO:

On 11/7/13, at approximately 1100hrs, Teresa QUINTERO came to the Sparks Police Department for an audio/video interview in detective room 208. QUINTERO drove her own vehicle to the interview and brought her daughter Danielle to translate for her. QUINTERO speaks Spanish but understands English. QUINTERO sells Tamales at the school and has done this for an extended period of time. On Thursday, October 24, 2013 the Principal of Sparks Middle School, Stacey COOPER, asked QUINTERO to accompany Tracie DAVIS, Sue DUFVA and her to the REYEZ'S home to give the family support from the school. QUINTERO thought it was weird she was asked to go because she did not know the REYES family. QUINTERO was under the impression she was asked to go because COOPER did not want the REYES family to view the school as racist. QUINTERO said this was her opinion and was not told this by anyone. COOPER talked to Mr. REYES-MANDUJANO and DAVIS talked to Jose's uncle. COOPER offered support, but did not give any information about the case or about any names of students. DAVIS offered to assist Jose's sisters in moving schools or any assistance they needed. When they left, QUINTERO went home and DAVIS drove back towards Sparks Middle School. The CD containing the recorded interview was booked into Sparks Police Evidence as KLD-17.

#### **Interview with Kristie PARKER:**

On 11/7/13, at approximately 1656hrs, I conducted an audio/video interview with Kristie PARKER in detective room 208. PARKER voluntarily came in for the interview and provided her own transportation. PARKER is a school teacher at Sparks Middle School and she taught in the STEM program. PARKER told me she heard from a student William GOMEZ-RUIZ about another student Jose CAZACES who was having trouble dealing with the shooting. CAZACES felt he was the next person who was going to be shot and now he will not leave his home. PARKER gave me contact information for GOMEZ-RUIZ. The CD containing the recorded interview was booked into Sparks Police Evidence as KLD-18.

#### Disposition:

Closed/Exceptional Juvenile

kd

# SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide

Case: 13-9953

Date/Time of Supplement: 11/1/13 @ 0800 hrs

Detective: Dach, K. #034

**Approving Supervisor:** 

Date: 11/19/13

# INTERVIEW SUPPLEMENT

Name: Jose REYES-MANDUJANO

**DOB**: 11/16/1980

Date of Interview: 10/31/13 Time Started: 1030hrs Time Finished: 1430hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

# **Details of Interview:**

On 10/31/13, Jose REYES-MANDUJANO and his wife, Lilian URTIZ came to the Sparks Police Department for an interview. They brought two attorneys, I criminal, Kent ROBISON and I civil, Mike SULLIVAN with them. I conducted an audio/video interview with Jose REYES-MANDUJANO in detective room 204. Also present during the interview was FBI Agent Chad SIMKINS and attorney Mike SULLIVAN. SIMKINS was responsible for translating into Spanish anything Jose REYES-MANDUJANO did not understand. SULLIVAN was present as an attorney to represent REYES-MANDUJANO. For the remainder of this supplement I will refer to Jose REYES-MANDUJANO by his last name and his son as Jose. REYES-MANDUJANO was answering pre-written questions which had already been approved by their attorneys.

REYES-MANDUJANO described Jose when he was a young child and into elementary school. REYES-MANDUJANO told me Jose was a very happy baby. At two or three years old he was a normal child and showed interests in toy cars, coloring, and gluing things together. Jose loved science and putting things together. In Elementary School he was happy and always smiling. Jose was very close to his mother and would spend time with her shopping and working on homework. Jose would look to mom for advice and nourishment. Jose was very protective of his sisters and his mother. If Jose's mother would cry he would give her a hug to make her feel better. Jose would frequently talk about his happy family. REYES-MANDUJANO was the disciplinarian in the home but, said he and Lilian would discipline when necessary. Normal discipline would be taking away possessions or putting Jose in "time out". REYES-MANDUJANO would teach his son about



business and tell him he was "a champ".

I asked REYES-MANDUJANO to tell me about Jose's emotional coping skills and how he reacts to getting frustrated. REYES-MANDUJANO said Jose never got angry or frustrated. REYES-MANDUJANO said he could read his son and if Jose was sad or upset he would talk to him. I asked REYES-MANDUJANO about contact he had with Police a couple years ago when he was arrested for child abuse. He told me Jose got frustrated learning how to count money and yelled at REYES-MANDUJANO. Jose then followed his dad into the other room and hit him in the face twice. REYES-MANDUJANO struck Jose in the face leaving a mark. REYES-MANDUJANO was arrested for Child Abuse. REYES-MANDUJANO agreed Jose was frustrated learning how to count money, but said this was the last time Jose had been frustrated. REYES-MANDUJANO told me Jose was emotionally appropriate. He would laugh and cry at the appropriate times for children his age.

REYES-MANDUJANO talked to me about Jose's family. Jose spends time with the family when he is not at school. Jose has extended family in the local area, they are his cousin Jaqueline URTIZ, 2 uncles on his dads side and REYES-MANDUJANO's uncle. On mom's side there is one aunt, Rosalina who spends a lot of time with Jose. Both REYES-MANDUJANO and Lilian have family who live in Mexico. Lilian has a brother who lives in Arizona. Jose does not have friends he talks to outside of school and does not participate in sports or clubs in the community.

REYES-MANDUJANO and Lilian are Catholic and attend church at Little Flower Church. They have taken Jose to church 3 or 4 times for lessons to prepare him for his first communion, but Jose does not consider himself to be religious or talk about religion with anyone. Jose did not complete his first communion.

I asked REYES-MANDUJANO to describe to me a typical day for Jose. REYES-MANDUJANO told me during a typical weekday; Jose would go to bed at 8:30pm or 9:30pm and get up at approximately 6:00am. Jose would get up and clean his room before school. Jose got himself ready for school which included showers, brushing his hair, and getting dressed. Lilian would make his breakfast and drive him to school. This was the same when they lived at a previous residence. After school Lilian would pick him up and he would stay with her at home or at the restaurant. At night Jose would play 1 or 2 hours of video games. REYES-MANDUJANO did not know which games and he could not describe the games to me. On Saturdays Jose would go to the restaurant and help out washing dishes or helping with errands. Jose would normally stay home on Sunday by himself to get his chores done. Jose's sisters would go to the babysitters on the weekends. Jose would never babysit his sisters by himself. He would assist the girls by helping them reach items or help them off the counter to keep his sisters safe. This was done while Lilian's sister, Rosalina was home.

REYES-MANDUJANO said the school told Jose to attend an after school program which would help Jose work on his speech and math. Jose would go to this program 1 day a week after school from 2:30pm to 3:30pm.

REYES-MANDUJANO explained to me some customs around the home. Spanish is the primary language spoken in the home. The parents will speak to the children in Spanish, but the children will speak to each other in English. Jose did not keep a journal or diary. Based on a secret witness tip regarding journals I asked REYES-MANDUJANO if he knew a person named Jessie, but he had not heard of that name.

REYES-MANDUJANO discussed the family's medical history. Jose does not have any major medical issues or injuries. He has never had a traumatic brain injury or head trauma. There is no mental health history in the REYES-MANDUJANO family. Jose has never been exposed to drugs or alcohol. Jose was never violent according to REYES-MANDUJANO. The extended family did not see any change in Jose during the past few months.

REYES-MANDUJANO described what guns were in the house and how were they stored. REYES-MANDUJANO owned two guns, a 357 caliber revolver which was kept in a box and a black 9mm handgun which was kept in a gun case. The 9mm had two magazines which were not in the gun but in the same gun case. REYES-MANDUJANO told me one of the magazines was empty and the other one had bullets in it, but he did not know how many. The guns were kept in the cupboard above the refrigerator. Jose knew the family had a gun and where they kept the gun. REYES-MANDUJANO told Jose the gun was to protect his family. When they moved to their current home the gun was put in the same location. REYES-MANDUJANO said he never showed Jose the gun at the new home. REYES-MANDUJANO has shot the 9mm handgun a couple of times but has not bought ammunition for it. Jose did not show an interest in guns. He had a Red Ryder BB gun, but he did not shoot BBs. Jose would pump the BB gun and shoot air.

I asked REYES-MANDUJANO to describe Jose's schedule during the week he was off school. The week was October 13<sup>th</sup> through 19<sup>th</sup>. REYES-MANDUJANO could not remember which days Jose stayed home and which days he went to work with REYES-MANDUJANO. He told me Jose stayed home alone for three days and went to work with REYES-MANDUJANO the rest of the week. They were in the process of moving to a new home that week. The new home is zoned for different schools for the kids. REYES-MANDUJANO said he and Lilian talked about changing Jose schools, but there were no plans made on changing Jose's school. REYES-MANDUJANO did not think Jose knew there had been talk about changing schools.

I asked REYES-MANDUJANO about who are Jose's friends? Jose had two friends in school. One of the friends was Anoha (unknown last name) and REYES-MANDUJANO did not know the other

kids name. Jose did not go to his friend's homes or play video games with them. They were strictly friends at school. REYES-MANDUJANO told me Jose is shy at first when dealing with adults. He is friendly and plays with kids when they are around. Jose would hang out with the family during his free time. Jose liked watching television. His favorite television show was Sponge Bob Square Pants. The family does not own any DVD movies. Jose did not see himself as, or relate to any one TV or movie character. He liked Star Wars and was a Star Wars character for Halloween.

REYES-MANDUJANO was asked about Jose using Social Media. Jose did not use any Social Media to include Face book, MySpace, Instagram, Twitter, etc. REYES-MANDUJANO said Jose used the family laptop, his sister's tablet and his phone to access the internet. REYES-MANDUJANO did not know which websites Jose visited but previously told me Jose looked at YouTube. REYES-MANDUJANO told me Jose did not watch videos depicting school violence like Zero Day and Elephant.

I asked REYES-MANDUJANO if Jose had been in a stressful situation this year? REYES-MANDUJANO told me Jose was not stressed this year. Jose was not depressed and when he did feel stressed he would keep it to himself. Jose had never been sexually or physically abused. Jose does not show interest in girls and was very shy around them. Jose had never viewed pornography, had never talked about sex, nor did he show any interest in sex.

I had information Jose had seen a Psychiatrist during the break from school. REYES-MANDUJANO told me Jose attended Special Ed classes for the last few years and had seen a Psychiatrist on 10/18/13. I asked REYES-MANDUJANO if Jose had any special needs and what was the reason they thought he needed to see a doctor. REYES-MANDUJANO told me Jose had trouble expressing himself with words. Jose was going to a speech therapist to assist him with this. Jose speech was improving. During the doctor's appointment on 10/18/13, Jose was shown to have symptoms similar to people who have Autism, but Jose was not diagnosed with Autism. Jose was prescribed Prozac on 10/18/13 by Dr. Garen MIRZANIAN. Jose took one pill on Saturday, 10/19/13, one on Sunday, 10/20/13, and one on Monday, 10/21/13. REYES-MANDUJANO did not notice any change in Jose's behavior during these three days. REYES-MANDUJANO told me the medication was designed to help Jose relax and reduce tension. REYES-MANDUJANO told me the pills were supposed to make him feel better. I asked REYES-MANDUJANO again why he took his son to see the Psychiatrist. Jose was taken to the Psychiatrist for his speech problem and at the advice of the pediatrician. REYES-MANDUJANO was hoping this doctor would help him relate to people as he got older. REYES-MANDUJANO does not have insurance and it took him approximately 1 month to save up the money to take him to the Psychiatrist. Jose does not hear voices or see things other people cannot see.

After Jose saw the Psychiatrist he was crying. REYES-MANDUJANO said this was because he



disclosed to the Psychiatrist someone at school called him "gay". Jose did not specify who this was and REYES-MANDUJANO did not ask. After the doctor's appointment REYES-MANDUJANO asked Jose how he was doing and Jose said he felt better. They quit talking about the doctor's appointment and went to the barber shop.

REYES-MANDUJANO described Jose's school life during Elementary school and Middle School. Jose was really happy in Elementary School. REYES-MANDUJANO knew Jose's Elementary school teachers. In middle school, REYES-MANDUJANO did not know his teachers but knew Jose liked music class. REYES-MANDUJANO did not know who Jose's favorite teacher was. Jose did very well academically and had A's and B's on his report card.

I asked REYES-MANDUJANO if Jose was bullied in school and he told me, yes "by the students he shot". I asked why he said that? REYES-MANDUJANO told me he did not know about any students bullying Jose but he talked to the principal, Stacey COOPER, who told REYES-MANDUJANO, Mason was the class clown and Kaelin was popular. COOPER told REYES-MANDUJANO I can't believe what Kaelin and Mason did to your kid. COOPER said Jose was always smiling. REYES-MANDUJANO did not have any specific examples why he felt Mason and Kaelin bullied Jose. Jose previously told REYES-MANDUJANO about an incident he had at Middle School when a kid spilled water on him and then teased him about peeing his pants. Jose did not tell his dad who the kid was who spilled water on him.

I asked about Jose's emotional attitude towards other kids and teachers at Sparks Middle School. Jose has never displayed anger towards his peers and has not engaged in provoking behavior. Jose has not talked about homicidal or suicidal thoughts. Jose has not had any disciplinary problems in school. Jose would have helped any of the kids in school and the teachers. The teachers would have described Jose as a happy kid.

REYES-MANDUJANO added Jose wanted to be a police officer when he was older. He wanted to help people. Jose did not have military clothing, but played with toy soldiers. Jose did not have an interest in firearms. Jose did not express any interest in violence or school violence. Jose never mentioned any problems with other students or teachers.

I asked REYES-MANDUJANO about a movie regarding bullying which was shown in school. REYES-MANDUJANO did not know Jose watched a movie regarding bullying. REYES-MANDUJANO did not see the permission slip and Jose did not mention watching the bullying video when he was home.

I asked REYES-MANDUJANO why he thought Jose was involved in the shooting. REYES-MANDUJANO told me Lilian called him on the morning of 10/21/13 and told him there was a

Case #13-9953
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shooting at Sparks Middle School. A few minutes later Lilian called him again and told him the 9mm gun was missing. Based on this information REYES-MANDUJANO thought Jose was involved in the shooting. REYES-MANDUJANO assumed Jose was bullied or was sticking up for another child. The recording was stopped and the interview was put onto a CD and booked into Sparks Police Evidence as KLD-14

A few minutes later another interview was conducted with REYES-MANDUJANO and Lilian in the Detective conference room. They were told about two notes which were left by Jose. These notes were written in a notebook with an Angry Birds logo on it. REYES-MANDUJANO did not know when Jose got the notebook with the Angry Birds logo on it. The parents wanted to read the letters. After the parents read the letters they both cried. REYES-MANDUJANO pointed out to Lilian a section of the letter addressed to mom and dad that said "But I love you and I wish the past would be good and better someday." REYES-MANDUJANO and Lilian did not verbally comment on the letter addressed to the mom and dad even when asked to. REYES-MANDUJANO commented, his son was not even treated well by the teachers according to the note addressed to teachers and students.

The interview was concluded and a CD with the audio/video interview was booked into Sparks Police Evidence as KLD-14.

REYES-MANDUJANO signed a written consent to search the garages located at 4255 Wedekind Road #A5 and #J7.

dp

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of report: Homicide/Attempt Homicide

Case: 13-9953

Date/Time of Supplement: 11-15-13/1505hrs

Detective: PETERSON 104

Approving Supervisor

Date: 11/18/13

# **Details of Supplement:**

On 10-21-13 I was directed to speak to parental guardians Liliana URITZ and Jose REYES-MANDUJANO regarding their son, twelve year old suspect Jose REYES-URITZ. I had been told URITZ's husband, Jose would be interviewed by Detective J. VAUGHT. They had not been told that their son was deceased nor were they given any information regarding the shooting incident prior to their arrival.

Det. VAUGHT and I entered interview room 203 and introduced ourselves. I thanked them for coming to the station and made notification of Jose's death. URITZ asked "who killed him". I informed her that we did not have all the details at this moment and when they became available I would pass them on to both of them.

Jose REYES-MANDUJANO informed me that while he was fine speaking alone, his wife would need a translator while speaking with me. He left the room with Det. VAUGHT and Officer ZENDEJAS responded to translate for URITZ.

# Interview with Liliana URITZ

I introduced Officer ZENDEJAS to URITZ and explained the process in using a translator. It appeared URITZ understood much of what I was saying but was more comfortable using Spanish to communicate with me. URITZ stated her son had just started at Sparks Middle School this year. Jose was said to not like attending school since he left the elementary school.

URITZ stated Jose began having issues with the children at Sparks Middle School at the beginning of the year. She and her husband had taken Jose to a therapist Friday, October 18<sup>th</sup> where they learned Jose had "Autism problems". Jose had confided in the counselor and disclosed that the students at school were making fun of him and would call him gay. The family had made arrangements for Jose to begin therapy on a regular basis with sessions beginning on October 24<sup>th for</sup> both the Autism and the issues he was having with the other children.

Jose was also placed on medication to relax him because he was "really tensed up" and he began taking it on October 18<sup>th</sup>. The medication was later identified as Prozac. Because Jose had been seen

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by a therapist and was prescribed medication, a medical health release form was completed. The form was explained in detail to URITZ with the assistance of Officer ZENDEJAS. The area requesting therapy notes and diagnostic information was initialed as well.

URITZ informed me Jose had been attending speech therapy since kindergarten and had received specialized aid in Math and English as well. All the services were through the school but she was unaware of any formal Individual Education Plan (IEP).

The issues Jose had in elementary school centered on his inability to communicate in a way the other children could understand. He was alone a great deal of the time. However, Jose's parents were comfortable that the school staff addressed any issues as they arose. However, after the school year started in August of 2013, Jose began having issues at Sparks Middle School as well. The issues centered his inability to properly communicate with those around him which caused a great deal of frustration for Jose. How this frustration was displayed was not clearly described.

In describing some of the issues she was aware of, URITZ stated, Jose was allowed to take money to school to purchase snacks during the day. Although he did not have friends, other students would ask him for money. In the beginning, Jose would accommodate the children. Later he began to refuse and they responded with simply taking the money from him without his permission.

Jose was said to have relayed an incident in which he was drinking some sort of beverage. While doing so, an unnamed male bumped the drink container causing it to spill onto Jose. The males within the group began to make fun of Jose saying that he urinated in his pants.

Both incidents as well as the fact that several males called Jose gay stuck with Jose and continued to bother him. Jose did not share the affect these incidents were having on him with his parents or any other adult. When he did discuss them, Jose was unable to provide the name of any one specific person or names of a group of people doing these things.

Jose was said not to have asked for assistance from an adult when things would happen and was described as being happy all the time. URITZ stated she never saw Jose depressed. The therapist was the person that told her and her husband that Jose was having issues. He did not ask for assistance or express any negative feelings to any family members, to include his cousin whom he was somewhat close to, regarding the treatment he received at school. Both Jose's parents were surprised by the therapists informing them of Jose's issues. Although Jose was 12 years old, his mentality was much younger.

Jose's cousin, 12 year old Jaquelin AMBRIZ (Jackie), was said to be one of the people Jose would text or communicate with. AMBRIZ was said to have protected Jose from some of the children at

school but no one else was named.

When asked about his time on the computer, URITZ stated Jose did not download games, nor is he a part of any social networks. He was said to research games on YouTube that he wanted his parents to purchase him. The majority of the games were centered on violence.

When asked about weapons within the home URTIZ stated they had two handguns within the home. Both guns are hidden from the children in a cupboard above the refrigerator. They are kept in their boxes within the cupboard and cereal containers are placed infront of the doors. She stated she does not believe the children know where they are hidden. URTIZ stated she does not know what brand or caliber of weapons the guns are nor does she know if they are kept loaded. To her knowledge, her husband has never shown Jose the guns nor has Jose manipulated a hand gun before.

I asked about the morning routine. URITZ stated she took Jose to school per their normal routine. While in route, she noticed Jose had his BB gun in his back pack. When they arrived at the middle school, she told Jose he could not take it with him into school. He told her that his teacher wanted it for an experiment. URITZ told Jose the teacher could contact her and if that was truly the case, she would bring the BB gun back. Without arguing, Jose left the BB gun in the vehicle. She then called her husband to tell him about the rifle. Jose Sr. stated he would cover it when he got home. URITZ stated she does not typically go through her children's backpacks nor does she go through his bedroom. He was said not to keep a diary or a journal of any kind.

URITZ then received a telephone call from her sister regarding Jose's whereabouts. URTIZ found out what happened at school and called her husband again. She told him about an armed person being at the school and Jose Sr. responded to the school. Once there he called her again and stated he could not find Jose. While they were talking, she looked at the refrigerator and noticed the cereal boxes askew. She looked inside the cupboard to find one of the guns was missing. She in turn asked her husband if he took one of the guns. When he stated he had not, she told him one was missing. Jose Sr. then notified one of the officers on scene that he could not find his son and that he thought Jose may be involved.

URITZ stated the only thing Jose did differently prior to school in the morning was that he asked her to comb his hair. This is abnormal as he says he is too big and too old to have his mom help him.

On 10-31-13 Detective DACH and I met with Jose and Liliana URITZ. An appointment was set via their attorney Mike SULLIVAN to re-interview the couple. Due to the language barrier a translator from the Federal Bureau of Investigation was assigned to assist. As DACH interviewed Jose Sr. I interviewed Liliana again. Upon completion we met with Jose and Liliana as well as their attorney's in the conference room to update them on this case. See the transcribed narrative for both Liliana's

interview as well as the family meeting.

# Interview with Jaquelin AMBRIZ

On 10-23-13 Det. DACH and I responded to the AMBRIZ residence to speak with Jaquelin AMBRIZ. We had learned she was Jose's cousin and one of the few people he would communicate with via text. She also was said to have protected Jose from any individual that may have been "mean" to Jose while they were at school. Jaquelin was hesitant to fully answer any questions regarding Jose's parents and Jose that either DACH or I asked. Each time she would look to her father and/or mother prior to answering. On the two occasions that she happened to begin to answer freely, she would make eye contact with one of her parents and immediately cease her line of dialogue, change the sentence, and move forward with a more generic version.

Jaquelin stated when a teacher would correct Jose in school; he would get frustrated and would not know how to communicate with them. She stated the teacher would have to take Jose aside and explain on a one on one basis. She did not know of any one teacher that he had issues with.

In asking about school mates, Jaquelin stated there were times in which other students would be making fun of Jose until she would walk up. Upon her getting there, the individual(s) would redirect their jokes to a more positive manner in fear of her stepping in. She stated they would again make fun of him when she would walk away. She did not know how she knew this would occur. The one male she described was first said to bother Jose on a daily basis. However, upon confirmation, she changed her wording and stated she did not know the male and she had only heard that this happened.

Jose "never would talk about problems" according to Jaquelin. She stated she could see it in his face but when asked, he would deny anything was wrong. Jose was said to get into trouble for screaming in frustration when people were bothering him. When the teacher on duty would reprimand the student, they would blame Jose. Jaquelin stated Jose would always carry the blame for issues.

In looking at Jaquelin's text messages, I noticed she did have knowledge that Jose had been involved in the shooting and he was dead. He parents had previously requested I not notify her and she did not know. When I learned she was keeping this knowledge from her parents and noticed her apprehension in answering other questions openly, I told the AMBRIZ' that it may be helpful to all involved if she was to come into the police department to speak with me. She agreed but asked that I refer to her parents. An appointment was set for 10-24-13.

On 10-24-13 AMBRIZ failed to show for her interview. Upon contact with her mother, Rosalina, I learned that they should have been on the way. In making contact with AMBRIZ' father, I learned

that his daughter was to "nervous" to come to talk to me and that she no longer wanted to talk about Jose. He stated he would contact me if she was to change her mind.

It was later determined that the attorney for the URTIZ family would make contact with the AMBRIZ' to set up a second interview as well as retrieve Jackie's cell phone for downloadable information.

# Contact with Children's Behavioral Services/NCLB

On 10-23-13 I made contact with the people at NCLB in reference to Jose's possible diagnosis. During the interview with URITZ I learned Jose had been to the treatment center and had been given a diagnoses and medication on 10-18-13. Because URITZ had very few details regarding Jose's visit, it was necessary to attempt to obtain Jose's medical records. In speaking with the receptionist, I learned the executive director would be in contact with me when all the records they had were available.

On 10-24-13 I was contacted by the director who provided the requested documentation of Jose's visit to their facility. The evaluation showed Jose to have been to the facility on 10-18-13 and that he was seen by Dr. Garen MIRZAIAN. MIRZAIAN gave Jose's parents a prescription for medication confirming what URTIZ had stated during her interview. The prescription was for Prozac. This information was added to the evidence in this case.

# **Contact with Michael SULLIVAN**

On 10-22-13 Michael SULLIVAN was contacted by Jose regarding this case. SULLIVAN, the URTIZ' civil attorney, responded to the police department to assist and advise the family regarding questions and/or information they were giving law enforcement.

In speaking with SULLIVAN, he stated the family was more than willing to cooperate and to offer whatever assistance was necessary for this case. The necessary paperwork was provided to include consent to search forms for the URTIZ' vehicle, residence, and any/all medical records regarding Jose.

I informed SULLIVAN that I would contact him prior to any meeting with the family to insure full disclosure. A teleconference was scheduled for 10-28-13 at 11:00am to provide him with an update on the case.

In speaking with SULLIVAN on 10-28-13 he was informed of what type of questions we had for the URTIZ family. SULLIVAN agreed to meet with us with his clients. He stated he would also bring his partner Criminal Defense Attorney Kent ROBISON.

Om 10-31-13 both SULLIVAN and ROBISON were present during the interviews. Both attorneys were provided the list of questions we were going to ask the URTIZ'. Both agreed to move forward and were present during the interviews. No information was provided by either attorney.

## **Interview with Terry AULSTON**

On 10-28-13 I met with Terry AULSTON. AULSTON was Jose's 6<sup>th</sup> grade science teacher. She stated she was totally taken off guard when she learned the student involved was Jose. In speaking with her I learned she had 26 other students in the class that Jose attended. He sat in the third row and was surrounded by girls. Many of the other students in the class were listed as having IEP's and/or Special Needs. She stated she had not read Jose's personal IEP because she did not feel it was necessary. Traditionally AULSTON will not read any students IEP unless there is an issue such as vision, health, or some other specific need. None of those applied to Jose and he appeared to be doing "well".

AULSTON stated she had not met Jose's parents nor had she had any contact with them in any form. They did not attend back to school night. She described Jose as more of an introvert and could not recall him having "buddies" while in school. She did not report any negative issues between Jose and any other students, nor was she aware of any reported incidents.

AULSTON stated Jose's disability did not interfere with his behavior in class, nor did it appear to affect his grade. Anytime Jose was corrected or given direct instruction, there was not any frustration that was displayed. She did not ever witness any anger or real frustration in Jose.

AULSTON was not a witness to any of the actual incident. She stated she learned what had occurred when another teacher, Ben TUCKER came in to the hallway stating there had been a school shooting and "it's serious". She went into the lunch room and began retrieving children getting off the bus and taking them into the lunch room.

# Interview with Sue DUFVA

After completing the interview with AULSTON, I went to speak to Sue DUFVA. DUFVA was Jose's Special Education English teacher.

DUFVA stated she currently had Jose in her 7-8<sup>th</sup> grade special education level English. She was to have Jose until the end of the quarter. DUFVA stated Jose worked "really hard", but was "a little odd". Jose was said to have exhibited the characteristics of a child that was within the Autism Spectrum. He was socially awkward and somewhat obsessive compulsive with his school work and

on tests. She gave an example using the tests or quizzes she would give the class. Most of the students would take 20 minutes or so to complete the task but Jose would use the entire hour. He would painstakingly go through the allowed notes to find the answers to assure his test or assignment was perfect. She spoke of a composition book that the students were allowed to keep their notes in. This book was kept at school and used for note taking only.

Jose was said to try with the other students to fit in and he would participate in classroom activities appropriately, but his interaction was short in duration. She recalled an incident in which Jose and another classmate were caught passing a note. The note contained profanity which DUFVA found age appropriate in testing boundaries.

When the boys gave the note to her, the unnamed student apologized and no longer brought the subject up. DUFVA did not think about the note again after throwing it away. Jose however, continued to perseverate on it.

DUFVA was unaware of Jose having any issues with anyone and stated he had never come to her with any problems of any kind. She did not have the time to read Jose's IEP and stated she and the other teacher had 50 students each on their caseload to asses. Jose was not on her list however.

Jose was said to have an extreme need to be perfect. From his hair to his backpack, everything was to be in a specific order and perfectly done.

DUFVA stated she met Jose's parents for the first time the Wednesday after the incident. There was no need for her to do so prior. DUFVA stated Jose Sr. relayed the information regarding the children in the school calling Jose gay. He told her all Jose wanted was to make his father proud.

DUFVA did not witness any of the incidents and the information she had regarding what occurred was relayed by other staff.

# Interview with Tiffany SCHWEICKERT

On 10-22-13 Sparks Detectives received an e-mail from Jose's counselor during the 2011/2012 school year while he attended Agnes Risley Elementary. In her e-mail Tiffany SCHWEICKERT stated she knew Jose fairly well and that she had observed him during times of emotional upsets he had last year. Her e-mail stated she had not heard of anyone bullying Jose.

On 10-30-13 I met with Tiffany SCHWEICKERT at the Lemelson STEM Academy where she is a counselor. Present during the interview was the school principle Johnna AUCOIN.

SCHWEICKERT was assigned to teach a guidance lesson to Jose's class on a weekly basis. She observed Jose have one emotional issue while in the class room and a "handful" while conducting yard supervision duty.

SCHWEICKERT stated while she was in the classroom, she was in the middle of the group. A female student was facing Jose but looking at her. Jose felt as if she was staring at him specifically. She attempted to tell him she wasn't staring but Jose became upset. SCHWEICKERT spoke with both children together and appeared to have worked it out.

She recalled several other incidents in which Jose would have a "meltdown" while on the playground. Prior to one of these incidents, Jose was playing soccer with several other students. The group of boys began to tell Jose something to the effect of "you have to get the ball", or "come on Jose". As all the boys were fairly competitive, Jose became extremely upset and left the field. SCHWEICHERT responded and attempted to mediate the situation for him. She stated per the norm, several of the other students were already attempting to comfort Jose and tell him they were sorry and asked him to come play. She interjected to add to his comfort. She described him as a "sensitive kid". The breakdowns were not uncommon and his teachers were said to have taken care of the issues on their own. The other students were very "endearing" to him and on those occasions she would witness the comforting attempts being displayed.

She stated one day he was having a "rough day". Jose had disclosed that his father was rather hard on him while they would be at their family owned restaurant. Joe would say he was working and trying "really hard" at the restaurant but his dad would tell him he was not working hard enough.

The case manager, his teacher, the case manager at Sparks Middle and SCHWEICHERT had planned to meet prior to Jose moving to middle school. As elementary school was more "coddling", middle school was not. His caseworkers were concerned for Jose and how he was going to handle the transition. The meeting was to come up with a plan for the transition. She was not able to attend the meeting but she did speak with one of the special education teachers from Sparks Middle School recently. SCHWEICKERT was told the staff from Agnes Risley was not present during that meeting.

Jose was described as a child that struggled socially and a "different kid". She did not know of Jose having any friends specifically. She stated she had never heard of any reports of Jose being bullied. She had seen Jose's parents in the school building on a few occasions but at no time did they approach her or report anything concerning Jose's treatment by other students. She had not received any written communication or telephone calls of that nature either.

I asked what she and her staff taught about bulling and what it was defined as. She stated it was described as more of an ongoing situation from an individual or group. They are said to discuss the

difference between people being inappropriate or mean as opposed to one person or a group of people continually bothering another. They also cover what to do if this is occurs. They show a video containing several local people talking about bulling, what to do, and how it affects others. It was filmed and produced locally. She stated the video was different from the one she had heard students had seen at the middle school.

SCHWEICKERT had no knowledge of the other two juveniles involved.

# **Additional Activity**

On 10-31-13 I was contacted by the records person at Renown Medical Center. I had sent a fax requesting the medical records for both of the juvenile victims in this case. I responded to the records department of the medical center and obtained a manila envelope containing the requested information. All reports and notes were included. The packet in its entirety was placed into the Sparks Police Department's evidence section.

No further at this time.

IS-1 (REV. 08/2012)



### SPARKS CASE NO. SPARKS POLICE DEPARTMENT 13-995 INVOLVE SUPPLEMENT D949 SUBPOENA RETURNED JC TRIAL DC TRIAL WITNESS/VICTIM INFORMATION PRELIM GJ E۷ EVIDENCE: INVOLVE NAME (LAST, FIRST, MIDDLE) SEX D08 SOCIAL SECURITY NUMBER AGE PERSON/BUSINESS HEIGHT OPERATOR'S LICENSE/STATE EYES RESIDENCE ADDRESS RESIDENCE PHONE CITY STATE ZIP BUSINESS NAME OR SCHOOL ADDRESS CELLULAR PHONE CITY UPATION WORK HRS. BUSINESS PHON EXT. NO. VEH. LIC. NO. STATE VEH. YEAR BODY STYLE MAKE MODE COLOR VEHICLE OTHER CHARACTERISTICS (DAMAGE, UNIQUE MARKS, OR PAINT, ETC Written ☐ Yes Witness saw, did ☐ Yes Interpreter Statement? □ No or can testify to: Needed? □ No SUBPOENA RETURNED JC TRIAL DC TRIAL WITNESS/VICTIM INFORMATION PRELIM GJ E۷ EVIDENCE: INVOLVE NAME (LAST, FIRST, MIDDLE) RACE SOCIAL SECURITY NUMBER SEX DOB AGE PERSON/BUSINESS HEIGHT WEIGHT BUILD HAIR OPERATOR'S LICENSE/STATE FYES RESIDENCE ADDRESS CITY STATE ZIP RESIDENCE PHONE BUSINESS NAME OR SCHOOL ADDRESS CITY STATE 7IP CELLULAR PHONE OCCUPATION EXT. NO. WORK HRS. BUSINESS PHONE DAYS OFF VEH. LIC. NO. STATE VEH. YEAR MAKE MODEL **BODY STYLE** COLOR VEHICLE VIN OTHER CHARACTERISTICS (DAMAGE, UNIQUE MARKS, OR PAINT, ETC.) Witness saw, did Interpreter ☐ Yes Wrilten O Yes or can testify to: Statement 2 □No SUBPOENA RETURNED DC TRIAL JC TRIAL WIT WITNESS/VICTIM INFORMATION PRELIM GJ E۷ EVIDENCE: INAOTAE NAME (LAST, FIRST, MIDDLE) SEX RACE DOB AGE SOCIAL SECURITY NUMBER PERSON/BUSINESS HEIGHT WEIGHT BUILD HAIR EYES OPERATOR'S LICENSE/STATE RESIDENCE ADDRESS ZIP RESIDENCE PHONE CITY STATE BUSINESS NAME OR SCHOOL ADDRESS STATE ΖIΡ CELLULAR PHONE CITY OCCUPATION DAYS OFF WORK HRS. **BUSINESS PHONE** EXT. NO. VEH, LIC, NO. STATE VEH. YEAR MAKE MODEL BODY STYLE COLOR VEHICLE OTHER CHARACTERISTICS (DAMAGE, UNIQUE MARKS, OR PAINT, ETC.) VIN Written O Yes Witness saw, did Interpreter ☐ Yes Statement? I No. or can testify to: Needad? REPORTING OFFICER: APPROVING SUPERVISOR CDS SPLIT ID# ID# PAGE OF PAGES 070





Today's date is 10.21.13. The time is 4.56. The following will be an
interview with a Aguelin Ambriz
dațe of birth, social security number
This interview will be in reference to Sparks Police case number 13.9953.
This interview is being conducted at
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Occupation: Days Off: Work Hrs:



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interview with DUL DUL DUL DUL DUL DUL DUL DUL DUL DUL
date of birth social security number
This interview will be in reference to Sparks Police case number 13-9953.
This interview is being conducted at Docks Middle School.
Present during this interview are I. De . 7878
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Business Name/Add: paks Middle School
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Today's date is 10.30 13. The time is 10. The following will be an
interview with Tickan Schuzicket
date of birth social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at
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Time interview concluded
Involve
Sex: Race: Ht: Wt: Build: Hair: Eyes:
Residence Address:
Residence Phone Business Phone:
Business Name/Add: 2
Occupation Days Off: Six Work Hrs: 830-330

# Lorentzen, Ernest

From:

Schweickert, Tiffany

Sent:

Tuesday, October 22, 2013 12:21 PM

To:

Lorentzen, Ernest

Subject:

statement

Hi Beau.

Here is my statement regarding Jose:

I was the counselor at Agnes Risley Elementary last year and knew Jose Reyes Urtiz Jr. fairly well. I did a guidance lesson in his class every week and had some interaction with him during his recess time. I observed Jose a few times during an emotional breakdown and helped him regain his composure so he could rejoin his peers. Jose was a very sensitive student who became upset easily. In one instance Jose was playing soccer at recess and someone make a comment like "come on Jose get the ball" and Jose left the game in tears and stated that the other kids were mean and did not want him to play. Some of the students in the soccer game came over to Jose and told him that they were sorry if they hurt his feelings and that they did want him to play. I observed kids in Jose's class being sensitive to his breakdowns and he often had a student or two by his side trying to comfort him.

I never heard about anyone bullying Jose, nor did I have any bullying incidents regarding Jose reported to me. On one occasion Jose mentioned that he helped his parents work in a restaurant but that he dad would get mad at him for not doing things right or for not working hard enough. There was a transition meeting set up with Jose's 6<sup>th</sup> grade teacher, his case manager, and the case manager at Sparks Middle School to talk about his transition from elementary to middle school but I was unable to attend. His 6<sup>th</sup> grade teacher told me that the meeting went well. Jose was in a supportive environment in 6<sup>th</sup> grade but I have no knowledge about how his transition to middle school has been.

Tiffany Schweickert M.A., N.C.S.C. Counselor Lemelson Stem Academy



# Peterson, Dorothy

From:

Schweickert, Tiffany <TSchweickert@washoeschools.net>

Sent:

Tuesday, October 29, 2013 2:46 PM

To:

Peterson, Dorothy

Subject:

**RE: Interview** 

Hi Dorothy,

I am happy to meet with you. Would it be possible for you to come to my school, Lemelson Elementary? Tomorrow (Wednesday) I am available at 9, 10, 12:30, or 1. Thursday I am available at 9am or 1pm. Thanks

Tiffany Schweickert

Lemelson Elementary Counselor

333-5080

From: Peterson, Dorothy [mailto:dfulkerson@cityofsparks.us]

Sent: Tuesday, October 29, 2013 11:00 AM

To: Schweickert, Tiffany Subject: Interview

Good morning Ms. Schweickert,

I am currently investigating the Sparks Middle School shooting and was given your name. I understand you use to be Jose Reyes 6<sup>th</sup> grade counselor. Would it be possible to meet with me this week or the week after next (November 12, 13, or 14<sup>th</sup>) for an interview? I will be out of town next week but any other time that is convenient for you would be great.

# Detective Dorothy Peterson

1701 E. Preter Way Sperks, NV 89434

775-353-2241 (ex. 524)

775-690-0221 cell



Today's date is 10.26.13. The time is 240. The following will be an
interview with Jen, Culston
date of birth, social security number
This interview will be in reference to Sparks Police case number
This interview is being conducted at South Wille School
Present during this interview are 1.
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Time interview concluded
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\* \* \* Communication Result Report (Oct. 30. 2013 1:26PM) \* \* \* 1) Sparks PD Detectives775-353-1614

Date/Time: Oct. 30. 2013 1:25PM

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Reason for error
E. 1) Hang up or line fail
E. 3) No answer
E. 5) Exceeded max. E-mail size

E. 2) Busy E. 4) No facsimile connection



## SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, NV. 89434

# FAX COVER LETTER

Detective Section Telephon Commissions/Dispatch (775) 353-2225 (775) 353-2231

Date: 10:30:13

[ ] For your information.

As we discussed

[] As requested

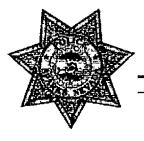
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[ ] Reply requested

SPO DE \$ 13.9953

pages were transmitted, including this cover letter. If you do not receive all the pages sont, please call one of the above numbers as soon as possible.

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Brian Allen Chief of Police

# SPARKS POLICE DEPARTMENT

(775) 353-1614

(775) 353-2225

(775) 353-2231

1701 E. Prater Way Sparks, NV. 89434

# **FAX COVER LETTER**

**Detective Section Fax** 

Detective Section Telephone Communications/Dispatch

Date: 10.30.13

To: Lyroux Medical Lanter From: Det. D. Reterson

[] For your information

[] As we discussed

[] As requested

[M Deliver A.S.A.P.

[] Reply requested

[] Other

Message: Teose provide medical records for Mason Lymerer (04.08.01)

and Lydin Superrer (07.01.01). Twould be happy to pich the silesure when they are (rady, Heave Call LAD DOD)

we e-mail depresson ecity Separhs. us

Thank you

SPO. ase \$13.9953

The information contained in this facsimile message may be confidential and/or privileged information intended only for the use of the individual or entity named above. If the reader of this message is not the intended recent, you are hereby notified that copying, dissemination or distribution of confidential or privileged information is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone and we will arrange for return of this facsimile. Thank you.

pages were transmitted, including this cover letter. If you do not receive all the pages sent, please

call one of the above numbers as soon as possible.



# JOHN DOTSON Chief of Police

# SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada 89434 Tel (775) 353-2279 Fax (775) 353-2436

# Authorization for Release/Disclosure of Protected Health Information

Notice to the individual making this authorization:

- 1. After your medical records (PHI) are released by your authorization, the possibility exists that your PHI will no longer be subject to the protection of federal privacy regulations and may be redisclosed by the recipient.
- 2. You may revoke this authorization at any time in writing. Your written revocation will become effective upon receipt, but will not apply to any PHI released prior to that date or to the extent that this facility has taken action in reliance upon this authorization.

This authorization will expire when the requested release of information has taken place or six months from date of signature,

Patient name: MASIN KAMO (Date of birth: Social Security Number:
Address: Phone: 2
City, State, Zip: SOAK, NU, 89431 Fax:
I authorize to release/disclose my medical records (PHI) to:  of the Sparks Police Department located at 1701 East Prater Way
Sparks, NV 89434, phone fax
Description of information to be released for the following dates of treatment/service:
Physician generated data History/Physical Exam Operative report/s  Discharge Instructions ER documents Diagnostic data Labs Consultation report/s  Consultation report/s
Discharge summary  Other (describe)
Psychotherapy notes (initial) Note: You must initial for psychotherapy notes. A check mark is insufficient.
Reason for this request:Continuity of CareLegalPatient RequestOther (describe)
I understand that my medical records (PHI) may contain information about: Drug and/or alcohol abuse history, diagnosis, treatment; Psychiatric history, diagnosis, treatment; AIDS/HIV, sexually transmitted diseases, hepatitis and/or other infectious disease history, diagnosis, treatment.
By signing below, I authorize the release/disclosure of my medical records even if it contains information regarding the above listed types of information within the medical records (PHI) requested.  Signature of Patient or representative:
Print name of personal representative: Seville Styll Representative's authority:

Note: Federal law provides that treatment may not be conditioned on my signing this authorization; although exceptions will be made for (a) research related treatment, (b) for treatment, which has the purpose of creating protected health information for a third party, such as pre-employment physicals, and (c) except for psychotherapy notes, for health plans who condition enrollment or on an authorization requested prior to enrollment, or where payment is conditioned on an authorization to use PHI to determine payment.



# JOHN DOTSON Chief of Police

# SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada 89434 Tel (775) 353-2279 Fax (775) 353-2436

# Authorization for Release/Disclosure of Protected Health Information

Notice to the individual making this authorization:

- 1. After your medical records (PHI) are released by your authorization, the possibility exists that your PHI will no longer be subject to the protection of federal privacy regulations and may be redisclosed by the recipient.
- You may revoke this authorization at any time in writing. Your written revocation will become effective upon receipt, but will not apply to any PHI released prior to that date or to the extent that this facility has taken action in reliance upon this authorization.

This authorization will expire when the requested release of information has taken place or six months from date of signature,

Patient name: Melin GUEYYERRATE of	of birth:	Social So	ecurity Number:
Address:		Phone:	A STATE OF THE STA
City, State, Zip: Sun Valley NV	8	Fax:	
I authorize RENOWN MEDICAL		to release/d	isclose my medical records (PHI) to:
DETECT. VES		parks Police Departr	nent located at 1701 East Prater Way,
Sparks, NV 89434, phone		fax	
Description of information to be released for t	he following	dates of treatment/se	ervice:
History/Physical Exam Operative report/s  ER docum Diagnostic	c imaging	Diagnostic da Labs Consultation	ta Therapy evaluations/records  Medication records report/s
Discharge summary Other (description of the Description of the Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other (description of the Other Other Other (description of the Other		or psychotherapy no	otes. A check mark is insufficient.
Reason for this request:Continuity of Care	e XLegal	Patient Reques	stOther (describe)
I understand that my medical records (PHI) m Drug and/or alcohol abuse history, diagnosis, Psychiatric history, diagnosis, treatment; AIDS/HIV, sexually transmitted diseases, hep	treatment;	·	ase history, diagnosis, treatment.
By signing below, I authorize the release/discithe above listed types of information within the			
Signature of Patient or representative:	chos R	Date:	10/21/13
Print name of personal representative:	lissa	Merse Represe	entative's authority:
			at

Note: Federal law provides that treatment may not be conditioned on my signing this authorization, although exceptions will be made for (a) research related treatment, (b) for treatment, which has the purpose of creating protected health information for a third party, such as pre-employment physicals, and (c) except for psychotherapy notes, for health plans who condition enrollment or on an authorization requested prior to enrollment, or where payment is conditioned on an authorization to use PHI to determine payment.

# Peterson, Dorothy

From:

Leary, Aaron

Sent:

Tuesday, October 22, 2013 10:30 AM

To:

Edmonson, Jason

Cc:

Triplett, Rocky; Dach, Kevin; Peterson, Dorothy

Subject:

FW: Sparks Middle School Shooting witness

Sergeant Aaron Leary Sparks Police Department Detective Division (775) 527-3672 cell (775) 353-2225 office aleary@cityofsparks.us

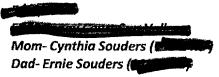
From: Digesti, Joseph J [mailto:JJDigesti@washoecounty.us]

Sent: Tuesday, October 22, 2013 9:19 AM

To: Leary, Aaron

**Subject:** Sparks Middle School Shooting witness

**Brandon Souders** 



### Synopsis:

Braden was outside on the grass (Quad area) when he observed Jose shoot KJ. He also heard additional shots and observed Landsberry on the ground. Braden has two classes with Jose and considered him a friend. Braden does not understand why he would do what he did however he mentioned KJ and Jose argue a lot in the halls. The last argument was possibly the week before fall break. Braden was not sure what KJ and Jose argue about. Braden also mentioned there had been pushing between the two from time to time but that had not occurred from what Braden observed since about the 4<sup>th</sup> week of school.

My reports on all the interviews will be completed soon and will have further details. If you need more from me now feel free to call.

Detective Joseph Digesti #2889 Washoe County Sheriff's Office Special Operations Division jjdigesti@washoecounty.us 775-328-3046 LOCATION WHERE FOUND OR FROM WHOM OBTAINED

OFFICER'S NAME (LAST, FIRST)

LOCKER NO.

# **CHAIN OF CUSTODY** CASE # SPARKS POLICE DEPARTMENT PROPERTY & EVIDENCE BAR CODE DATE OBTAINED TIME OBTAINED OFFENSE(S) NAME OF RIGHTFUL OWNER(S) ADDRESS PHONE

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# - EVIDENCE

FOUND SK - SAFEKEEPING

### DISPOSITION:

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  - HOLD FOR FORFEITURE RELEASE TO DMV
- RELEASE TO OTHER (SPECIFY IN "NOTATIONS")
   DESTROY

# **CHAIN OF CUSTODY** CASE # SPARKS POLICE DEPARTMENT **PROPERTY & EVIDENCE** BAR CODE DATE OBTAINED TIME OBTAINED OFFENSE(S) NAME OF RIGHTFUL OWNER(S) ADDRESS PHONE LOCATION WHERE FOUND OR FROM WHOM OBTAINED OFFICER'S NAME (LAST, FIRST) SPECIAL NOTATIONS: ITEM# QUANTITY DESCRIPTION OF PROPERTY TYPE DISPO SIGNATURES EVIDENCE USE ONLY EVIDENCE USE ONLY 1.0. # DATE SIGNATURES I.D. # DATE RECEIVED BY KU RECEIVED BY 17373 RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY

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- EVIDENCE E

FOUND SK - SAFEKEEPING DISPOSITION: - HOLD

- RELEASE TO OWNER - HOLD FOR FORFEITURE - RELEASE TO DMV
- RELEASE TO OTHER (SPECIFY IN "NOTATIONS")

RECEIVED BY

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# **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: Homicide Case: 13-9953

Date/Time of Supplement: 11-21-13 1100 hours Detective: Thelin #128

Approving Supervisor Date: 11/21/13

# Evidence:

JT1 – One (1) black Virgin Mobile Kyocera Model C5155 Cell Phone w/ Battery HEX: A00 000 410 865 33

JT2 - Six (6) CDs containing video surveillance of incident at Sparks Middle School

JT3 – One (1) DVD with audio/video recording of interviews with Francisco MANDUJANO and Michaela TREJO

JT4 - Photocopies of WCSD records pertaining to Jose REYES, Kaelin GUERRERO, Mason KAMERER, and Michael LANDSBERRY

JT5 - Photocopies of WCSD records referenced in supplement below regarding Jose REYES

# **Details of Supplement:**

On 10-21-13, at approximately 0716 hours, I responded to Sparks Middle School at 2275 18<sup>th</sup> Street after dispatch reported details of an active shooter and a teacher down. Upon arrival, I met with W.C.S.O. Sgt. FREDERICKSON in the front parking lot. We immediately made entry into the front doors of the school where we met up with W.C. School District Officer SZABO. As a group, we began moving from the front office area of the school northbound, through a crossing hallway towards the cafeteria as dispatch advised the shooter was inside the cafeteria. After checking the windows of the cafeteria and seeing students were safe inside, we continued clearing open rooms towards the north wing of the school.

As we came around the corner of the north wing, I immediately saw a student lying on his back in the hallway with a female who appeared to be a teacher in a purple jacket kneeling with him. The female teacher was advising that the student had been shot. Further on towards the west end of the wing was a male teacher who was looking out the double doors looking south. We cleared the open rooms just past the student to insure the shooter was not inside, and then returned to the student, who was later identified as, Kaelin GUERRERO. The female teacher advised that GUERRERO had been

split Det

CPS



shot in the left shoulder. I saw that GUERRERO was extremely pale and I observed a bloody spot on his shirt near his left shoulder. At that time, REMSA Tac Medic Dixon arrived and asked if GUERRERO could walk. I assisted GUERRERO in standing and walked him outside with the female teacher as other officers provided cover. I walked GUERRERO to an awaiting ambulance parked near the north entrance of the parking lot on 18<sup>th</sup> street.

While walking with the teacher and GUERRERO, the teacher told me that GUERRERO knew who shot him. I asked GUERRERO who had shot him and he replied, "Jose Reyes." After leaving GUERRERO and the teacher at the ambulance, I returned inside and assisted with clearing the rest of the north wing and just outside, towards the basketball courts on the west side of the gym. Outside I noticed two subjects lying on the ground who appeared to be deceased. One of the subjects, who was wearing a backpack, had a handgun lying near his feet. With other officers securing the area, I reentered the north wing and assisted with a second clearing of the north half of the school.

Outside the building, I met with Deputy Chief T. MILLER who requested I respond to the Washoe County School District Police Department and collect any video surveillance of the incident.

# Initial Review of Surveillance Video:

I met with WCSD Police Detectives HOBBS and LORENTZEN, at the School Police Department, and reviewed the video surveillance recording of Sparks Middle School during the incident. The following is a summary from the review of video with the approximate times as indicated on the recordings:

Camera #18 – Camera is mounted above the north facing entrance doors at the south west end of the north wing of Sparks Middle School.

- 0712:17 REYES walks into camera view as he walks southbound towards the basketball courts. REYES is seen walking towards a group of students on the west side of the gym and back towards the group of students standing near the south side of the north wing.
- REYES stands near the southwest, north wing doors near the students. A short time later he moves out of camera view, but his foot is seen on the edge of the video.
- O715:00 Students on camera flinch and look in the direction of where REYES was seen going off of camera and begin to run southbound towards the south wing of the school. REYES comes back on camera and walks south towards the basketball courts. Teacher LANDSBERRY is seen on the south side of the basketball courts walking

## Case #13-9953

Detective Thelin #128

towards the north as students run to the south. LANDSBERRY meets REYES in the	
basketball court.	

- 0715:22 REYES shoots LANDBERRY who immediately falls to the ground. REYES runs towards the south courtyard and out of camera view.
- O716:50 Students run to LANDSBERRY and begin carrying him towards the north wing. A short time later, they put LANDSBERRY down and run out of camera view.
- 0717:33 REYES walks back into camera view from the south courtyard area. REYES begins walking north bound along the west side of the gym.
- 0717:54 REYES shoots himself on the west side of the gym near the basketball court.
- Camera #6 Camera is mounted on east side of the north courtyard at Sparks Middle School, facing west.
- 0712:75 GUERRERO walks north from the basketball court direction toward the north wing building and group of students.
- 0714:57 Muzzle flash is seen from the area where REYES is standing.
- O715:00 Students run away from the north wing. GUERRERO sits on the ground near the north wing doors. REYES walks south towards the basketball courts.
- Camera #7 Camera is mounted on the east side of the south courtyard at Sparks Middle School, facing west.
- **0715:13** Students run into the south courtyard.
- 0715:30 REYES walks towards the south wing, north facing doors from the area of the basketball court, with the gun raised. REYES confronts students at the doors alcove.
- 0716:00 REYES walks eastbound in south courtyard along the north sidewalk and then onto grass, firing gun. REYES walks into far, east end, of courtyard and out of camera view (0716:11).
- 0717:01 REYES walks back into camera view and walks west bound, along the south wing

building. KAMERER runs from the basketball court area towards the south wing, north facing doors.

0717:14 REYES raises the gun and shoots KAMERER. KAMERER doubles over and begins moving west towards the end of the south wing.

0717:41 REYES walks north towards the basketball court and out camera view.

Camera #15 - Camera is mounted in the north wing hall, facing west.

0716:38 GUERRERO comes into camera view walking east from the area of the north wing, south facing doors. GUERRERO laid down in the hallway and teacher, Kay HIRSCH, stays with him until police arrive.

Camera #17 - Camera is mounted on the north side of the north wing of Sparks Middle School.

0708:07 REYES walking west on the sidewalk, along the north side of the north wing, from the parking lot area on 18<sup>th</sup> Street.

After reviewing the video with W.C.S.D. Police Detectives, they provided me with copies (JT2) which were later placed into Sparks Police Evidence. Copies of the video from camera #17 and a 4 way view of the video were given to me by Det. LORENTZEN on October 24. They were also included in JT2.

I responded back to Sparks Middle School at Sgt. Tracy's request. While at the school, Sgt. Tracy requested I meet with W.C.S.O. Detective Cox and take custody of REYES'S cellphone, which had been collected from the scene. Detective Cox gave me the cellphone (JT1), which I later placed into Sparks Police Evidence.

# **Interview with Francisco MANDUJANO:**

On October 22, 2013, Det. EDMONSON and I interviewed Francisco MANDUJANO, in Reno. A check of CDS showed MANDUJANO was a family member of REYES and had worked at the restaurant that REYES' parents owned. MANDUJANO told Det. EDMONSON and I the following:

MANDUJANO is the cousin of REYES father, who he referred to as Horatio. REYES was referred to as "Lachin" as the family called him. MANDUJANO said REYES was very quiet and didn't talk

very much. When MANDUJANO and his family were around the REYES family, REYES would initially say hello, but then move off away from the family and play by himself. REYES liked to play video games and had lots of shooting type games. MANDUJANO and the rest of the family always thought that there was something wrong with REYES "in the head", but he was unaware of any diagnosis. REYES was observed changing instantly from being quiet and calm to getting upset and angry.

REYES worked at the family restaurant on weekends and helped with bussing tables or other small jobs. Horatio was very hard on REYES and yelled at him often. Horatio was seen slapping REYES when he did something wrong. At one point, MANDUJANO'S father, confronted Horatio and told him not to be so rough on REYES. MANDUJANO also believed that Horatio was violent with REYES'S mother, and family members had been told Horatio had put the gun to her head at one point during an argument.

Horatio was given two guns by a retired fireman named John, who came into the restaurant routinely to eat. MANDUJANO thought one gun was a Ruger 9mm or .40, and the other was a revolver. Horatio sometimes wore the gun in his belt behind his back. REYES eyes would get big when he saw his father with the gun and other workers said that Horatio had taken REYES out to shoot.

Horatio had been cheating on his wife with a waitress named Erica, who worked at the restaurant and he had later moved in with her in the Double Diamond area of Reno. Initially after moving out, Horatio had not been seeing his children.

MANDUJANO and Horatio had a disagreement over money that was owed. Horatio was given money by MANDUJANO to help open the restaurant.

After the initial interview, MANDUJANO agreed to come to the police department with his wife for a recorded interview. MANDUJANO'S wife, Michaela TREJO, was close to REYES'S mother prior to the dispute over the money owed.

# Interview with Michaela TREJO:

On October 23, 2013, at approximately 2000 hours, I interviewed TREJO at the Sparks Police Department. The audio/video recorded interview was later entered into Sparks Police Evidence as JT3. The following is a summary of the interview with TREJO and is not meant to be verbatim.

TREJO and her family were close to the REYES family for years. REYES was a very sweet, but very distant and not social. After initial greetings, REYES would go to another room by himself. REYES didn't like to be around people. Liliana and Horatio never wanted to talk about any problems with

REYES, so it wasn't discussed. REYES liked to play video games and went to karate class.

About one year ago, TREJO helped Liliana as she was trying to file for divorce from Horatio. While talking with Liliana, Liliana told TREJO that she needed to take REYES to a neurologist because he was having some issues. TREJO helped Liliana find a neurologist that could speak Spanish so that she could take REYES. Liliana did not discuss what the issues were with her son.

TREJO had seen REYES get frustrated for no reason. On one occasion while TREJO was at their residence, Liliana was helping REYES with his homework. REYES went in the other room and began shaking his fists and yelling. TREJO asked Liliana if REYES was alright. Liliana told her that he was ok, but frustrated over his homework.

REYES played with TREJO'S seven year old. They played with Batman figures together since they both loved the Joker.

Liliana had told her that Horatio was having an affair with one of the waitresses. Horatio moved out and Liliana had found him at his new residence with the waitress.

Lilaina was focused on her children, especially REYES. She made sure the children were well fed, well dressed, and taken care of. She felt that she needed to be home for REYES and her family. Liliana did everything to help REYES, including helping him with his homework, taking him to karate, taking him to the doctor, and going to parent teacher conferences.

Horatio was a good man that cared for his family. After opening the restaurant, he began to change. He began making money, buying things he never had, and met the other woman. His attitude began to change towards the family and he became a different person. He looked down on the family.

TREJO felt that Horatio wasn't close with REYES. Liliana did everything for REYES. TREJO never saw Horatio become violent with REYES.

She and Liliana discussed Horatio having a gun. Liliana told her that she was scared that he had it, and during the divorce discussions, she thought about calling the police to report him with the gun.

When Horatio was arrested for child abuse, Liliana told her that REYES and Horatio had come home after REYES was looking at a video game that Horatio wouldn't buy. When they got home, REYES began hitting Horatio, who in turn struck REYES.

The night before, TREJO and MANDUJANO went to talk with Horatio and Liliana after hearing what had happened. Horatio told her that they had just taken him to the doctor after REYES was having panic attacks. The doctor told them REYES was under a lot of stress. REYES had not wanted

to go to school lately and they had to make him go.

# Follow up on TREJO Interview Regarding Neurologist Information:

On November 6, 2013, Det. Dach and I contacted the office manager for Dr. Gerardo D. RODRIGUEZ M.D. located at 1190 Ryland Street in Reno. TREJO advised the Neurologist she referred to Liliana was Hispanic and spoke Spanish. She remembered his name to be GONZALEZ or RODRIGUEZ. I located Dr. RODRIGUEZ during an online search. Dr. RODRIGUEZ' search results showed he was the only Neurologist in Reno that showed to speak Spanish. His office manager also believed he was the only Spanish speaking Neurologist in the Reno area. Upon checking for records on REYES using a name and date of birth check, no patients with matching information were found.

# **Second Interview with Francisco MANDUJANO:**

On October 23, 2013, at approximately 2036 hours, I interviewed MANDUJANO at the Sparks Police Department. The audio/video recorded interview was later entered into Sparks Police Evidence as **JT3**. The following is a summary of the interview with MANDUJANO and is not meant to be verbatim.

Horatio, REYES father, is MANDUJANO'S cousin.

REYES is a nice boy that would play with his children for a few minutes, but would separate from them and play by himself. REYES would play with little toys and talk with them. REYES also played many video games. MANDUJANO asked Horatio what was wrong with REYES because he didn't act normal and was very quiet. Liliana told MANDUJANO that they took REYES to the doctor but MANDUJANO didn't know what the diagnosis was.

Liliana takes good care of the children. Horatio was a good person prior to owning the restaurant. After opening the business, Horatio began to change probably due to the stress of operating the business. Horatio began to yell more often at REYES and stress from the restaurant may have caused the incident when Horatio was arrested for child abuse.

Horatio would yell at REYES at the restaurant, but MANDUJANO never saw Horatio become physical with REYES.

Horatio showed MANDUJANO a gun in a case at the restaurant. Horatio said it was to protect the family. MANDUJANO never saw him show it to REYES and didn't know about him taking REYES



to hunt or shoot. Horatio got the guns from a customer named John.

Liliana caught Horatio cheating on her and they separated. Liliana asked TREJO to help her with divorce papers.

Horatio and MANDUJANO began having problems at work and Horatio fired MANDUJANO.

MANDUJANO and his family went to Horatio's house the night before after hearing what had happened. Horatio told MANDUJANO that REYES had been getting nervous in the mornings before school and would shake. Liliana asked why he didn't want to go to school, but REYES didn't tell her anything. REYES had just been taken to the doctor, who said that REYES was very stressed.

After interviewing MANDUJANO a second time, and him giving some conflicting information, he was confronted about the inconsistencies. MANDUJANO advised that he was not comfortable speaking during the taped interview and had made contact again with Horatio and his family after the incident. MANDUJANO said the details of the first interview were the truth. He didn't think he needed to repeat the details again, after being directed prior to the interview that I wanted to talk about things he was comfortable talking about.

## Search Warrant for Records:

On October 24, 2013, I met with met with, Justice of the Peace Susan DERISO, at Sparks Justice Court. I presented Judge DERISO with a search warrant for records, including any and all documents, reports, charts, and notes held by the Washoe county School District and its employees, pertaining to Jose REYES, Kaelin GUERRERO, Mason KAMERER, and Michael LANDSBERRY. Addresses on the search warrant included, Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV, Agnes Risley Elementary School 1900 Sullivan Lane Sparks, NV, Washoe County School District Offices at 425 E. 9<sup>th</sup> Street Reno, NV and 380 Edison Way Reno, NV, and any other locations Washoe County School District records are kept. The warrant was reviewed and approved by Judge DERISO.

On October 24, 2013, after obtaining the search warrant, I met with Randy DRAKE Esq. the Chief General Counsel of the Washoe County School District at 425 E. 9<sup>th</sup> Street in Reno, Nevada. After DRAKE was given a copy of the search warrant, he gave me the following:

Student files for KAMERER and GUERRERO, and the General, Special Education, Student, and Health files for REYES.

On October 24, 2013, I served a copy of the search warrant to Charlene HOPKINS, the secretary at Agnes Risley Elementary School at 1900 Sullivan Lane and Carol VOSS, a WCSD Administrator

who was also at the school, as the principal had left to attend services related to Sparks Middle School. I also met with Counselor Katie MONDSCHEIN and Special Education Teacher Karen HINTZ, who was REYES'S case worker at Agnes Risley Elementary. The following records were recovered from Agnes Risley Elementary, where REYES previously attended:

Photocopies of the Advancement Roster showing REYES, Person Summary Report and Transcript, Response To Interventions (RTI) File from MONDSCHEIN, and copies of emails from HINTZ regarding REYES.

On October 28, 2013, I served a copy of the search warrant to Jason CHILDS, the principal, and Mary STACH, the vice principal at Virginia Palmer Elementary at 5890 Klondike Drive in Sun Valley, where GUERRERO previously attended. The following items were collected from STACH:

Four pages of printouts for GUERRERO documenting contact and behavior information.

On October 28, 2013, I served a copy of the search warrant to Carol VOSS and Jennifer BAYLISS at the WCSD Student Support Services and Special Education Department at 380 Edison Way in Reno. The following items were collected:

One letter of no record for GUERRERO for Special Education/Psychological Services and One packet of Speech Records for KAMERER.

On October 28, 2013, I served a copy of the search warrant to Principal Stacey COOPER, at Sparks Middle School at 2275 18<sup>th</sup> Street in Sparks. COOPER arranged to have teachers and other staff available for detectives to collect the following items:

Three printouts of emails regarding REYES from Andrea Wilson, REYES'S case manager and teacher, student file from teacher, Danielle CATES, for REYES, daily speech/language notes on REYES from Natashia BRANDT, after school tutoring sign in roster regarding REYES from Carrie MIERAS, behavior detail reports for GUERRERO and KAMERER from Patti ALLYN, medical files for GUERRERO and KAMERER from Colleen FITZPATRICK RN, and teacher file for LANDSBERRY.

On October 28, 2013, I served a copy of the search warrant to Principal Deborah O'GORMAN at **Kate Smith Elementary School at 1925 F Street in Sparks**, where REYES previously attended. No items were collected.

On October 29, 2013, I served a copy of the search warrant to Principal Prim WALTERS at Sun Valley Elementary School at 5490 Leon Drive in Sun Valley, where KAMERER previously attended. The following items were collected:

Three pages of copies of contact/discipline logs for KAMERER.

On October 29, 2013, I served copies of the search warrant to Principal William BURT, at Lena Juniper Elementary School at 225 Queen Way in Sparks, where KAMERER previously attended, and Principal Heidi GAVRILLES at Bernice Mathews Elementary School at 2750 Elementary Drive in Reno, where GUERRERO previously attended. No items were collected from either school.

# Review of Records Obtained During Search Warrants:

After collecting the records at the aforementioned locations, items from the files which were not copies, were copied in their entirety and entered into Sparks Police Evidence (JT4). The original files that were collected were later returned to the locations where they were taken from.

Upon the initial review of the files of REYES, the following items were noted (this list is not inclusive but an initial review of significant items at the time):

# **2013**

IEP dated 1-17-13

Jose will become frustrated when things go too fast, change in schedule, or his daily routines. It is hard for him to accept a poor grade on assignments, and it can take him half an hour to an hour for him to calm down. When this happens he has been allowed to request a time out to calm down, and sometimes the teacher needs to prompt him to ask for a time out.

Jose does not always infer the other student's feelings and cuts their communication short because he wants to "move on". He needs social prompts to let the other student express their ideas and feelings. Jose does not like it when the group laughs and he does not understand why something is funny and expresses anger.

Jose likes to answer questions and frequently gives his opinion when he feels the other student is giving the wrong answer. However, his comments can sometimes have the wrong tone such as making another student feel like they are not answering correctly even when it is not his turn.

IEP AT A Glance dated 3-14-13

Notes made by Case Worker, Karen HINTZ: Severe speech problem causes frustration and peer issues. Most frustration is during unstructured time, needs everything done a certain way – gets set off by this. Agitated not violent. Hard on himself.

# <u>2011</u>

Student Health Progress Record

1-4-11 To do further testing concerning autism spectrum disorder.

Psychoeducational Evaluation Report dated 1-4-11

The Health Assessment dated 11/4/10 indicated that Jose was born at nine months via forceps delivery. He required oxygen and phototherapy.

The teacher indicated that Jose has "a tendency to laugh, giggle, and make little noises to himself during class." They "don't have any rhyme or reason." It "just sometimes happens." It appears "he's in his own thoughts."

Progress Report dated 2-4-11

Jose is with one other student in speech. He is helpful, but sometimes says things that the other student does not like. He does not always understand that the other person doesn't like what he is doing.

Jose can answer correctly, but sometimes gives answers that are off topic.

## <u>2010</u>

Student Health Progress Record

3-9-10 Negative regarding autism concern

## 2009

Student Health Progress Record

Sparks Police Department Controlled Document - Do Not Duplicate

3-31-09 Emotional – "crying" perfectionist with his work, social concerns with peers.

Parent Rating Scales Report Behavior Assessment System for Children, 2<sup>nd</sup> Edition dated 10-7-09

Jose's teacher reports that Jose is at times withdrawn, pessimistic, and/or sad.

Jose's teacher reports that Jose has difficulty adapting to changing situations, and that Jose takes longer to recover from difficult situations than most others his age.

Jose's teacher reports that Jose has difficulty complimenting others and making suggestions for improvement in a tactful and socially acceptable manner.

Jose's teacher reports that Jose sometimes has difficulty making decisions, lacks creativity, and/or has trouble getting others to work together effectively.

Jose's teacher reports that Jose demonstrates poor expressive and receptive communication skills, and that Jose has difficulty seeking out and finding information on his own.

Jose's teacher reports that Jose has some problems concerning social skills and communication.

Jose's teacher reports that Jose has difficulty overcoming stress and adversity.

Sometimes loses temper too easy, worries about things that can't be changed, is nervous, is fearful, seems lonely, is easily upset, is sad, is negative about things, is pessimistic, complains about being teased, acts without thinking, has poor self- control, plays alone, and avoids other children. Often cries easily, acts confused, worries, and seems unaware of others.

Special Education Services Evaluation Summary/Psycho-Educational Report dated 10-13-09

A Permission for Review was signed over concerns about Jose's social mannerisms. He rocks back and forth, hits himself, moves his eyes back and forth when asked a question, and has significant difficulty following two-step directions.

His second grade teacher wrote that she was "concerned about some of his social behaviors in the classroom and on the playground."

Weaknesses are that he "seems to have trouble with his emotions at times." He "will cry if he

is confused" instead of asking for help.

The teacher and parent completed the BASC-2 rating scales. The teacher rated his depression (feelings of unhappiness, sadness, and stress that may result in the inability to carry out everyday activities), adaptability, social skills, leadership, and functional communication in the at-risk range. Scores in the at-risk indicate a moderate concern. The parent rated his atypicality (tendency to behave in ways that are odd) and functional communication in the clinically significant range indicating a significant concern. His adaptability, social skills, and leadership fell in the at-risk range.

Adaptability: The teacher and the parent reported that Jose has difficulty adapting to changing situations and that he takes longer to recover from difficult situations than most others his age.

Social Skills: The teacher and the parent reported that Jose has difficulty complimenting others and making suggestions for improvement in a tactful and socially acceptable manner.

As part of the assessment of REYES, Teacher Ms. CALLAHAN added the following: Jose seems to have trouble with his emotions at times. He will cry if he is confused instead of asking for help.

# 2008

Student Health Progress Record

10-28-08 Social skills and language/communication skills are concerns, academically below grade level.

# 2007

School Nurse Special Education Health Assessment dated 1-25-07

Developmental milestones were accomplished later than expected. Mother currently describes child as fidgety, easily distracted, and shy. Mother indicates that child has witnessed violence.

Post it note w/ Conduct Impulse Nervous Easily Distracted (pointing to parent questionnaire section IV)

Case #13-9953 Detective Thelin #128

Post it note w/ Violent Tendencies has to have things in certain order (pointing to parent questionnaire section V)

WCSD Student Health Services Student Health History dated 1-25-07

Umbilical cord around the neck, forceps needed

Has a mother, father, or any of the brothers or sisters had the following? - (checked) Impulsive conduct

Please check the things that are related to your child—(checked) nervous or restless, easily distracted, timid

Have there been some stressful or major changes in your child's life that impacted his/her ability to learn? – (checked) witnessed violence

Teacher Rating Scales Report Behavior Assessment System for Children, 2<sup>nd</sup> Edition dated 2-1-07

Jose Horatio's teacher reports that Jose Horatio frequently engages in behaviors that are considered strange or odd, and he generally seems disconnected from his surroundings.

Jose Horatio's teacher reports that Jose Horatio demonstrates unusually poor expressive and receptive communication skills, and that Jose Horatio has significant difficulty seeking out and finding information on his own.

Jose Horatio's teacher reports that Jose Horatio has some problems concerning social skills and communication.

Items by Scale Responses: Almost always seems out of touch with reality, acts confused, and says things that make no sense. Often acts strangely. Sometimes is sad, is easily upset, pouts, cries, is easily frustrated, and throws tantrums.

Parent Rating Scales Report Behavior Assessment System for Children, 2<sup>nd</sup> Edition dated 2-1-07

Sometimes acts without thinking, acts out of control, is unable to slow down, has poor self-control, loses temper too easy, is fearful, worries, acts strangely, acts confused, says things that make no sense, and changes moods quickly.

Psychological Report dated 2-7-07 for Jose Horatio REYES Urtiz

427

Case #13-9953 Detective Thelin #128

Horatio was referred for evaluation due to academic and social concerns.

He still sometimes made noises when children bothered him, then he removed himself until he was ready to play again with others.

They feel that he is "different" from his sisters, who are younger and more independent (than) he is. At home there are times when Horatio will isolate himself in his room, and he does not want his parents to come in.

He was born with the assistance of forceps and had the umbilical cord wrapped around his neck. He seems to be impulsive, distractible, timid, and nervous at home.

He seemed to smile at inappropriate times.

Atypicality, Social Skills, and Functional Communication clinical scale ratings all fell in the Clinically Significant range. The Developmental Social Disorders content scale fell in the At-Risk range.

These findings suggest that Horatio is sometimes observed to do strange things; he almost always seems out of touch with reality and acts confused, sometimes he shows feelings that do not fit the situation, often acts strangely, and almost always says things that make no sense (per ratings on the Atypicality Scale). Socially, he has difficulties with complimenting others and making suggestions for improvement in a tactful and socially acceptable manner. He also demonstrates unusually poor expressive and receptive communication skills.

The results of the evaluation suggested that Horatio has average cognitive and academic abilities, but displays delays in communication, social skills, and in his fine motor development. His behaviors can seem unusual or odd when compared to other children his age.

Copies of the documents mentioned in the Review of Records were entered into Sparks Police Evidence (JT5).

On November 18, 2013, I returned the original files that were collected during the execution of search warrants from 425 E. 9<sup>th</sup> Street in Reno (Randy DRAKE), 1900 Sullivan Lane (Counselor MONDSCHEIN), and 2275 18<sup>th</sup> Street (Acting Principal Stacey TING-SENINI) in Sparks.

Sparks Police Department Controlled Document - Do Not Duplicate

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Case #13-9953 Detective Thelin #128

A check of CDS showed REYES was the victim of a child abuse case in 2012. KAMERER was associated to two traffic accidents, and LANDSBERRY was the victim in an assault case in 1996.

A Reno Police Record check showed that LANDSBERRY was a witness after a student reported a lewdness incident to him in 2002. REYES, KAMERER, and GUERRERO were negative.

WCSO and WC School PD checks were negative.

No further.

IN THE JUSTICE COURT OF SPARKS TOWNSHIP,
IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA.

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FILED
JANINE BAKER, CLERK
SPARKS JUSTICE COURT

IN THE MATTER OF THE APPLICATION

FOR A SEARCH WARRANT.

OCT 31 2013 By <u>N. Ortia</u> DEPUTY CLERK

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#### SEARCH WARRANT

THE STATE OF NEVADA, TO ANY PEACE OFFICER IN THE COUNTY OF WASHOE:

Proof by Affidavit having been made this date before me by Detective Jace Thelin, of the Sparks Police Department, Washoe County, Nevada, that there is probable cause to believe that the crimes of Murder with the use of a Deadly Weapon violation(s) of NRS 200.010, 200.030 and 193.165 and Battery with the use of a Deadly Weapon a violation of NRS 200.481 has been committed by a juvenile suspect referred to hereinafter as Jose P, a pseudonym for Washoe County School District student # 2139429 (d.o.b. 7-2-2001) due to his juvenile status, which occurred on October 21, 2013, at Sparks Middle School located at 2275 18th St. County of Washoe, Nevada, and that evidence of the crimes listed above namely, records including any and all documents, reports, charts, and notes held by the Washoe County School District and its employees for: the suspect, Jose P. and victims K.GUERRERO (d.o.b. 7-6-2001) and M. KAMERER (d.o.b. 4-82001), records also to include Washoe County School District teacher and victim, Michael LANDSBERRY retained or possessed by the Washoe County School District to include but not limited to: Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV, Agnes Risley Elementary School 1900 Sullivan Lane Sparks, NV, Washoe County School District Offices at 425 E. 9<sup>th</sup> Street Reno, NV and 380 Edison Way Reno, NV, and any other locations Washoe County School District records are kept.

YOU ARE THEREFORE DIRECTED to make a complete search within the exterior boundaries of the location and items described above, including any containers therein, whether locked or unlocked, which could reasonably contain the evidence to be searched for, and if the evidence is found, to seize it, make a written inventory of the same, and bring the inventory forthwith before me at the above Court.

A copy of the affidavit supporting probable cause for the issuance of this Search Warrant is attached hereto and incorporated by reference herein.

1	ľ	
2	(XX)	Serve this Warrant between the hours of 7:00 a.m. and 7:00
3	p.m.	
4	()	Good cause appearing, serve this Warrant at any time.
5		2.1th
6		DATED this 24 day of October, 20/3
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8		JUSTICE OF THE PEACE
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1	RETURN
2	. I HEREBY CERTIFY and return that I received the annexed
3	Search Warrant on the 24 day of october , 2013;
4	that I executed the same by making said search of the premises
5	commonly designated as 425 E. 91 ST. Rero, HV AND ADDITIONAL
6	WATHER COUNTY SCHOOL BITTLET LOCATIONS INDICATED ON ATTACKED FORMS
7	Washoe County, Nevada; that upon said search I seized the
. 8	following item(s):
9	ITEMS LISTED ON ATTACHED FORMS:
10	SIX PROPERTY RECEIPTS
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12	,
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19	described in the annexed Search Warrant.
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21	DATED this 31 day of OCTOBER, 2013.
22	
23	Jac #128
	Peace Officer

FILED
JANINE BAKER, CLERK
SPARKS JUSTICE COURT

ı	OCI 2 4 2013 D. Brown
Ву	DEPUTY CLERK

IN THE JUSTICE COURT OF SPARKS TOWNSHIP

IN AND FOR THE COUNTY OF WASHOE, STATE OF NEVADA

4 IN THE MATTER OF THE APPLICATION 5 FOR A SEARCH WARRANT.

AFFIDAVIT IN SUPPORT OF ISSUANCE OF SEARCH WARRANT

State of Nevada )
) ss
County of Washoe )

- 1. I, Jace Thelin, having been first duly sworn, upon oath, do hereby swear under penalty of perjury that the assertions of this affidavit are true.
- 2. Your affiant is a duly authorized and acting peace officer employed by the Sparks Police Department, and currently assigned to Detectives. That while acting in that capacity, I have become familiar with the facts and circumstances involved in the investigation of case number 13-9953, surrounding the crime(s) of Murder with the use of a Deadly Weapon violation(s) of NRS 200.010, 200.030 and 193.165 and Battery with the use of a Deadly Weapon a violation of NRS 200.481 has been committed by a juvenile suspect referred to hereinafter as Jose P., a pseudonym for Washoe County School District student # 2139429 (d.o.b. 7-2-2001), due to his juvenile status, which

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occurred on October 21, 2013, at Sparks Middle School located at 2275 18<sup>th</sup> St, County of Washoe, Nevada.

- 3. That your affiant has been a detective with the Sparks Police Department for four (4) years and has been employed as a police officer for fourteen years. In that capacity I have become familiar with school records to document and contain information pertaining to; student biographical information, academic status and/or progression, developmental status and/or progression, notes, charts, and any other data and/or information pertaining to students.
- 4. Based upon my training and experience I believe that evidence collected during the course of this investigation may contain evidence that would help identify motives and/or a correlation between the victims and witnesses to the aforementioned crimes.
- 5. Your affiant avers that there is probable cause to believe that certain evidence of the crimes listed above namely, records including any and all documents, reports, charts, and notes held by the Washoe County School District and its employees for: the suspect, Jose P. and victims K. GUERRERO (d.o.b. 7-6-2001) and M. KAMERER (d.o.b. 4-8-2001), records also to include Washoe County School District teacher and victim, Michael LANDSBERRY retained or possessed by the Washoe County School District to include but not limited to: Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV, Agnes Risley Elementary School 1900 Sullivan Lane Sparks, NV, Washoe County School District Offices at 425 E. 9<sup>th</sup> Street Reno, NV and 380 Edison Way Reno, NV, and any other locations Washoe County School District records are

kept.

6. In support of this assertion, the following factual circumstances constituting probable cause are offered:

On October 21, 2013, at approximately 0716 hours, Sparks
Police dispatch received numerous calls shooting at Sparks Middle
School, located at 2275 18<sup>th</sup> Street Sparks, Nevada. Numerous
officers from the Sparks Police Department (hereinafter referred
to SPD), Reno Police Department, Washoe County Sheriff's Office,
University of Nevada Reno Police Department, Nevada Highway
Patrol and Washoe County School police responded to Sparks Middle
School.

One of the callers reported a teacher had been shot and was down by the basketball courts. Responding officers found two deceased male subjects on the west side of the school located by the north basketball courts.

One of the deceased males was later identified as Sparks Middle School teacher, Michael LANDSBERRY who had been shot by the suspect. The second deceased male referred to as Jose P was identified as the shooting suspect, and Jose P had a gunshot wound to his head. A semi-automatic handgun and a black Kyocera cellular telephone was located on the ground next to Jose P's body.

Two other gunshot victims, both age 12 were located at the Sparks Middle School and transported to the hospital for treatment to their respective gunshot wounds. One victim had been shot in the abdomen, and the second victim had been shot in the shoulder.

Officers and Detectives from the aforementioned law enforcement agencies conducted over eighty interviews with Sparks Middle School students and school staff members who witnessed the shooting. Jose P. was named as the only suspect who possessed a handgun and perpetrated the shooting of the two aforementioned students and teacher.

SPD detectives located and viewed video surveillance footage from the Sparks Middle School surveillance system. The video footage corroborates the aforementioned details of the shooting at Sparks Middle School.

SPD detectives determined Jose P. was on the northwest side of Sparks Middle School next to the basketball court. removed a handgun from a backpack that he was wearing and Jose P fired a round at a 12 year old victim striking victim in the shoulder region. Several students on the playground began to run in all different directions. Jose P stood in the basketball court area then walked southbound at the same time extending his right arm out in front of him with a handgun in his right hand. Jose P then approached who was walking toward Jose P in the basketball Jose P fired a round at LANDSBERRY striking him in court area. LANDSBERRY immediately fell backwards on the ground. the chest. LANDSBERRY immediately fell to the ground and was later was pronounced dead on scene. Jose P walked to a southwest door where a student was located. Jose P walked away from the student then entered the south courtyard which was full of students who fled the area earlier when the first 12 year old was shot. P shot two more rounds striking a building the east area of the Jose P then walked west and began to exit the south

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courtyard. At this time a student with Sparks Middle School walked towards Jose P not knowing that Jose P was the shooter. Jose P then shot the second male 12 year old once striking him in the stomach region. The second 12 year old fled from Jose P. Jose P then walked back north toward the basketball court area. Jose P then shot himself in the head with the handgun he had in possession and was later pronounced dead on scene.

Jose Horacio REYES-MANDUJANO and Liliana URTIZ are the parents of Jose P. REYES-MANDUJANO and URTIZ were interviewed voluntarily by SPD detectives. The information obtained from the parents is as follows. Jose P. was driven to Sparks Middle School on October 21, 2013 by his mother. At approximately 7:10am Jose P. was dropped off at the front of Sparks Middle school by his mother. At this time URTIZ noticed her son had a bb gun rifle in his backpack. According to URTIZ, Jose P said the BB gun rifle was for a class project. URTIZ did not allow Jose P to take the BB gun rifle with him, and URTIZ kept the BB gun rifle in the vehicle. URTIZ returned home and placed the BB gun rifle in Jose P's bedroom.

URTIZ was informed by a family member over the phone that a shooting had just occurred at Sparks Middle School. URTIZ's attention was drawn to a kitchen cupboard where two handguns are kept because cereal boxes in front of the cabinet had been moved. URTIZ discovered one 9mm handgun was missing from the kitchen cupboard above the refrigerator.

URTIZ contacted REYES MANDUJANO who in turn responded to Sparks Middle School to locate Jose P. REYES-MANDUJANO then met with a Deputy and informed the Deputy his son Jose P may have

information from URTIZ. 1 Sparks Police Detective Thelin confirmed that the suspect 2 Jose P., victims M.KAMERER and K.GUERRERO are Sparks Middle 3 School students, and Michael LANDSBERRY is a Sparks Middle School 4 teacher. .5 WHEREFORE, affiant requests that a Search Warrant be 6 issued authorizing the search of the above-described 7 location(s), for the above-described items of evidence. 8 between the hours of 7:00 a.m., and 7:00 p.m. 9 ( ) at any time day or night. . 10 ( ) No-Knock Clause requested. 11 12 Dated this 24 day of October 13 14 15 16 PEACE OFFICER 17 Subscribed and sworn to before me this o 18 19 October, 20/3. 20 21 22 23 24 25 MAGISTRATE OR DEPUTY CLERK 26

been involved in the school shooting based on the aforementioned

### **Search Warrant for Records Locations**

	-2		

Washoe County School District Administration Offices 425 E. 9<sup>th</sup> Street Reno, NV Randy Drake Esq. - Attorney Agnes Risley Elementary School 1900 Sullivan Lane Sparks, NV Charlene Hopkins - Secretary 10-28-13 Virginia Palmer Elementary School 5890 Klondike Drive Sun Valley, NV Mary Stach - Assistant Principal Reno, NV **WCSD Student Support Services** 380 Edison Way Jennifer Bayliss - Secretary Kate Smith Elementary School 1925 F Street \* Sparks, NV Deborah O'Gorman - Principal 2275 18<sup>th</sup> Street Sparks, NV Sparks Middle School Stacey Cooper - Principal 10-29-13 Lena Juniper Elementary School 225 Queen Way\* Sparks, NV William Burt - Principal Sun Valley Elementary School 5490 Leon Drive Sun Valley, NV Prim Walters - Principal Bernice Mathews Elementary School 2750 Elementary Drive\* Reno, NV

Heidi Gavrilles – Principal

<sup>\*</sup>No records received



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Steve Keefer
..... Chief of Police.

### PROPERTY RECEIPT

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1701 E. Prater Way Sparks, Nevada 89434 P.H. (775) 353-2225 FAX: (775) 353-1614



Steve Keefer Chief of Police.

### PROPERTY RECEIPT

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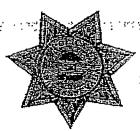
1701 E. Prater Way Sparks, Nevada 89434 PH: (775) 353-2225 FAX: (775) 353-1614



Steve Keefer The Chief of Police. The same was presented to the state of the second s

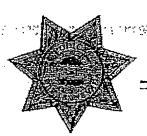
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Steve Keefer
Chief of Police

### PROPERTY RECEIPT

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1) MEDICAL FILE FOR KAZLIN GUERRERO "
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1701 E. Prater Way Sparks, Nevada 89434
PH: (775) 353-2225 FAX: (775) 353-1614



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Steve Keefer
Chief of Police

### PROPERTY RECEIPT

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.... PH: (775) 353-2225 FAX: (775) 353-1614

### CASE # **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT **PROPERTY & EVIDENCE** BAR CODE OFFENSE(S) DATE OBTAINED TIME OBTAINED 10-21-13 1300 HOMICIDE NAME OF RIGHTFUL OWNER(S) REYET JOSE JR PHONE LOCATION WHERE FOUND OR FROM WHOM OBTAINED 2275 18 TH ST. BASKETSALL CORT AREA - WESO DET. COX LOCKER NO. OFFICER'S NAME (LAST, FIRST) SPECIAL NOTATIONS: THELIN, JACE LB BATTERY REMOVED TYPE DISPO QUANTITY DESCRIPTION OF PROPERTY ITEM # BLK KYOCERA MODEL C5155 CELL PHONE W/ BAMERY DEC: 268 435 462 500 3500. 550 195 JT1 Õ HEX: A00 000 410 865 33 EVIDENCE USE ONLY SIGNATURES I.D. # **EVIDENCE USE** DATE I.D. # RECEIVED BY 128 RECEIVED BY 10-21-13 RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY RECEIVED BY

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- EVIDENCE - FOUND

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- RELEASE TO OWNER - HOLD FOR FORFEITURE - RELEASE TO OTHER (SPECIFY IN "NOTATIONS")

- DESTROY Б

### **CHAIN OF CUSTODY SPARKS POLICE DEPARTMENT**

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### **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

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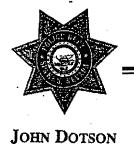
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	SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT											SPARKS CASE NO. 13-9953			
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Chief of Police

determine payment.

### SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada 89434 Tel (775) 353-2279 Fax (775) 353-2436

### Authorization for Release/Disclosure of Protected Health Information

Notice to the individual making this authorization:

- 1. After your medical records (PHI) are released by your authorization, the possibility exists that your PHI will no longer be subject to the protection of federal privacy regulations and may be redisclosed by the recipient.
- You may revoke this authorization at any time in writing. Your written revocation will become effective upon
  receipt, but will not apply to any PHI released prior to that date or to the extent that this facility has taken action
  in reliance upon this authorization.

This authorization will expire when the requested release of information has taken place or six months from date of signature,

Patient name: MICH GUEVY CYDate of birth: 7/6/0)	Social Security Number:
Address:	Phone.
City, State, Zip: Sun Valley NV 89433	Fax:
	release/disclose my medical records (PHI) to:
	Department located at 1701 East Prater Way,
Sparks, NV 89434, phonefa	<u> </u>
Description of information to be released for the following dates of treat	atment/service: Any
History/Physical Exam ER documents Labs	nostic dataTherapy evaluations/recordsMedication records ultation report/s
Psychotherapy notes (initial) Note: You must initial for psychotherapy	erapy notes. A check mark is insufficient.
Reason for this request:Continuity of CareLegalPatien	
I understand that my medical records (PHI) may contain information at Drug and/or alcohol abuse history, diagnosis, treatment;	pout;
Psychiatric history, diagnosis, treatment;	
AIDS/HIV, sexually transmitted diseases, hepatitis and/or other infection	ous disease history, diagnosis, treatment.
By signing below, I authorize the release/disclosure of my medical records the above listed types of information within the medical records (PHI)	requested.
Signature of Patient or representative: Mulifi My	Date: 10/21/13
Print name of personal representative: Melissa herse	Representative's authority:
Note: Federal law provides that treatment may not be conditioned on my signimade for (a) research related treatment, (b) for treatment, which has the purpo third party, such as pre-employment physicals, and (c) except for psychothera	se of creating protected health information for a

or on an authorization requested prior to enrollment, or where payment is conditioned on an authorization to use PHI to

13.9953



### JOHN DOTSON Chief of Police

### SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada 89434 Tel (775) 353-2279 Fax (775) 353-2436

#### Authorization for Release/Disclosure of Protected Health Information

Notice to the individual making this authorization:

- 1. After your medical records (PHI) are released by your authorization, the possibility exists that your PHI will no longer be subject to the protection of federal privacy regulations and may be redisclosed by the recipient.
- 2. You may revoke this authorization at any time in writing. Your written revocation will become effective upon receipt, but will not apply to any PHI released prior to that date or to the extent that this facility has taken action in reliance upon this authorization.

This authorization will expire when the requested release of information has taken place or six months from date of signature,

Patient name: WY KAMO (O Date of birth: () 4-0X-	O Social Security Number:
Address:	Phone:
City, State, Zip: SOACK, NU, 89431	Fax:
I authorize Jeins Jan of the Sparks I	to release/disclose my medical records (PHI) to: Police Department located at 1701 East Prater Way
Sparks, NV 89434, phone	fax
Description of information to be released for the following dates of	of treatment/service: ANY
History/Physical Exam ER documents	Diagnostic data  Therapy evaluations/records  Labs  Medication records  Consultation report/s
Psychotherapy notes (initial) Note: You must initial for psyc	hotherapy notes. A check mark is insufficient.
Reason for this request:Continuity of Care Legal I	Patient RequestOther (describe)
I understand that my medical records (PHI) may contain informat Drug and/or alcohol abuse history, diagnosis, treatment; Psychiatric history, diagnosis, treatment; AIDS/HIV, sexually transmitted diseases, hepatitis and/or other in	
By signing below, I authorize the release/disclosure of my medicathe above listed types of information within the medical records (	
Signature of Patient or representative:	Date: 10/21/13
Print name of personal representative:	Representative's authority:

Note: Federal law provides that treatment may not be conditioned on my signing this authorization, although exceptions will be made for (a) research related treatment, (b) for treatment, which has the purpose of creating protected health information for a third party, such as pre-employment physicals, and (c) except for psychotherapy notes, for health plans who condition enrollment or on an authorization requested prior to enrollment, or where payment is conditioned on an authorization to use PHI to determine payment.

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### Danielle Cates, Orchestra Teacher 3<sup>rd</sup> Period Statement regarding Jose Reyes Urtiz Jr.

Jose started this year in my class very quiet and shy. I started noticing him more when he wasn't making an effort to get an instrument to play for the year. I would ask him questions, but he often didn't respond or only used one word. After receiving his IEP, I was concerned that his IEP simply stated that he had a learning disability – I had expected something more (like some range of Autism possibly). I got the impression that Jose didn't understand how to get an instrument for my class, and decided it would be best for him to rent an instrument from me in case he has trouble taking care of a store instrument. He returned the rental form within a couple days and I rented him a violin.

After that, Jose appeared to think the violin was a toy and needed a lot of one-on-one attention to take care of the instrument. At first, it seemed like he was making no progress (see emails attached), but after a few weeks he started understanding a bit better. At first I worked with him on being able to HOLD the instrument correctly, then he had to learn to play on just ONE string at a time, then we worked on getting his FINGERS to press down on the strings. The last task took longer than the others. After he was able to do that, I started trying to get him to READ his music, which is what he was still working on when we left for fall break. Jose's style of learning is by ear, meaning he would listen to people next to him play the music and be able to play it back without looking at the music. Some other students of mine who have difficulty reading also learn to play an instrument this way, but Jose was actively trying to avoid reading his music (he would look instead at the floor, ceiling, whiteboard, or other students). Jose would get frustrated if I ever asked him to look at his music, or to correct a wrong fingering. A couple of those times he even yelled at me if I tried to speak with him. I let him relax and just met with him one-on-one at another time. I let his case worker know about these outbursts, but he was not punished in any way (I understood this was part of his disability).

There was another time that I had an encounter with Jose that was very strange. We have a music honor society at our school that meets at lunch. At the beginning of the year, our meetings were open to anyone who was interested in joining. I advertised during class and on the morning announcements that any music student could come to the meetings and see what Tri-M (the name of our group) was all about. Half-way through our first meeting, Jose showed up with his lunch and asked what was going on, and I told him it was our Tri-M Music Honor Society information meeting. He then said (in a very upset tone) "Well why wasn't I invited, what's wrong with me?" I said "nothing is wrong with you, this is open to all music students. Would you like to stay?" He quickly said no and left the room. I mentioned this event to his case worker also, and she said she hadn't seen that type of behavior in Jose.

Sometimes when we would pass in papers, Jose would try to keep the paper away from me. It seemed playful in nature, but it was the only time he ever seemed to show that side of him. He appeared to enjoy playing the violin, but didn't seem to understand that the goal of learning an

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instrument is to get better and learn more advanced songs. He just seemed to enjoy the noise-making part of it.

It was difficult to get to know Jose, and I still don't feel like I knew him well. I guess he always just seemed a little detached from what was going on around him. I never noticed him talk to his classmates, but that didn't appear to bother him. He had the same seat most of the year, which was right in front of my conducting podium and allowed me to give him plenty of individual attention. I think he appreciated the help at the beginning of the year, but as he became more independent on his instrument the help seemed much less welcomed.

The attached emails are from the beginning of the year. The emails are from my early experiences with Jose and my attempts to find out information from his former music teacher.

Danielle Cates, Orchestra Teacher

10/25/13

#### Cates, Danielle

From:

Cates, Danielle

Sent:

Wednesday, August 21, 2013 12:28 PM

To:

Wilson, Andrea

Subject:

RE: JM

Do you have any info on Jose Reyes Urtiz?

From: Wilson, Andrea

Sent: Wednesday, August 21, 2013 11:12 AM

To: Clark, Dave; Cates, Danielle; Koski, Kristen; Dufva, Sue

Subject: JM

Hello Team Member,

Attached is a copy of Jessica Martinez IEP and for those who enjoy the cliff notes, I have attached the IEP at a glance. Jessica IEP is schedule for December 10, so keep your calendars open!! (don't worry there will with plenty of notice, 2 weeks). Please let me know if you have any concerns pertaining to Jessica academics and social/emotional well-being. As well as, how I can assist you with Jessica educational development. Please keep in mind, that Jessica had been identified as having limited English proficiency so visual aids and clarification of instructions are essential to Jessica development.

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#### Thanks

Andrea (Nikki) Wilson Case Manger N-9

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#### Cates, Danielle

From:

Wilson, Andrea

Sent:

Thursday, August 22, 2013 11:40 AM

To:

Cates, Danielle

Subject:

RE: JRU

Danielle,

Thanks you for sharing your thoughts, I appreciate your insight. I too and attempting to get to know the student as well. Please let me know how the quarter goes and if his schedule need to be reviewed we can do that at quarter

Thanks

Nikki

From: Cates, Danielle

Sent: Wednesday, August 21, 2013 6:03 PM

To: Wilson, Andrea Subject: RE: JRU

Well... I'll share my concerns and why I asked about him specifically. I am still getting to know him, but I feel like he isn't understanding much of what I say. Conversations are a bit difficult and I think both of us leave wondering what the other person was talking about. Currently he has not made any effort on getting an instrument, and he can't seem to explain to me what's going on with that. He also has a lot of trouble following directions during class (likely due to the size of the class - he needs more one-on-one attention than I can usually offer). Luckily he is in a very accessible part of the room so I can stand near him at least and offer occasional assistance, but if he were anywhere else in the room he would be very confused. He is a sweet kid with great behavior and I think music is a great place for him to be... but I have this horrible feeling that he's getting lost in the sea of students. The crowded classroom isn't a comfortable place for him and I think he gets flustered. (He may also be a little accident prone.... But I am still testing that theory!) So that's why I was curious to see his IEP ©

From: Wilson, Andrea

Sent: Wednesday, August 21, 2013 3:27 PM

To: McGregor, Gordon; Cates, Danielle; Dufva, Sue; Aulston, Terry

Cc: Allyn, Patti; Sakelaris, Tami

Subject: JRU

Hello Team Member,

Attached is a copy of Jose Reyes Urtiz IEP and for those who enjoy the cliff notes, I have attached the IEP at a glance. Jose IEP is schedule for January 4, so keep your calendars open!! (don't worry there will with plenty of notice, 2 weeks). Please let me know if you have any concerns pertaining to Jose academics and social/emotional well-being. As well as, how I can assist you with Jose educational development. This is a reevaluation year for Jose, so any information you can provide would be beneficial in determining whether Jose continues to qualifies for services

Thanks

Andrea (Nikki) Wilson

Case Manger N-9 Sparks Police Department Controlled Document - Do Not Duplicate

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#### Cates, Danielle

From:

Cates, Danielle

Sent:

Thursday, August 29, 2013 4:07 PM

To:

Wilson, Andrea

Subject:

JR

#### Nikki,

Have you gotten to know Jose Reyes any better? He is not following in my class at all. He is well-behaved and very sweet, but we are working on putting fingers down on one string, and he just makes noise on every string without putting any fingers down. I have him right in the front, and if I ask him to change something in his playing he makes a good effort. But he just doesn't seem to understand the overall goal of learning an instrument. I am giving him little tasks, usually involving holding the instrument the correct way. But the rest of the class is learning how to read D Major Scale notes, and Jose doesn't seem to be able to follow that at all. He looks at the board when he is supposed to be reading the music on his stand. I try to explain that the notes are on his paper, and he doesn't seem to get it. That being said, he doesn't talk a lot... so I hope I'm fully understanding things from his viewpoint.

On the upside, we did get him an instrument. He has a very nice violin and he seems to take care of it just fine. We had a few trial and error moments on how to put it in its case, but he did learn and now does that on his own. I know you have a bunch of students right now, I'm just trying to figure out how advanced his special needs are. If you have a moment, let me know your thoughts. I am also going to get in touch with his teacher from last year and see what her thoughts are.

### Danielle Cates

Orchestra Director Sparks Middle School Elementary Strings (775)353-5770 x42322

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#### Cates, Danielle

From:

Cates, Danielle

Sent:

Tuesday, September 03, 2013 7:01 PM

To:

Patterson, Jodi

Subject:

RE: JR

Ok.... I'll be more patient with him. He doesn't seem to understand anything I say, and doesn't understand the concept of putting fingers on strings... just plays all the open strings as fast as he can.... But I'll keep trying! He is a very sweet kid. Thanks for letting me know.

From: Patterson, Jodi

Sent: Tuesday, September 03, 2013 4:01 PM

To: Cates, Danielle Subject: Re: JR

I think I did. Did he play trombone? If that is the student, I just remember him being a bit slow. He's a sweet sweet boy and tries hard.

Sent from my iPhone

On Sep 3, 2013, at 11:54 AM, "Cates, Danielle" < DaCates@WashoeSchools.net > wrote:

Jodi,

Did you have a student last year named Jose Reyes Urtiz? I have him at the middle school now and he some really challenging disabilities. I thought he was in Leah's class, but she says he wasn't. Could you let me know if you remember him and if you have any helpful tips for communicating with Jose in a way he understands?

### Danielle Cates

Orchestra Director Sparks Middle School Elementary Strings (775)353-5770 x42322 <image001.jpg>



## EVIDENCE DISPOSITION ORDER SPARKS POLICE DEPARTMENT

	CASE #_ /3-9953
	DATE: 10/31/13
	ERATIONS DIVISION, DETECTIVE SECTION: ECIAL SERVICES DIVISION:
You are authorized to dispose of	the listed items being held as evidence.
□ Destroy	
El Release to: Jose Rayas	
Address:	
Phone:	
Items to be disposed of are listed below	v:
WHITE METAL "INVICTA" WAS	IT WATCH
1 ROSARY WITH CREWS	
Photograph + RECEASES	
☐ Process for latent fingerprints	
Remarks:	
K Dack	
Authorizing Officer/Detective	Jose Paries Attorney
	Other Authority

(Residence)

### **SPARKS POLICE DEPARTMENT**

Sparks, Nevada

1. José H. Reyes,	naving been informed of my
constitutional rights not to have a search made of the premises herei	
search warrant and of my right to refuse consent to such a search, do	hereby authorize
SPANKS POLICE DEPARTMENT 19	
Police Officers of the Sparks Police Department, Sparks, Nevada, to of my residence located at 1255 Westerno Ro	conduct a complete search
· Tanana and Anthropia (Anthropia Anthropia Anthropia Anthropia Anthropia Anthropia Anthropia Anthropia Anthro	
These Police Officers are authorized by me to take from my resid	dence any letters, papers,
materials or other property which they may desire.	
This written permission is being given by me to the above han	ned Sparks Police Officers
voluntarily and without threats of promises of any kind	
10/32/13	onature 1343
Date	Time
<u>WITNESSES:</u>	
M. SULLIVAN- ATTORNEY	•
M SULLIVAN- ATTORNEY	



Today's date is 10/30/13. The time is 1301. The following will be an
interview with HIRSCH, ICAROLYN
dațe of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at 1701 E. PRATER WAY
Present during this interview are 1. MICHAGE HIRSCH
2. 3.
4
Time interview concluded 1345
<u>Involve</u>
Sex: F Race: W Ht: 5'4 Wt: Build: M Hair: Gey Eyes: 100
Residence Address:
Residence Phone: Business Phone:
Business NamelAdd: MASHOR COLARY SCHOOL + SIERRA IN PROPERTIE
Occupation:Days Off: Work Hrs:



Today's date is //7//3 . The time is /656 . The following will be an
interview with KRISTIE PARKER
dațe of birth, social security number
This interview will be in reference to Sparks Police case number 13-9853
This interview is being conducted at 1701 E. PRATER WAY
Present during this interview are 1.
2
3
4
Time inferview concluded / 720
<u>Involve</u>
Sex:Race:Ht:Wt:Build:Hair:Eyes:
Residence Address:
Residence Phone: Business Phone:
Business NamelAdd: Starks missle School # E3
Occupation: JTGA LAR Days Off: Work Hrs:



2 NO INTERVIEW

Today's date is ////// . The	time is Of 20. The following will be an
interview with coopen, STA	cey .
date of birth	, social security number
This interview will be in reference to	Sparks Police case number 13-9953
This interview is being conducted at	1701 E PRATER WAY
Present during this interview are	1
:	2
	3
	4
Time interview concluded	· .
Sex:Race:Ht: W	/t: Build: Hair: Eyes:
Residence Address:	
Residence Phone:	Business Phone:
Business Name/Add:	
Occupation:	Days Off: Work Hrs:



Today's date is 1/7/13 . The time is 1/00 . The following will be an
interview with
date of birth, social security number w/a
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at 1701 E. PROTER WAY
Present during this interview are 1.
2. · · · · · · · · · · · · · · · · · · ·
3
4
Time interview concluded //30 Involve
Sex: F Race: W Ht; 5/5 Wt: 170 Build: M Hair: BLK Eyes: 1800
Residence Address: 2
Residence Phone: Business Phone:
Business Name/Add:
Occupation: Days Off: Work Hrs:



Today's date is $10/22/13$ . The time is $1/23$ . The following will be an
interview with DANIEUE COTES
dațe of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at RENOWN
Present during this interview are 1. T OLSEN
2. D. PETERSON
3
4
Time interview concluded 1600
<u>Involve</u>
Sex: F Race: W Ht: 5'4 Wt: 110 Build: S Hair: Bla Eyes: 6RA
Residence Address:
Residence Phone: Business Phone:
Business NamelAdd: Sparus mipple School
Occupation: 7th Onchestas Days Off: Work Hrs:
D. a. a.c.:



Today's date is 10/2/13 . The time is 1330 . The following will be an
interview with SETH SLOAN
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at RENOW.
Present during this interview are 1. D. PETERICA
2. J. OLSEN
3. John Towar + JEWN, FER TOWAR
4. JENNA
Time inferview concluded 1345
Involve
Sex: M Race: W Ht; 5'/ Wt: 95 Build: S Hair: BLW Eyes: BLU
Residence Address:
Residence Phone: Business Phone:
Business Name/Add: Spann mionic
Occupation: 7TH GRADE Days Off: Work Hrs:



Today's date is 10/22/13. The time is 1445. The following will be an
interview with KAMERER, MASON
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at RE-rown meoical # 426
Present during this interview are 1.5. olses
2. D. PETERSON
3. mom - Hos JENNIPER
4. DAO - JASON
Time interview concluded
<u>Involve</u>
Sex: M Race: WHt: Build: L Hair: BAC Eyes:
Residence Address: 300
Residence Phone: Business Phone:
Business Name/Add: Spann moole
Occupation: 7Th GRADE Days Off: Work Hrs:



Today's date is 10/22/13 . The time is 1237 . The following will be an
interview with KAGLIN GUERRERO
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at RENOUN MEOICAL
Present during this interview are 1. J. olie-
2. D. PETERSON
3. mon. Jennifer
4
Time interview concluded 1330  Involve
Sex: M Race: H Ht: 5'10 Wt: 165 Build: M Hair: BRO Eyes: BRO
Residence Address:
Residence Phone: Business Phone:
Business Name/Add:
Occupation: Days Off: Work Hrs:



Today's date is //////	te time is 1535. The following will be an
•	PEREZ EURORIUPE
date of birth	, social security number
This interview will be in reference	to Sparks Police case number 13-9953
.:	
This interview is being conducted:	at 914 SARAPEIA
Present during this interview are	1. C. ALT
	2
	3
	4
Time interview concluded 1540	
Involve	•
Sex: <u>^</u>	Wt: 120 Build: S Hair: Bux Eyes: Bro
Residence Address:	
Residence Phone:	Bueiness Phone:
Business NamelAdd: Spour	i mipolé school
	Days Off: Work Hrs:

TO: Yal	hoo Subpoena Compliano Legal Process		SUBPOENA  Duces Tecum
	701 First Ave.		
	Sunnyvale, CA. 9408	39 Case # 1	3-9953
	Fax: 408-349-7941	<u> </u>	
	408-349-3687		
FROM:	SPARKS POLICE D	EPARTMENT	
	INVESTIGATION	SECTION	
	1701 E. Prater Way		
	Sparks, Nevada 894		
	(775) 353-2225	Fax: (775) 353-1614	
and in accordinformation	dance with NRS 193.3 including the IP and pl	or civil investigation conduct 40 you are commanded to pro tysical address on the following the commanded to pro typical address on the following the command of the conduction of the conductio	
(2127	) 501000 1 tunio <u>10351</u>	Zgiriii v(w, yurrou.com	
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-	And /or:	SSNSSN	
( )	Person:		
	Subscriber informati	on:	
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## RETURN INFORMATION:

( ) OK to disclose.

Please () telephone (XX) fax the requested information to the attention of \_\_\_\_\_ K. Dach\_\_\_\_ as soon as possible.

(XX) Please do not disclose as this will impede an ongoing criminal investigation.

DATED THIS 6 DAY OF November, 2013.

Brian Allen, Chief of Police

By Klack
Detective Keyin Dach

∵**s**ct. 21. 2013 9:16PM

Sparks PD Detectives 775-353-1614

No. 3017 P. 1



# SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada. 89434 Tel (775) 353-2225 Fax (775) 353-1614

Brian Allen Chief of Police

# Sparks Police Department Records Preservation Request

Date: 10/21/13

To: AT&T/Cingular Wireless

Subject: Preservation Request (Freeze Letter)

Re: Phone number 775-420-9579

Dear: Custodian of Records:

I am writing to make a formal request for the preservation of all records and other evidence including text messages pursuant to 18 U.S.C., ss 2703 (f) pending further legal process.

You are hereby requested to preserve for a period of 90 days, the records described below currently in your possession, including records stored on backup media, in form that includes the complete record. You are also requested not to disclose the existence of this request to the subscriber or any other person, other than necessary to comply with this request. Please preserve all information for phone number 775-420-9579 from 8/21/13 to 10/22/13.

Thank you,

Detective Dach, K. #034

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473 P.

\* \* \* Communication Result Report (Oct. 30. 2013 8:57AM) \* \* \* \* 12 Sparks PD Detectives 775-353-1614

Date/Time: Oct. 30. 2013 8:56AM

File No. Mode	Destination	Pg(s)	Result	Page Not Sent
3052 Memory TX	93256658	P. 2	OK	

Reason for error
E. 1) Hang up or line fail
E. 3) No answer
F. 5) Exceeded max. E-mail size

E. 2) Busy E. 4) No facsimile connection



PHONE NUMBER:

SPARKS POLICE DEPARTMENT 170) E. Priter Wiy, Spirits, NY 89434

### FAX COVER LETTER Our FAX number is (775) 353-2436

DATE:_	10/30/13
	EASE DELIVER THE FOLLOWING PAGES TO:
.' NAME:	District Ct
	FAX 325-6658
•	THIS MESSACE IS FROM:
Name:	Cindy Ingram
	FAX 353-1614, PHONE 353-2225, ext. 0
	ADDITIONAL COMMENTS OR MESSAGE:
REQUEST JUDGEME	NT OF CONVICTION ON THE ATTACHED LIST - THANK
YOU IN ADVANCE FO	R YOUR ASSISTANCE
The total name If you do no	ber of pages transmined is 2 including this cover letter.  I receive all of the pages, please call back as soon as possible to:
NAME	



### National Court Order Compliance RESPONSE COVER SHEET

11760 US HIGHWAY 1, SUITE 600 NORTH PALM BEACH, FL 33408-3029 Phone 1-800-635-6840 Facsimile 1-888-938-4715

To: DET KEVIN DACH SPARKS PD 89434 1701 E PRATER WAY SPARKS NV 89434 File Code: 1427952

From: EM

Phone Number: (775) 353-2225 Fax Number: 1(775) 353-1614 Request Dated: 10/21/2013 Received On: 10/22/2013 Number of Pages: 2 Date: 10/30/2013

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Justia > US Law > US Codes and Statutes > Nevada Code > 2010 Nevada Code > TITLE 15 CRIMES AND PUNISHMENTS > Chapter 202 Crimes Against Public Health and Safety > NRS 202.300 Use or possession of lirearm by child under age of 18 years; unlawful to aid or permit child to commit violation; penalties; child 14 years of age or older authorized to possess firearm under certain circumstances.

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#### 2010 Nevada Code

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### **TITLE 15 CRIMES AND PUNISHMENTS**

Chapter 202 Crimes Against Public Health and Safety NRS 202.300 Use or possession of firearm by child under age of 18 years; unlawful to aid or permit child to commit violation; penalties; child 14 years of age or older authorized to possess firearm under certain circumstances.

NRS 202.300 Use or possession of firearm by child under age of 18 years; unlawful to aid or permit child to commit violation; penalties; child 14 years of age or older authorized to possess firearm under certain circumstances.

- 1. Except as otherwise provided in this section, a child under the age of 18 years shall not handle or have in his or her possession or under his or her control, except while accompanied by or under the immediate charge of his or her parent or guardian or an adult person authorized by his or her parent or guardian to have control or custody of the child, any firearm of any kind for hunting or target practice or for other purposes. A child who violates this subsection commits a delinquent act and the court may order the detention of the child in the same manner as if the child had committed an act that would have been a felony if committed by an adult.
- 2. A person who aids or knowingly permits a child to violate subsection 1:
- (a) Except as otherwise provided in paragraph (b), for the first offense, is guilty of a misdemeanor.
- (b) For a first offense, if the person knows or has reason to know that there is a substantial risk that the child will use the firearm to commit a violent act, is guilty of a category C felony and shall be punished as provided in NRS 193.130.
- (c) For a second or any subsequent offense, is guilty of a category B felony and shall be punished by imprisonment in the state prison for a minimum term of not less than 1 year and a maximum term of not more than 6 years, and may be further punished by a fine of not more than \$5,000.
- 3. A person does not aid or knowingly permit a child to violate subsection 1 if:
- (a) The firearm was stored in a securely locked container or at a location which a reasonable person would have believed to be secure;
- (b) The child obtained the firearm as a result of an unlawful entry by any person in or upon the premises where the firearm was stored;
- (c) The injury or death resulted from an accident which was incident to target shooting, sport shooting or hunting; or
- (d) The child gained possession of the firearm from a member of the military or a law enforcement officer, while the member or officer was performing his or her official duties.

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4. The provisions of subsection 1 do not apply to a child who is a member of the Armed Forces of the United States.

# 5. Except as otherwise provided in subsection 8, a child who is 14 years of age or older, who has in his or her possession a valid license to hunt, may handle or have in his or her possession or under his or her control, without being accompanied by his or her parent or guardian or an adult person authorized by his or her parent or guardian to have control or custody of the child:

- (a) A rifle or shotgun that is not a fully automatic firearm, if the child is not otherwise prohibited by law from possessing the rifle or shotgun and the child has the permission of his or her parent or guardian to handle or have in his or her possession or under his or her control the rifle or shotgun; or
- (b) A firearm capable of being concealed upon the person, if the child has the written permission of his or her parent or guardian to handle or have in his or her possession or under his or her control such a firearm and the child is not otherwise prohibited by law from possessing such a firearm,

and the child is traveling to the area in which the child will be hunting or returning from that area and the firearm is not loaded, or the child is hunting pursuant to that license.

- 6. Except as otherwise provided in subsection 8, a child who is 14 years of age or older may handle or have in his or her possession or under his or her control a rifle or shotgun that is not a fully automatic firearm if the child is not otherwise prohibited by law from possessing the rifle or shotgun, without being accompanied by his or her parent or guardian or an adult person authorized by his or her parent or guardian to have control or custody of the child, if the child has the permission of his or her parent or guardian to handle or have in his or her possession or under his or her control the rifle or shotgun and the child is:
- (a) Attending a course of instruction in the responsibilities of hunters or a course of instruction in the safe use of firearms;
- (b) Practicing the use of a firearm at an established firing range or at any other area where the discharge of a firearm is permitted;
- (c) Participating in a lawfully organized competition or performance involving the use of a firearm;
- (d) Within an area in which the discharge of firearms has not been prohibited by local ordinance or regulation and the child is engaging in a lawful hunting activity in accordance with chapter 502 of NRS for which a license is not required;
- (e) Traveling to or from any activity described in paragraph (a), (b), (c) or (d), and the firearm is not loaded;
- (f) On real property that is under the control of an adult, and the child has the permission of that adult to possess the firearm on the real property; or
- (g) At his or her residence.
- 7. Except as otherwise provided in subsection 8, a child who is 14 years of age or older may handle or have in his or her possession or under his or her control, for the purpose of engaging in any of the activities listed in paragraphs (a) to (g), inclusive, of subsection 6, a firearm capable of being concealed upon the person, without being accompanied by his or her parent or guardian or an adult person authorized by his or her parent or guardian to have control or custody of the child, if the child:
- (a) Has the written permission of his or her parent or guardian to handle or have in his or her possession or under his or her control such a firearm for the purpose of engaging in such an activity; and

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- (b) Is not otherwise prohibited by law from possessing such a firearm.
- 8. A child shall not handle or have in his or her possession or under his or her control a loaded firearm if the child is:
- (a) An occupant of a motor vehicle;
- (b) Within any residence, including his or her residence, or any building other than a facility licensed for target practice, unless possession of the firearm is necessary for the immediate defense of the child or another person; or
- (c) Within an area designated by a county or municipal ordinance as a populated area for the purpose of prohibiting the discharge of weapons, unless the child is within a facility licensed for target practice.
- 9. For the purposes of this section, a firearm is loaded if:
- (a) There is a cartridge in the chamber of the firearm;
- (b) There is a cartridge in the cylinder of the firearm, if the firearm is a revolver; or
- (c) There is a cartridge in the magazine and the magazine is in the firearm or there is a cartridge in the chamber, if the firearm is a semiautomatic firearm.

[1911 C&P 345; RL 6610; NCL 10293]-(NRS A 1963, 3; 1991, 1154; 1995, 1152; 1997, 516, 1181)

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#### **Nevada Bullying Laws**

#### Nevada

**Bullying/Harassment** 

NRS 388.133 (2010) defines bullying as "a willful act or course of conduct on the part of one or more pupils which is not authorized by law and which exposes a pupil repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and is intended to cause and actually causes the pupil to suffer harm or serious emotional distress."

NRS 388.135 (2001) prohibits pupils and school employees and officials from engaging in bullying, Cyber Bullying, harassment or intimidation on the premises of any public school, public school sponsored activity, or on any school

NRS 388,133 (2009) requires the Department of Education to prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment free of bullying, Cyber Bullying, harassment and intimidation. The policy must include (1) training in positive human relations with pupils without the use of bullying, Cyber Bullying, intimidation or harassment, (2) methods to improve the school environment in the area of positive human relations, and (3) methods to teach skills to pupils so they are able to replace inappropriate behavior with appropriate behavior. Local boards must adopt the policy and report each year on violations

Cyber Bullying
NRS 388.133 (2009) defines Cyber Bullying as bullying through the means of electronic communication.
"Electronic communication" is defined as the communication of any written, verbal or pictoral information through the use of an electronic device including, without limitation, a telephone, cellular phone, a computer or any similar means of communication.

NRS 388.135 (2001) prohibits pupils and school employees and officials from engaging in Cyber Bullying on the

premises of any public school, public school sponsored activity, or on any school bus.

NRS 388.133 (2009) requires the Department of Education to prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment free of bullying, Cyber Bullying, harassment and intimidation. One of the elements the policy must include is training in positive human relations

with pupils without the use of bullying, Cyber Bullying, intimidation or harassment.

NRS 389.520 (2009) requires that the standards for computer education include a review of the ethical use of computers and other electronic devices, methods to ensure the prevention of Cyber Bullying, instruction on the safe use of computers and other electronic devices including instruction on how to avoid harassment, Cyber Bullying and other unwanted communication.

Hazing
NRS 200.505 (1999) states that any person who engages in hazing, as define within this statute, is guilty of a misdemeanor if no substantial bodily harm is inflicted or a gross misdemeanor if substantial bodily harm is inflicted.
Source: National Association of State Boards of Education

Last Updated: 8/19/2010

#### **State Information**



bullying laws and information

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### Questions for Mr. and Mrs. Reyes

### **Family**

Describe Jose as a young child?

Describe Jose's relationship with his Mother, Father, and sisters?

Who was in charge of discipline in the family?

What other family members does Jose have in the Local area? Outside the area? Other locations?

To whom did Jose turn to when he needed comfort, encouragement and support?

Did Jose have a positive relationship with at least one responsible adult? Who?

Can you describe a typical weekday schedule for Jose? How about a weekend day?

. What were his duties or chores in the home? What were the parent's roles?

Did he ever babysit his sisters or other children?

Did Jose keep a journal or diary?

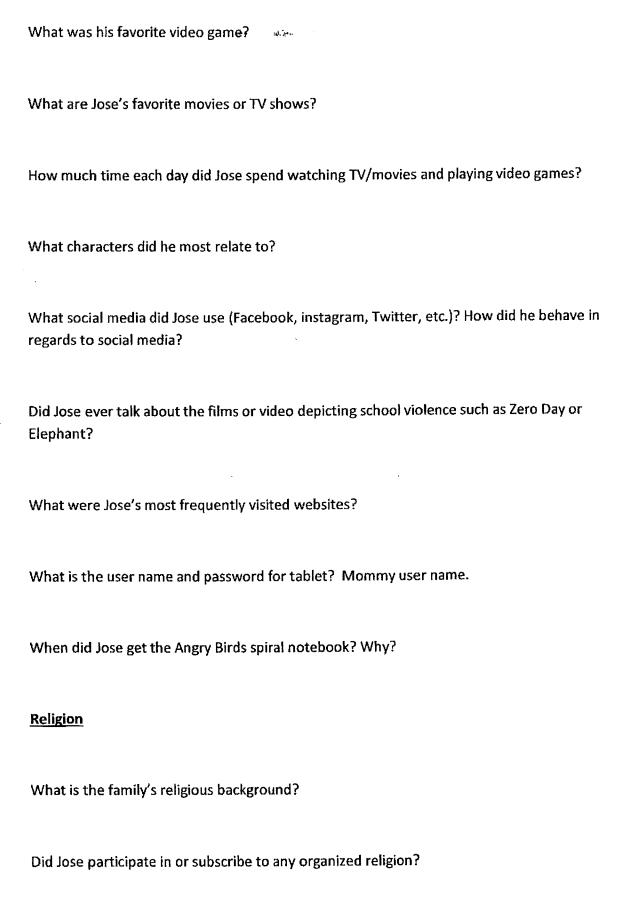
What was the primary language spoken in the home?

What was the primary language spoken between the siblings? How did family members perceive or react to Jose recently? In the more distant past? Were family members concerned he would or might become violent? Had Jose ever experienced major Medical issues or injuries? Had Jose ever suffered from a traumatic brain injury or head trauma? What is Jose's family's mental health history? Did Jose ever use drugs, alcohol, or other substances? Explain in detail. Did Jose know you owned a gun? Have you taken him out shooting? How was the gun kept? Amount of ammo in each mag, one in chamber? Spare bullets? Have you ever shot the gun? Did it work correctly or was there malfunctions? Did Jose show an interest in Guns? What types? Etc.

Have any family members preceded him in death? How did Jose react to the death?

# **Daily life**

Can you describe in detail what Jose did for the week he was off school?
How did Jose get to/from school prior to the move?
How did Jose interact with others?
Did he ever speak about family members? What kind of things did he say?
Who were his friends? Did they ever come to the house or did he go to theirs? What did they play?
How did he treat those he considered to be friends? Were there examples of good and bad behavior toward those who trusted him?
Were peers ever concerned Jose would become violent?
Did Jose make any ominous statements regarding violence?
Did Jose belong to any clubs or social organizations?
What did Jose do for fun?



Did Jose consider himself to be spiritual or religious?
Did he attend church? Regularly? Which one?
Did he discuss religion openly with others?
Stress/Emotion
Has Jose been involved in any stressful events in the past year?
Was Jose going to change schools after your move?
Has Jose been depressed in the past? Describe?
How did Jose deal with stress? What specific coping strategies did he have?
Did Jose complain about being adopted or something similar?
Describe Jose's eating and sleeping habits. Did those change over time?
Did his general personal or environmental hygiene/cleanliness change over time?

### Sexual

Was Jose ever physically or sexually abused?

Does Jose have a girlfriend or show any interest in girls?

Was Jose ever rejected by a girl he liked? What occurred after the rejection? Calls or mess?

Had Jose ever spoken about objects of affection in a disparaging or degrading manner?

Does Jose ever talk about sex or have any sexual interests?

Had Jose ever viewed or downloaded pornography? What specific themes observed?

### **Emotional**

Did Jose display a range of emotions? Did he show these at appropriate times? Happiness, sadness, anger, frustration etc.

Did he display contextually inappropriate emotions? Like laughing during sad times?

What special needs does lose have? Describe in detail

### **Doctors**

What Dr.'s did he see? What did they say?

What treatment had been started? What was effective? What was ineffective?

Is Jose on any medications? When did they start? Which ones and what for? Dose?

What prompted you to take him to the doctor now verses previously?

Had his behavior changed? Was odd or bizarre behavior observed? When?

Where there any times when Jose demonstrated odd or bizarre behavior that did not result in any kind of Law enforcement intervention. For example, watching people, vandalism, trespassing?

Did Jose ever hear or see something that no one else could hear or see? Explain?

Was he ever commanded to do something by a voice that no one else could hear?

Did he ever act out on that command?

<u>School</u>
Describe Jose's experiences in elementary and middle school?
Describe his academic performance and abilities?
Describe his practical skills?
Was Jose bullied in School? Outside school? Social media? By whom? How did he react/cope?
Did Jose ever mention kids teasing him about peeing his pants or being gay prior to going to the counselor?
Who was his favorite teacher?
Did Jose ever engage in provoking behavior that drew aggression from others?
Did Jose ever display anger, hostility, or aggressive feelings toward any school peers?  Teachers?
Did Jose ever discuss homicidal or suicidal thoughts?
Did Jose ever have any disciplinary problems in school?
How would his classmates have described him?

How would his teachers have described him?

Did he belong to an after school program? When and why did that start?

### Weapons

Describe Jose's interest in weapons and firearms?

Did his interest in firearms change over time?

Did Jose express short term or long term goals for life?

Did Jose ever obtain military garb, uniforms or equipment? For what purpose?

Did Jose ever express an interest in violence either fictional or real?

Did Jose ever express an interest in prior school shootings? What was his knowledge base of these incidents?

Did Jose feel he was treated well by the teachers and staff at Sparks Middle School? How (if any) were these thoughts expressed?

Did Jose feel he was treated well by his peers?

How did Jose respond to the video regarding bullying?

Sparks Police Department Controlled Document - Do Not Duplicate

488

Was Jose known to cry at s	chool?	Why?
----------------------------	--------	------

Did Jose trust others?

Why did you think Jose was involved in the shooting? What red flags led you to believe he could be involved?

Did Jose show any indicators that there was end of life planning? Giving away his toys? Etc.

How was your relationship with your spouse prior to this incident?

Any physical or verbal arguments between you and your spouse? Were these in front of the children? Their reaction?

Was there an affair and how did you deal with it? Were the children aware?



# SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada. 89434 Tel (775) 353-2225 Fax (775) 353-1614

Brian Allen Chief of Police

# Sparks Police Department Records Preservation Request

Date: 10/21/13

To: AT&T/Cingular Wireless

Subject: Preservation Request (Freeze Letter)

Re: Phone number 775-420-9579

Dear: Custodian of Records:

I am writing to make a formal request for the preservation of all records and other evidence including text messages pursuant to 18 U.S.C., ss 2703 (f) pending further legal process.

You are hereby requested to preserve for a period of 90 days, the records described below currently in your possession, including records stored on backup media, in form that includes the complete record. You are also requested not to disclose the existence of this request to the subscriber or any other person, other than necessary to comply with this request. Please preserve all information for phone number 775-420-9579 from 8/21/13 to 10/22/13.

Thank you,

Detective Dach, K. #034

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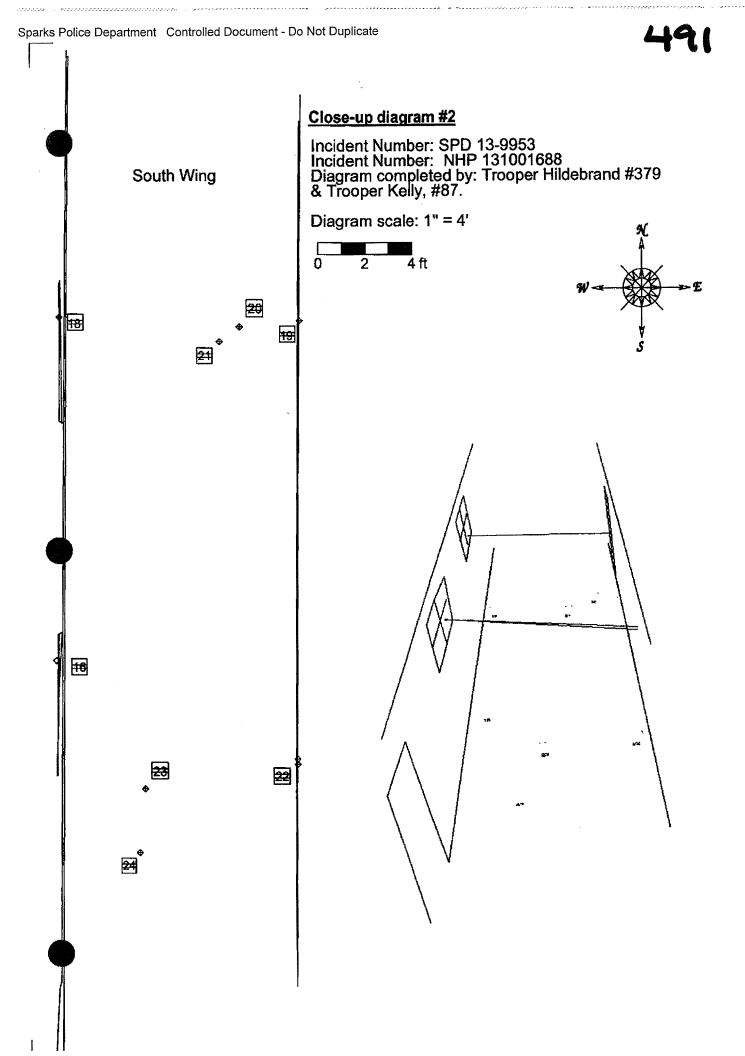
## SPARKS POLICE COMMUNICATIONS DIVISION

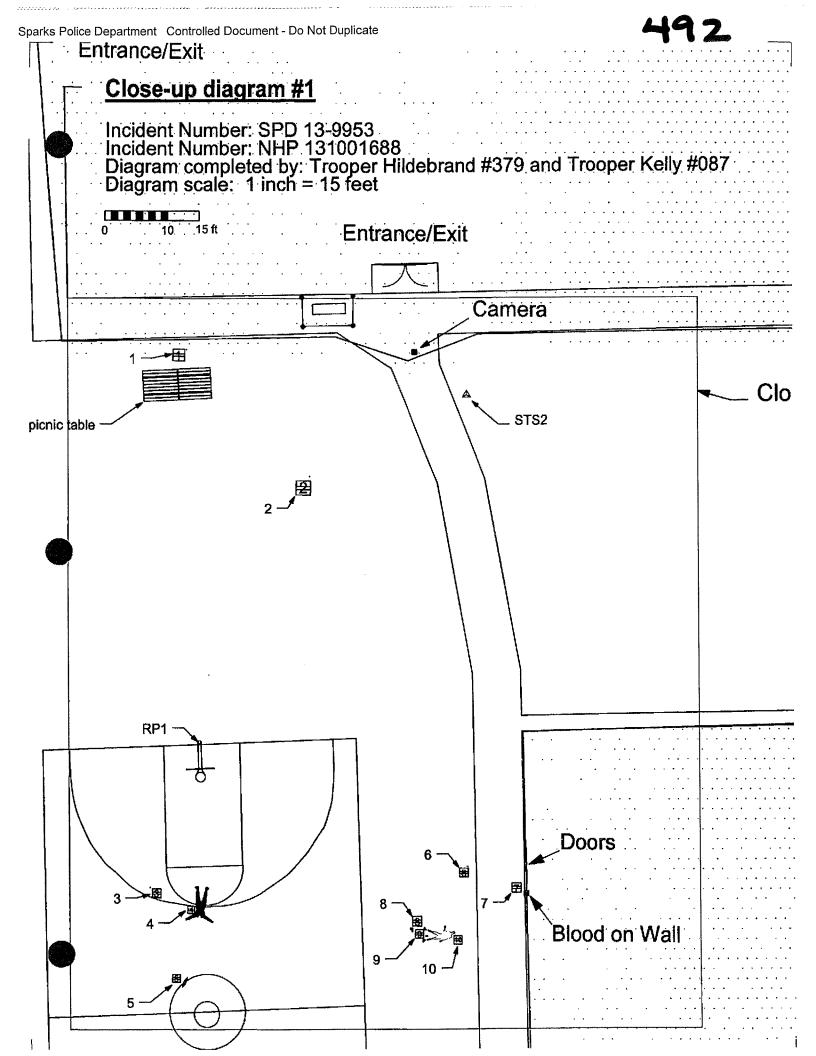
**Incident Recording Request** 

Delivered / Sent Out:

Please note: requests may require five to seven calendar days to complete.

Today's Date: 10/21/13 Case or Incident Number: 13-9953 Date & Time(s) of Incident: Date: 10/21/13 Time: 07/6 Purpose of Request: /WVESTIGATION Talk Group(s) Requested: Other (specify): PSLE /
Other (specify): Tac3 Police: Main2 Tac1 Tac2 Fire: Tac1 Tac2 Tac3 ' Initial Phone Call? No Special Instructions: Form Completed By: DACH, K. # 034. Approving Supervisor: 11 COY Name and Phone Number of person to be contacted when request is completed: Requestor's name, Agency name (if applicable) Phone #: KEUN DACH For Emergency Communications Only: Date: \_\_\_\_\_ Time: \_\_\_\_ Request Received: Request Recieved By: Recording Made By:







## **Sparks Police Department**

#### **Call For Service**

Generated by 035 on 10/21/2013

Incident No.:

3SP0076571

Address:

2275 18TH ST

Received:

10/21/13 07:16:29

Reference:

SPARKS MIDDLE SCHOOL

Agency:

SHOOTING P / SHOOT

Cross:

VANCE

Beat:

1

Police Dist:

**NW18** 

6

How Received:

E9

Fire Dist: Map Guide:

**TARGET** 

Priority: Disposition: 1

Census:

Reporting Party:

Dispatcher:

266

Address:

2275 18TH

CRO: 062 Phone:

7753535770

Und The State of t 

Time:

Received: Dispatch:

07:16:29

**Duration:** 

07:17:46

00:01:17

RC/AS:

Duration:

Enroute: At Scene: 00:00:00 07:20:33

DI/AS:

00:04:04

Close:

00:02:47

00:02:47

Date & Time

00:00:00

DI/CC:

Uniques:

Case No

**WASHOE COUNTY SCHOOL DISTRIC2** Reporting Party:

Phone:

3535770

Address:

2275 18TH

City:

**SPARKS** 

Class:

**CNTX** 

RP:

**WASHOE COUNTY SCHOOL DISTRIC2** 

LAT/LON:

Comments		
Made By	Made At	Comment
062	10/21/13 07:16:29	INCIDENT NUMBER:3SP0076571
062	10/21/13 07:16.41	TEACHER DOWN
266	10/21/13 07:18:01	LET OTHER AGENCIES KNOW
062	10/21/13 07:19:07	BY BASKETBALL COURTS
062	10/21/13 07:19:14	STUDENT WITH A GUN
266	10/21/13 07:20:12	241 CAFETERIA AREA W/ VM
266	10/21/13 07:20:17	MAIN CLOSED
266	10/21/13 07:20:29	SCHOOL PD ENRT
,266	10/21/13 07:21:25	RPD ADV & ENRT
266	10/21/13 07:21:33	161 MOVING IN MAIN ENTRANCE
062	10/21/13 07:21:54	PE4RRENO HM GRY JACKET WITH SPARKS EMBLEM
266	10/21/13 07:21:57	241 INSIDE CAFETERIA /SAFE HERE / LOOKING FOR HIM NOW





# **Sparks Police Department**

# **Call For Service**

Generated by 035 on 10/21/2013

-062	10/21/13 07:22:00	HE WAS FOLLOWING PEOPLE AROUND
266	10/21/13 07:22:54	161 WCSO CLEARING SOUTH
266	10/21/13 07:23:26	OTHER KIDS HUDDLED E1 SAFE W/ TEACHER INSIDE
266	10/21/13 07:23:29	PER FLOWERS
266	10/21/13 07:23:45	SOUTH BIN GETTING CLEARED
266		241 ALL INSIDE
266	10/21/13 07:25:10	241 NOT FOUND VM YET
		The second of th
266	10/21/13 07:25:17	CLEARED THE SW CORNER
266	10/21/13 07:25:42	WEST SIDE VM ON B-BALL CTS
,266	10/21/13 07:25:52	MEDICS COMING TO BALL CT
266	10/21/13 07:25:58	B BALL OUTSIDE
266	10/21/13 07:26:13	GUY W/ GUN DOWN W/ HEADSHOT WOUND / COULD BE OUR SHOOTER ALSO ON BBALL CT
266	10/21/13 07:26:22	SOUTH SIDE SIDE CLR / PER 161
266	10/21/13 07:26:37	GREY SHRT KAKI PANTS HM SUBJ W/ GUN ON BBALL CT
266	10/21/13 07:26:48	2 VM / ONE MAY BE THE SHOOTER
.266	10/21/13 07:27:18	SEND KIDS TO EAST LOT
062	10/21/13 07:27:53	ABANDONED CALLS FRO 830-8566 530-8423 229-5738 354-9463 771-48990 353 -5760 412-2946
266	10/21/13 07:27:56	C907 2 DOWN GUNSHOT WOUND WS OF SCHOOL / STARTE EVACING @ EAST DOORS / SEND THEM TO AGNES RISLEY
266	10/21/13 07:28:17	NEED PPL INSIDE
266	10/21/13 07:28:20	WATCH CROSS FIRE
266	10/21/13 07:28:26	SHOOTER PROBABLY DOWN
266	10/21/13 07:28:38	SW SIDE CLR
266	10/21/13 07:29:02	C907 ANOTHER VM W/ GUNSHOT WOUND MOVING TO FRONT W/ COVER
266	10/21/13 07:29:35	@ THE EAST SIDE MAIN P/LOT / PRIORITY TO WEST SIDE BBALL CTS
062	10/21/13 07:29:40	SUSP IS JOSE 7TH GRADER
062	10/21/13 07:30:12	20 LOCKED DOWN IN THE OFFICE
266	10/21/13 07:30:15	SEVERAL LOCKED KIDS IN CAFETERIA / KEEP THERE THERE IF SAFE
266	10/21/13 07:30:42	CLEARING KIDS ONE ROOM @ A TIME ESCORT EAST SIDE OF MAIN P/LOT
266	10/21/13 07:30:53	11 GUN SHOT VM TO AMBULANCE NOW
266	10/21/13 07:31:13	200 EVAC EB IF WE CAN
266	10/21/13 07:31:29	SCHOOLL SAYS SHOOTER GOES BY TG IS IN SCH UNIFORM SEEN BY A TEACHER
266	: 10/21/13 07:31:47	TG OR TJ
062	*** * ** ** ** *** *** ***	DDD OFFICEDS WAITING AT RENOWN
	10/21/13 07:32:05	and the state of t
·266	10/21/13 07:32:35	GET KIDS TO AGNES RISLEY  IF KIDS STILL IN CLASSES LEAVE THEM IF SAFE & LOCK DOWN HALLWAY /
.266	. 10/21/13 07:33:10	SHOOTER POSS DOWN
266	10/21/13 07:33:53	VM'S ARE 2 ON BALL CT & ONE THAT WAS ESCORTED OUT
266	10/21/13 07:34:07	NEED ONE POINT OF CONTACT INSIDE





# **Sparks Police Department**

### **Call For Service**

Generated by 035 on 10/21/2013

266 10/21/13 07:35:40 161 SOUTH CLR/ MOVING TO NORTH SIDE W/ SGT TRACY

Chilory					
Unit	# Empl	Date & Time CMD	Type	Location	User W
		10/21/13 07:16:25 E9	SHOOT	2275 18TH ST	062
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# RENO POLICE DEPARTMENT STATEMENT

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# WASHOE COUNT

"Dedicated to Excellence in Public Service"



350 S. CENTER STREET POST OFFICE BOX 11130 RENO, NEVADA 89520-0027 PHONE: (775) 785-8600

**DEPARTMENT OF SOCIAL SERVICES** Children's Services

# \*\*FAX TRANSMITTAL COVER SHEET\*\*

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### **WASHOE COUNTY**

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DEPARTMENT OF SOCIAL SERVICES
Children's Services

October 21, 2013

Kym Dilk, Crime Analysis Unit Sparks Police Department Fax 775-353-1614

Dear Officer Dilk:

Pursuant to your request for a case summary on case #1376711 for 2012, Washoe County Department of Social Services (WCDSS) is able to provide you with the following information:

On February 2, 2012 at 2:15 p.m., WCDSS received a report alleging physical abuse of ten year old Jose Reyes-Urtiz. The report stated child Jose was in the Agnes Risley elementary school office with a black right eye injury. The mark was approximately two inches by two and one half inches is size. Jose reported that on Monday night (meaning 1-30-12), Jose and father, Jose Reyes-Mandujano., got into an argument that turned physical. Child Jose reported that he hit his father in the face, but it was "on accident." Child Jose stated his father then hit him back. Child Jose had been absent for two days (meaning 1-31-12 and 2-1-12) and just came to school on 2-2-12. On Tuesday, 1-31-12, Mr. Reyes-Mandujano came to Agnes Risley Elementary School and talked with Jose's teacher. Mr. Reyes-Mandujano told the teacher about the incident and admitted to the teacher that he left a mark on his son. The report states the teacher reported this information to the reporting party (RP) later that afternoon, 1-31-12. The RP did not report within mandated guidelines because of a personal appointment on 2-2-12 and did not see the mark on Jose until 2-2-12, but only heard about the mark on 1-31-12. It was report that Jose did not have any special education or behavioral issues. RP was not aware of any concerns for the parents' functioning. RP stated the parents were Spanish speaking, but Mr. Reyes-Mandujano spoke some English. RP was informed that Mr. Reyes-Mandujano was crying when he reported what happened. It was unknown to RP what is done for discipline of the children. The report was assigned for INVESTIGATION and SUBSTANTIATED for physical abuse by Mr. Reyes-Mandujano toward Jose Reyes-Urtiz. It was determined that this was an isolated incident and that child Jose was safe and his mother, Mrs. Urtiz, was protective. Mr. Reyes-Mandujano appeared remorseful and embarrassed about losing his temper and was willing to do whatever the criminal courts required as well as work on not repeating the incident. The case was closed 5-3-12.

This concludes the summary of reports received by this Agency. If you have questions or need further assistance, do not hesitate to contact me at (775) 785-8600.

Sincerely,

Katherine Kennington

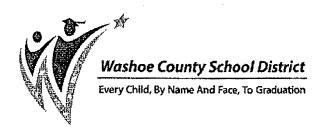
Social Worker, Initial Assessment Worker

WASHOE COUNTY IS AN EQUAL OPPORTUNITY EMPLOYER

Received Time Oct. 21. 2013 2:17PM No. 3014 PRINTED ON AUDICALO PAPER



### **NEWS RELEASE**



For Immediate Release

Contact:

Victoria Campbell 775.333.3789

Calli Fisher 775.325.2083

# Sparks Middle School Students Return to Class

Reno, NV (Oct. 28, 2013) — More than 600 students returned to Sparks Middle School this morning, greeting teachers, counselors, and other staff members who welcomed them back to class. At the beginning of the school day, a moment of silence was observed for slain math teacher Michael Landsberry and two students who were wounded in an on-campus shooting last week.

"This was a difficult day for everyone, but our Sparks Middle School family pulled together to help make it easier," said Principal Stacey Cooper. "We welcomed our students back with lots of hugs, some quiet time if they needed it, and plenty of time together with their friends and teachers. Our counselors were available all day for anyone who needed help. We want to thank Sparks Middle School families who worked with us to make this day easier for our students. We couldn't have done it without their help, support, and resilience."

The National Association of School Psychologists (NASP) sent members of its National Emergency Assistance Team (NEAT) to provide support for counselors throughout the day. Paws for Love, a volunteer organization that provides therapy dogs to children in need of support, also responded to the campus today. Local law enforcement agencies sent victim advocates to be available for students who may have witnessed the event. Principals and staff members from other schools in the Washoe County School District (WCSD) have sent banners, posters, letters, and offers of help and service to students and staff.

Representatives from Columbine High School in Colorado have also sent messages of support to the Sparks Middle School community.

"I am so proud of our staff at Sparks Middle School," said Superintendent Pedro Martinez. "I was at school this morning when the bell rang, and I was impressed with their strength, courage, and dedication to our students. In every respect, they are members of a family who care deeply for each other, and that was very apparent today."

"We focused our efforts on welcoming our students back to school and reassuring them that they are safe," said Katherine Loudon, director of counseling, equity, and diversity for WCSD. "Our immediate concern was for the emotional well-being of our students and staff, and we worked together to provide support for them. We are so grateful to our WCSD counselors and psychologists who have worked around the clock for the past week, and for the assistance of the school psychologists from across the country who responded to our District when we needed them. Their help is vitally important for our students and staff during such a difficult time."



About Washoe County School District: The Washoe County School District includes the Reno/Sparks metropolitan area, Incline Village, Gerlach, and Wadsworth, Nevada. The District provides each of its 63,000 students with a superior education in a safe and challenging environment and is committed to graduate every child career and college ready. For more information visit: www.washoecountyschools.org. Follow us on Twitter at WCSDTweet.

Washoe County School District 425 East Ninth Street Reno, NV 89512





# NNRIC | Northern Nevada Regional Intelligence Center Reno, Nevada

SCIENTIA POTENTIA EST

**ADVISORY** 

Date: 10/24/2013

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# WESTBORO BAPTIST CHURCH POSSIBLE PROTESTS

(U) The information contained in this bulletin is reliable, verifiable, collected in a fair and lawful manner and is based on a possible threat to the public's safety or a possible threat to the enforcement of the criminal law. Groups and organizations have a 1st Amendment right to speech and assembly which provides that they may hold lawful demonstrations or conduct legal actions. This information is provided for situational awareness only. Public demonstrations pose a possible threat to public safety due to the risk of violent confrontation with counter protesters. Law enforcement should also be aware of potential traffic control issues as well.

(U//FOUO) The Westboro Baptist Church (WBC), based in Topeka, Kansas, is a family-based group made up of its leader, Fred Phelps, nine of his 13 children, their children and spouses, and a small number of other families and individuals. Typified by its slogan, "God Hates Fags," WBC is known for its harsh anti-gay beliefs and the crude signs its members carry at their frequent protests.

(U//FOUO) In June 2005, WBC began picketing the funerals of American soldiers killed in Iraq and Afghanistan. The group maintains that God is punishing America for tolerating homosexuality and persecuting WBC.

(U//FOUO) Although not published on their official website, on October 22, 2013, WBC announced via social media that their members will protest the funeral of Michael Landsberry, the teacher that was killed during the Sparks Middle School shooting on October 21. Additionally, there is unconfirmed information that WBC members may protest the services of Charles Sperry, the individual shot during the Bank of America robbery in Reno on October 16. Mr. Landsberry and Mr. Sperry are both former Marines.

(U//FOUO) Michael Landsberry's funeral has not been scheduled, as of yet. A viewing for Charles Sperry is scheduled to occur on Saturday, October 26, from 10:00 until 15:30, at Ross, Burke and Knobel, located at 2155 Kietzke Lane, Reno, Nevada. According to family members, the funeral will take place in Fernley,

### Contact NNRIC:

Lt: Mark Katre Sgt. Lou Gazes (775) 321-4902

911 Parr Blvd. Reno, NV 89512

### Partnering Agencies:

- Washoe County SO
- Reno PD
- S**FB**
- Sparks PD
- Washoe Co. School
   District PD
- UNR PD
- Reno Fire Dept.
- Sparks Fire Dept.
- North Lake Tahoe
   Fire Protection Dist.
- Nevada DPS
- Washoe County DA
- Washoe Co. Office of Emergency
   Management

### LOOK

LISTEN

LET SOMEONE

KNOW.

Report
Suspicious Activity:

NNRIC@washoecounty.us



### NNRIC | Northern Nevada Regional Intelligence Center

Westboro Baptist Church Possible Protests

Page | 2

Nevada, at a later date.

(U//FOUO) Historically, numerous motorcycle clubs, unaffiliated riders, and others have conflicted with members of WBC during protests. The Reno Air Race crash and Brianna Denison's memorial service are two of the tragedies that WBC members have protested in the Reno/Sparks area. Anti-protesters also attended these events, in addition to other protests that WBC members have conducted in the area.

(U//FOUO) Due to WBC's hate messages, often on display during protests, there is a heightened risk for violence to occur between WBC members and anti-protesters. This information is being disseminated for situational information to prepare law enforcement authorities for possible conflicts during events related to the funeral/memorial services for Michael Landsberry and Charles Sperry.

(U) If you have any questions regarding this bulletin, please contact Intelligence Analyst Shannon Kelly at the Northern Nevada Regional Intelligence Center at (775) 321-4902.

<sup>&</sup>quot;Westboro Baptist Church," Southern Poverty Law Center, <a href="http://www.splcenter.org/get-informed/intelligence-files/groups/westboro-baptist-church">http://www.splcenter.org/get-informed/intelligence-files/groups/westboro-baptist-church</a>, accessed 24 October 2013.





An Overview of the Global PPY23-YHRD Database Project and the Impact on the Forensics October 24, 2013 • 10 a.m. ET US



**NEWS** 

**PRODUCTS** 

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News



# Nevada Boy Says He Came Face-to-face with Shooter

Wed, 10/23/2013 - 11:50am

by Michelle Rindels and Scott Sonner, Associated Press

Get today's news and top headlines for forensics professionals - Sign up now!

Thirteen-year-old Angelo Ferro was at the Sparks Middle School playground with friends Monday when he heard a pop about 15 minutes before the morning bell rang. He said he didn't think much of it - it could've been someone popping a plastic bag.

But then he saw an injured boy clutching his wounded arm. He watched his fifth-period math teacher, Michael Landsberry, walk toward a student and fall to the ground.

"When he pulled a gun, we knew what happened," Ferro told The Associated Press on Tuesday.

Moments later, the eighth grader was cowered against a wall with some classmates, burying his face in his hands as a 12-year-old boy waved a semi-automatic handgun and threatened to shoot.

Ferro didn't know the boy, but said he and others in the frightened heap tried to talk him out Law enfo of firing.



Middle Sc the school wounding

Page 2 of 10

505

other chil

Courtesy

"You could hear the panic," Ferro said. "He left, thank God."

By the time police arrived, the 12-year-old gunman had killed Landsberry, wounded two boys and tak

There were no easy answers Tuesday about what prompted the boy — who police are not identifying handgun from his home and open fire at school. Police said they've interviewed 20 or 30 witnesses ar victims had with the shooter. The boy's parents, who could face charges in the case, are cooperating

"Everybody wants to know why — that's the big question," Sparks Deputy Police Chief Tom Miller saic

At a news conference Tuesday, law enforcement and school officials again lauded the teacher's action for safety.

"I cannot express enough appreciation for Mr. Landsberry," Washoe County School District Superinter old ex-Marine. "He truly is a hero."

"His actions yesterday I believe saved the lives of many children," added Col. Jeffrey Burkett, comma Wing where Landsberry served.

Police said they believe the shooter at one point tried to enter the school but couldn't open the door t

After killing Landsberry, the boy fired at a second student, hitting him in the abdomen. He then shot

The two 12-year-old boys who were wounded are in stable condition and recovering.

Parents clung to their children at an evacuation center shortly after the shooting while the community of schoolyard violence, which happened less than a year after the Newtown, Conn., massacre.

Sparks, just east of Reno, has a population of roughly 90,000.

Under Nevada law, it is illegal to allow anyone under 18 to handle a gun without supervision. The offerisk the child would use the firearm to commit a violent act. However, the law doesn't apply if the gur the weapon unlawfully.

Landsberry was married, had two stepdaughters and coached several youth sports. He also served or the Nevada National Guard and was well-known in the school community. He served in the Marine Co Lejeune, N.C., and Okinawa, Japan, according to military records.

His bravery came as no surprise to his fellow airmen.

"That's who he was," Chief Master Sgt. James Ross told reporters at the air base in Reno on Tuesday.

Senior Master Sgt. Robert Garrett attended middle school with Landsberry in Reno before serving as I him as a tough ex-Marine who taught with compassion and was known as a Batman fan and soccer fa

"Every one of the people I have talked to just knew that Mike was in there," Garrett said. "He was the the bullets from hitting other kids. And sure enough, it was."

Page 3 of 10

Mayor Geno Martini praised the response from officers, who arrived at the scene within 3 minutes of I

"You can never plan for anything like this," Martini said Tuesday.

Students from the middle school and neighboring elementary school were evacuated to a high school school will remain closed for the week, while an adjacent elementary school is set to reopen Wednesc night outside the middle school and a multi-faith prayer vigil at a church in neighboring Reno.

Ferro's dad took the day off and the two went out to lunch together on Tuesday, a day Ferro thought

"I'm still a little shaken up, depressed and confused," Ferro said. "The whole time I was hoping Mr. L. dream."

Associated Press writer Michelle Rindels in Las Vegas and news researcher Rhonda Shafner in New Yo CRIME SCENE PROCEDURES

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### Dach, Kevin

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City of Sparks <noreply@cityofsparks.us>

Sent:

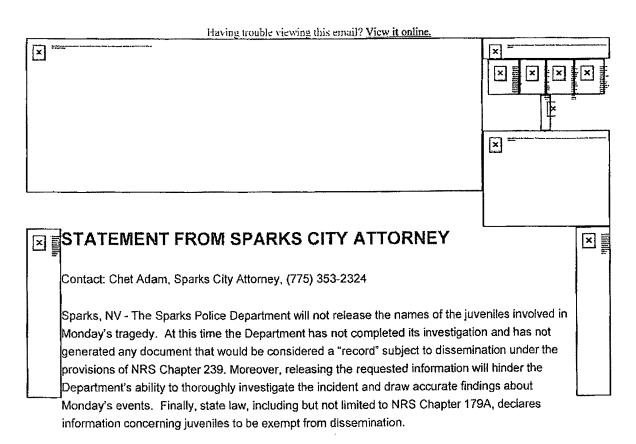
Wednesday, October 23, 2013 4:45 PM

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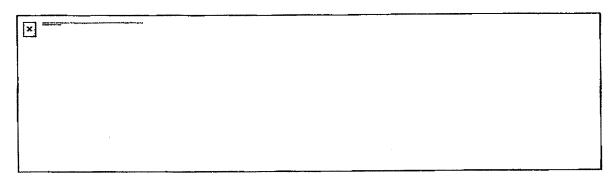
Subject:

STATEMENT FROM SPARKS CITY ATTORNEY



Upon completion of the investigation the information that can be legally released will be made available.

#### #####



City of Sparks | 431 Prater Way | Sparks, NV 89431 | cityofsparks.us



### Dach, Kevin

From: Sent: Dean Hill <dhill@peppermillreno.com> Monday, October 21, 2013 12:09 PM

Subject:

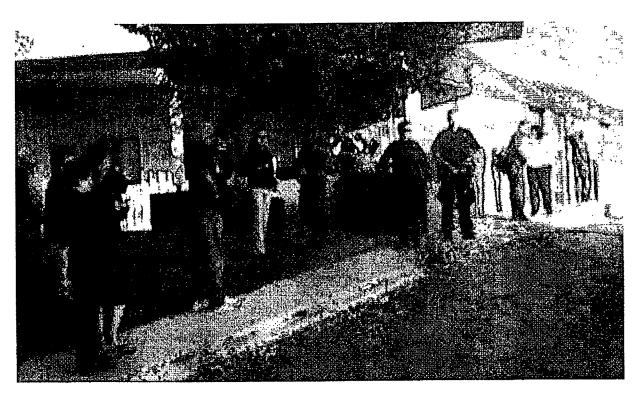
\*\*Update\*\*Sparks Middle School Shooting

Additional open source media coverage, this time from Fox News.

# 2 dead, 2 injured in shooting at Nevada middle school

Published October 21, 2013

FoxNews.com



A staff member at a middle school in Nevada was shot and killed after a student opened fire on Monday, leaving two others injured, police say.

The shooting occurred at Sparks Middle School in Sparks, Nev.

One student injured in the shooting has gone through surgery, while the other is doing well, Washoe County School District Chief of Police Mike Mieras said during a news conference. He added that one of the dead appeared to be a student who is the suspect in the case.



Earlier, Washoe County Emergency Manager Aaron Kenneston said the gunman died of a self-inflicted gunshot wound, according to Reuters.

A Sparks police dispatcher said reports of the shooting started coming in at 7:16 a.m. local time. The shooting happened on the school's campus, but outside the school building itself.

Kyle Nucum, a 13-year-old student, told the Reno Gazette-Journal that he saw a classmate shoot his teacher. Nucum said the teacher spotted a student with a gun and ran over to tell him to put it down before he was shot.

Authorities believe the staff member was trying to protect students when he was killed.

"My estimation is that he is a hero," said Reno Police Department Deputy Chief Tom Robinson.

Police said there is no apparent motive yet for the shooting and they believe the gunman acted alone.

The area is now secure, but Sparks Middle School will remain closed for the rest of the week.

Washoe County School District spokesman Charles Rahn told the Associated Press that the middle school and the adjacent Agnes Risley Elementary School were evacuated to Sparks High School. Rahn said the elementary school will stay closed Monday.

At the evacuation center, parents walked with their arms around their children, some of whom were in tears.

"We came flying down here to get our kids," said Mike Fiorica, whose nephew attends the school. "... It's really chaotic. You can imagine how parents are feeling. You don't know if your kid's OK."

Nevada Gov. Brian Sandoval said in a statement that he was "deeply saddened to learn of the horrific shooting."

"My administration is receiving regular updates and the Nevada Highway Patrol is assisting at the scene," he added.

Senate Majority Leader Harry Reid, D-Nev., offered his condolences to students, parents and staff who experienced "a traumatic morning."

"No words of condolence could possibly ease the pain, but I hope it is some small comfort that Nevada mourns with them. I stand by to be of any assistance if there is anything that can be done," Reid said in a statement.

The school, which enrolls about 700 students in 7th and 8th grades, has a strict uniform policy that forbids the colors red and blue in students' outfits, colors commonly associated with rival gangs.

Sparks, a city of roughly 90,000, lies just east of Reno.

The Associated Press contributed to this report.

Dean M. Hill

Director of Security

Peppermill Resort Spa Casino

2707 S. Virginia Street

Reno, NV 89502

775.689.7430 O



775.250.4499 C

775.689.7406 F

dhill@peppermillreno.com

"Flexible people never get bent out of shape"



From: Dean Hill

Sent: Monday, October 21, 2013 10:03 AM

Subject: \*\*Update\*\*Sparks Middle School Shooting

Update from Channel 2 news. Press Conference scheduled for 11:00 AM.

### Shooting Kills 2 People at Sparks Middle School; 2 Injured

Posted: Oct 21, 2013 8:21 AM PDT Updated: Oct 21, 2013 9:46 AM PDT

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### << OLE Object: Picture (Device Independent Bitmap) >>

Authorities now say two people are dead after an early morning shooting at Sparks Middle School. Two others were injured.

The victims were not immediately identified during a press conference.

The shooting happened at 7:16am Monday.

Police added that the school scene is now "safe," and that the shooter was "neutralized."

Authorities have released three phone numbers parents can call for counseling, other information:

- 789-3804
- 789-3802

511

#### 333-3786

Parents can pick up their children at Sparks High School. Classes at nearby Agnes Rigley Elementary are canceled for the day.

Police will hold a 11am briefing.

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Dean M. Hill

Director of Security

Peppermill Resort Spa Casino

2707 S. Virginia Street

Reno, NV 89502

775.689.7430 O

775,250,4499 C

775.689.7406 F

dhill@peppermillreno.com

"Flexible people never get bent out of shape"

<< OLE Object: Picture (Device Independent Bitmap) >>

From: Dean Hill

**Sent:** Monday, October 21, 2013 9:08 AM **Subject:** Sparks Middle School Shooting

Not much info yet on this current incident. Pulled from Sparks PD website.

### Latest News

<< OLE Object: Picture (Device Independent Bitmap) >>

URL: http://www.sparkspd.com/aggregator/sources/1

Updated: 3 sec ago

### shooting

1 hour 11 min ago

Type of Incident: shooting

Date and Time of Incident: 10-21-13

Location: SPARKS MIDDLE SCHOOL

STAY AWAY FROM SPARKS MIDDLE SCHOOL 2275 18TH ST. WE BELIEVE THE SUSPECT HAS BEEN NEUTRALIZED. ALL PARENTS GO TO AGNES RISLEY TO RETRIEVE YOUR CHILDREN.

Releasing Authority: Howard, Lori A Emergency Communication Dispatcher Police Dept Emergency Comm <a href="mailto:lhoward@cityofsparks.us">lhoward@cityofsparks.us</a> (775) 353-2241 x644

Dean M. Hill

**Director of Security** 

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<< OLE Object: Picture (Device Independent Bitmap) >>



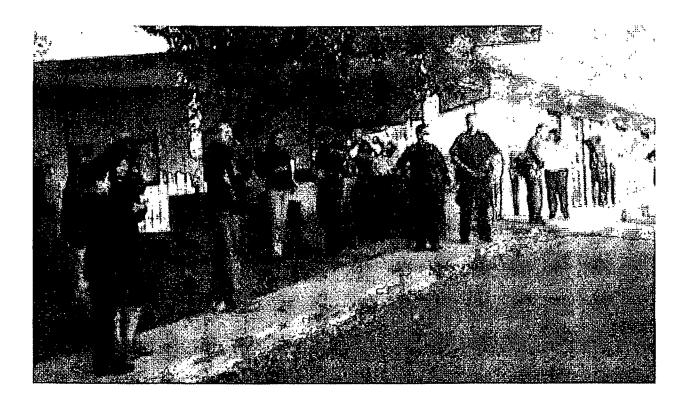
### Dach, Kevin

From: Sent: Subject: Dean Hill <dhill@peppermillreno.com> Monday, October 21, 2013 10:03 AM \*\*Update\*\*Sparks Middle School Shooting

Update from Channel 2 news. Press Conference scheduled for 11:00 AM.

### Shooting Kills 2 People at Sparks Middle School; 2 Injured

Posted: Oct 21, 2013 8:21 AM PDT Updated: Oct 21, 2013 9:46 AM PDT



**□** 

Authorities now say two people are dead after an early morning shooting at Sparks Middle School. Two others were injured.

The victims were not immediately identified during a press conference.

The shooting happened at 7:16am Monday.

Police added that the school scene is now "safe," and that the shooter was "neutralized."

Authorities have released three phone numbers parents can call for counseling, other information:

789-3804

- 789-3802
  - 333-3786

Parents can pick up their children at Sparks High School. Classes at nearby Agnes Rigley Elementary are canceled for the day.

Police will hold a 11am briefing.

7th grader Faith Evans tells Channel 2 News that she saw a fellow 7th grader shoot a teacher and possibly another fellow 7th grader. She thinks she heard about five shots fired, and then ran from the scene. She also tells us the shooting happened in the back of the school.

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"Flexible people never get bent out of shape"



From: Dean Hill

515

**Sent:** Monday, October 21, 2013 9:08 AM **Subject:** Sparks Middle School Shooting

Not much info yet on this current incident. Pulled from Sparks PD website.

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<< OLE Object: Picture (Device Independent Bitmap) >>

Sparks Police Department's News Stories

URL: http://www.sparkspd.com/aggregator/sources/1

Updated: 3 sec ago

### shooting

1 hour 11 min ago

Type of Incident: shooting

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Releasing Authority: Howard, Lori A Emergency Communication Dispatcher Police Dept Emergency Comm <a href="mailto:lhward@cityofsparks.us">lhward@cityofsparks.us</a> (775) 353-2241 x644

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## NNRIC | Northern Nevada Regional Intelligence Center Reno, Nevada

SCIENTIA POTENTIA EST

**ADVISORY** 

Date: 10/21/2013

UNCLASSIFIED // LAW ENFORCEMENT SENSITIVE

### SHOOTING AT SPARKS MIDDLE SCHOOL

(U//LES) On October 21, 2013, Sparks Police Department (SPD) received several calls of shots fired at Sparks Middle School, located at 2275 18<sup>th</sup> Street in Sparks, Nevada. Multiple law enforcement agencies across the region responded, and are assisting with the subsequent investigation.

(U//LES) According to the SPD, shortly before 07:15 hours, the shooter, only identified as a 12-year-old 7<sup>th</sup> grade student, walked onto the school grounds carrying a Ruger 9mm semi-automatic handgun, encountered one student, and shot that student in the shoulder. The shooter then headed southbound toward the basketball court where he was confronted by a teacher. The teacher was shot in the chest when he attempted to stop the shooter. The shooter continued southbound and shot another student in the abdomen. The shooter then turned around, walking in a northbound direction, and took his own life. The shooter's gunfire resulted in injuries to two students, and the death of the teacher and the shooter. The injured students are currently in stable condition, and are expected to survive. No shots were fired by law enforcement.

(U//LES) The teacher, identified as 45-year-old Michael Landsberry, had been a math teacher at Sparks Middle School since 2006. He was a former Marine and was a member of the Nevada National Guard. He is being credited with protecting the other students from the shooter.

(U//LES) The Washoe County School District Police Chief stated that because of the heroic efforts of the teachers, the shooter was not able to enter the school buildings, which possibly saved the lives of the other students.

(U//LES) On October 22, 2013, the SPD held a press conference, detailing their investigation to date:

- Preliminary interviews are complete;
- The crime scene has been processed;

### Contact NNRIC:

Lt. Mark Katre Sgt. Lou Gazes (775) 321-4902

911 Parr Blvd. 1 Reno, NV 89512

Partnering Agencies:

- Washoe County SO
- ◆ Reno PD \*\*\*\*
- FBI 🦋
- Sparks PD
- Washoe Co School
   District PD
- UNR PD
- Reno Fire Dept.
- Sparks Fire Dept.
- North Lake Tahoe
  Fire Protection Dist
- Nevada DPS
- · Washoe County DA
- Washoe Co. Office
   of Emergency
   Management

LOOK.
LISTEN.
LET SOMEONE

Report
Suspicious Activity:

NNRIC@washoecounty.us



### NNRIC | Northern Nevada Regional Intelligence Center

Sparks Middle School Shooting

Page | 2

- Any possible relationships between the shooter and the victims are being established; and
- The origin of the firearm is currently being traced.

(U//LES) Additionally, the SPD announced that the name of the shooter and the name of the shooter's parents will not be released at this time. However, it was indicated that the parents of the shooter have been very cooperative during the investigation. At this time, there is no known motive for the shooting.

(U) Sparks Middle School will remain closed for the rest of this week. The Northern Nevada Regional Intelligence Center (NNRIC) will provide updates as they become available. If you have any questions regarding this bulletin, please contact NNRIC Intelligence Analyst Pamela Rodriguez at (775) 321-4902.

### Dach, Kevin

From:

Mayberry, Adam

Sent:

Tuesday, October 22, 2013 1:08 PM

To:

**AllEMailUsers** 

Subject:

Update on Yesterday's SMS Incident

Attachments:

Shooting Press Conference NR.doc

**NEWS RELEASE** 

Teacher Was a Hero in Sparks Middle School Tragedy

Reno, NV (Oct. 22, 2013) – Washoe County School District Police Chief Mike Mieras has confirmed that Michael Landsberry, a Sparks Middle School math teacher, was killed during yesterday's shooting at the school. Landsberry is being remembered by school district and community leaders as a hero following yesterday's tragic events. Police say Landsberry calmly approached the student gunman in an effort to protect other students, saving many innocent lives with his heroism.

"He took courageous actions to protect the lives of many students yesterday morning," Mieras said. "His actions provided enough time for others to flee the area. I also want to thank Sparks Middle School teachers, students, and staff for their courageous actions."

Landsberry began working in WCSD at Traner Middle School in August, 2001. After working at Traner for four years and Greenbrae Elementary School for one year, Landsberry began teaching math at Sparks Middle School in 2006. He was very involved in athletics, coaching girls soccer at Sparks High School, and coaching boys basketball and girls volleyball. He also served in the U.S. Marine Corps and was an air transportation specialist in the Nevada Air National Guard. He attained the rank of Master Sergeant, and was deployed to Afghanistan, Kuwait, and Germany.

"A person like Mr. Landsberry cannot be replaced," said Superintendent Pedro Martinez. "He was a beloved teacher and father, a great role model, and an even better person. He will not be forgotten. Our school family is devastated by this tragedy and we are working together to support each other and Mr. Landsberry's family as we cope with this horrible loss. He truly is a hero."

The WCSD counselors are launching an intensive, District-wide effort to reach out to students, staff, and their families with any assistance they may need in dealing with this tragedy.

"In the aftermath of this terrible incident, our thoughts and prayers go out to all of our students, their families and staff members who have been affected," WCSD Board of Trustees President Barbara Clark said. "This is an overwhelming tragedy and we are dedicated to helping them cope with their feelings and fears. On behalf of our staff members, students, and their families, I want to thank the wonderful communities of Sparks, Reno, and Washoe County for your efforts to lend help to our students and our schools during this difficult time."

During a news conference at the Sparks Police Department this morning, Deputy Chief Tom Miller said the student gunman—whose name is not being released—arrived at Sparks Middle School yesterday morning 7:15 a.m. with a loaded Ruger 9mm semi-automatic handgun. Police say he shot two fellow students and fatally shot Landsberry before shooting himself. The gunman and teacher were pronounced dead at the scene, while the two injured students were taken to Renown Regional Medical Center. At the news conference, authorities said both injured students are listed in stable condition.



Sparks Mayor Geno Martini expressed his deepest condolences to the family of the victims of yesterday's tragic events.

"No words from a mayor can make them feel at peace today, but they should know they are in our minds and hearts, and I hope that gives them some comfort," Martini said.

The community is invited to join a Community Prayer Night on Thursday, Oct. 24 at 6:30 p.m. at the Sparks Nazarene Church at 2200 El Rancho Drive. It will be a multi-faith event, led by student ministries from the community. For more information on the Community Prayer Night, please contact Sparks Nazarene Church at 775-358-4066.

The City of Sparks, in conjunction with the WCSD, is planning a candlelight vigil at the Sparks Marina Friday evening, October 25. Details will be announced as they become available."

The Community Foundation of Western Nevada is hosting a fund to provide financial support to the victims, students, staff, families, and Sparks Middle School in the wake of yesterday's shooting. This fund, The SMS Compassion Fund, is accepting tax-deductible monetary donations. Disbursements will be advised by representatives of the Washoe County School District and the City of Sparks under the oversight of the Community Foundation of Western Nevada, to assure the funds are distributed to meet the needs of the school community as they are identified.

For more information, call the Community Foundation of Western Nevada at 775-333-5499. The foundation's website is located at <a href="https://www.nevadafund.org">www.nevadafund.org</a>. Donations may be mailed to:

Community Foundation of Western Nevada 1885 South Arlington Avenue Suite 103 Reno, NV 89509 Please reference "SMS Compassion Fund"

###

### Dach, Kevin

From:

Mayberry, Adam

Sent:

Tuesday, October 22, 2013 3:18 PM

To:

**AllEMailUsers** 

Subject:

Fund Established to Help Victims

**Attachments:** 

SMSCompassionFundRelease10.22.13.doc

Press Release attached and to follow:

October 22, 2013

Reno, Nev-

For Immediate Release

From:

Community Foundation of Western Nevada

Contact:

Margaret Stewart, Communications Director

775-333-5499

mstewart@cfwnv.org

SMS Compassion Fund Established to Assist Those Affected by the Shooting

In the aftermath of the tragic shooting at Sparks Middle School on October 21,

2013, a fund has been established at the Community Foundation of Western

Nevada.

The SMS Compassion Fund, is accepting tax-deductible monetary

donations. The SMS Compassion Fund will provide support for and to the

victims, students, staff, families and Sparks Middle School in the wake of the

tragedy.

Disbursements will be advised by representatives of the Washoe County School

District and the City of Sparks, under the oversight of the Community

Foundation of Western Nevada, to assure the funds are distributed to best meet

needs as they are identified.

To contribute to the SMS Compassion fund:

- Donate online at nevadafund.org
- Call the Community Foundation of Western Nevada at 775-333-5499,
- Mail a check to the SMS Compassion Fund at CFWN to:

1885 South Arlington Avenue

Suite 103

Reno, NV 89509 Please reference SMS Compassion Fund.



15 years. Connecting people who care with causes that matter.

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PRESIDENT & CEO

October 22, 2013

Reno, Nev-

#### For Immediate Release

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Contact:

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mstewart@cfwnv.org

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Reno, NV 89509

Please reference SMS Compassion Fund.

1885 South Arlington Avenue Suite 103, Reno, NV 89509 775-333-5499 <u>info@cfwnv.org</u> nevadafund.org



15 years... Connecting people who care with causes that matter.

The Community Foundation of Western Nevada is a public nonprofit charitable organization established in Nevada for the benefit of our region. EIN # 88-0370179.

\$65 million in grants and scholarships have been distributed to charitable organizations and students in northern and western Nevada in the last 15 years.

### Dach, Kevin

From:

Dyer, Pat

Sent:

Tuesday, October 22, 2013 7:47 AM

To:

SPD Sworn

Subject:

FW: Community Prayer Night

From: Brad Dyrness [mailto:bdyrness@sparksnaz.org]

Sent: Tuesday, October 22, 2013 7:35 AM

To: Dyer, Pat

Subject: Community Prayer Night

Thanks for getting this out to the SPD

### **Prayer Night**

In light of the Sparks Middle School Shooting this morning...

While the events of our world are very dark at times – there is light and hope. You are invited to join your community to focus not on the darkness but rather the light and hope available to all.

There will be a **Community Prayer Night** this Thursday (Oct 24) 6:30 PM at the Sparks Nazarene Church 2200 El Rancho Dr. It will be a multi-faith event, led by student ministries from our community.

For information please contact Sparks Nazarene Church, 358-4066

The light shines in the darkness, and the darkness can never extinguish it. John 1:5

WOLF PACK BASKETBALL GETS FIRST LOOK IN EXHIBITION WIN | SPORTS, 1D

# RENO GAZETTE-JOURNAL THESDAY, NOVEMBER 5, 2013 ONLINE AT REJ. COM

## SPARKS SCHOOL SHOOTING



José and Liliana Reyes cried as they remembered their son, just two weeks after he shot and killed a teacher and injured two students before turning the gun on himself



# WE ARE SORRY



#### SEE THE INTERVIEW

The parents of José Reyes express condolences to the victims' families, and thank the community for its support in video, Cilck on "Our Video Picks."

#### MORE COVERAGE

FULL STATEMENT: Find the text of the statement José and Liliana Reyes made to the Reno Gazette-Journal on Monday at their lawyer's office, 3A

ALSO ONLINE: For past stories and the latest updates on the Sparks Middle School shooting, visit RGJ.com/schoolshooting.

**COMING WEDNESDAY:** A portrait of José Reyes.

# School shooter's parents express condolences, describe their son

By Siobhan McAndrew

The parents of José Reyes, the seventh-grader at Sparks Middle School who shot two students and killed a teacher before killing himself, said Monday their son was a loving boy who kissed them every day.

day.

Two weeks after the shooting, the community is still trying to understand what led the 12-year-old to bring a gun from home to school on the morning of Oct. 21. Police said an investigation could take months.

On Monday, his parents, José and Liliana, Reyes, told the Reno Gazette-Journal their son was a good boy who loved his family and they thought he had a very good family

They don't know what would have caused their son to harm others

ers.

"We wish there was something we could have done to have prevented this nightmare," said José Reyes, reading from a statement. "We wish this had never happened and we are hopeful that everybody involved can heal and go forward as best they can with their lives."

Reyes also thanked the police and community during the interview.

On Sunday, more than 1,000 people attended a memorial for Mi-

See PARENTS, Page 3A

We wish there was something we could have done to have prevented this nightmare. We wish this had never happened and we are hopeful that everybody involved can heal and go forward as best they can with their lives."

JOSÉ AND LILIANA REYES

Parents of the Sparks Middle School shooter, in a statement

Jose and Liliana Reyes talk about their son, José, on Monday at their lawyer's office in Reno. LIZ MARGERUM/RGJ

# Aces introduce former MLBer Nevin as manager



Phil

The Reno Aces introduced Phil Nevin as the franchise's second manager in a news conference at Aces Ballpark on Monday.

Nevin, who has 12 seasons of Major League Baseball experience as a player, was the Triple-A Toledo Mud Hens manager from 2011-13. He started in the Detroit Tigers' farm system as the Double-A Erie manager in 2010. This will be his first season as a manager in the Pacific Coast League.

# Heller votes for gay rights bill

Republican senator crucial in measure escaping filibuster

By Erin Kelly

Gannett News Service

WASHINGTON — Sen. Dean Heller cast a crucial vote Monday to clear the way for passage ment discrimination against gays, lesbians, bisexuals and transgendered workers.

The Nevadan Republican's vote helped ensure that supporters of the Employment Non-Discrimination Act got at least 60 votes to overcome a filibuster threat from Republican leaders. Senators voted 61-30 to end debate on the bill. Now that the bill's supporters have overcome

islation is expected to pass easily later this week when it will require only a simple majority.

"Senator Heller's support for ENDA reaches the critical 60-vote threshold and shows the tremendous momentum we have for passing this commonsense bill," said Chad Griffin, president of the Human Rights Campaign, the nation's largest

### TRANSCRIPT OF REYES STATEMENT

What follows is a transcript of the statement from José and Liliana Reyes, parents of Sparks Middle School shooter José Reyes. The parents made the statement to the RGJ on Monday.

My wife and I want to express our sincere condolences to Mr. Landsberry's wife and family. We want to express our sympathy for the injured boys and their families. We are sorry for all of the sadness and grief that this incident has caused.

We knew José as a good boy, who loved his family. José was a good student. We thought he had a very good family life and he very often made us proud that he was our son.

We did not know that José was angry or upset about conditions at school. He had never complained about any particular teacher or student. We knew that he had been teased and that he was trying to work through a speech problem that he had. We never heard José say anything bad or unkind about any particular teacher or student and we had no idea that he was so upset and so troubled.

José was close with his sisters and relatives. We miss José very much. It has been a horrible experience knowing that our son killed another person and injured fellow students. It has been very difficult and hard to understand why José took his own life and did what he did. We wish there was



Jose and Liliana Reyes hold hands while they talk about their son Jose on Monday at their lawyer's office in Reno. LIZ MARGERUMRGJ

### **Parents**

Continued from Page 1A

chael Landsberry, the teacher who was killed. Both wounded students have been released from the hospital.

"My wife and I want to express our sincere condolences to Mr. Landsberry's wife and family," Reyes said.

After they read their statement during the interview, José and Liliana Reyes cried as they talked about their son, who was the first child born to young parents who came to America looking for a better life

José Reyes said the family was sorry for the sadness and grief the incident caused.

"We did not know José was angry or upset about conditions at school," they said. "He had never complained about any particular teacher or student. We knew that he had been teased and that he was trying to work through a speech problem that he had."

During interviews since the shootings, several stucried.

"(She) said the only thing she wants for Christmas is for her brother to be here," she said.

José Reyes, who rarely took a day off from work in the two years since opening his business, said the restaurant is full of memories.

"For us, it's really hard because we see in every corner of the restaurant we see him," José Reyes said.

For now, Reyes said he is trying to get back to a routine of running a busy restaurant and being strong for his family.

ily.
Friends Bill and Gale Williams said they often offered to baby-sit for the couple, but they were always turned down.
"José said he was working

"José said he was working to make something for his children and to save for college," Bill Williams said last week.

Both parents said when they heard about an incident at Sparks Middle School they both drove there to look for their son.

Liliana drove José to Sparks Middle School the

# Remodel gives Wells Avenue-area building new life

Eyesore fixed, to house former homeless seniors

By Steve Timko stimko@rgj.com

A Reno building that over a decade developed into one neighborhood's biggest eyesore and crime magnet has been rebuilt and opens Thursday as an apartment complex for formerly homeless senior citizens.

citizens.

The Moran Street Apartments at 435 Moran St. will have eight single-bedroom units and house eight to 14 people, said Chip Hobson, executive director of Silver Sage Manor Inc., the nonprofit group that put together the project to rebuild the apartments

Dagny Stapleton, a Reno planning commission member and co-founder of the West of Wells neighborhood group, said the apartment building that burned down in 2000 became the biggest eyesore for that neighborhood.

Homeless people began living in what was left of the burned-down structure, plus it attracted drug dealers and other types of criminal activity.

#### A CLOSER LOOK AT THE PROJECT

» Reno nonprofit Silver Sage Manor, Inc. plans to host a grand opening on at 3 p.m. Thursday.

» Moran Street Apartments are an eight-unit apartment building: i serving very low-income and formerly homeless seniors.

» Using federal stimulus funds, the city of Reno and Silver Sage Manor were able to purchase the nuisance property, gut it to the exterior block walls and rebuild it into eight energy-efficient one-bedroom apartments containing full kitchens and washers and dryers.

» The goal of the project is to assist very low income and formerly homeless seniors, ages 55 and above.

Source: Silver Sage Manor Inc.

after an argument. Thirty people lost their homes when the units were closed because of extensive damage.

Silver Sage Manor, a 22year-old nonprofit group that helps senior citizens by building affordable housing, entered a partnership with the city of Reno to use federal stimulus funds to buy the property, level it and rebuild it

It brought in an architect and engineer to design the new to have prevented this night-mare. We wish this had never happened and we are hopeful that everybody involved can heal and go forward as best they can with their lives.

We want to thank all those people in the community who have recognized that we too have experienced a tragic loss. We thank those who have been supportive and who have expressed sympathy for our situation. We thank the Sparks Police Department, also for the way they have treated us dur-ing this very serious investigation. They have treated us with dignity and with respect and have been very sympathetic to our loss.

was punied. Those who said they knew José said he had friends but was considered

José and Liliana Reyes said they tried to raise their children to know about hard work. Their son made them proud when he helped at the family's coffee shop in Sparks, a restaurant the family has owned for two years.
Their daughters, who are 7

and 8, have transferred to a new school since the shooting. Both were enrolled at Agnes Risley Elementary, just around the corner Sparks Middle School. from

On Sunday, Liliana Reyes said their oldest daughter

sne groppeg nun om, sne grove home with her two daughters, still in pajamas, who started

school later in the morning. When she got home, Liliana Reves received a call from a family member and went back to the school and tried to find

out what happened.
She called her husband at work. He also went to the school.

During the chaotic scene following the shooting, José Reyes said he overheard a police officer say his son's birth-

day.

It wasn't until later at the

Department Sparks Police Department that police told them what had happened.

mat they removed it from that block," Stapleton said. "They replaced it with a beautiful new property."

It's another boost for that

area, between Reno's Midtown District and Wells Avenue, that is seeing increased commercial development and re-

mercial development and remodeling of existing homes,
Stapleton said.

"Blighted properties like
that affected neighborhoods
in a number of ways," Stapleton said. "Not just morale, but
in property values as well."

The prior structure suffered major damage in a July
2000 fire when fire investiga.

2000 fire when fire investigators said a woman set her boyfriend's favorite chair on fire build it. Hobson said.

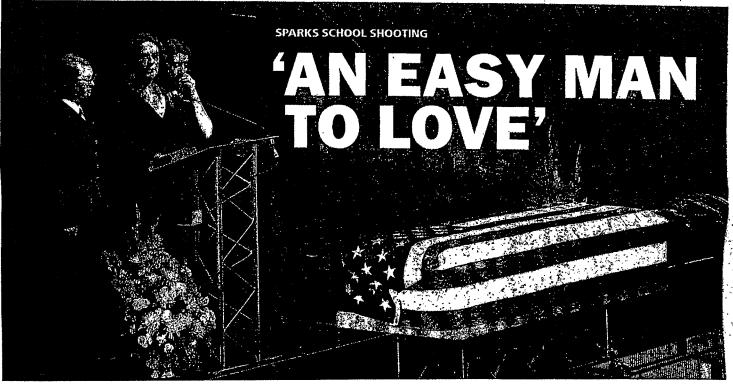
A bus stop is around the corner on Wells Avenue for the people who live there, he said. No one is ready to move in yet, but Hobson expects to have the first contracts signed within two weeks.

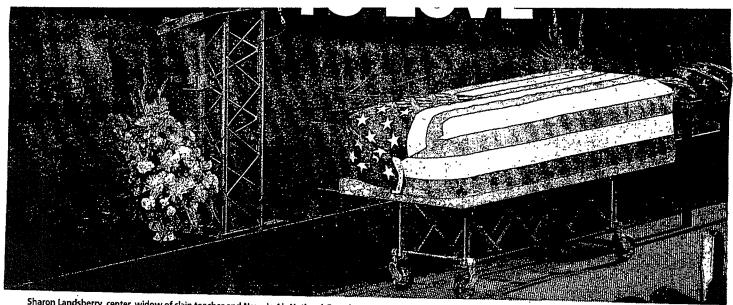
The project cost \$1.9 million, with some money coming from the Federal Home Loan Bank, but most of it coming as federal stimulus money through the Neighborhood Stabilization Program Grants and Neighborhood Grants, Hobson said.

Silver Sage Manor has built 799 affordable rental units in 16 developments around Ne-









Sharon Landsberry, center, widow of slain teacher and Nevada Air National Guardsman Michael Landbserry, speaks at his memorial service Sunday at Sparks Christian Fellowship. With her are her daughters, Andrea, left, and Alisa. PHOTOS BY MARILYN NEWTON/RGJ

# More than 1,000 gather to honor slain teacher Michael Landsberry

By Jason Hidalgo jhidalgo@rgj.com

The crack of a 21-gun salute echoed several times in the cold November air, the gray skies above offering a fitting backdrop for the hundreds who came to pay their respects Sunday to a fallen Sparks Middle School teacher.

Seconds later, the sound of Taps filled the halls of Sparks Christian Fellowship as friends, family and complete strangers honored the memory of Michael Landsberry, 45. Landsberry was shot to death Oct. 21 when seventhe

21 when seventh-grader Jose Reyes walked onto campus and opened fire with a 9 mm semiautomatic handgun, killing Landsberry and injuring two students before Reyes fatally shot himself in the head On Sunday outside Sparks Chris-

tian Fellowship, the four Marines who joined with members of the Nevada Air National Guard to fire the 21-gun



Michael Landsberry

salute voiced heartfelt sentiments about a brother-in-arms whom they never knew personally.

In addition to being math teacher, Landsberry also was a Ma-rine veteran and was active in Nevada's Air National Guard, where he held the rank of

master sergeant.

The fact that Landsberry sacrificed his life to save his students from a school shooter came as no surprise to Marine Sgt. Phillip Peterkin.

See LANDSBERRY, Page 3A



Nevada Air Guard members attend the memorial service of fellow Guardsman Michael Landsberry on Sunday.

By any standard, (Landsberry) was a true Nevadan, a giant among us, the best that we can do."

**BRIAN SANDOVAL** Nevada governor

#### LANDSBERRY REMEMBERED

Click on "Our Video Picks" to see video from Sunday's service.

#### ON RGJ.COM

Log on to RGJ.com/schoolshooting for extensive coverage of the shooting at Sparks Middle School, including photo galleries, videos from the scene and

RENO GAZETTE-JOURNAL/RGJ.COM

# Landsberry

Continued from Page 1A

"It's what he was trained to do—to protect and serve," Peterkin said. "That's why it was important for us to come here and show our support."

Peterkin was not the only one.

As visitors started flocking into the memorial service earlier in the day, dozens of flag-carrying men and women in leather jackets and fatigues lined up in an display of solidarity outside Sparks Christian Fellowship.

Înside several police officers and servicemen in sharp, cleanly pressed dress uniforms formed their own line that stretched across the hall-way.

Meanwhile, soldiers in fatigues mingled with teachers, students, family and friends — the very same people who made up the community that Landsberry served and loved

The crowd was estimated at more than 1,000.

### 'A true Nevadan'

Gov. Brian Sandoval says it is a community that was enriched by the man who paid the ultimate sacrifice to protect it.

"By any standard, (Landsberry) was a true Nevadan, a giant among us, the best that we can do," Sandoval said. "By his actions, Michael Landsberry inspired us all to do all we can for our fellow man."

Sparks Mayor Geno Martini, had to compose himself as he tried to express his sorrow and gratitude to the family that just lost a loving husband and father.

"To the entire Landsberry family on behalf of a great city and community, thank you for sharing Michael with us," Martini

Although the event served to memorialize Landsberry's death. it



Marines and National Guard members fire a 21-gun salute in honor of Michael Landsberry on Sunday outside Sparks Christian Fellowship. PHOTOS BY MARILYN NEWTON/RGJ



Guard members mourn during Sunday's service.

daughters Andrea and Alisa as his own and cried the first time one of them called him "dad."

Michael Landsberry also made sure that Andrea and Alisa were present when he proposed to their mother at the Claim Sharon Landsberry said.

Washoe County School District Superintendent Pedro Martinez said Michael Landsberry could have taught at any school, but he chose Sparks Middle School — one of the highest-poverty schools in the community.

Landsberry chose the school because he felt it was where he could make the biggest difference, Martinez said.

"He knew our children needed him," Martinez said. "(What happened that) Monday morning (of the shooting) reminded all of us that he was there for our children."

As someone who was known for his love of Batman and Star Wars, Landsberry proved in the end to be greater than the fictional heroes he adored.

In an emotional address, Col. David Clark, vice wing commander of

# Gold Rush l toxic Sierra

Contamination from mercury could last up to 10,000 years

By Traci Watson

Special for USA Today

There really is gold in them thar hills, but there's something else in California's ridges, and in its valleys as well: mercury, a toxic legacy of the Gold Rush that will last for thousands of years.

Scientists have found high levels of mercury, which miners used to extract gold, in the foothills and valleys below former gold mines in California's Sierra Nevada. Once in the valleys, the mercury can enter the food chain and could eventually make its way to San Francisco Bay. There's evidence that the poisonous chemical continues to ooze out of the Earth and travel to vulnerable ecosystems.

Other experts thought mercurylaced soils were staying put in the mountains, but "our research suggests that is not the case," says research leader Michael Singer, a geomorphologist at the University of St. Andrews in Scotland and the University of California, Santa Barbara. "There are massive amounts of mercury-laden sediment making its way down to the lowlands."

Pollution prevention wasn't a high priority in the 1850s, when the thirst for gold drove prospectors to adopt an environmentally devastating technique called hydraulic mining. Hillsides were blasted with water cannons,

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# **Incumbents lose Reno-Sparks Ind**

Contest was first to be counted electronically

Staff report

Theresa Coffman, Robin Eagle, Jody McCloud and Verna J. Nuno were elected Saturday to fill the four open Reno-Sparks Indian Colony Tribal Council ly m tors T men serv Ame

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#### 'A true Nevadan'

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"By any standard, (Landsberry) was a true Nevadan, a giant among us, the best that we can do," Sandoval said. "By his actions, Michael Landsberry inspired us all to do all we can for our fellow man."

Sparks Mayor Geno Martini, had to compose himself as he tried to express his sorrow and gratitude to the family that just lost a loving husband and father.

"To the entire Landsberry family on behalf of a great city and community, thank you for sharing Michael with us," Martini said.

Although the event served to memorialize Landsberry's death, it also proved to be a celebration of his life.

Some painted a portrait of a man with a wicked sense of humor, including one time when he prank called his principal about a couple of teachers being thrown in jail and needing bail.

Others bared their souls about a friend who was always there for them.

"Mike was always someone I could talk to about everything," fellow teacher Ben Tucker said. "Everyday, he went to my room ... and asked me how I was doing. Once you became his friend, he made it his goal to make sure he included you in everything he did."

The stories touched wife Sharon Landsberry, who described a man who had so much love to give that it had to be shared with everyone else.

Sharon Landsberry recounted tales of a husband who treated his step-

Cub

Continued from Page 1A

The MDOW come wonders



Guard members mourn during Sunday's service.

daughters Andrea and Alisa as his own and cried the first time one of them called him "dad."

Michael Landsberry also made sure that Andrea and Alisa were present when he proposed to their mother at the Claim Jumper restaurant.

"He was an easy man to love," Sharon Landsberry said. "Mike always told me that his only job is to make me happy, and he did that 100 percent every day. I'm going to miss my husband so much."

Michael Landsberry affectionately called his students his kids as well, Sharon Landsberry said.

Washoe County School District Superintendent Pedro Martinez said Michael Landsberry could have taught at any school, but he chose Sparks Middle School — one of the highest-poverty schools in the community.

Landsberry chose the school because he felt it was where he could make the biggest difference, Martinez said.

"He knew our children needed him," Martinez said. "(What happened that) Monday morning (of the shooting) reminded all of us that he was there for our children."

As someone who was known for his love of Batman and Star Wars, Landsberry proved in the end to be greater than the fictional heroes he adored.

In an emotional address, Col. David Clark, vice wing commander of the 152nd Airlift Wing of the Nevada Air National Guard and Landsberry's fellow teacher at Sparks Middle School, gave an impassioned message to tearful students at the memorial service.

"Mr. Landsberry loved you with all his heart and soul," Clark said. "Indeed, to his last breath, he loved you." mountains, but "our research suggests that is not the case," says research leader Michael Singer, a geomorphologist at the University of St. Andrews in Scotland and the University of California, Santa Barbara. "There are massive amounts of mercury-laden sediment making its way down to the lowlands."

Pollution prevention wasn't a high priority in the 1850s, when the thirst for gold drove prospectors to adopt an environmentally devastating technique called hydraulic mining. Hillsides were blasted with water cannons,

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# Incumbents lose Reno-Sparks Ind

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Staff report

Theresa Coffman, Robin Eagle, Jody McCloud and Verna J. Nuno were elected Saturday to fill the four open Reno-Sparks Indian Colony Tribal Council seats in the colony's first electronically counted election.

Elected to four-year terms out of a pool of 16 candidates, they defeated two incumbents: Joanne Bill and Francis Dressler, who were running for re-election.

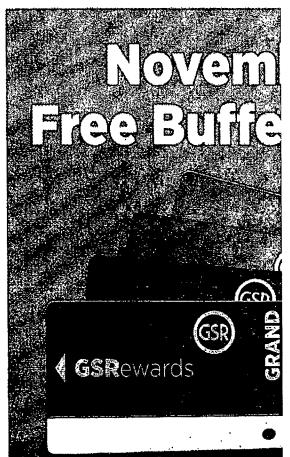
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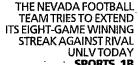




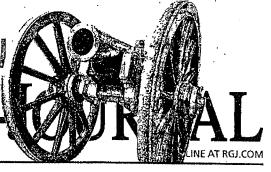
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# THE NEVADA FOOTBALL TEAM TRIES TO EXTEND ITS EIGHT-GAME WINNING GAINST RIVAL UNILY TODAY CANDON CANDON SPORTS, 18





# 'He did what **Marines** do'

Loved ones say bank shooting victim was a good Samaritan

By Guy Clifton

Charles Sperry — known as "Bob" to his friends — was a



quiet man with a gracious smile and a gravita-tional pull as big

as Nevada.

He was a loving husband, father, grandfather and greatgrandfather.



Mourners gather Friday evening on the peninsula at the Sparks Marina for a vigil in honor of the victims of Monday's shooting at Sparks Middle School. Teacher Michael Landsberry died and two students were injured in the shooting. TOM R. SMEDESSSPECIAL TO RGJ

## Violence cannot win when we believe in love'

Colleagues, officials ioin hundreds to honor slain teacher

By Martha Bellisle

mbellisle@rgj.com

Speaking through tears cracked voices, three Sparks Middle School teachers remembered their fallen friend and colleague at a candlelight vigil on Friday night as a "big ball of compassion" who was there for his family, his country and especially for his students.

It's beautifully apparent how much we love Michael Landsberry," social studies teacher David Clark told the hundreds who gathered at the Sparks MEMORIAL AND Marina to honor the victims of Monday's shooting. But what's also appar-ent, he said, "was the love Michael Landsberry had for all of us."

Landsberry approached 12-year-old Jose Reyes and tried to get him to drop his gun, but instead Reyes fatally shot the teacher and injured two students before killing himself on Monday.

Also speaking to the crowd of stu-

dents and community members was Nevada Attorney General Catherine Cortez Masto, Sparks Mayor Geno Martini, Sparks City Council member Ed Lawson and Washoe County School District Superintendent Pedro Marti-

Few were able to make it through

See VIGIL, Page 6A

#### **PUBLIC VIEWING SET FOR SLAIN TEACHER**

A memorial for Michael Landsberry, the Sparks Middle School math teacher killed in the shooting on Monday, has been set for Sunday, Nov. 3, with a viewing scheduled for Nov. 2. 6A

#### **FRIEND DESCRIBES** SHOOTER AS TYPICAL KID

The Nevada middle school student who killed a teacher and wounded two classmates before turning the gun on himself appeared to be a typical 12-year-old who liked soccer, was good at video games and didn't have a lot of friends but "didn't seem to be a loner," a friend said Friday. 6A

#### Loved ones say bank shooting victim was a good Samaritan

By Guy Clifton gclifton@rgj.com

Charles Sperry — known as "Bob" to his friends — was a quiet man with a gracious smile

and a gravita-tional pull as big as Nevada.

He was a lov-ing husband, father, grandfa-ther and greatgrandfather.

He was an outdoorsman who loved hunting, fishing, camping

and just driving throughout the wide open spaces of his native

He was a career Marine, who commanded a rifle company near the DMZ at the height of the Vietnam War.

He was the friendly face in his southeast Reno neighborhood, waving to passers-by from his immaculately kept front yard.

He was the guy looking out for fellow veterans and neigh-

See SPERRY, Page 3A

#### IF YOU GO

Services for Charles Sperry are today at Ross Burke & Knobel Mortuary In Reno.

The public is invited from 12:30 to 3:30 p.m., to pay their respects and during that time, family members and friends may speak about Sperry.

In lieu of flowers, the family has asked donations be made to the Sperry Memorial Fund at any Bank of America



Charles Sperry

## Friend says shooter was a typical kid

By Martin Griffith and Scott Sonner

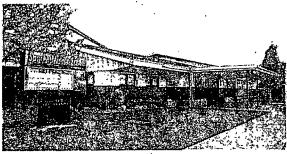
The Nevada middle school student who killed a teacher and wounded two classmates before turning the gun on himself appeared to be a typical 12-year-old who liked soccer, was good at video games and didn't have a lot of friends but "didn't seem to be a loner," a friend said Friday.

Jose Reyes was always smiling and never complained to his friend Diego Munoz, 11, that he was bullied, Munoz told the Associated Press outside Sparks Middle School where Reyes fatally shot math teacher Michael Landsberry before committing suicide Monday on the school's asphalt basketball court.

"I was really surprised he would do something like this," said Munoz, a sixth-grader at neighboring Agnes Risley Elementary.

"When I heard it was him who was the shooter, I went into a stupor and asked, "Why did he do it?" he said.

Reyes played soccer and often rode his bicycle in the neighborhood around the school, Munoz said. He said the two played video games together, including zombie games and the online building game Minecraft, and both were fans of MTV's comedy show, "Ridiculousness."



Teacher Michael Landsberry was killed and two students injured Monday in a shooting at Sparks Middle School. ANDY BARROWAGI

"He was more like your typical 12-year-old," Munoz said. "Right now, we all want to be popular. He wasn't one of those kids. He didn't have a lot of friends, but he had a couple of friends. He didn't seem to be a loner."

"He never told me he was bullied," he said. "Whenever we would go outside, he was always smiling. He seemed happy ... He seemed intelligent. He won video games more often than not."

Munoz' remarks echoed those of other students who described Reyes as a shy boy, who nonetheless had friends and usually a smile on his face. He played the violin, according to his school music teacher, and was a big fan of the video game,

"Call of Duty," other classmates have said.

Police have released little information about the shooting. They say he got the semi-automatic handgun from his residence, but they have no motive and don't know if Reyes was targeting victims or firing randomly. They didn't release his name until Thursday under pressure from the public and local media.

School officials confirmed the investigation includes a review of an anti-bullying video that some students saw earlier this month that includes a dramatization of a child taking a gun on a school bus to scare aggressors.

Washoe County School District spokeswoman Victoria Campbell said school officials were examining the video but couldn't comment because it's part of the broader investigation into the shooting just outside the school building about 5 miles northeast of downtown Reno.

Reno's KRNV-TV reported that some students said they watched the video, titled "Bully," earlier this month. The station has broadcast excerpts of the 1.5 hour documentary by Emmy Award-winning filmmaker Lee Hirsch that chronicles the impact of bullying on five different youths and their families.

Katherine. Loudon, the school district's director of counseling, equity and diversity, said anything that would have been presented to children would have been part of a districtwide bullying prevention and intervention initiative that includes all schools in the county

"We've been told by Sparks Police Department to not discuss that particular curriculum," Loudon said.

About 700 people, including Gov. Brian Sandoval, students, parents and siblings, attended a private ceremony Thursday morning in the school's gymnasium, which students had decorated with posters, tributes, balloons and stuffed animals in

recognition of Landsberry.

The 45-year-old had served as a Marine and coached basketball and soccer. He was known by all as a big fan of Batman. In addition to drawings and references to the cartoon super hero, one unidentified veteran left the U.S. Navy Medal for Meritorious Service he earned in Iraq, with a note that read, "You deserve the medal of honor in my book."

The Nevada Air National Guard, where Landsberry had served as a master sergeant, announced plans Friday for a "celebration of life" at a public memorial service with full military honors Nov. 3 at Sparks Christian Fellowship church.

A former student who played last year on Landsberry's eighth-grade soccer team said he was so dedicated to her and her teammates that he told them he would sacrifice his life for them.

"He told us once that he

"He told us once that he would take a bullet for us. He died doing just that," said Lilian Martin, now a freshman at Reno's Wooster High School.

"He was always funny and

"He was always funny and made us laugh," she told AP on Friday.

Martin was among those who said they didn't witness bullying at Sparks Middle School.

The AP's Michelle Rindels contributed from Las Vegas.

¥.

Memorial, public viewing for



#### teacher to be next weekend

Staff report

A memorial for Michael Landsberry, the Sparks Middle School math teacher killed in the shooting on Monday, has been set for Sunday, Nov. 3, with a viewing scheduled for Nov. 2, according to a spokesman for the Nevada Air National

Landsberry was shot by 12-year-old Jose Reyes as the teacher tried to get the student to put down the gun. Reyes shot and

injured two other students before killing himself.

Master Sgt Landsberry has been with

the Guard

since 2001.

The



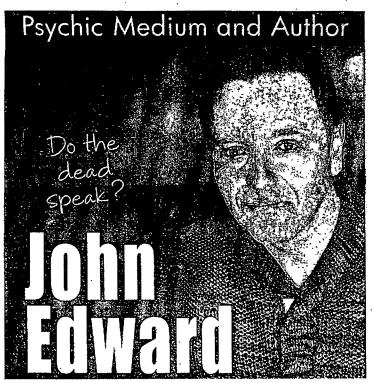
Landsberry

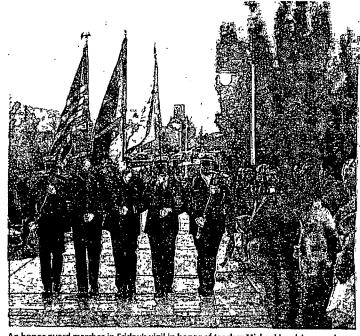
public viewing is scheduled

to be held from 9 a.m. to 6 p.m. on Saturday, Nov. 2, at Walton's Funeral Home in

A Celebration of Life is scheduled for Sunday, Nov. 3 at Sparks Christian

Fellowship in Sparks.
"During the Celebration of Life, Landsberry's casket will be present and he will receive full military honors, including an honor guard 21-gun salute and presentation of national colors to his family," said Air Guard Major Dennis Fournier in a news release. "Family and officials, including Nevada Gov. Brian Sandoval, are set to provide remarks."





An honor guard marches in Friday's vigil in honor of teacher Michael Landsberry, who died in Monday's Sparks Middle School shooting. PHOTOS BY TOM R. SMEDES/SPECIAL TO RGJ

### Vigil

Continued from Page 1A

their statements without pausing to gather their emotions.

"Michael Landsberry was my closest friend for about 15 years," said teacher Jerry Miller. "His passing has created a big hole in my life and I don't know how to fill that hole."

Landsberry, a tall man with a shaved head and a goatee, did not look "like a relationship kind of guy," Miller said. "But inside, he was a big ball of



Hundreds of people gathered for an emotional vigil for

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compassion. And his students got it. They knew Michael Landsberry was there for them."

"Remember, we're here for the kids," Miller said his friend always told him. "And on Monday that was the first thing I thought of. He was there for the kids, and

thank goodness."
As the sun went down and the air temperature dropped, many of the students at the vigil wrapped themselves in blankets donated from volunteers from Project Linus. A group of women in Fernley made about 700 blankets to distribute to the middle school students to serve as comfort in their distress.

Math teacher Ben Tucker said Landsberry was a hero who "is truly and forever will be a man we should all aspire to be."

"He wanted to make a difference in his kids' lives," Tucker said. "I miss you my friend. I love you, Batman."

Cortez Masto said as Nevada's top law enforce-

numbreus of people gathered for an emotional violitor the victims of Monday's shooting at Sparks Middle School at the Sparks Marina on Friday evening.

#### ON RGJ.COM

Log on to RGJ.com/schoolshooting for extensive coverage of the shooting at Sparks Middle School, including:

- » Photos and videos from the scene and memorials, including Friday's vigil.
- Audio of 911 calls from Sparks Middle School.
- » Updates from today's developments.

ment officer, she has heard from her peers from across the county, who have reached out and offered support and condolences.

Cortez Masto said that she was proud of the way the community, the first responders, the school personnel have pulled together in the face of the tragedy.

Sparks City Manager Shaun Carey said what happened Monday was violence, but what was

1

He was a big ball of

compassion. And his students got it. They knew Michael Landsberry was there for them."

JERRY MILLER Teacher

happening at Sparks Marina was love.

"Violence cannot win when we believe in love,"

he said. Mayor Martini sought to assure the students attending the vigil that their pain will pass, but their support for each other will make the difference.

"Sometimes things happen," he said. "Goodness and love will trump these terrible events that many of you will never forget. Don't let evil distract you or slow you down."

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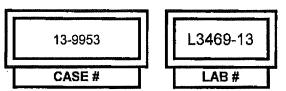
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#### **DESCRIPTION OF PROPERTY**

One (1) black wallet containing:

One (1) temporary "Sparks Middle School" ID card, bearing the name Kaelin Guerrero;

One (1) "Virginia Palmer" ID card, bearing the name Kaelin Guerrero;

One (1) library card;

One (1) sheet of paper with a phone number list.

(Victim K. Guerrero)

Collected from the hand of SPD Detective K. Dach at 1040 hours.



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#### Bellamy, Joanna

From:

Dach, Kevin

Sent:

Wednesday, December 04, 2013 2:26 PM

To:

Bellamy, Joanna

Subject:

RE: 13-9953

It is OK to release the ID. If you give it to me, I can call him.

Detective Kevin Dach Sparks Police Department 1701 E. Prater Way Sparks, NV 89434 kdach@cityofsparks.us Cell phone 775-690-2909 Work Phone 775-353-2225 Fax 775-353-1614

From: Bellamy, Joanna

Sent: Wednesday, December 04, 2013 1:31 PM

To: Dach, Kevin Subject: 13-9953

Yes we do have the ID back. If it is ok to release it to him we will need an email from you saying what is ok to release. Gracias.

Joanna

393229 Gulmero Kaelin kd

#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide

Case: 13-9953

Date/Time of Supplement: 12-05-13 @ 1700hrs

Detective: Dach, K. #034

Approving Supervisor

Date: 12/10/13

#### **Details of Supplement:**

#### Interview with Kim CROWLEY-REYES'S 6th grade teacher:

On 12/3/13, at approximately 1040hrs, Detective PETERSON and I conducted an audio interview with Kim CROWLEY at Agnes Risley Elementary School located at 1900 Sullivan Lane in Sparks. CROWLEY was Jose REYES'S 6th grade teacher while he was attending Agnes Risley Elementary School. CROWLEY told me she has been teaching for 10 years. She started her teaching career in California, but has been working in the Washoe County Schools for 6 years. She worked at Echo Loder Elementary School located at 600 Apple St. in Reno prior to working at Agnes Risley. CROWLEY worked at Agnes Risley for the 2012/2013 school year. Jose REYES attended CROWLEY'S first 6<sup>th</sup> grade class.

CROWLEY described REYES as a very sweet boy 99% of the time. CROWLEY explained further; REYES was very organized and task oriented. He would have his homework done and be ready to work when he was in class, but on one occasion, REYES forgot his homework. CROWLEY gave Jose REYES a "check mark" to document the missed homework. REYES was upset, his face got red and he told CROWLEY "you are not very nice". This occurred just prior to a three day weekend. On Tuesday when the students returned to school REYES was still mad at CROWLEY because of the "check mark" for the missing homework. CROWLEY realized REYES wanted to do everything perfect but if he failed to achieve this he would be angry and would hold onto this anger for a long period of time.

CROWLEY told me REYES was academically at a 1st grade level for math and 2nd grade level for reading. CROWLEY gave modified homework to REYES and he would complete the assignments. This homework was designed to help him improve but not to overwhelm him. CROWLEY felt REYES was improving in her class, but at a much slower pace than most of the students. When REYES would write a paper his organizational skills were lacking and he would lose track of what to write on the assignment. REYES would often look around the room and write words he saw which related to the topic. These words would not be in any particular order and may not be related to the assignment at all. The other students would help REYES to understand the assignment.

CROWLEY was concerned REYES would have trouble moving from class to class in Middle

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School. CROWLEY attempted to talk to Special Education teacher, Karen HINTZ and the school counselor to get REYES assistance. CROWLEY was told REYES had been tested for learning disabilities and he had been given services for his disability. Additional services were not available to him.

CROWLEY would talk to REYES'S mother, Lilian frequently and in Spanish. Lilian was concerned about REYES and asked how to help him. CROWLEY suggested Lilian take REYES to a medical doctor and a counselor. Lilian said she would and CROWLEY believed REYES saw a doctor. Lilian had told CROWLEY that REYES has had issues his whole life. Lilian said REYES almost died at birth and did not start talking until he was 5yrs old and in school. CROWLEY contacted the Special Education teacher at Sparks Middle School and told her REYES may need some extra assistance. The Middle School Special Education Teacher met with REYES at least once while REYES was still attending Agnes Risley.

CROWLEY told me the students in her class were very supportive of REYES. There were no signs of Bullying. CROWLEY told me ESL teacher Pilar QUINOEZ was present in her class and did not report any signs of Bullying. I asked CROWLEY if REYES had any friends. She told me REYES talked to two students regularly, Jesus VASQUEZ and David RODRIGUEZ-CONTERAS. CROWLEY had shoulder surgery two months prior to the end of school. A long term substitute Sierra VOSS took over her class. VOSS did not report any issues with REYES to CROWLEY.

Because CROWLEY was friends with Lilian I asked her if she knew of any problems at their home. CROWLEY remembered REYES telling her one time that his mom was in trouble with his dad. She did not know what had occurred. Lilian hung out with a group of ladies often. One of the ladies was the ESL teacher Pilar QUINONEZ. The interview was concluded at 1119hrs and the interview was put on a CD and booked into Sparks Police Evidence as KLD-19.

#### Interview with Karen HINTZ; REYES'S Special Ed Teacher in 6th Grade:

On 12/2/13, at approximately 1726hrs, I conducted an audio interview with Karen HINTZ in the conference room at the Sparks Police Department. HINTZ came to the Police Department voluntarily with her husband, Earl HINTZ. Karen told me she has taken the shooting very hard and has been out of school for emotional reasons since the shooting. Karen is not going to back to teaching at Agnes Risley. Karen told me she has been teaching for 9 years at a Middle School and Elementary School in North Valleys, Reno. In October 2012, her position was eliminated due to budget cuts and she took a Special Education position teaching 5<sup>th</sup> and 6<sup>th</sup> grade at Agnes Risley. Karen team taught with another teacher, Christy BARTLET.

Karen had experience dealing with students with all types of disabilities. Karen described REYES as



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a nice boy. She said he would hide and when she came into the class he would surprise her. Karen said academically REYES was at a 1<sup>st</sup> grade level for math and a 3<sup>rd</sup> to 4<sup>th</sup> grade level for reading. Karen said REYES had trouble with his speech. He would stutter, but she noticed the more he talked his speech would improve and the stuttering would decrease. Karen described REYES as a hard working student who believed rules were black and white. REYES did not understand when they played games in class. During the game if people laughed, REYES would think they were laughing at him. He would get angry and cry. Karen said REYES got mad at her when she was laughing with another child because REYES thought Karen was laughing at him. I asked Karen if she knew what disability if any REYES had based on her experience. Karen told me she believed REYES had Cerebalpalsey based on her prior history with students with similar conditions. Karen told me REYES had been tested for Autism in 2011 but per counselor, Jayer (unknown spelling) REYES did not qualify for the Autism group.

Karen did not witness any bullying at school. Karen knew of only one incident where an unknown student tried to make fun of REYES'S speech, but Nanoa WASHINGTON stood up for him and did not let the teasing continue. Karen told me the three people she knew REYES talked to were Nanoa WASHINGTON, David RODRIGUEZ-CONTERAS, and Yamilet REYES. The interview was concluded at 1820hrs. The audio interview was put on a CD and booked into Sparks Police Evidence as KLD-20.

#### Interview with Judy KERSEY; REYES'S 5th and 6th grade speech therapist:

On 11/26/13, at approximately 0908hrs I conducted an audio interview with Judy KERSEY at Head Start located at 1100 E. 8<sup>th</sup> Street in Reno. KERSEY was Jose REYES'S speech therapist for 5<sup>th</sup> and 6<sup>th</sup> grade while he attended Agnes Risley Elementary School. KERSEY saw a change in REYES from 5<sup>th</sup> grade to 6<sup>th</sup> grade. In 5<sup>th</sup> grade she described REYES as sweet and happy. In 6<sup>th</sup> grade REYES started to have problems with social skills and was easily upset. REYES'S voice was changing which also affected his speech. KERSEY was concerned when REYES did not show empathy. She gave me an example of when the Sandy Hook School Shooting occurred, one of the students in class was crying and wanted to know more about what happened. KERSEY briefly talked to the student to make him feel better. REYES did not want to talk about the incident. He wanted to work on school work. REYES told the other student "quit acting like a kindergartener". REYES did not like to be off task.

KERSEY has worked with numerous Autistic children and felt REYES had characteristics similar to people with Autism. She gave examples; like obsessive compulsive traits, about his appearance and his need to be on time. REYES would always keep track of time and let the teacher know if she was not starting or stopping class on time. REYES was socially quirky, liked things structured, and could not infer anything from a social setting. REYES had a hard time making friends. REYES did not



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like people laughing, because he felt they were laughing at him even if they were not. REYES did not like to lose. KERSEY gave an example of a time when REYES lost during a classroom game called Catergories, REYES became upset and yelled "I hate the world".

KERSEY said REYES was very into the civil war. He would talk about it often and did a project on the civil war in 5<sup>th</sup> grade. In 6<sup>th</sup> grade KERSEY saw a binder which REYES had drawn two stick figures with guns and they were shooting each other. KERSEY assumed it was regarding the civil war but had REYES throw away the binder and told him he could not draw things like that on his binder. KERSEY did not have any drawing or papers which were completed by REYES.

The interview was concluded at 0938hrs. The audio interview was put on a CD and booked into Sparks Police Evidence as KLD-21.

### Interview with Catherine ALLEN; REYES'S 5th Grade Teacher:

On 12/5/13, at approximately 1616hrs, I conducted an audio interview with Catherine ALLEN at the Sparks Police Department Conference Room. ALLEN has been teaching for approximately 3 years. She started at Agnes Risley and had Jose REYES in her 5<sup>th</sup> grade class. ALLEN told me REYES was at a 1<sup>st</sup> or 2<sup>nd</sup> grade level for reading and math. REYES also was below grade level in Science when he was asked to read and answer questions about science related topic. REYES was good with hands on projects. This aptitude was seen when working on Science Projects. ALLEN told me REYES was not socially outward. He would keep to himself and was focused on school tasks. ALLEN told me REYES needed a structured schedule to help him succeed. ALLEN described REYES as a helpful student. He would help her carry things, REYES would help children on the playground for example if a child fell he would help them up and ask if they needed to go to the nurse's office.

Towards the middle to end of 5<sup>th</sup> grade REYES began to realize he was academically behind the other students. The other students would finish an assignment and he would still need more time. These academic struggles frustrated REYES. He would get angry with himself. When REYES became frustrated he would get very quiet and would not do anything until he calmed himself.

REYES was liked by almost everyone because he was so helpful and nice to other students. ALLEN told me REYES was closest friends with David Rodriguez. A CD containing the audio interview was booked into Sparks Police Evidence as KLD-22.



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ESS	OFR	Mueller			4									
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PERSON/BUSINES	RESIDENCE A	DDRESS			i			CITY		STATE	ZIP		RESIDENCE P	HONE
RSO	DI KINESE NA	ME OR SCHOO	N			ADDRESS		CITY		STATE	ZIP		CELLULAR PI	KONE
뷥		County		s Office	5	911 Par	r Blvd	<b>U</b>	Rer	10, NV 89	512			
	OCCUPATION Deputy							DAYS OFF		WORK	HRS.		BUSINESS PH	ONE E
<del></del>	VEH. LIC. NO.			STATE	VEH, YEA	ıR	MAKE	МО	OEL.		BODY	STYLE	COLOR	
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<u> </u>	Deputy VEH, LIC. NO.			STATE	VEH. YE	AR	MAKE		DDEL.		BODY	STYLE	COLOR	
VEHICLE														
EE	VIN				OTHER	CHARACTER	ISTICS (DAMA	GE, UNIQUE MARKS, (	OR PAINT, E	TC.)				
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With or ca	ess saw, did an testify to: ORTING OFF	Secured	Sparks	Middle Sc	hool Pe		VING SUPER	VIAN R	-8- <u>2</u> .		AGE O	Neede	1? □:No -	



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ı		1						EVIDENCE:		·	<b>W</b> *** ** ******		• .	
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PERS	BUSINESS NAM Washoe			- Office		ADDRESS 11 Par	r Blvd	CITY	Reno	STATE NV 895	ZIP 12	,	CELLULAR PH	ONE
	OCCUPATION	County	Sheim s	Office		/1 [ [ [ [ ]	I DIVU	DAYS OFF		WORKH			BUSINESS PH	ONE EX
	Deputy VEH. LIC. NO.			STATE	VEH, YEA	<del> </del>	MAKE	MOD	FL FL		BODY S	STYLE	COLOR	
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Witne	ess saw, did n testify to:	Searched	l Sparks	Middle S	chool, E	vacuate	d Students	· · · · · · · · · · · · · · · · · · ·	÷.			Interpre		Written D Statement? D
	SUBPOENA RETURNED	JC TRIAL	J .	Γ	DC TRIAL	T	WIT		WIT	NESS/VIC	CTIM	1		
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انته	Washne	County	Sheriff	s Office		911 Par	r Blvd	DAYS OFF	Reno	NV 895			BUSINESS PH	ONE E
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	OCCUPATION  Deputy													- particular and the
	OCCUPATION			STATE	VEH, YEA	.R	MAKE	MOD	DEL	<del>,</del>	BODY	STYLE	COLOR	
	OCCUPATION  Deputy			STATE				MOD SE, UNIQUE MARKS, O		:.)	BODY	STYLE	COLOR	
VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN				OTHER C	HARACTERI	STICS (DAMA)			.)	BODY	Interpre	eter 🖸 Yes	Written
VEHICLE VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did in testify to:	Assisted	D. Frank		OTHER	HARACTERI	STICS (DAMAC		R PAINT, ETC			Interpre	ster 🗆 Yes -	Statement?
VEHICLE VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did		D. Frank		OTHER C	HARACTERI	STICS (DAMA)	SE, UNIQUE MARKS, O	R PAINT, ETC			Interpre	eter Diyes (17 DINO)	Statement?
VEHICLE VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did in testify to: SUBPOENA. RETURNED	Assisted JC TRIAL	PRELIM.	cel With E	OTHER	HARACTERI Docum	STICS (DAMAC entation	EVIDENCE:	R PAINT, ETC	NESS/VI		Interpre Needer	eter 17es 17 D.No.	Statement?
NEHICLE CE	OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did in testify to: SUBPOENA. RETURNED	Assisted	PRELIM.	cel With E	OTHER	HARACTERI Docum	STICS (DAMAC entation	SE, UNIQUE MARKS, O	R PAINT, ETC			Interpre	eter 17es 17 D.No.	Statement?
NEHICLE CE	OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA. RETURNED	Assisted  C TRIAL  NAME (LAST,	PRELIM.	cel With E	OTHER C	DOCUM:	STICS (DAMAC entation	EVIDENCE:	WIT RACE	NESS/VI		Interpre Needer	eter 17es 17 D.No.	Statement?
S TEHIOLE	OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA RETURNED  INVOLVE OFR	Assisted  IC TRIAL  NAME (LAST, Buell, J  WEIGHT	PRELIM. FIRST, MIDOI	GJ	OTHER C	DOCUM:	entation WIT	EVIDENCE:	WIT RACE	NESS/VI		Interpre Needer	eter 17es 17 D.No.	Statement?
S TEHIOLE	OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AL	Assisted  IC TRIAL  NAME (LAST, Buell, J  WEIGHT  DDRESS	PRELIM. FIRST, MIDDI ackson BUILD	GJ	OTHER C	DOCUM EV	entation WIT CODE	EVIDENCE: SEX OPERATOR'S LICE	WIT RACE	DOB STATE	СТІМ	Interpre Needer	RMATION  SOCIAL SECU	Statement?
VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AL  BUSINESS NAM Washoe	Assisted  JC TRIAL  NAME (LAST, Buell, J  WEIGHT  DDRESS	PRELIM. FIRST, MIDDO	GJ GJ HAIR	OTHER C	DOCUM:	entation WIT CODE	EVIDENCE: SEX OPERATOR'S LICE CITY	R PAINT, ETC WIT RACE	DOB  STATE  STATE  O, NV 895	CTIM  ZIP  ZIP  312	Interpre Needer	RMATION  SOCIAL SECT.  RESIDENCE F	Statement?
S TEHIOLE	OCCUPATION Deputy VEH. LIC. NO. VIN  VIN  ess saw, did in testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AL  BUSINESS NAM Washoe OCCUPATION	Assisted  JC TRIAL  NAME (LAST, Buell, J  WEIGHT  DDRESS	PRELIM.  FIRST, MIDDO  ackson  BUILD	GJ GJ HAIR	OTHER C	DOCUM EV	entation WIT CODE	EVIDENCE: SEX OPERATOR'S LICE	R PAINT, ETC WIT RACE	DOB STATE	CTIM  ZIP  ZIP  312	Interpre Needer	RMATION  SOCIAL SECT	Statement?
PERSON/BUSINESS 25 VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AL  BUSINESS NAM Washoe	Assisted  JC TRIAL  NAME (LAST, Buell, J  WEIGHT  DDRESS	PRELIM.  FIRST, MIDDO  ackson  BUILD	GJ GJ HAIR	OTHER C	Docum EV ADDRESS 911 Pa	entation WIT CODE	EVIDENCE: SEX OPERATOR'S LICE CITY	WIT  RACE  NSE/STATE	DOB  STATE  STATE  O, NV 895	ZIP ZIP S12 HRS.	Interpre Needer	RMATION  SOCIAL SECT.  RESIDENCE F	Statement?
PERSON/BUSINESS 25 VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN  SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AT  BUSINESS NAN Washoe OCCUPATION Deputy VEH. LIC. NO.	Assisted  JC TRIAL  NAME (LAST, Buell, J  WEIGHT  DDRESS	PRELIM.  FIRST, MIDDO  ackson  BUILD	GJ HAIR	OTHER CONTINUES OF TRIAL	Docum EV ADDRESS 911 Par	entation WIT CODE YES	EVIDENCE:  SEX  OPERATOR'S LICE  CITY  CITY  DAYS OFF	WIT  RACE  NSE/STATE	STATE STATE O, NV 895 WORK	ZIP ZIP S12 HRS.	Interpre Needed INFO	RMATION  SOCIAL SECU  RESIDENCE F  CELLULAR PI  BUSINESS PI	Statement?
NEHICLE CE	OCCUPATION Deputy VEH. LIC. NO. VIN  SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AL  BUSINESS NAM Washoe OCCUPATION Deputy	Assisted  JC TRIAL  NAME (LAST, Buell, J  WEIGHT  DDRESS	PRELIM.  FIRST, MIDDO  ackson  BUILD	GJ HAIR	VEH, YE	DOCUM EV  ADDRESS 911 Pal	entation WIT CODE YES  TR BIVG	EVIDENCE: SEX OPERATOR'S LICE CITY DAY'S OFF	R PAINT, ETC	STATE STATE O, NV 895 WORK	ZIP ZIP S12 HRS.	Interpre Needed INFO	RMATION  SOCIAL SECU  RESIDENCE F  CELLULAR PI  BUSINESS PI	Statement?
S VEHICLE PERSON/BUSINESS S VEHICLE	OCCUPATION Deputy VEH. LIC. NO. VIN  SUBPOENA RETURNED  INVOLVE OFR HEIGHT  RESIDENCE AT  BUSINESS NAN Washoe OCCUPATION Deputy VEH. LIC. NO.	Assisted TRIAL  NAME (LAST, Buell, J  WEIGHT  DORESS  ME OR SCHOOL  County	PRELIM.  FIRST, MIDDO  ackson  BUILD  Sheriff	GJ GJ HARR	VEH. YE.  OTHER C	ADDRESS 911 Pal	entation WIT CODE YES  TO BIVE MAKE  INSTICS (DAMA END POIN	EVIDENCE:  SEX  OPERATOR'S LICE  CITY  DAYS OFF	R PAINT, ETC.  WITH  RACE  REPAINT. ETC.	DOB  STATE STATE O, NV 895 WORK	ZIP ZIP ATT SIP BODY	Interpre Needed INFO	RMATION  SOCIAL SECU  RESIDENCE F  CELLULAR PI  BUSINESS PI  COLOR	Statement?

		SI					ARTN EMEN			13-9		E OF SUF	PPLEMENT	
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ERSON/BUSINES	OFR HEIGHT	Foster,	Brian	HAIR	I	FY	ÆS	OPERATOR'S LICE	NSE/STATE	<u></u>		<u> </u>	L	
BUS								5,2.0.0						
NO	RESIDENCE	ADDRESS						CITY		STATE	ZIP		RESIDENCE P	ONE
PERS		AME OR SCHOOL				ADDRESS		CITY		STATE	ZIP		CELLULAR PH	ONE
٠.,	OCCUPATION	e County	Snerims	s Office		911 Par	r Biva	DAYS OFF	Ken	o, NV 8951 WORKHI			BUSINESS PH	ONE EX
	Deputy										<del>,</del>			· · · · · · · · · · · · · · · · · · ·
Щ	VEH, LIC, NO			STATE	VEH. YEA	R	MAKE	MO	DEL		BODY	STYLE	COLOR	
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Witn or ca	ess saw, dic an testify to:	Assisted	Swat In S	Searchin	g Sparks	s Middle	School .				:. ` :	Interpre Needed		Wilten I Statement? I
<del></del>	SUBPOENA RETURNED		PRELIM	, ej	DC TRIAL	EV	WIT CODE		Wil	NESS/VIC	TIM	INFO	RMATION	
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ιΩ	INVOLVE		FIRST, MIDDL		ļ	I	I	SEX	RACE	DOB		AGE	SOCIAL SECUR	RITYNUMBER
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SUS	neight	WEIGHT	BUILD	nan		E1	, E.Ş	OPERAIOR SEICE	NOEIS IAIC					
RSON/BU	RESIDENCE	ADDRESS						CITY		STATE	ZIP		RESIDENCE PI	IONE
PERS		WE OR SCHOO				ADDRESS		СПУ		STATE	ZIP		CELLULAR PH	ONE
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	Deputy						<del></del>				T		at the second	
픠	VEH. LIC. NO	-		STATE	VEH, YEA	R	MAKE	MOI	DEL		BODY	STYLE	COLOR	
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	<u> </u>													Tana
	ness saw; dic an testify to:	Evacuate	ed Studer	its And S	Secured	Perimete	er Of Sparl	ks Middle Scho	ol			Interpre Needed	ter □Yes; 1? "□No.	Written ( Statement? I
	SUBPOENA RETURNED	JC TRIAL	PRELIM	GJ	DC TRIAL	ΕV	CODE		Wi	<b>TNESS/VIC</b>	TIM	INFO	RMATION	Marie de
					-			EVIDENCE:			"\t.			\$15 B. J.
	INVOLVE		FIRST, MIDDL	-		1		SEX	RACE	DOB		AGE	SOCIAL SECUI	RITY NUMBER
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INESS	HEIGHT												T	
BUSINESS			<u> </u>					CITY		STATE	ZIP		RESIDENCE PI	HONE
SON/BUSINESS	HEIGHT RESIDENCE	AODRESS	LL										T	ALE.
PERSON/BUSINESS	RESIDENCE BUSINESS N	AME OR SCHOO		o Office		ADDRESS		СПҮ	Pan	STATE 0 NV 8051	ZIP 2		CELLULAR PH	ONE
Ø	RESIDENCE BUSINESS N Washo	AME OR SCHOOL e County		s Office		ADDRESS 911 Par		CITY DAYS OFF		STATE O, NV 8951 WORK H	2		BUSINESS PH	
Ø	RESIDENCE BUSINESS N Washo OCCUPATION Detecti	AME OR SCHOOL e County ve				911 Par	r Blvd	DAYS OFF		o, NV 8951	1 <b>2</b> RS.	STVI F	BUSINESS PH	
PERS	BUSINESS N Washo OCCUPATION Detecti	AME OR SCHOOL e County ve		s Office	VEH, YEA	911 Par		DAYS OFF		o, NV 8951	1 <b>2</b> RS.	STYLE		
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VEHICLE PERS	RESIDENCE BUSINESS N Washo OCCUPATION Detecti VEH. LIC. NO	ame or schoo e County ve	Sheriffs	STATE	VEH, YEA	911 Par R HARACTERI SS, Mai	MAKE STICS (DAMAC'R, Crime	DAYS OFF MO MO SE, UNIQUE MARKS, C	DEL R PAINT, ET And Pe	o, NV 8951 WORKH	BODY		BUSINESS PH (7)	ONE E
9 S VEHICLE PERS	BUSINESS N Washo OCCUPATION Detecti	AME OR SCHOOL  COUNTY  Ve  Interview	Sheriffs	STATE	VEH, YEA	PARACTERI SS, Mar	MAKE STICS (DAMAC'R, Crime	DAYS OFF MO SE, UMIQUE MARKS, C Scene Log /	DEL R PAINT, ET And Pe	c.) rimeter	BODY	Interpre Needec	BUSINESS PH	



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										_	10/21/1			rs
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								EVIDENCE:			· .			*
SS	INVOLVE OFR	NAME (LAST, Diaz, M		<u>.</u>	1	<del> </del>	<u> </u>	SEX	RACE	DOB		AGE	SOCIAL SEC	JRITY NUMBER
SINE	HEIGHT	WEIGHT	BUILD	HAIR	Т	Đ	YE\$	OPERATOR'S LICE	NSE/STATE	<u> </u>				
PERSON/BUSINESS	RESIDENCE A	DDRESS		<del> </del>				CITY		STATE	ZIP		RESIDENCE F	PHONE
RSO	BUSINESS NA					ADDRESS	-	QTY		STATE	ZIP		CELLULAR P	HONE
PE	Washoe	County		s Office	. 9	11 Par			Ren	o, NV 8	9512			
	OCCUPATION Deputy		•					DAYS OFF			ORK HRS.		BUSINESS PI	HONE E
LE	VEH, LIC, NO.			STATE	VEH, YEA	R.	MAKE	MO	DEL		BODY	STYLE	COLOR	
VEHICLE	VIN				1			SE, UNIQUE MARKS, O	R PAINT, ET	C.)				
	ess saw, did							erry's Body				Interpre	er 🗆 Yes	Written
or ca	n testify to:	Spoke W	ith Jose I	Reyes-Ma		o Whos		nk My Son Is In T	э.	<u>:</u>		Needed	? D.No	Statement?
	RETURNED	JC TRIAL	PRELIM	, GJ	DC TRIAL	EV	CODE	EVIDENCE:	Wij	TNESS	VICTIM:	INFO	RMATIO	N AGE
	INVOLVE	NAME (LAST,	FIRST, MIDOL	<u>.</u>		<u> </u>	<u> </u>	ŞEX	RACE	Вод		AĞE	SOCIAL SEC	URITY NUMBER
VESS	OFR	Koski, (	Gordon									<u> </u>		
IISN:	HEIGHT	WEIGHT	BUILD	HAIR		E	YES	OPERATOR'S LICE	NSE/STATE					
== 1	DE01851105 1	*						1						
õ	RESIDENCE A	DDRESS			<del>,</del> .			СПҮ		STATE	ZIP		RESIDENCE	PHONE
S	BUSINESS NA	ME OR SCHOO		3 Office	9	ADDRESS		CITY	Ren	STATE	ZIP		RESIDENCE I	
	BUSINESS NA Washoe OCCUPATION			s Office	9	ADDRESS 911 Pai				STATE O, NV 8	ZIP			HONE
	BUSINESS NA Washoe	ME OR SCHOO		s Office	VEH, YEA	911 Pai		CITY		STATE O, NV 8	ZIP 39512 ORK HRS.	STYLE	CELLULAR P	HONE
in	BUSINESS NA Washoe OCCUPATION Deputy	ME OR SCHOO			VEH, YEA	911 Pai	r Blvd make	CITY DAYS OFF	DEL	state o, <b>NV</b> & w	ZIP 39512 ORK HRS.	STYLE	CELLULAR P	HONE
	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO.	ME OR SCHOO			VEH, YEA	911 Pai	r Blvd make	CITY DAYS OFF MO	DEL	state o, <b>NV</b> & w	ZIP 39512 ORK HRS.		BUSINESS P	HONE E
S VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO.	ME OR SCHOOL	Sheriff's	STATE	VEH, YEA	911 Pai	MAKE STICS (DAMA)	CITY DAYS OFF MO	DEL	state o, <b>NV</b> & w	ZIP 39512 ORK HRS.		CELLULAR P BUSINESS P COLOR	HONE E
S VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy Veh. LIC. NO. VIN ess saw, did	ME OR SCHOOL COUNTY	Perimete PRELIM	STATE	VEH, YEA	911 Pai	MAKE STICS (DAMA)	CITY  DAYS OFF  MO  GE, UNIQUE MARKS, C	DEL OR PAINT, ET	STATE O, NV &	ZIP 39512 ORK HRS.	Interpre Needed	CELLULAR P BUSINESS P COLOR  COLOR	HONE E Written Statement?
S VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA RETURNED	Secured  JC TRIAL	Perimete PRELIM	STATE  or of Spar	VEH, YEA	HARACTER	MAKE STICS (DAMA)	DAYS OFF  MO  GE, UNIQUE MARKS, C  EVIDENCE:	DEL OR PAINT, ET	c)	ZIP 39512 ORK HRS. BODY	Interpre Needed	CELLULAR P BUSINESS P COLOR  ter Yes No	HONE E Written Statement?
VEHICLE VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did in testify to:	Secured	Perimete PRELIM FIRST, MIDDL	STATE  or of Spar	VEH, YEA	HARACTER	MAKE STICS (DAMA)	CITY  DAYS OFF  MO  GE, UNIQUE MARKS, C	DEL OR PAINT, ET	STATE O, NV &	ZIP 39512 ORK HRS. BODY	Interpre Needed	CELLULAR P BUSINESS P COLOR  ter Yes No	HONE E Written Statement?
VEHICLE VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did in testify to: SUBPOENA RETURNED	Secured  TRIAL  NAME (LAST,	Perimete PRELIM FIRST, MIDDL	STATE  or of Spar	OTHER C OTHER C OTHER C TRIAL	911 Par	MAKE STICS (DAMA)	DAYS OFF  MO  GE, UNIQUE MARKS, C  EVIDENCE:	DEL  WI  RACE	c.)	ZIP 39512 ORK HRS. BODY	Interpre Needed	CELLULAR P BUSINESS P COLOR  ter Yes No	HONE E Written Statement?
VEHICLE VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO. VIN ess saw, did in testify to: SUBPOENA RETURNED INVOLVE OFR	Secured  JC TRIAL NAME (LAST, Bailey, WEIGHT	Perimete PRELIM PRELIM FIRST MIDDL David	STATE  or of Spar  GJ	OTHER C OTHER C OTHER C TRIAL	911 Par	MAKE STICS (DAMA)  DI  WIT CODE	DAYS OFF  MO  GE, UNIQUE MARKS, C  EVIDENCE:  SEX	DEL  WI  RACE	c.)	ZIP 39512 ORK HRS. BODY	Interpre Needed	CELLULAR P BUSINESS P COLOR  ter Yes No	Whitten Statement?  N URITY NUMBER
S VEHICLE	BUSINESS NA Washoe OCCUPATION Deputy VEH. LIC. NO. VIN  ess saw, did in testify to: SUBPOENA RETURNED  INVOLVE OFR HEIGHT RESIDENCE A BUSINESS NA	Secured  TRIAL  NAME (LAST, Bailey, WEIGHT  DORRESS	Perimete PRELIM FIRST, MIDDL David BUILD	STATE  or of Spar  GJ  HAIR	VEH. YEA OTHER C ks Midd DC TRIAL	PAR HARACTER	MAKE STICS (DAMA)  WIT CODE  YES	DAYS OFF  MO  GE, UNIQUE MARKS, C  EVIDENCE:  SEX  OPERATOR'S LICE	DEL  R PAINT, ET  WI  RACE ENSE/STATE	C.) TNESS DOB	ZIP 39512 ORK HRS. BODY  AVICTIM  ZIP ZIP	Interpre Needed	COLOR  COLOR  COLOR  RMATIO	Whitten Statement?  N URITY NUMBER
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interview with JUOY KERSA	EX	•		
date of birth	, socia	I security nun	aber	
This interview will be in reference	to Sparks Po	lice case num	ber 13-591	-3
This interview is being conducted:	at 11600	STANT -	۽ هن	TH ST. P. Cao.
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Today's date is 12/2/17. The time is 1726. The following will be an
interview with HINTZ, KAREN KAY
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953.
This interview is being conducted at 1701 E. PROTER WAY - CONFERENCE RO
Present during this interview are 1 EAR( HINTZ
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3
4
Time interview concluded 1820
<u>Involve</u>
Sex: F Race: WHt: 514 Wt: 165 Build: M Hair: 1800 Eyes: 1176
Residence Addres
Residence Phone Business Phone:
Business Name/Add: WANNE CONTY School.
Occupation: Spicing 150 Days Off: Work Hrs:



Today's date is 12/3/13 . The time is 1040 . The following will be an
interview with Chowley Kin
date of birth social security number
This interview will be in reference to Sparks Police case number 13- 9953.
This interview is being conducted at ACUAS RUCEY
Present during this interview are 1. O. PETERSON
2
3
4
•
Time interview concluded 1/19
<u>Involve</u>
Sex: F Race: Wt Build: M Hair: Bo Eyes: Car
Residence Address: 7
Residence Phone: Business Phone:
Business Name/Add: MENES BRUCE,
Occupation:Days Off: Work Hrs:



	Today's date is 12/5/15. The time is 16/6. The following will be an	
	interview with CATHERINE ALLEN	
	date of birth, social security number	
•	This interview will be in reference to Sparks Police case number 13-9952	
	This interview is being conducted at 170; E. Paster way	-
	Present during this interview are 1	_
	4.	
	Time interview concluded 1639	
- · •	<u>Involve</u> Sex: Race: Ht: Wt: Build: Hair: Eyes:	
	Residence Address:	-
	Residence Phone: Business Phone: 679-4930	-
	Business Name/Add: ALLEN E. Mc CUFFY	_
	Occupation: Days Off: Work Hrs:	<b>-</b> .

.3469-13-0

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION 911 PARR BLVD. RENO, NV 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831



#### **FORENSIC REPORT**

LABORATORY NUMBER:

L3469-13-0

AGENCY:

SPARKS P.D.

**AGENCY CASE #:** 

13-9953

SUSPECT:

REYES, JOSE

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON GUERRERO, KAELIN

VICTIM: PERSON REQUESTING:

**DET'S. PETERSON / DACH** 

DATE OF SUBMISSION:

10/28/2013

OFFENSE:

HOMICIDE: ATTEMPTED HOMICIDE

#### SCENE

**LOCATION OF SCENE:** 

Sparks Middle School 2275 – Eighteenth Street

DATE:

10/21/2013

TIME NOTIFIED:

08:15 HOURS

TIME BEGAN:

08:55 HOURS

TIME COMPLETED:

14:15 **HOURS** 

#### **CASE SUMMARY:**

A call was received from Washoe County Sheriff's Office Lieutenant Herrera stating that assistance was needed from FIS at the scene of a homicide / attempted homicide at the Sparks Middle School.

Upon arrival at the above listed location, Sergeant Lyford, Investigator Ruvalcaba, and I were met and briefed by Sergeant Tracy. Multiple personnel from the Sparks Police Department, Reno Police Department, Washoe County Sheriff's Office, Washoe County School Police, FBI, NDI, Homeland Security, etc. were also on scene. Investigator Armstrong and Certified Latent Print Examiner Byrne arrived on scene a short time later. Later in the day, Dr. Clark and Investigators Bein and Turner from the Washoe County Coroner's Office arrived on scene.

Victims Mason Kamerer (white / male / juvenile / DOB: 0 and Kaelin Guerrero (Hispanic / male / juvenile / DOB: 0 had been transported to Renown Regional Medical Center and Victim Michael T. Landsberry (white / male / adult / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and Kaelin (Hispanic / male / juvenile / male / juvenile / DOB: 0 and Kaelin (Hispanic / male / juvenile / male / juvenile / DOB: 0 and Kaelin (Hispanic / male / juvenile / male / juvenile / male / juvenile / DOB: 0 and Kaelin (Hispanic / male / juvenile / male / juvenile / male / juvenile / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / male / juvenile / male / juvenile / DOB: 0 and the Suspect, Jose Reyes (Hispanic / male / juvenile / male / juvenile / male / juvenile / male / juvenile / male / juvenile / male / juvenile / male / juven

The following photographs were taken and the digital images were booked in as evidence under Control #1129875478-0:

- General locational views:
- North hallway leading to the southwest exit;
- Overall views of the west side basketball court, before and after placards #1 - #11 were placed;
- Overall views of the south courtyard, before and after placards #12 #18 were placed;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge on the ground by the picnic table / placard #1;
- One (1) yellow metal "R-P 9mm LUGER" casing on the ground on the basketball court / placard #2;
- One (1) yellow metal "R-P 9mm LUGER" casing on the ground on the basketball court by Victim Landsberry / placard #3;
- Overall views of Victim Landsberry lying on his back on the ground on the basketball court / placard #4;
- Facial views of Victim Landsberry;
- Views of both of Victim Landsberry's hands;
- Defect to the left side of Victim Landsberry's chest;
- Red stain on the ground on the basketball court, south of Victim Landsberry's head / placard #5;
- Black / grey hand gun at the Suspect's feet / placard #8;
- Black cell phone between the Suspect's legs / placard #9;
- One (1) yellow metal "R-P 9mm LUGER" casing at the right side of the Suspect / placard #6;
- Red stain to the wall behind / east of the Suspect's head / placard #7;
- Overall views of the Suspect lying on his back on the ground on the basketball court / placard #10;
- Facial views of the Suspect;
- Views of both of the Suspect's hands;
- Defect to the left side of the Suspect's head;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge on the sidewalk at the west end of the south courtyard / placard #11;
- Overall views of an empty black, seventeen (17) round capacity magazine on the sidewalk at the west end of the south courtyard / placard #12;
- One (1) yellow metal "R-P 9mm LUGER" casing in the grass area at the west end of the south courtyard / placard #13;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge in the grass at the east end of the south courtyard / placard #14;

- One (1) yellow metal "R-P 9mm LUGER" casing in the grass at the east end of the south courtyard / placard #15;
- Exterior view of one (1) defect to the west windows of the main hallway of the south courtyard / placard #16;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge in the grass at the east end of the south courtyard / placard #17;
- Exterior view of one (1) defect to the west windows of the main hallway of the south courtyard / placard #18;
- Interior views of the two (2) defects to the west windows of the main hallway of the south courtyard / placards #16 and #18;
- Two (2) defects to the east side of the main hallway wall / placard #19 and #22:
- One (1) white metal projectile on the floor below the defect in the main hallway wall at placard #19 / placard #20;
- One (1) copper colored jacketing on the floor below the defect in the main hallway wall at placard #19 / placard #21;
- One (1) copper colored jacketing on the floor below the defect in the main hallway wall at placard #22 / placard #23;
- One (1) white metal projectile on the floor below the defect in the main hallway wall at placard #22 / placard #24;
- Suspect's back;
- Defect to the right side of the Suspect's head, above and in front of the ear;
- Washoe County Coroner's Office ankle tag placed on the Suspect;
- Body bag seal and identification tag for the Suspect;
- Ground where the Suspect had been, after his removal;
- Victim Landsberry's back;
- Victim Landsberry's school identification and Nevada Drivers License from the wallet in his right rear pants pocket;
- Washoe County Coroner's Office ankle tag placed on Victim Landsberry;
- Body bag seal and identification tag for Victim Landsberry;
- Ground where Victim Landsberry had been, after his removal; and
- Other views as requested.

The following stains were tested for the presumptive presence of blood and the results are listed below:

#### HEMASTIX

- Red stain exterior sidewalk, west end of the south hallway negative
- Three (3) areas of red stain exterior sidewalk, north side of the south hallway negative
- Red stain wall / placard #7 positive

On 10/22/13 and 10/30/13 additional photographs were taken of the backpack (Control #Q91990) and the hand gun (Control # Q91989) and the digital images were booked in as evidence under Control #1130332929-0.

If you have any questions regarding this report, please feel free to contact this office at (775) 328-2800.

#### EVIDENCE RECOVERED

The following items were collected as evidence and taken to the Washoe County Sheriff's Office Crime Laboratory Garage where they were secured and entered into the evidence system.

Collected At:

Sparks Middle School

2275 - 18th Street

Marci Margritier Bv:

Date:

10/21/2013

Time: 14:15 Hours

CONTROL#

**DESCRIPTION** 

1129875478-0 One (1) digital disk containing two hundred and ninety-three (293)

digital images.

Q91989

One (1) "Ruger", SR9c, 9mm hand gun (Serial #332-04142) containing one (1) yellow metal "R-P 9mm LUGER" casing and one (1) ten (10) round capacity magazine containing one (1) yellow metal "R-P 9mm LUGER" hollow point cartridge - from on the ground at the Suspect's feet on the west side basketball court

/ placard #8.

Q91990

One (1) red stained, orange / black "Ful" backpack containing: TOP ZIPPER POUCH - one (1) white metal ring with three (3) white metal keys attached; SIDE ZIPPER POUCH - one (1) student schedule for "Reyes Urtiz, Jose H" "Student #2139429"; MIDDLE MAIN ZIPPER POUCH - miscellaneous red stained school-type papers with handwriting and one (1) red stained "Brothers in Arms" paperback book by Paul Langant and Ben Alirez; and BACK MAIN ZIPPER POUCH - one (1) loose pencil; one (1) black nylon / mesh binder pencil pouch with three (3) erasers, two (2)

dry erase markers, and one (1) pair of scissors; one (1) camouflage and white metal "Vaultz" hard case with

miscellaneous pencils, pens, erasers, protractor, and a cardboard toilet paper tube with string attached; multiple loose, blank ruled

pieces of notebrook paper; one (1) "Rotary International"

calculator with "Jose Reyes" handwritten on the front cover; and one (1) red stained, green binder with multiple red stained, school

#### **EVIDENCE RECOVERED** cont.

#### CONTROL # DESCRIPTION

#### Q91990 cont.

related papers in the front cover sleeve; "Jose H. Reyes Urtiz" handwritten on the interior front cover; multiple school related papers, five (5) Student Summary Reports for "Jose H. Reyes Urtiz Jr", and a Notification of English Language Development Program Continuing Placement for Jose Reyes Urtiz, one (1) wooden ruler in the interior binder back, two (2) loose composition notebooks with handwriting, one (1) Sparks Middle School Student Handbook / Organizer 2013 / 2014 with handwriting, one (1) Math Dictionary workbook, and multiple pieces of blank notebook paper in the ring section - from on the back of Jose Reyes / placard #10.

#### Q91991

Two (2) black / red SanDisks - from the top zipper pouch of a red stained, orange / black "Ful" backpack (Control #Q91990) / from Jose Reyes.

#### Q91992

One (1) red stained, black and white metal "Invicta" wrist watch with a broken black rubber wrist band - from Jose Reyes / placard #10.

#### Q91993

One (1) "Daisy" "Red Ryder" 750BB, BB cal 4.5mm, metal tin with a defect in the lid and containing / approximately 7/8 full of white metal BBs - from the top zipper pouch of the red stained, orange / black "Ful" backpack (Control #Q91990).

#### Q91994

One (1) "Angry Birds" spiral notebook with handwriting on two (2) pages: One (1) entitled "Dear Mom and dad" and one (1) entitled "Dear teachers and students" - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

#### Q91995

One (1) black plastic "Ruger" hand gun box with "R3749-10" handwritten on the outside edge and an orange sticker with "Serial No. 332-04142 / Catalog No. KSR9C / Caliber 9 x 19mm / Model 03313 / STAINLESS STEEL" on the same outside edge and containing an instruction manual for "Ruger SR9c" hand gun — from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

#### Q91996

One (1) empty, black metal "Ruger" SR9, 9 x 19mm seventeen (17) round capacity magazine with a white piece of tape with "SR9" handwritten on it on the bottom of the magazine - from on the sidewalk on the west end of the south courtyard / placard #12.

#### **EVIDENCE RECOVERED cont.**

#### **CONTROL # DESCRIPTION**

Q92037

Swabs: #1 - red stain to the wall / placard #7; #2 - red stain to the ground / placard #5; and H2O / water control.

Q92038

- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge
   placard #1:
- One (1) yellow metal "R-P 9mm LUGER" casing placard #2;
- One (1) yellow metal "R-P 9mm LUGER" casing placard #3;
- One (1) yellow metal "R-P 9mm LUGER" casing placard #6;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge
   placard #11;
- One (1) yellow metal "R-P 9mm LUGER" casing placard #13;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge
   placard #14:
- One (1) yellow metal "R-P 9mm LUGER" casing placard #15;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge
   placard #17;
- One (1) white metal projectile placard #20;
- One (1) copper colored jacketing placard #21;
- One (1) copper colored jacketing placard #23; and
- One (1) white metal projectile placard #24.

Collected At: FIS Garage By: Marci Margritier

Date: 10/30/2013 Time: 16:00 Hours

CONTROL # DESCRIPTION

1130332929-0 One (1) digital disk containing forty-seven (47) digital images.

MARCI MARGRITIER
Forensic Investigator

DATE

11-20-13

Forensic Investigation Section

This report may contain interpretations, opinions, and conclusions of the author.

3469-13-4

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION 911 PARR BLVD. RENO, NV 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831



#### **FORENSIC REPORT**

LABORATORY NUMBER:

L3469-13-4 SPARKS P.D.

AGENCY:
AGENCY CASE #:

13-9953

SUSPECT:

REYES, JOSE

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM:

GUERRERO, KAELIN

PERSON REQUESTING:

**DET'S. PETERSON / DACH** 

DATE OF SUBMISSION:

10/28/2013

OFFENSE:

HOMICIDE; ATTEMPTED HOMICIDE

#### SCENE

**LOCATION OF SCENE:** 

950 Hennry Orr Parkway, #306

DATE:

10/21/2013

TIME NOTIFIED:

**1710 HOURS** 

TIME BEGAN:

**1820 HOURS** 

TIME COMPLETED:

**1935 HOURS** 

#### **CASE SUMMARY:**

A call was received from Sergeant Leary requesting assistance from FIS in serving a Search Warrant at the Suspect's residence located at 950 Henry Orr Parkway, #306.

Upon arrival at the above listed location, Sergeant Lyford and I met with Sergeant Leary and Detectives Schreiber, Burns, and Gallop.

The following photographs were taken and the digital images were booked in as evidence under Control #1129876144-0:

- · General locational views:
- Search Warrant and blank Return:
- Exterior view of the front door:
- Overall interior views to include the living room, bath room, dining area and closet, kitchen and pantry, patio, garage, stairway to the second floor, second floor landing and closet, laundry room, hallway bathroom, southwest bedroom and closet, northwest bedroom and closet, master bedroom and closet, master bathroom, stairway to the third floor loft, and third floor loft area:
- Indicia atop the kitchen counter;
- Cupboard above the refrigerator and its contents;
- Gun box, before and after retrieval from the cupboard above the refrigerator;
- Revolver in the gun box:
- · Serial number;
- Empty cylinder:
- X-box from the southwest bedroom;
- Serial number on the X-box:
- Red / black backpack and contents, after retrieval from under the bed in the southwest bedroom;
- Black duffle bag and contents, on the floor by the bed in the southwest bedroom:
- BB gun atop the bed in the southwest bedroom;
- White piece of paper with handwriting from atop the entertainment center in the southwest bedroom:
- Yellow / goldenrod colored piece of paper with handwriting displayed by Detective Burns;
- Laptop atop the bed in the master bedroom;
- Serial number:
- Red computer tablet atop a pillow on the bed in the master bedroom;
- Serial number;
- Completed Search Warrant return; and
- · Other views as requested.

If you have any questions regarding this report, please feel free to contact this office at (775) 328-2800.

#### **EVIDENCE RECOVERED**

The following items were collected as evidence and taken to the Washoe County Sheriff's Office Crime Laboratory Garage where they were secured and entered into the evidence system.

Collected At: 950 Hennry Orr Parkway, #306 By: Marci Margritier

Date: 10/21/2013 Time: 19:35 Hours

CONTROL# DESCRIPTION

1129876144-0 One (1) digital disk containing three hundred and fifty-five (355)

digital images.

Q92039 One (1) "Smith & Wesson" double action revolver box with

product information sticker on the outside "Smith & Wesson Model 581 .357 caliber Serial No. AEB9553" containing: One (1) stained white with green stripe towel wrapped around one (1) empty, black metal "Smith & Wesson" .357 magnum caliber, six (6) shot revolver (Serial #AEB9553); and "Smith & Wesson" paper

work to include: two (2) Safety & Instructional material,
Authorized Warranty Service Stations, Holsters for K-frame
revolver, and Parts List / Instructions for Use / Maintenance /
Specifications for Model 581 - from the cupboard above the

refrigerator / by Detective Gallop.

Q92040 One (1) piece of white, lined, notebook paper with handwriting

with "Hitman Absolut\_\_\_" highlighted in red - from atop the entertainment center in the southwest bedroom / by Detective

Burns.

Q92041 One (1) piece of yellow / goldenrod paper with handwriting:

"Grade 6" "Handout 1A: My Hopes, Plans, and Challenges" bearing the handwritten name "Jose Reyes" - from the second

floor landing closet / by Detective Schreiber.

Q92042 One (1) empty, black metal "Daisy", Red Ryder Model 1938B, B-B

caliber 4.5mm, B-B gun / rifle with wooden stock and forestock – from atop the bed in the southwest bedroom / by Detective

Gallop.

Q92043 One (1) red / black backpack containing twenty-eight (28)

magazines:

• Four (4) Military History;

Four (4) Military Heritage Presents: WWII History;

Two (2) Gettysburg;

- Three (3) Military Heritage;
- One (1) Civil War Quarterly;
- Four (4) World War II;

#### **EVIDENCE RECOVERED cont.**

#### CONTROL # DESCRIPTION

Q92043 cont.

- One (1) Vikings Their Myths and Legends;
- One (1) Military Heritage Presents: Warfare History;
- Three (3) WWII Quarterly;
- One (1) Life The Power and the Glory;
- One (1) The Story of the Star-Spangled Banner by the Dawn's Early Light;
- One (1) Time Special Ops; and
- One (1) Military Channel Extreme Military Machines -
- from under the bed in the southwest bedroom / by Detective Schreiber.

Manu Manufur #0843 MARCI MARGRITIER

Forensic Investigator

Forensic Investigation Section

11-20-13

DAIL

-3469-13-6

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION

> 911 PARR BLVD. RENO, NV 89512 PHONE (775) 328-2800 FAX (775) 328-2831



**FORENSIC REPORT** 

LABORATORY NUMBER:

L3469-13-6

AGENCY:

SPARKS P.D.

**AGENCY CASE #:** 

13-9953

SUSPECT:

REYES, JOSE

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM:

**GUERRERO, KAELIN** 

PERSON REQUESTING:

**DETECTIVE K. DACH** 

**DATE OF SUBMISSION:** 

10/30/2013

OFFENSE:

HOMICIDE: ATTEMPTED HOMICIDE

Received from the Washoe County Sheriff's Office (WCSO) Evidence Section on 11/4/13 and 11/6/13.

The submitted items were identified as:

**CONTROL#** 

DESCRIPTION

Q93082

Post mortem palm and fingerprints from the left and right

hands of Suspect Reves.

Q93707

Post Mortem palm and fingerprints from the left and right

hands of victim Landsberry.

#### **RESULTS OF EXAMINATION:**

The above listed evidence will be retained in the Washoe County Latent Print Section.

KEVIN J BYRNE

Date

**Certified Latent Print Examiner** 

LAB#

CASE#

13-9953 L3469-13



571 Shelf Location

EVIDENCE

Collection Date and Time 10/21/2013 7:35:00 PM: Offense(s) HOMICIDE; ATTEMPTED HOMICIDE				BAR CODE Q92041	
Name of Rightful	Owner(s)				
Address				Phone Number	
Location Where F 950 Hennry Orr P	Found Or From Whom C	Obtained			
Locker Number	Investigator's Name MARCI MARGRITIER	Signature M. Kuftii	I.D. # 843	Division - Section - Unit FSD	

#### **DESCRIPTION OF PROPERTY**

One (1) piece of yellow / goldenrod paper with handwriting: "Grade 6" "Handout 1A: My Hopes, Plans, and Challenges" bearing the handwritten name "Jose Reyes" - from the second floor landing closet / by Detective Schreiber.

SIGNATURES	I.D.#	DATE
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SPARKS P.D.

13-9953 L3469-13 LAB#



Shelf Location



LAB#		<b>EVIDENCE</b>			
Collection Date and Time 10/21/2013 7:35:00 PM Offense(s) HOMICIDE; ATT				BAR CODE Q92040	
Owner(s)					
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		Signature	I.D. #	Division - Section - Unit	
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	nd Time 10 PM Owner(s)  Found Or From Whon arkway, #306 Investigator's Nam	nd Time Offense( 10 PM HOMICI Owner(s)	nd Time Offense(s) HOMICIDE; ATTEMPTED HOMICIDE Owner(s)  Found Or From Whom Obtained arkway, #306 Investigator's Name Signature	ond Time Offense(s) HOMICIDE; ATTEMPTED HOMICIDE Owner(s)  Found Or From Whom Obtained arkway, #306 Investigator's Name Signature I.D. #	

#### **DESCRIPTION OF PROPERTY**

One (1) piece of white, lined, notebook paper with handwriting with "Hitman Absolut\_\_\_" highlighted in red - from atop the entertainment center in the southwest bedroom / by Detective Burns.

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13-9953

CASE#

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**EVIDENCE** 

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ocker Number	investigator's Name  MARCI MARGRITIER	Signature W. Wantur	I.D. # 843	Division - Section - Un FSD	t
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#### **DESCRIPTION OF PROPERTY**

Swabs: #1 - red stain to the wall / placard #7; #2 - red stain to the ground / placard #5; and H2O / water control.

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13-9953 CASE# L3469-13

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Sparks Middle Sc	hool, 2275 - 18th Street	And the second s		
Locker Number	Investigator's Name MARCI MARGRITIE	Signature  W. Mutu	I.D. # 843	Division - Section - Unit FSD

#### **DESCRIPTION OF PROPERTY**

One (1) "Angry Birds" spiral notebook with handwriting on two (2) pages: One (1) entitled "Dear Mom and dad" and one (1) entitled "Dear teachers and students" - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

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#### **DESCRIPTION OF PROPERTY**

One (1) "Daisy" "Red Ryder" 750BB, BB cal 4.5mm, metal tin with a defect in the lid and containing / approximately 7/8 full of white metal BBs - from the top zipper pouch of the red stained, orange / black "Ful" backpack (Control #Q91990).

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#### **DESCRIPTION OF PROPERTY**

One (1) empty, black metal "Ruger" SR9, 9 x 19mm seventeen (17) round capacity magazine with a white piece of tape with "SR9" handwritten on it on the bottom of the magazine - from on the sidewalk on the west end of the south courtyard / placard #12.

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Locker Number	Investigator's Name MARCI MARGRITIER	Signature M. Litiu	1.D. # 843	Division - Section - Unit FSD	

#### **DESCRIPTION OF PROPERTY**

One (1) black plastic "Ruger" hand gun box with "R3749-10" handwritten on the outside edge and an orange sticker with "Serial No. 332-04142 / Catalog No. KSR9C / Caliber 9 x 19mm / Model 03313 / STAINLESS STEEL" on the same outside edge and containing an instruction manual for "Ruger SR9c" hand gun - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

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One (1) "Ruger", SR9c, 9mm hand gun (Serial #332-04142) containing one (1) yellow metal "R-P 9mm LUGER" casing and one (1) ten (10) round capacity magazine containing one (1) yellow metal "R-P 9mm LUGER" hollow point cartridge - from on the ground at the Suspect's feet on the west side basketball court / placard #8.

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Date Printed: 11/5/2013



**EVIDENCE** 

13-9953

CASE#

L3469-13

LAB#

Collection Date a: 10/21/2013 2:15:0		ise(s) IICIDE; ATTEMPTED HOMICIDE		BAR CODE Q91990
Name of Rightful	Owner(s)	Jose Par	ge buty	
Address		- O		Phone Number
	Found Or From Whom Ob hool, 2275 - 18th Street	ained		
Locker Number	Investigator's Name	Signature	I.D. # 843	Division - Section - Unit FSD

#### **DESCRIPTION OF PROPERTY**

One (1) red stained, orange / black "Ful" backpack containing: TOP ZIPPER POUCH - one (1) white metal ring with three (3) white metal keys attached; SIDE ZIPPER POUCH - one (1) student schedule for "Reyes Urtiz, Jose H" "Student #2139429"; MIDDLE MAIN ZIPPER POUCH - miscellaneous red stained school-type papers with handwriting and one (1) red stained "Brothers in Arms" paperback book by Paul Langant and Ben Alirez; and BACK MAIN ZIPPER POUCH - one (1) loose pencil; one (1) black nylon / mesh binder pencil pouch with three (3) erasers, two (2) dry erase markers, and one (1) pair of scissors; one (1) camouflage and white metal "Vaultz" hard case with miscellaneous pencils, pens, erasers, protractor, and a cardboard toilet paper tube with string attached; multiple loose, blank ruled pieces of notebrook paper; one (1) "Rotary International" calculator with "Jose Reyes" handwritten on the front cover; and one (1) red stained, green binder with multiple red stained, school related papers in the front cover sleeve; "Jose H. Reyes Urtiz" handwritten on the interior front cover; multiple school related papers, five (5) Student Summary Reports for "Jose H. Reyes Urtiz Jr", and a Notification of English Language Development Program Continuing Placement for Jose Reyes Urtiz, one (1) wooden ruler in the interior binder back, two (2) loose composition notebooks with handwriting, one (1) Sparks Middle School Student Handbook / Organizer 2013 / 2014 with handwriting, one (1) Math Dictionary workbook, and multiple pieces of blank notebook paper in the ring section - from on the back of Jose Reves / placard #10.

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13-9953 L3469-13 LAB #



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EVIDENCE

Collection Date at 10/21/2013 7:35:0		Offense(s) HOMICIDE; ATTEMPTED HOMICIDE			BAR CODE Q92042
Name of Rightful	Owner(s)		,		
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Locker Number	Investigator's Nam MARCI MARGRIT		Signature W. My Live	I.D. # 843	Division - Section - Unit FSD

#### **DESCRIPTION OF PROPERTY**

One (1) empty, black metal "Daisy", Red Ryder Model 1938B, B-B caliber 4.5mm, B-B gun / rifle with wooden stock and forestock - from atop the bed in the southwest bedroom / by Detective Gallop.

SIGNATURES	,	l.D. #	DATE
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CITY OF SPARKS POLICE DEPARTMENT 1701 E. PRATER WAY SPARKS, NV 89434 (775) - 353 - 2247

Sparks Police Department

Case Number 13-9953

Offense(s):

Barcode	Location	Description	12/5/2013 3:37:00 PM
Q93229	LARGE	One (1) black wallet containing:	
		One (1) temporary "Sparks Middle School Kaelin Guerrero;	ol" ID card, bearing the name
		One (1) "Virginia Palmer" ID card, bearin One (1) library card;	ig the name Kaelin Guerrero;
		One (1) sheet of paper with a phone nun (Victim K. Guerrero)	nber list.
		Collected from the hand of SPD Detective	re K. Dach at 1040 hours.

I hereby acknowledge the release of the above listed items		
+ Kaelin Guerrera		
Received By	NAME	KAELIN GUERRERO
KD aut		
Released By	ID#	DET DACH

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

Collected At:

MAM-00

Sparks Middle School, 2275 - 18th Street

Collection Date and Time: 10/21/2013 2:15:00 PM

Control Number

Description of Item

1129875478-0

One (1) digital disk containing two hundred and ninety-three (293) digital images.



Q91989



One (1) "Ruger", SR9c, 9mm hand gun (Serial #332-04142) containing one (1) yellow metal "R-P 9mm LUGER" casing and one (1) ten (10) round capacity magazine containing one (1) yellow metal "R-P 9mm LUGER" hollow point cartridge - from on the ground at the Suspect's feet on the west side basketball court / placard #8.

Q91990



One (1) red stained, orange / black "Ful" backpack containing: TOP ZIPPER POUCH one (1) white metal ring with three (3) white metal keys attached; SIDE ZIPPER POUCH - one (1) student schedule for "Reyes Urtiz, Jose H" "Student #2139429"; MIDDLE MAIN ZIPPER POUCH - miscellaneous red stained school-type papers with handwriting and one (1) red stained "Brothers in Arms" paperback book by Paul Langant and Ben Alirez, and BACK MAIN ZIPPER POUCH - one (1) loose pencil; one (1) black nylon / mesh binder pencil pouch with three (3) erasers, two (2) dry erase markers, and one (1) pair of scissors; one (1) camouflage and white metal "Vaultz" hard case with miscellaneous pencils, pens, erasers, protractor, and a cardboard toilet paper tube with string attached; multiple loose, blank ruled pieces of notebrook paper; one (1) "Rotary International" calculator with "Jose Reyes" handwritten on the front cover; and one (1) red stained, green binder with multiple red stained, school related papers in the front cover sleeve; "Jose H. Reyes Urtiz" handwritten on the interior front cover; multiple school related papers, five (5) Student Summary Reports for "Jose H. Reyes Urtiz Jr", and a Notification of English Language Development Program Continuing Placement for Jose Reyes Urtiz, one (1) wooden ruler in the interior binder back, two (2) loose composition notebooks with handwriting, one (1) Sparks Middle School Student Handbook / Organizer 2013 / 2014 with handwriting, one (1) Math Dictionary workbook, and multiple pieces of blank notebook paper in the ring section - from on the back of Jose Reyes / placard #10.

Q91991



Two (2) black / red SanDisks - from the top zipper pouch of a red stained, orange / black "Ful" backpack (Control #Q91990) / from Jose Reyes.

Q91992



One (1) red stained, black and white metal "Invicta" wrist watch with a broken black rubber wrist band - from Jose Reyes / placard #10.

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

Collected At:

MAM-00

Sparks Middle School, 2275 - 18th Street

Collection Date and Time: 10/21/2013 2:15:00 PM

Control Number

Description of Item

Q91993



One (1) "Daisy" "Red Ryder" 750BB, BB cal 4.5mm, metal tin with a defect in the lid and containing / approximately 7/8 full of white metal BBs - from the top zipper pouch of the red stained, orange / black "Ful" backpack (Control #Q91990).

Q91994



One (1) "Angry Birds" spiral notebook with handwriting on two (2) pages: One (1) entitled "Dear Mom and dad" and one (1) entitled "Dear teachers and students" - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

Q91995



One (1) black plastic "Ruger" hand gun box with "R3749-10" handwritten on the outside edge and an orange sticker with "Serial No. 332-04142 / Catalog No. KSR9C / Caliber 9 x 19mm / Model 03313 / STAINLESS STEEL" on the same outside edge and containing an instruction manual for "Ruger SR9c" hand gun - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).

Q91996



One (1) empty, black metal "Ruger" SR9, 9 x 19mm seventeen (17) round capacity magazine with a white piece of tape with "SR9" handwritten on it on the bottom of the magazine - from on the sidewalk on the west end of the south courtyard / placard #12.

Q92037

SPD



Swabs: #1 - red stain to the wall / placard #7; #2 - red stain to the ground / placard #5; and H2O / water control.

Q92038



- •□One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #1;
- •□One (1) yellow metal "R-P 9mm LUGER" casing placard #2;
- One (1) yellow metal "R-P 9mm LUGER" casing placard #3;
- One (1) yellow metal "R-P 9mm LUGER" casing placard #6;
- •l'IOne (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #11;
- •□One (1) yellow metal "R-P 9mm LUGER" casing placard #13;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #14;
- •DOne (1) yellow metal "R-P 9mm LUGER" casing placard #15;
- One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge placard #17;
- •□One (1) white metal projectile placard #20;
- •□One (1) copper colored jacketing placard #21;
- •□One (1) copper colored jacketing placard #23; and
- •□One (1) white metal projectile placard #24.

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

Collected At:

**MAM-06** 

950 Hennry Orr Parkway, #306 ·

Collection Date and Time: 10/21/2013 7:35:00 PM

Control Number

Description of Item

1129876144-0

One (1) digital disk containing three hundred and fifty-five (355) digital images.



Q92039



One (1) "Smith & Wesson" double action revolver box with product information sticker on the outside "Smith & Wesson Model 581 .357 caliber Serial No. AEB9553" containing: One (1) stained white with green stripe towel wrapped around one (1) empty, black metal "Smith & Wesson" 357 magnum caliber, six (6) shot revolver (Serial #AEB9553); and "Smith & Wesson" paper work to include: two (2) Safety & Instructional material, Authorized Warranty Service Stations, Holsters for K-frame revolver, and Parts List / Instructions for Use / Maintenance / Specifications for Model 581 - from the cupboard above the refrigerator / by Detective Gallop.

Q92040



One (1) piece of white, lined, notebook paper with handwriting with "Hitman Absolut\_ highlighted in red - from atop the entertainment center in the southwest bedroom / by Detective Burns.

Q92041



One (1) piece of yellow / goldenrod paper with handwriting: "Grade 6" "Handout 1A: My Hopes, Plans, and Challenges" bearing the handwritten name "Jose Reyes" - from the second floor landing closet / by Detective Schreiber.

Q92042



One (1) empty, black metal "Daisy", Red Ryder Model 1938B, B-B caliber 4.5mm, B-B gun / rifle with wooden stock and forestock - from atop the bed in the southwest bedroom / by Detective Gallop.

L3469-13

Agency:

SPARKS P.D.

Offense(s):

HOMICIDE

ATTEMPTED HOMICIDE

Case Number:

13-9953

Collected By: MARCI MARGRITIER

Collected At:

MAM-06

950 Hennry Orr Parkway, #306

Collection Date and Time: 10/21/2013 7:35:00 PM

**Control Number** 

Description of Item

Q92043

One (1) red / black backpack containing twenty-eight (28) magazines:

□Four (4) Military History;

□Four (4) Military Heritage Presents: WWII History;

•□Two (2) Gettysburg;

•□Three (3) Military Heritage;

•□One (1) Civil War Quarterly;

•□Four (4) World War II;

One (1) Vikings – Their Myths and Legends;

•□One (1) Military Heritage Presents: Warfare History;

•□Three (3) WWII Quarterly,

•□One (1) Life - The Power and the Glory;

•□One (1) The Story of the Star-Spangled Banner - by the Dawn's Early Light;

•□One (1) Time - Special Ops; and

•□One (1) Military Channel - Extreme Military Machines -

- from under the bed in the southwest bedroom / by Detective Schreiber.

## **Washoe County Sheriff's Office**

**Examination Request Form** (Use one form per item) LAB USE ONLY **CONTROL#** 272292 Lab# Agency **Email** Requested by Address (if outside Washoe Co.) belly DOB SS# DOB SS# Victim SS# DOB Suspect SID / FBI# SS# DOB Suspect SID / FBI# (FIS: Scene Autopsy Agency Item # (i.e. swab from counter top, not DNA swab) DA chain of custody is required for each item For more information regarding the completion of this form, please refer to the Washoe County Sheriff's Office Forensic Science Guidebook at www.washoesheriff.com/forensic-science EXAM REQUESTED **CRIMINALISTICS** FIS Seized Drugs Ignitable Liquids Process items for latent prints SUPERGLUE? Yes\_\_\_No\_ Firearm Comparison General Unknown Toolmark Comparison Physical Match Shoe/Tire Impressions S/N Restoration Evaluate and file IBIS: Date of Offense (Required) WIN/AFIS Other: 🚽 Print comparison Compare original latents to additional subject(s) **DNA EXAM** Can evidence be associated with any nonsuspect individuals? Yes\_\_\_\_ If yes, elimination references samples MUST be submitted. Analysis will be delayed pending sample receipt. Have appropriate reference samples been submitted for comparison purposes? Yes\_\_\_\_\_No\_\_ If no, comparison reference samples MUST be submitted. Analysis will be delayed pending sample receipt. DNA consent form submitted with references samples requiring entry into the DNA database? Yes No Case Synopsis Required Brief case synopsis attached to laboratory request? Yes\_\_\_\_\_ Notes and Special Instructions \_ Court Date: For Toxicology Examination please use the form located in the Toxicology Kits.

Forensic Science Division 911 Parr Blvd. Reno, NV 89512 Phone (775) 328-2800 Fax (775) 328-2831

# **Washoe County Sheriff's Office**

**Examination Request Form** (Use one form per item) CONTROL # LAB USE ONLY 272291 Lab# Offense DMIC Email Requested by: Address (if outside Washoe Co.) SS# DOB SS# DOB Victim DOB SS# Suspect SID / FBI# SS# DOB Suspect SID / FBI# (FIS: Scene Autopsy Agency Item # Evidence Description (i.e. swab from counter top, not DNA swab) A chain of custody is required for each item For more information regarding the completion of this form, please refer to the Washoe County Sheriff's Office Forensic Science Guidebook at www.washoesheriff.com/forensic-science **EXAM REQUESTED CRIMINALISTICS FIS** Seized Drugs Ignitable Liquids Process items for latent prints Firearm Comparison General Unknown SUPERGLUE? Yes No **Toolmark Comparison** Physical Match Shoe/Tire Impressions S/N Restoration IBIS: Date of Offense (Required)
Other: Evaluate and file WIN/AFIS Print comparison Compare original latents to additional subject(s) tany **DNA EXAM** Can evidence be associated with any nonsuspect individuals? Yes\_ If yes, elimination references samples MUST be submitted. Analysis will be delayed pending sample receipt. Have appropriate reference samples been submitted for comparison purposes? Yes\_\_\_\_ If no, comparison reference samples MUST be submitted. Analysis will be delayed pending sample receipt. DNA consent form submitted with references samples requiring entry into the DNA database? Yes\_\_\_\_\_ No Case Synopsis Required Brief case synopsis attached to laboratory request? Yes\_\_ Notes and Special Instructions Court Date: For Toxicology Examination please use the form located in the Toxicology Kits.

Forenaic Science Division 911 Parr Bivd. Reno, NV 89512 Phone (775) 328-2800 Fax (775) 328-2831 kd

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: 13-9953

Date/Time of Supplement: 12-10-13 @ 1105hrs Detective: Dach, K. #034

Approving Supervisor / 109,

Date: 12/26/13

#### **Details of Supplement:**

#### **Interview with Rosa DIEZ:**

On 12/10/13, at approximately 1105hrs, Detective PETERSON and I conducted an audio interview with Rosa DIEZ at Agnes Risley Elementary School located at 1900 Sullivan Lane. DIEZ is the Parent Involvement Facilitator (PIF) at Agnes Risley and she is responsible for assisting parents with services they require and translating English/Spanish when needed. DIEZ has been doing this job for 9 years.

DIEZ first met Jose REYES'S family when REYES was in 4<sup>th</sup> grade. REYES'S mother, Lilian asked DIEZ for assistance with a couple of students who were teasing REYES. DIEZ did not know who the students were and what type of teasing occurred. DIEZ put Lilian in contact with the principal. REYES'S father translated after that and DIEZ was not involved. DIEZ translated for Lilian during two teacher/parent meetings which were very positive. REYES was improving in both academics and social skills. He was still delayed and needed to be on a school IEP.

DIEZ told me REYES did not have many friends. After the shooting at Sparks Middle School a parent named Gabriella talked to DIEZ and said her son, Jose Guerremo RAMIREZ-RUIZ was friends with REYES and saw him getting bullied. DIEZ told me unknown students were pulling down his pants and RAMIREZ-RUIZ witnessed this. Gabriella said Jose REYES used to come to their home to play with RAMIREZ-RUIZ. A interview with RAMIREZ-RUIZ was set up for 12/26/13.

The interview was concluded at 1130hrs. The CD of the audio interview was booked into Sparks Police Evidence as KLD-23.

#### Video Surveillance of Sparks Middle School on 10/26/13:

On 12/1/13, I received the video surveillance of Sparks Middle School from 10/26/13. This video shows Principal, Stacey COOPER giving a tour of the school to Jose REYES-MANDUJANO. COOPER showed REYES-MANDUJANO his son's classes and described the area outside where the shooting occurred. This video is on a PNY 8GB storage drive and has been booked into Sparks



Case #13-9953

Detective: Dach, K. #034

Homicide, Attempted Homicide

Police Evidence as KLD-24.

#### Interview with Kelly Lorenzetti; REYES'S 4th grade teacher:

On 12/11/13, at approximately 1323hrs, I conducted an audio interview with Kelly LORENZETTI at Hunsberger Elementary School located at 2505 Crossbow Court Reno, NV. LORENZETTI was REYES'S 4<sup>th</sup> grade teacher at Agnes Risley Elementary School.

LORENZETTI told me she has been teaching at Agnes Risley for 13 years and has primarily taught 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade. LORENZETTI described Jose REYES as a nice kid. He was always smiling, always willing to help, and he was very quiet. REYES had a problem with cognitive learning and speaking. REYES would not be able to carry on a normal conversation with anyone. He would give short answers to questions he was asked by LORENZETTI. This was the same out on the playground when talking to REYES about his personal life. REYES mostly kept to himself and did not have a lot of friends. He would participate in imaginary play more than with organized sports at recess.

LORENZETTI said REYES was diagnosed on the Autism spectrum in 4<sup>th</sup> grade but she did not know by whom. He would get frustrated sometimes and would have to calm himself down until he could get back on task. REYES would cry when he was frustrated. LORENZETTI described a possible symptom of Autism was the lack of eye contact. She stated it appeared REYES had to practice making eye contact when talking to someone. He was uptight and had a lack of humor. He was very factually based. This is not to say he did not find things funny because he did. He would sometimes overly laugh about something other children would not find as funny.

LORENZETTI said REYES'S family was very supportive and the mom and dad would both attend conferences. REYES would write about his wonderful family and liked working at his dad's restaurant. LORENZETTI described REYES as below the other student's social and academically. Lilian told LORENZETTI, REYES would mix up identifying the extended family members on occasion. REYES told her he liked to play video games and his dad would take him to Best Buy to get video games.

LORENZETTI heard REYES'S parents got divorced but she did not get this information from the parents. LORENZETTI was very surprised when she heard the shooting occurred and that the suspect was Jose REYES. LORENZETTI was very shocked that REYES took his own life. She thought his mental state was not developed enough to cognitively process taking his own life.

The interview was concluded at 1344hrs. A CD containing the audio interview was booked into Sparks Police Evidence as KLD-25.

Case #13-9953

Detective: Dach, K. #034 Homicide, Attempted Homicide

#### Interview with Jair MORALES; School Psychologist:

On 12/12/13, at approximately 1720hrs, I conducted a phone interview with Jair MORALES. This interview was not recorded. MORALES told me he worked at Agnes Risley as a School Psychologist for 4 years prior to transferring to San Juanita School District. I asked MORALES if he remembered doing an evaluation of Jose REYES. MORALES told me he has been thinking about that since the Sparks Middle School shooting. MORALES asked me if REYES'S mom has dimples and if REYES was a tall child. I told him "yes" and MORALES said he did do the evaluation but does not remember anything about the results. MORALES told me the report should be in the student file and he has a copy, but it is in storage. MORALES is scheduled to move in a couple of weeks and he would attempt to locate the file for me then. MORALES gave me his contact information and told me he would contact me in a couple of weeks.

### Interview with Christine BARTLETT; REYES'S 4th and 5th grade teacher:

On 12/16/13, at approximately 1546hrs, I conducted an audio interview with Christy BARTLETT at Lois Allen Elementary School located at 5155 McGuffy Dr. in Sun Valley. BARTLETT told me she has been teaching for 7 years. BARTLETT has a background in teaching Special Education and currently teaches students with disabilities such as Autism. BARTLETT worked at Agnes Risley for 2 years. She worked with Jose REYES in 4th and 5th grade. In reading REYES was reading at a 1st grade level and REYES was at a 2<sup>nd</sup> grade Math level. BARTLETT told me REYES was emotionally at a lower level than his peers. REYES knew he was at a lower level academically and would befriend kids who were younger. REYES was bullied according to BARTLETT about not being at the same level academically as other kids. She told me the kids would try and tease him about reading a lower level book but when BARTLETT saw this she would not allow them to continue the teasing. BARTLETT changed her statement almost immediately and told me REYES perceived he was being bullied but he possibly was not. She gave an example of when someone was laughing, REYES would think they were laughing at him even if they were not. BARTLETT said if a child was saying a statement in a sarcastic tone REYES would not understand it. She said the kids would often help REYES and watch out for him out. They cared for REYES and did not let people pick on him because of his speech or academics.

BARTLETT said REYES did not like loud noises or the stimulus from the lunch room and would often stay in the class for lunch. REYES assumed this was approved by the lunch supervisor. BARTLETT told me of a time REYS through a chair against the wall. This occurred in 4<sup>th</sup> grade and it was because a kid was teasing him about reading a lower level book. BARTLETT told me she never witnessed REYES throw the chair but had heard about it through the school. BARTLETT told me REYES took longer to calm down than normal children. BARTLETT told me she did not know

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Case #13-9953

Detective: Dach, K. #034 Homicide, Attempted Homicide

if REYES had any mental issues, but she tried to get him into an independent life skills program, but the school did not approve it. This would allow REYES to take classes to help him with basic skills such as balancing a check book, counting money, reading a receipt, and using an ATM etc. Program manager, Rebecca BAILY-TORRES made a decision to keep REYES in his current classes.

BARTLETT said she knew English was not REYES'S primary language, but his speech problems were more problematic than that. REYES had broad language issues such as comprehending what was being said even though he could read the words. REYES would talk about buying his sisters presents and working at his father's restaurant but, BARTLETT said it was hard for REYES to answer the who, what, when, why, and how questions. A CD containing this audio interview was booked into Sparks Police Evidence as KLD-26.

## Interview with Roben CALLAGHAN; REYES'S 3RD grade teacher:

On 12/16/13, at approximately 1641hrs, I conducted an audio interview with Roben CALLAGHAN at Agnes Risley Elementary School. CALLAGHAN has been teaching for 13years and has a background in Special Education. CALLAGHAN was REYES'S 3rd grade teacher. CALLAGHAN said REYES was a sweet boy. REYES was sensitive and would cry easily. He had a speech problem but the students would generally support REYES. The only time REYES was ever teased was on the playground and this was not witnessed by CALLAGHAN. She could not give me any examples of the teasing or names of anyone who teased him. CALLAGHAN noticed when REYES got frustrated he would yell out, but was never violent and never threw chairs or hurt other students. CALLAGHAN was told by REYES'S second grade teacher that REYES hid under a desk and barked like a dog, but this information was not witnessed and was not shared with me by second grade teacher, Shawna BAKER. CALLAGHAN talked about REYES being low academically but felt his speech problem was minor. A CD containing the audio interview with CALLAGHAN was booked into Sparks Police Evidence as KLD-27.

## Interview with Shawna BAKER; REYES'S 2nd grade teacher:

On 12/17/13, at approximately 0951hrs, I conducted an audio interview with Shawna BAKER at Agnes Risley Elementary School. BAKER was Jose REYES'S 2<sup>nd</sup> grade teacher. BAKER has been teaching for 19years and the last 18 years have been at Agnes Risley Elementary School. BAKER has a background in Special Education and has done positions as counselor, teacher and STEM Coach. BAKER first met Jose REYES in 2<sup>nd</sup> grade. REYES was originally assigned to a different 2<sup>nd</sup> grade class taught by Marcel Morris, but that class had to downsize and the kids were moved to other classrooms. REYES was moved to BAKER'S class in approximately October. She noticed he was different from the other kids. REYES would cry regularly. At the beginning of the school year he would cry 2 to 3 times a day and it would take him hours to calm himself down. The teachers

Case #13-9953

Detective: Dach, K. #034

Homicide, Attempted Homicide

would take him for walks in the school to help him relax. This improved and by the end of the year he would cry 2 to 3 times a week.

REYES was academically behind in 2<sup>nd</sup> grade. He was doing reading and math at a Kindergarten level. BAKER told me she felt REYES showed symptoms similar to people who have been diagnosed in the Autism Spectrum. BAKER explained when REYES would get upset; he would cry and hit himself in the ears with both fists. On occasion this would continue until he would hyperventilate. When REYES would talk to you, his eyes would bounce from side to side and did not make eye contact with the person talking. BAKER explained to me she was surprised REYES took his own life. She did not know he had the cognitive ability to plan this attack and to take his own life. BAKER said she did understand REYES'S frustration and said he was always mad at himself, but never at others. A CD with this audio interview was booked into Sparks Police Evidence as KLD-28.

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Today's date is 12/16/12 . The time is 167/ . The following will be an
interview with PoBEN CALCANAN
date of birth social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at AGNES RIVEY ELEMENTARY
Present during this interview are 1. K. O ACH
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Time interview concluded 1700
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	Today's date is 12/16/17. The time is 1596. The following will be an	
	interview with CHRISTY BANTLETT	-
	date of birth social security number	
	This interview will be in reference to Sparks Police case number 13-9513	
	This interview is being conducted at 5155 mc 6 wff by Lois alles Elles  Present during this interview are 1. K. DACH	יקיים דוך הייקיים איניים מיים דוך הייקיים איניים
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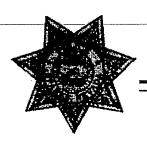
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Today's date is 12/11/13. The time is 1323. The following will be an
interview with KELLY LORIENZETTI
date of birthsocial security number
This interview will be in reference to Sparks Police case number 13-9957
This interview is being conducted at HUNSGERVER ELEMPTING SChool
Present during this interview are 1. K. OACH
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3
4
Time interview concluded 1344
<u>Involve</u>
Sex: F Race: WH: Build: Hair: Eyes:
Residence Address:
Residence Phone: Business Phone:
Business Name/Add: Humbenian
Occupation: 476 GRADE Days Off: Work Hrs:



Today's date is 12/10/13 . The time is 1105 . The following will be an
interview with Rosa DIEZ
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at 1900 AGNES RISCIEY
Present during this interview are 1. D. PETER SON
2. K. DACH
3
4.
Time interview concluded //30
<u>Involve</u>
Sex: Race: Ht: Wt: Build: Hair: Eyes:
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Business NamelAdd: AGNES - RULLY + ROTE SMITH
Occupation: PIF Days Off: Work Hrs:



# SPARKS POLICE DEPARTMENT

Brian Allen Chief of Police

## Victim (Deceased):

Michael Landsberry

Date of Birth:

Social Security Number:

Residence: 1

Phone Number: Wife-Sharon Landsberry

Employment: Sparks Middle School at 2275 18th Street in Sparks, NV



# SPARKS POLICE DEPARTMENT

Brian Allen Chief of Police

### Victim:

Kaelin Guerrero "KJ"

Date of Birth: 0

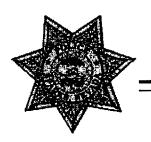
Residence: 5

Phone Number Mothers:

Fathers:

School: Sparks Middle School in 7th grade

Mother: Melissa Kersey Father: Donald Kersey



# SPARKS POLICE DEPARTMENT

Brian Allen Chief of Police

## Victim:

Mason Kamerer

Residence: 3

Date of Birth:

Phone Number Home: Cell: 7

School: Sparks Middle School in 7th grade

Mother: Jennifer Davis Father: Jason Kamerer



December 12, 2013

Superintendent Pedro Martinez Washoe County School District 425 E. 9<sup>th</sup> Street Reno, NV 89531

Dear Superintendent Martinez:

On December 12, 2013, I met with Chief Mike Mieras from the Washoe County School District Police Department and reviewed specific questions in regards to the After Action Review specific to the Sparks Middle School incident. The Sparks Police Department recognizes this is critical in the recovery process for faculty and staff that are victims of this tragic incident. In reviewing these specific questions, we do not believe they would jeopardize or interfere with any part of the Sparks Police Department criminal investigation.

This has also been discussed with Command Staff at the Sparks Police Department who also approved the After Action Review.

If you have any further questions, please don't hesitate to contact me as I am the case supervisor for this specific case.

Sincerely

AARON LEARY, Sergeant Investigations Division

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**CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

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	CASE #
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# SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

**Date/Time of Supplement:** 12/23/13 at:1057 hours

Detective: PETERSON #104

**Approving Supervisor:** 

# INTERVIEW SUPPLEMENT

Name: Sonia Joy

Date of Interview: 12/5/13

DOB:

Time Started:

0837hrs

Time Finished:

0851hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

# **Details of Interview:**

On 12/5/13 Det. DACH and I responded to Agnes Risley Elementary School to speak with 2<sup>nd</sup> grade teacher Sonia JOY. JOY had been Jose REYES's teacher and information pertaining to his behavior while she had him in her class and/or while he attending Agnes Risley was to be obtained. We met with JOY in the principal's office and Det. DACH introduced us. Det. DACH conducted the interview with me being present.

Det. DACH obtained JOY's teaching background. In doing so we learned she had met Jose when he was in the 2<sup>nd</sup> grade. She and another teacher co-taught the 2<sup>nd</sup> grade with 32 students in their class. After about the 3<sup>rd</sup> grade she stated she didn't have very much interaction with Jose.

While Jose was in her class she and her co-teacher thought Jose perhaps had some sort of learning disability and they began tracking his progress. They do this within the school in an attempt to ascertain whether the issue the child is having is a learning disability, if they need more time or if it's a language issue. The entire tracking process began early in the 2<sup>nd</sup> grade. JOY was asked why this was necessary. She explained that there was a discrepancy between his performance and what he could actually do. Socially he was extremely awkward and in a class of 32 Jose stood out both socially and academically.

Academically they find there to be red flags when math scores are "really high" and reading scores are "really low." All of the data they collect are taken to those within the district that can provide



Case #13-9953
Detective PETERSON #104
Homicide

assistance, with Jose's level of competency compared to that of his peers.

In inquiring about Lilliana JOY stated she was "very receptive." She felt she had a good rapport with Lilliana, as she also was working with Jose's younger sisters. She found Lilliana to be extremely proactive in Jose's issues.

JOY continually stated that they were not to label children, but to say he had a learning disability she would think of Jose as having perhaps asperger's or within the autism spectrum. She again quantified that by saying without a label he fit that mold. Several times she stated he was socially awkward and he was different. The common characteristics of the autism asperger's spectrum was the awkwardness, he had nervous tics and Jose often walked somewhat on his tip toes. A gate in children they see with these types of disabilities is different then those around them, where their heel doesn't touch the ground.

In a group setting Jose was not proactive and he would often sit back. He struggled to articulate what he was trying to say, as if he couldn't find the words and that too was extremely difficult for him. She and her co-teacher knew that there was something going on with Jose, but they couldn't pin point it. Jose had issues maintaining eye contact and although at times this is a cultural issue, in Jose his eyes would move back and forth instead of simply looking down or away. She did not remember whether he was in speech class or not, as this was a few years ago.

JOY described herself as emotionally detached and did not have anything to add regarding his emotion and/or his outburst. It was at that time Det. DACH concluded the interview and we excused JOY. We asked if anything further was to come up or if she remembered anything else to please contact us and she stated she would. We then left the school.

Nothing further.

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DOB:

# SPARKS POLICE DEPARTMENT

Supplemental or Continuation Report

Type of Report: Homicide Case: 13-9953

Date/Time of Supplement: 12/24/13 at 1550 hours Detective: PETERSON #104%

Approving Supervisor: Date: 12/30/13

# INTERVIEW SUPPLEMENT

Name: Pilar QUINONEZ

Date of Interview: 12/10/13 Time Started: 1002hrs

Time Finished:

1100hrs

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

# **Details of Interview:**

On 12/10/13 Det. DACH and I met with Pilar QUINONEZ at the Agnes Risley Elementary School. We had learned that Pilar may have information regarding Jose and his past behavior. We were able to use the principal's office for the interview where Det. DACH interviewed her and I assisted. After we introduced ourselves Det. DACH explained why we were there. Pilar expressed her anger with having to talk to us and was curious as to what exactly we as a police department were going to do to fix the problem, as in the continual school shootings. Det. DACH explained what our purpose was and moved forward.

Pilar expressed prior to any questions being asked that she would have never guessed in a million years that this would happen. After she learned what happened her first thought was during the break there may have been some gang rivalry issues and that they were using the first day of school to take care of it; however, when she learned what had happened she again stressed that she would have never guessed "this."

Pilar stated she teaches ESL, English as a Second Language, within the elementary school. She met Jose the first time in the 2nd grade. She stated she would go into the classes to assist and the teacher would tell her where she was needed and what she was to cover. Pilar stated even at that time Jose was showing signs of having issues. Jose's mother, Lilliana had expressed to Pilar that Jose didn't speak until just a short time ago. Pilar stated she knew Lilliana and the children and on approximately three occasions she saw Lilliana at mutual friend's birthday parties. She stated



Case #13-9953
Detective PETERSON #104
Homicide

Lilliana would often come to the school and ask for help and/or to take care of issues with Jose; however, at no time during the last four years did she see Jose's father.

Pilar stated she remembered translating for Lilliana and the second grade teacher. Jose had been extremely angry and he was crying nonstop. He told his teacher that he hated her. That was the only extreme behavioral issues she remembered Jose having, as he was not a big problem. Pilar stated Jose tried to do his best. She stated she didn't know a whole lot about other issues he may have had, as at that time she was not a Special Education teacher, nor was she an in the classroom teacher. She didn't know what types of services Jose was receiving.

She often would see him in the cafeteria while she had cafeteria duty. She would see other students "picking on him." When these children would do this Jose would take his fists and hit them on their legs. She would walk over and correct his behavior. She felt that due to her familiarity with him and his family he would take her correcting him much better than perhaps someone else. Pilar then expressed that that was part of her confusion. She stated there was no way we could walk these children around holding their hand and being "picked on" is a part of life and even as adults we get picked on. She again asked what we were going to do to solve this issue. Prior to us giving any answer she continued with her narrative.

Pilar explained that Jose would be sitting with a group of children, as they would be talking. They would all be asking each other questions, such as what they had done over the weekend and/or what movie they had seen and they would try to include Jose in the conversation. She believed he did not have the cognitive ability to even be a part of it. Jose didn't understand what the children were talking about or what the subject was about either. Jose's responses to the other kids' questions would be "out of the blue" in nature. When this would occur all of the children would break out in laughter and this would upset Jose greatly. Jose did understand one on one type corrections; however, and he would understand when she would try to calm him down.

She gave another example of his inability to understand what was going on. Pilar stated while Jose would be reading either one on one or in a small group she would ask questions regarding what they had read. Jose's answers would not involve the book subject matter whatsoever. This occurred even as late as the 6<sup>th</sup> grade. Pilar stated there were big demands within the classroom and any disruption in his routine would make him extremely angry. Pilar stated she didn't have a whole lot of interaction with Jose while he was in the 3<sup>rd</sup> grade. Pilar stated she didn't see much of Jose in the 4<sup>th</sup> grade either and the 5<sup>th</sup> grade she would see him in passing. As she would be going into the classroom she was in he would be leaving to attend Special Education classes. Pilar explained that the ESL classes are much shorter in the amount of times they have to go as ESL does not attach an IEP and there are not as many aspects to the program itself.

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Case #13-9953
Detective PETERSON #104
Homicide

Det. DACH asked if when Jose was having a normal conversation he would speak English or Spanish. Pilar questioned the word normal. She stated he didn't have "normal" conversation, as his responses were either one word or they would be short phrases that were completely incoherent or did not relate to the topic matter. She had no knowledge of his video game usage and/or his interest in war history. Jose was able to read according to Pilar; however, he did not have the cognitive understanding of what was being put forth. She stated he was probably at a 2<sup>nd</sup> to 3<sup>rd</sup> grade reading level when he was in the 6<sup>th</sup> grade.

When asked about friends Pilar stated Jose didn't have friends. Jose would often go to his special classes with people, but he did not have people that he normally would hang out with, eat lunch with or associate with.

When asked about Jose and his family life she stated she didn't know. She did work with Jose's younger sister Mia, but she didn't have any direct knowledge of the family. Although they have one friend in common, again Lilliana didn't attend many of the adult group activities.

Pilar stated she was aware of the incident that occurred between Jose and his father when Jose was in the 5<sup>th</sup> grade, but due to the incident not occurring at school their knowledge of it was actually quite limited.

I asked specifically about his speech impediment. Pilar described it more of a skip or space in his cognitive thought process.

She had no history of Jose prior to the 2<sup>nd</sup> grade. We spoke for a short time further with Pilar and concluded our interview.

Our contact information was given to her and asked that she contact us should there be anything further. We then left the school.

Nothing further.

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# Sparks Police Department TAPED INTERVIEW FORMAT

	Today's date is $10.31.13$ . The time is $10.12a$ . The following will be an	
	interview with <u>libiana</u> lustin	
	date of birth	
•	This interview will be in reference to Sparks Police case number 13-9953	
	This interview is being conducted at SPO 2003	
•	Present during this interview are 1. 200	
	2	
•	3	
	4	•
	Time interview concluded	
	Involve	
٠	Sex: Racel Ht: 5 Wt: 150 Build: Hair: Blk Eyes: Bro	
	Residence Address:	
	Residence Phone: Business Phone:	
	Business Name/Add:	
	Occupation: Days Off: Work Hrs:	



# Sparks Police Department TAPED INTERVIEW FORMAT

	Today's date is 12/5/15. The time is 0837. The following will be an	
	interview with Sonya Toy	
	date of birth social security number	•
	This interview will be in reference to Sparks Police case number 13-987?	
	This interview is being conducted at Abras Pistry	
	Present during this interview are 1. B. PETERSON  2.	
	3	
	4	
	Time interview concluded Ofs/	
•	<u>Involve</u>	
	Sex:Race:Ht:Wt:Build:Hair:Eyes:	
	Residence Address:	
	Residence Phone: Business Phone:	
	Business Name/Add: Marks RISHLY	
	Occupation: 2-0 Canox Days Off: Work Hrs:	,



# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 12/10/13. The time is 1002. The following will be an
interview with PICAR QUINOVEZ
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9753
This interview is being conducted at 1900 Sullivan L.
Present during this interview are 1. D. PETERSON
2
3
4
Time interview concluded //00
<u>Involve</u>
Sex: F Race: H Ht Wt: Build: M Hair: Buc Eyes: 1100
Residence Address:
Residence Phone: Business Phone:
Business Name/Add: AGNES RISCEY
Occupation: ESL - ALL GRADES Days Off: Work Hrs:

BAR CODE  DATE OBTAINED TIME OBTAINED	SPAR		CUSTODY E DEPARTMENT & EVIDENCE	CASE #	1953 VIDENCE USE	S ONLY	
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LOCATION WHERE FOUND OR FROM WHOM LOCKER NO. OFFICER'S NAME (LAST, F	IRST)	SPECIAL	NOTATIONS:			•	
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TYPE: DISPOSITION			RECEIVED BY				

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 8 - DESTROY

# CITY OF SPARKS POLICE DEPARTMENT

# **CHAIN OF CUSTODY DOCUMENT**

RELEASED BY	CUSTODY LOCATION CUSTODY D	
Bellamy, Joanna	INVESTIGATION	10/23/2013 11:04:34 AM

# **LIST OF BARCODES**

BARCODE	CASE NUMBER	DESCRIPTION	CONTROL#
s035394	13-9953	JT1-BLACK KYOCERA ODEL C5155 CELL PHONE WITH	

1 ITEMS

RELEASED:

Released By

RETURNED:

Released By

Received By

Received by

Received By

10/23/2013

Date

1-9-14

Date

# CITY OF SPARKS POLICE DEPARTMENT

# **CHAIN OF CUSTODY DOCUMENT**

RELEASED BY	CUSTODY LOCATION	CUSTODY DATE
Bellamy, Joanna	INVESTIGATION	10/23/2013 11:49:49 AM

TO TYLER CLARK

# **LIST OF BARCODES**

BARCODE	CASE NUMBER	DESCRIPTION	CONTROL#
S035435	13-9953	SB1-TOSHIBA LAPTOP S/N 9C218239R PART #PSKFLU-	
S035436	13-9953	SB2-NABI TABLET S/N A121113-001362 WHITE IN COLO	
S035437	13-9953	SB3-XBOX 360 120 GB HDD S/N 105198493905 PRODUC	

3 ITEMS

**RELEASED:** 

Released By

RETURNED:

Released By

Received By

banna Bellain

Received By

10/23/2013

Date

1-9-14

Date

kg

# **SPARKS POLICE DEPARTMENT** Supplemental or Continuation Report

Type of Report: Homicide/Attempted Homicide

Case: 13-9953

Date/Time of Supplement: 1-9-14 @ 1300 hrs.

Detective: GALLOP #047

Approving Supervisor: 112 PLET 009

Date: 1.9.14

### Evidence:

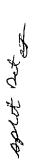
KG-9 DVD Cell phone and computer reports KG-10 DVD FTK computer report

## **Details of Supplement:**

On 1-9-14, I received the forensic reports and evidence from Reno PD Det. CLARKE regarding this case. I printed copies of the Examination Reports, which are attached to this supplement.

Det. CLARKE provided me with two DVD's listed above, and I placed those items into evidence at Sparks P.D.

Nothing further at this time.





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### **EXAMINATION REPORT**

### SYNOPSIS

On 10/23/13, I received computer media from Detective Ken Gallop (SPD) for exam in connection with a murder case. The computer media had been obtained through a search warrant obtained by Detective Ken Gallop. During the course of the exam, I located internet browser history and indicia of ownership. The report detailing this information was created and placed on a report disc.

All evidence in this case along with a copy of this report was returned to Detective Ken Gallop for final disposition.

### **EVIDENCE SUBMITTED**

On 10/23/13, the following evidence was submitted for examination:

- 1. A Toshiba Satellite laptop computer bearing serial number 9C218239R. The computer contained one (1) hard drive identified as the following: Toshiba MK6475GSX, bearing serial number 62P6YHM with a capacity of 640 GB.
- An XBOX 360 gaming console bearing serial number 105198493905. The gaming console contained one (1) hard drive identified as the following: Seagate ST9120315AS, bearing serial number 5VBo7N8E with a capacity of 120 GB.

### REQUEST

On 10/23/13, Detective Gallop requested that the computer media be examined based on a search warrant. It was requested that the computer media that was submitted be examined for any images, documents, emails, and internet browser history dealing with school shootings.

### FORENSIC IMAGING PROCESS

All forensic imaging and analysis was done on government owned equipment with licensed software purchased by the same.

### Item 001:

On 10/23/13, I obtained a forensic image of the TOSHIBA MK6475GSX hard drive, serial number 62P6YHM using AccessData's FTK Imager. This program was designed for use in computer forensic examinations. The image was saved on a USSS owned computer hard drive previously prepared for this purpose (forensically sterile).

Prior to any imaging, the hard drive was connected to a Digital Intelligence UltraBlock device, which is a physical write protection device that prevents writes by the Operating System (OS) on the forensic computer to the evidence drive, ensuring continuity and the integrity of the original evidence. This process is designed to not alter or modify the original hard drive contents. The

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# U.S. Secret Service Northern Nevada Computer Forensics Laboratory

software creates an evidence file (disk image) in which the suspect drive is copied bit by bit, sector by sector, in a forensic environment.

I created the following image for the Toshiba lap top computer: "Toshiba 640 GB HD.E01", during the acquisition on 10/23/13. The drive image spanned over one hundred twenty (286) files: Toshiba 640 GB HD.E01-EHD. The drive was hashed using MD5, creating a signature of the drive information. The acquisition hash of the hard drive, b20782a8b6b1e2df0d1bf6ab3cadde6f was verified as the same as the verification hash, b20782a8b6b1e2df0d1bf6ab3cadde6f.

This acquisition hash and verification hash is a comparison of the information read from the Toshiba hard drive and the information on the image created from the Toshiba hard drive.

### Item 002:

On 11/03/13, I obtained a forensic image of the Seagate ST9120315AS hard drive, serial number 5VB07N8E using AccessData's FTK Imager. This program was designed for use in computer forensic examinations. The image was saved on a USSS owned computer hard drive previously prepared for this purpose (forensically sterile).

Prior to any imaging, the hard drive was connected to a Digital Intelligence UltraBlock device, which is a physical write protection device that prevents writes by the Operating System (OS) on the forensic computer to the evidence drive, ensuring continuity and the integrity of the original evidence. This process is designed to not alter or modify the original hard drive contents. The software creates an evidence file (disk image) in which the suspect drive is copied bit by bit, sector by sector, in a forensic environment.

I created the following image for the Xbox gaming console: "Seagate 120 GB HD.E01", during the acquisition on 11/03/13. The drive image spanned over ninety-six (13) files: Seagate 120 GB HD.E01-E13. The drive was hashed using MD5, creating a signature of the drive information. The acquisition hash of the hard drive, fcd4c549bb299630a07767d7dfe32cd7 was verified as the same as the verification hash, fcd4c549bb299630a07767d7dfe32cd7.

This acquisition hash and verification hash is a comparison of the information read from the Seagate hard drive and the information on the image created from the Seagate hard drive.

Note: The MD5 hash value is in essence a "digital fingerprint" of a computer file. Because of the number of different possible hash values, it is improbable that any two non-identical files would have the same MD5 hash value. Thus, a known file can be reliably identified through its hash value.

After the completion of the imaging process the image files were archived.

This process allows the forensic examination to proceed without altering any of the original files from the original computer media seized. From the forensic images taken of the original hard drive, I conducted an examination of the contents of the drive.

### **EXAMINATION**

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# Examination of the media revealed the following:

### Potential evidence files:

During the course of the examination of the Toshiba laptop, I located internet browser history regarding the following topics; bullying, school shootings, super columbine massacre (computer first person shooter game), multiple video game "Youtube" video searches, all of which pertained to first person shooter game walkthroughs such as Grand Theft Auto, and other violent first person shooter games. These videos were created by individuals (not the suspect) that were actively playing each of the games. I also located internet browser searches pertaining to Eric Harris and Dylan Klebold.

Google Chrome Web History showed on 05/31/2013 there were three searches completed at the following times:

05/31/2013 06:34:04 PM

http://www.brainpop.com/search/search/.weml?keyword=Bullying

05/31/2013 06:34:09 pm

http://www.brainpop.com/health/personalhealth/bullying/

05/31/2013 06:36:31 PM

http://www.brainpop.com/search/search/.weml?keyword=Bullying

The internet browser history showed on 07/06/2013 two Chrome Favlcons were created. "Favlcon" is short for Favorite Icon also known as a shortcut icon to a page URL (Uniform resource locator) also known as a web address. This Favicon was a desktop shortcut to the following two URL:

http://www.brainpop.com/search/search/.weml?keyword=Bullying

http://www.brainpop.com/health/personalhealth/bullying/

Internet Explorer 10 history showed the following activity:

08/01/2013 12:51:18 PM

http://www.bing.com/search?q=bullying+video&form=TOSBTX&pc=MATBJS&mkt=enus&pq=bullying+video&sc=8-9&sp=-1&qs=n&sk=

08/01/2013 12:53:10 PM

http://www.bing.com/search?q=bullying+video&form=TOSBTX&pc=MATBJS&mkt=enus&pq=bullying+video&sc=8-9&sp=-1&qs=n&sk

The internet browser history showed on 10/13/13 there were two searches using the search terms school+shooting. Both using the Bing search engine.

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Also on this date there were three Youtube searches using the following Google search queries; "frontier middle school shootin", "frontier middle", and "school shooting p".

### 10/13/2013 08:20:41 AM

http://www.youtube.com/results?search\_query=school+shooting+pumped+up+kicks &og=school+shooting+p&gs\_l=youtube.1.1.0l5j0i5l5.1118176.1129778.0.1133187.1 7.11.0.6.6.0.391.1398.9j0j1j1.11.0...0.0...1ac.1.11.youtube.v1-C41uh7kw

### 10/13/2013 08:26:2013

http://www.youtube.com/results?search\_query=frontier+middle+school+shooting&o\_q=frontier+middl&gs\_l=youtube.1.0.0l7.27585.298176.0.300265.51.22.5.5,5,7,423.2898.14j3j0j31.21.0...0.0...1ac.1.11.youtube.owBGcXAEak8

### 10/13/2013 08:30:07 AM

http://www.youtube.com/results?search\_query=frontier+middle+school+shooting+documentary&og=frontier+middle+school+shooting&gs\_l=youtube.1.1.0l2.18603.18603.0.21056.1.1.0.0.0.0.178.178.0j1.1.0...0.0...1ac.1.11.youtube.CKphDum7o6o

### 10/13/2013 01:03:35 PM

http://www.bing.com/search?q=school+shooting&form=TOSBTX&pc=MATBJS&scope=&mkt=en-us&pq=school+sh&sc=8-9&sp=1&qs=AS&sk=

### 10/13/2013 01:03:35 PM

http://www.bing.com/videos/search?q=school+shooting&FORM=HDRSC3

The reports containing these results were created and placed onto a report disc which was turned over to Detective Gallop for final disposition.

No items of evidentiary value were located on the Xbox gaming console.

### **Documentation Photographs:**

Prior to analysis, photographs of the computers and media were taken. These photographs are included on the report disc in a folder named "Documentation Photographs".

### END OF EXAM.

The image files, analysis files and all reports were archived and are being maintained at the USSS Northern Nevada Computer Forensic Laboratory. The original evidence was released to the Case Agent with a copy of this report.

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### **EXAMINATION REPORT**

### **SYNOPSIS**

On 10/23/2013, I received a cellular telephone and a tablet from Detective Gallop, Sparks Police Department, Reno, NV, for exam in connection with a murder case. The devices had been obtained from the suspect by Detective Gallop and was being examined per a search warrant obtained by Detective Gallop. During the course of the exam, I located contact information, call logs, text messages, internet history, and other potential files of interest. All evidence in this case was returned to Detective Gallop for final disposition.

### **EVIDENCE SUBMITTED**

On 10/23/2013, the following evidence was submitted for examination:

- 1. An Kyocera C5155 bearing serial number 3503B338.
- 2. An NABI Android kids tablet bearing serial number A121113-001362

### REQUEST

On 10/23/13, Detective Gallop requested that the devices be examined for contacts, call logs, text message, emails, photographs, or other data.

### INFORMATION EXTRACTION PROCESS

All analysis was done on government owned equipment with licensed software purchased by the same.

### Item 001:

On 10/23/2013, photographed and placed the Kyocera C5155 into a shielded Ramsey box to prevent connection to the network. I powered on the phone and found that it had already been placed into airplane mode. I then removed the phone from the Ramsey box and checked the phones settings confirming that USB debugging was set in order to allow the forensic software to connect to the phone. I extracted the information contained in the Kyocera C5155 using Katana Forensics' Lantern 3.0. Cellebrite's UFED and associated software. This software is a commercial product purchased by the USSS and designed specifically for use in mobile device forensics. I extracted the logical data contained within the Kyocera C5155 and created a report documenting my findings.

I completed a second extraction for validation purposes using Cellebrite's UFED and associated software. This software is a commercial product purchased by the USSS and designed specifically for use in mobile device forensics. I extracted the logical data contained within the Kyocera C5155 and created a report documenting my findings.

I completed a third extraction for validation purposes using Cellebrite's Physical Analyzer and associated software. This software is a commercial product purchased by the USSS and designed

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specifically for use in mobile device forensics. I extracted the physical data contained within the Kyocera C5155 and created a report documenting my findings.

I completed a second extraction for validation purposes using Cellebrite's UFED and associated software. This software is a commercial product purchased by the USSS and designed specifically for use in mobile device forensics. I extracted the file system data contained within the Kyocera C5155 and created a report documenting my findings.

The reports were turned over to Detective Gallop.

### Item 002:

On 10/23/2013, photographed and placed the NABI into a shielded Ramsey box to prevent connection to the network. I attempted to power on the tablet and found that the battery was dead. I was able to locate a power cord for the device and began charging it. While the device was charging I researched it using the internet. I found that it was a NABI II children's tablet. The NABI II runs on an Android based operation system (Android 4.0 Ice Cream Sandwich).

Once the NABI had a complete charge I powered it on in order to check its operation. The device was fully operational. In order to access settings to enable USB debugging the "Mommy/Daddy password must be entered. At the time of the extraction I did not have this password therefore I was unable to extract any data from the device.

### **EXAMINATION**

### Examination of the media revealed the following:

### Potential evidence files:

During the course of the examination I located contact information, call logs, text messages, emails, internet history, and other potential files of interest.

### **Documentation Photographs:**

Prior to analysis, photographs of the device were taken. These photographs are included on the CD in a folder named "Documentation Photographs".

END OF EXAM.

The image files, analysis files and all reports were archived and are being maintained at the USSS Northern Nevada Computer Forensic Laboratory. The original evidence was released to the Case Agent with a copy of this report.

Examiner:	I.D. #:	Date of Report:
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<u>Case Summary</u>	
Case Information	2
File Overview	2
Evidence List	.,,,,,,,,3
Bookmarks	
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Bullying	<u>4</u>
School Shooting Search	<u> </u>

 Super Columbine Massacre
 4

 Video Game Videos
 5

 Web Eric Harris and Dylan Klebold
 6

 Youtube seach
 7

# Case Summary

1/9/2014

Time zone for display: Local Machine Time Zone Settings

### Case Information

1/9/2014

Time zone for display: Local Machine Time Zone Settings

Version	essData Forensic Toolkit Version: 3.4.1.34295				
Case Owner	Tyler Clarke				
Case Name	Jose P				
Case Reference	SPD 13-9953				
Case Description	Toshiba Laptop computer				
Report Created	Thursday January 00 2014 07:48:13 AM				

Agency/Company

Investigator's Name Address

Phone Fax:

Email Comments

# File Overview

1/9/2014

**Evidence Groups** Ungrouped: 947287

File Items

Evidence Items: 1 Checked Items: 4

Unchecked Items: 947283

## File Category

Archives: 650 Databases: 1018 Documents: 88501

Email: 102

Executable: 40673 Folders: 50171 Graphics: 258252 Internet/Chat Files: 0 Mobile Phone Data: 0 Multimedia: 2859

OS/File System Files: 13705 Other Encryption Files: 8214 Other Known Types: 96669

Presentations: 4

Slack/Free Space: 201984

Spreadsheets: 4

Steganography Applications: 0 Unknown Types: 184221

User Types: 260

### File Status

Sparks Police Department Controlled Document - Do Not Duplicate

Bad Extensions: 47713 Data Carved Files: 265862

Decrypted Files: 0 Deleted Files: 170260 Duplicate Items: 499343 Email Attachments: 0

Email Related Items (From Email): 8285

Encrypted Files: 0 Flagged Ignore: 0 Flagged Privileged: 0 From Recycle Bin: 45 KFF Alert Files: 1556 KFF Ignorable: 21380 OCR Graphics: 0 OLE Subitems: 87637 User-Decrypted Files: 0

### Labels

### **Email Status**

Email Attachments: 0

Email Related Items (From Email): 8285

Email Reply: 0
Forwarded Email: 0

# **Evidence List**

1/9/2014

Display Name: Toshiba 640 GB HD.E01

Evidence Path: H:\Evidence\SPD 13-9953\Toshiba 640 GB HD.E01

ID Number/Name:

Evidence Type: Disk Image

Comments:

Time Zone: America/Los\_Angeles

# All Bookmarks

1/9/2014

Time zone for display: Local Machine Time Zone Settings

# Tyler Clarke

# **Bookmark: Bullying**

1/9/2014

Comments: Search at brainpop.com/health/personalhealth/bullying

Creator: Tyler Clarke

File Count 1

### Files

File Comments

Name

History

Physical Size

2166784 B

Logical Size

2166784 B

**Created Date** 

3/19/2013 7:09:11 PM (2013-03-20 02:09:11 UTC) 7/8/2013 6:41:18 PM (2013-07-09 01:41:18 UTC)

**Modified Date Accessed Date** 

3/19/2013 7:09:11 PM (2013-03-20 02:09:11 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/litianaurtiz/AppData/Local/Google/Chrome/User Data/Default/History

Exported as

files\History.sqlite (HTML link)

# Bookmark: School Shooting Search

1/9/2014

Comments: www.brainpopjr.com/search/?keywordschool shooting

Creator: Tyler Clarke

File Count: 1

### **Files**

File Comments

Name

{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}{3808876b-c176-4e48-b7ae-04046e6cc752}

Physical Size **Logical Size** 

2785017856 B 2785017856 B

**Created Date** 

10/13/2013 6:02:45 AM (2013-10-13 13:02:45 UTC)

Modified Date **Accessed Date**  10/19/2013 6:19:02 PM (2013-10-20 01:19:02 UTC) 10/13/2013 6:02:45 AM (2013-10-13 13:02:45 UTC)

Path

Toshiba 640 GB HD,E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/System Volume Information/{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}{3808876b-c176-4e48-

b7ae-04046e6cc752}

Exported as

files\{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}{3808876b-c176-4e48-

b7ae-04046e6cc752}

# Bookmark: Super Columbine Massacre

1/9/2014



Comments: Found in text referring to video games.

Creator: Tyler Clarke File Count: 1

Files

File Comments

Name

History Index 2013-04

Physical Size

2740224 B

Logical Size

2740224 B

Created Date **Modified Date**  3/31/2013 5:07:41 PM (2013-04-01 00:07:41 UTC) 7/8/2013 9:14:24 AM (2013-07-08 16:14:24 UTC)

Accessed Date

3/31/2013 5:07:41 PM (2013-04-01 00:07:41 UTC) Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Google/Chrome/User Data/Default/History Index 2013-04

Exported as

files\History Index 2013-04.sqlite (HTML link)

# Bookmark: Video Game Videos

1/9/2014

Path

Comments:

Creator: Tyler Clarke

File Count: 6

Files

**File Comments** 

Name

videoplayback[1].mp4

**Physical Size** 

346165248 B 346164376 B

Logical Size **Created Date** 

4/12/2013 12:00:14 PM (2013-04-12 19:00:14 UTC)

**Modified Date Accessed Date**  4/12/2013 12:16:57 PM (2013-04-12 19:16:57 UTC) 4/12/2013 12:00:14 PM (2013-04-12 19:00:14 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content.IE5/YWTUM7F3/videoplayback[1].mp4

Exported as

files\videoplayback[1].mp4.mpg

File Comments

Name

videoplayback[2].mp4

**Physical Size** 

47624192 B 47624177 B

**Logical Size Created Date** 

4/23/2013 8:06:17 AM (2013-04-23 15:06:17 UTC) 4/23/2013 8:08:12 AM (2013-04-23 15:08:12 UTC)

**Modified Date** Accessed Date

4/23/2013 8:06:17 AM (2013-04-23 15:06:17 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content.IE5/B9SY13ID/videoplayback[2].mp4

Exported as

files\videoplayback[2].mp4.mpg

File Comments

Name

videoplayback[2].mp4

Physical Size

329662464 B 329660240 B

Logical Size



Created Date

4/3/2013 8:35:42 PM (2013-04-04 03:35:42 UTC)

Modified Date
Accessed Date

4/3/2013 8:38:59 PM (2013-04-04 03:38:59 UTC) 4/3/2013 8:35:42 PM (2013-04-04 03:35:42 UTC)

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4/4/2013 5:20:31 PM (2013-04-05 00:20:31 UTC)

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4/4/2013 5:20:43 PM (2013-04-05 00:20:43 UTC) 4/4/2013 5:20:31 PM (2013-04-05 00:20:31 UTC)

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videoplayback[4].mp4

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File Comments

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videoplayback[5].mp4

Physical Size

2682880 B 2680560 B

Logical Size

4/24/2013 8:11:29 PM (2013-04-25 03:11:29 UTC)

Created Date Modified Date

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# Bookmark: Web Eric Harris and Dylan Klebold

1/9/2014

Comments:

Creator: Tyler Clarke

File Count: 1

**Files** 

File Comments

Name

History Index 2013-06

Physical Size

4685824 B

Logical Size

4685824 B

Created Date Modified Date 5/31/2013 6:29:21 PM (2013-06-01 01:29:21 UTC) 7/7/2013 9:28:14 PM (2013-07-08 04:28:14 UTC)

**Accessed Date** 

5/31/2013 6:29:21 PM (2013-06-01 01:29:21 UTC)

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Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/ Users/lilianaurtiz/AppData/Local/Google/Chrome/User Data/Default/History Index 2013-06

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# Bookmark: Youtube seach

1/9/2014

Comments: www.youtube.com/results?search\_query=super+columbine+massacre+rpg&gs

Creator: Tyler Clarke

File Count 1

### Files

**File Comments** 

Name

msil\_presentationframework.resources\_31bf3856ad364e35\_4.0.9200.20520\_ru-

ru\_2ea6fa3e38d411bb.manifest

Physical Size

4096 B

**Logical Size** 

1549 B

**Created Date** 

7/14/2013 5:58:09 PM (2013-07-15 00:58:09 UTC) 9/19/2012 5:59:36 AM (2012-09-19 12:59:36 UTC)

**Modified Date** Accessed Date

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History Index 2013-04, 5
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History Index 2013-06, 6
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Email Reply, 3
Forwarded Email, 3
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Ungrouped, 2
File Category, 2
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Databases, 2
Documents, 2
Email, 2
Executable, 2
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Mobile Phone Data, 2
Multimedia, 2
OS/File System Files, 2
Other Encryption Files, 2
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C - CONFISCATED
E - EVIDENCE
F - FOUND
SK - SAFEKEEPING

1 - HOLD 1 - RELEASE TO OWNER 2 - HOLD FOR FORFEITURE 3 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

3.460.12.F

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF FORENSIC SCIENCE DIVISION 911 PARR BLVD. RENO, NV 89512-1000 16.

RENO, NV 89512-1000 PHONE (775) 328-2800 FAX (775) 328-2831

### FORENSIC REPORT

**LABORATORY NUMBER:** 

L3469-13-5

AGENCY:

SPARKS P.D.

**AGENCY CASE #:** 

13-9953

SUSPECT:

REYES, JOSE

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM:

GUERRERO, KAELIN'

PERSON REQUESTING:

DETECTIVE K. DACH

**DATE OF SUBMISSION:** 

10/30/2013

. 1

OFFENSE:

HOMICIDE: ATTEMPTED HOMICIDE

### SCENE

**LOCATION OF SCENE:** 

Renown Medical Center, 1155 Mill St. Reno NV

DATE:

10/21/2013

TIME NOTIFIED:

08:00 Hours

TIME BEGAN:

10:20 Hours

TIME COMPLETED:

11:30 Hours

### **CASE SUMMARY:**

On October 21, 2013, at approximately 1020 hours, I arrived at the above location. I met with Sparks P. D. Detective K. Dach in relation to a homicide investigation.

Color photographs were taken showing the following views:

### Victim Mason Kamerer. In room S-420

- Overall views of Victim Kamerer in the hospital bed.
- Views of his abdomen covered with bandages.
- Views of his right leg with bandage.
- Views of his face.
- Overall views of his clothing in evidence bags.

### Victim Kaelin Guerrero. In room S-403

- Overall views of Victim Guerrero's clothing in bags.
- Overall views of the Victim in the hospital bed.
- · Views of his face.
- Views of his upper left chest covered with bandages.

for you

On October 23, 2013 I took individual photographs of the clothing collected from Victim M. Kamerer and Victim K. Guerrero.

Color photographs were taken showing the following views:

# Clothing from Victim M. Kamerer.

- Overail front and back views of a green polo shirt.
- Close-up view of the red staining and two (2) defects on the lower front portion of the green polo shirt.
- Overall views of a pair of tan shorts with red stains.
- Close-up view of the red staining on the upper front waistband of the tan shorts.
- Views of a grey dress tie.
- Views of a pair of white socks and a pair of grey tennis shoes.

# Clothing from Victim K. Guerrero.

- Overall front and back views of a damaged white and grey hooded sweatshirt.
- Close-up view of the red staining and a defect on the top of the left shoulder/sleeve of the white/grey hooded sweatshirt.
- Overall front and back views of a damaged grey sweatshirt with "Sparks" imprinted on the front.
- Close-up view of the red staining and a defect on the back of the upper left shoulder of the grey sweatshirt.
- Overall front and back views of a damaged green polo shirt.
- Close-up view of the red staining and defect on the upper back portion of the left sleeve on the green polo shirt.
- Overall views of a pair of tan pants and a black belt.
- Overall views of a pair of blue plaid underwear.
- Views of a pair of white socks and a pair of grey tennis shoes.
- Overall views of a black wallet and the school identification card for Victim Guerrero.

# **EVIDENCE RECOVERED**

The following items were collected as evidence and taken to the Washoe County Sheriff's Office Crime Laboratory Garage where they were secured and entered into the evidence system.

Collected At: Renown Medical Center.

1155 Mill St. Reno NV

Date: 10/21/2013

By: Victor Ruvalcaba

Time: 11:05 Hours

	· · ·
CONTROL#	DESCRIPTION
1129858229-0	27 Digital images from camera CF memory card. (Victim Mason Kamerer)
1129866062-0	51 Digital images from camera CF memory card. (Victim Kaelin Guerrero)
Q93221	One (1) green polo shirt with "Sparks Middle School" logo, two (2) defects on the lower front, red staining and "Gildan" clothing tag. Size XL (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Q93222	One (1) pair of tan shorts with red staining and Nike clothing logo. Size XL (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Q93223	One (1) grey dress tie with red staining and "APT-9" clothing label. (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Q93224	One (1) pair of grey tennis shoes with "Noxious" brand label. Size 11 One (1) pair of white ankle socks. (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Q93225	One (1) damaged/white and grey/zip front/hooded sweatshirt with "No Boundries" clothing label, red staining and a defect on top of the upper left sleeve/shoulder. (Victim K. Guerrero) (red transport bag included) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Q93226	One (1) damaged/grey/pullover sweatshirt with "Sparks" imprinted on the front, red staining and a defect on the back of the upper left shoulder. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Q93227	One (1) damaged green polo shirt with "Sparks Middle School" logo, defect on the top of the left sleeve, red staining and "Gildan" clothing tag. (Victim K. Guerrero)  Collected from the hand of SPD Detective K. Dach at 1040 hours.
Q93228	One (1) pair of tan pants with "Dickies" clothing tag and a black belt. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.

Q93229

One (1) black wallet containing:

One (1) temporary "Sparks Middle School" ID card, bearing the

name Kaelin Guerrero;

One (1) "Virginia Palmer" ID card, bearing the name Kaelin

Guerrero;

One (1) library card;

One (1) sheet of paper with a phone number list.

(Victim K. Guerrero)

Collected from the hand of SPD Detective K. Dach at 1040 hours.

Q93230

One (1) pair of blue plaid boxer shorts with "Hanes" clothing

label. (Victim K. Guerrero)

Collected from the hand of SPD Detective K. Dach at 1040 hours.

Q93231

One (1) pair of grey tennis shoes. Size 12

One (1) pair of white and grey ankle socks. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.

**VICTOR RUVALCABA** 

Forensic Investigator

Forensic Investigation Section



# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 12-210. The time is 1043 am. The following will be an
interview with 208e Ranine?
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953.
This interview is being conducted at The 202
Present during this interview are 1. Peterson 104
2.
3.
4
Time interview concluded
<u>Involve</u>
Sex: MRace: Ht: - Wt: - Build: - Hair BIL Eyes:
Residence Address
Residence Phone: Business Phone:
Business Name/Add: Saks Middle
Occupation: Days Off Sun Work Hrs: 20
Wed 730_ 1/15p.

Washoe County Sheriff's Office
Examination Request Form

Agency John Case:# 13 - 9955 Offenset Internal Priories Address (If outside Washoe-Co.)  Victim McMal Washoe-Co.)  Victim DOB SS#  Suspect DOB SS#  Suspect DOB SS#  Suspect DOB SS#  Suspect DOB SS#  Suspect DOB SS#  Suspect DOB SS#  Agency Item # (FIS: Scene Autopsy DOB SS#  Adency Item # (FIS: Scene Autopsy DOB SS#  Adency Item # (FIS: Scene Autopsy DOB SS#  Evidence Description (i.e. awab from counter top, not DNA awab) (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.e. awab from counter top, not DNA swab (I.	LAB USE ONLY Lab#	Date 12:	ay-3	CONTROL#	272291
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For more information regarding the completion of this form, please refer to the Wastroe Coulity Sheriff's Office Forensic Science Guidebook at www.washoesheriff.com/forensic-science EXAM REQUESTED  EXAM REQUESTED  CRIMINALISTICS  Process liems for latent prints Superior Companison Shoe/Tire impressions  Evaluate and file Print comparison Companison Firsam Companison Companison Companison Companison Companison Firsam Companison Companison Companison Companison Firsam Companison Companison Companison Firsam Companison Companison Companison Firsam Companison Companison Firsam Companison Companison Firsam Companison Companison Companison Companison Companison Case Synopais Required  Brief case synopsis attached to laboratory request? Yes No Notes and Special Instructions  Court Date: For Toxicology Examination please use the form located in the Toxicology, Kits Forensic Science Division Firsam Court Date: For Toxicology Examination please use the form located in the Toxicology, Kits Forensic Science Division Firsam Court Date: For Toxicology Examination please use the form located in the Toxicology, Kits Forensic Science Division Firsam Court Date: For Toxicology Examination please use the form located in the Toxicology, Kits Forensic Science Division Firsam Court Date: For Toxicology Examination please use the form located in the Toxicology, Kits	Agency Item#	(FIS: Scei	ieAutopsy_	)	•
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### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide/Attempted Homicide Case: 13-9953

Date/Time of Supplement: 1-28-14 1400 hours Detective: Triplett 004

Approving Supervisor Date: 1/29/14/

### **Details of Supplement:**

Monday October 21, 2013: (The times listed are approximate.)

#### 0717 hours:

I heard Sparks Police Dispatch broadcast via radio a call of shots fired at the Sparks Middle School. As the radio traffic continued, dispatch advised that a teacher was down by the basketball courts.

#### 0719 hours:

SPD dispatch advised that there was as student at the school with a gun.

#### 0726 hours:

Responding officers arrived on scene and reported finding two subjects down on the basketball court. Both were deceased. One subject, a juvenile, was found with a gun and was believed to be the suspect. The other subject, an adult male, was believed to be a teacher at the school.

Multiple officers and detectives from SPD and other local agencies continued to respond to the school. As law enforcement personnel cleared the school and surrounding areas two juvenile victims were contacted. Each had been shot and both were transported to Renown Hospital for treatment. RPD detectives were assigned to respond to Renown and check on these juveniles.

Sparks Middle School was cleared and all students and personnel were directed to Agnes Risley Elementary School. Sgt. LEARY and Deputy Chief B. MILLER arranged for all identified witnesses from Sparks Middle School to be interviewed at Agnes Risley. Students and personnel from Sparks Middle School that did not witness the incident were transported to Sparks High School.

During this time, a tentative identification for the suspect was given as Jose REYES-URTIZ Jr. a student at Sparks Middle School.



Detective: Triplett 004

#### 0745 hours:

I talked with Sgt. LEARY and learned that the parents of Jose REYES Jr. were at the Reno Police Department.

#### 0800 hours:

I talked with Sgt. LEARY and learned the parents of Jose REYES Jr., were going to travel to the Sparks Police Department to be interviewed. I spoke with Detectives PETERSON and VAUGHT and they were assigned to conduct these interviews.

#### 0900 hours:

I talked with RPD Detective Sergeant Sgt. Marcia LOPEZ. Sgt. LOPEZ gave me the names and status of the two juvenile victims. The victims were identified as Mason KAMERER, dob 4/8/01, and Kaelin GUERRERO, dob 7/6/01. Mason KAMERER suffered a non-life threatening gunshot wound to the abdomen. Kaelin GUERRERO suffered a non-life threatening gunshot wound to the shoulder. RPD detectives were unable to interview these victims. Both victims were in stable condition.

#### 0910 hours:

Crime Analyst Kym DILK obtained the identifying information for the suspect via radio traffic, Jose REYES-URTIZ Jr. dob 7/2/01. She researched his background. She found SPD Case # 12-1065 where this juvenile was listed as a victim of a Child Abuse. In reading the report, Jose REYES-MANDUJANO, the child's father, reported striking his son to school officials at Agnes Risley Elementary School. Jose REYES Jr. had a visible injury to his face. SPD officers responded and Jose REYES-MUNDAJUNO was arrested for Child Abuse. The disposition for the case showed that the case was negotiated down to a misdemeanor on 5/23/12.

The suspect's parents, Jose REYES-MANDUJANO and Liliana URTIZ arrived at SPD. They drove themselves and ROP Detectives JONES and FIELD followed them from RPD. Detective PETERSON made contact with Liliana URTIZ and determined that a Spanish translator was needed for the interview. SPD Officer Jose ZENDEJAS was contacted and agreed to assist.

Detective VAGHT made contact with and interviewed Jose REYES-MANDUJANO.

#### 0935 hours:

I confirmed the address of the suspect and his family as



I gave this

Detective: Triplett 004

information to SPD ROP Detective GRANIER.

#### 0955 hours:

Detective GRANIER arrived at to secure #306 for the investigation and the potential service of a search warrant. I asked ROP Detective Sean JONES to assist him there.

#### 1000 hours:

I talked to Sgt. LEARY and learned he did not need any further assistance for interviews at Agnes Risley.

I learned that the Major Accident Investigation Team from NHP was using GPS mapping equipment to document the crime scene.

#### 1100 hours:

I arrived at Sparks Middle School with Sgt. ALT and we met with Sgt. LEARY. We conferred with several other supervisors from various agencies and decided we could reduce the crime scene to the school property. During this time, I received information from the interviews of the suspect's parents that the suspect was driven to school by his mother. I made contact with various members of the law enforcement agencies that were on scene. I asked that a representative from each agency provide us with a list of personnel and each person's activities while at the scene.

I asked Sgt. TRACY to take responsibility for the management of the crime scene.

#### 1230 hours:

An investigative briefing was held in the training room at SPD. Investigators and investigative supervisors that had assisted with witness interviews and the crime scene were in attendance. I asked Sgt. WOYCIEHOWSKY to take notes.

During this briefing, Sgt. TRACY called and advised me that the autopsies had been scheduled for 1430 hours.

#### 1330 hours:

An investigative staffing for SPD detective staff was held. Attendance list: Lt. TRIPLETT, Sergeants ALT and LEARY, Detectives THELIN, BURNS, SCHREIBER, PETERSON, DACH, BROWN, EDMONSON, MCNEELY and VAUGHT.

Detective: Triplett 004

Detective MCNELY was assigned to attend the autopsies.

Detectives DACH and PETERSON were assigned as the lead investigators for the case. An investigative task list was developed.

Detective VAUGHT was assigned to obtain a search warrant for the suspect's home.

During this meeting, I received a phone call from ATF Special Agent from San Francisco, Mike DEL VECCHIO. He offered to expedite the trace of the firearm used in the incident if I could provide the identifying information for the weapon. I called Sgt. TRACY and asked him to text me the information about the gun; he texted me the information a short time later.

Detective PETERSON relayed that Jose REYES-MANDUJANO received the gun as a gift from friends, identified as John and Myrna, phone number Detective BROWN was assigned to contact and interview these subjects. Detective PETERSON also relayed that Jose REYES Jr. had visited a psychologist with his father on Friday October 18<sup>th</sup>, 2013.

Detectives PETERSON and VAUGHT relayed information that the REYES family had recently moved into the apartment at the second sec

Detective GALLOP was assigned to check social media for Jose REYES Jr.

Detective THELIN was present at the staffing and had collected video of the incident from Washoe County School Police. The video was viewed during the staffing. Detective THELIN also had the suspect's phone.

Information was shared indicating that Jaquelin AMBRIZ, the cousin of Jose REYES Jr. had information that Jose had been bullied at school. It was believed she may have information about Jose and his family. Ms. AMBRIZ was found to be 12 years old and a student at Sparks Middle School. Detectives learned that her address was an address was a phone that the phone th

#### 1400 hours:

Detectives BURNS and SCHREIBER were sent to the REYES' residence to relieve Detectives GRANIER and JONES.



Detective: Triplett 004

#### 1400 hours:

I texted the information regarding the firearm used in the incident to ATF Special Agent DEL VECCHIO. Detective BROWN was also given this information as part of his assignment to trace the involved gun.

#### 1500 hours:

Sgt. TRACY and Washoe County Sheriff's Office detective personnel arrived at SPD. This included; Sgt. MYERS, Sgt. CALDWELL, Lt. BALDRIDGE, and Detectives FRANKEL, BISHOP and COX. They provided information about the crime scene and a copy of a hand drawn sketch of the scene.

#### 1530 hours:

Detective EDMONSON and Evidence Technician L. BROWN were assigned to search the vehicle owned and driven by the suspect's mother.

Detectives DACH and PETERSON attempted contact with family members of the suspect.

#### 1600 hours:

I attended a meeting to update our administrative staff and administrative staff from Washoe County School Police. The following subjects were in the meeting: SPD Deputy Chief T. MILER, Deputy Chief B. MILLER, Lieutenant HAWKINS and Lieutenant THOMAS, Washoe County School Police Chief MIERAS, Deputy Chief TREVINO and Sergeant PRICE.

#### 1700 hours:

Sgt. LEARY and Detectives VAUGHT and GALLOP responded to the DA's office to apply for the search warrant for the REYES' residence.

Sgt. LEARY received information from the Medical Examiner's office that victim Michael LANDSBERRY's identity had been confirmed.

#### 1800 hours:

I received a phone call from Washoe County School Police Officer OLIBERO regarding information he obtained in interviews with staff members from Sparks Middle School.

Detective: Triplett 004

Natasha BRANDT is a speech pathologist that regularly worked with Jose REYES Jr. at Sparks Middle School. She told Officer OLIBERO that Jose REYES never reported any issues with other students or being bullied at school or anywhere else. She described Jose as quiet and happy. She described him having small outbursts at times when he was frustrated but they were not directed at people. She said that he was unable to comprehend or understand others with his disability. (all of this information is second hand and relayed to me from Officer OLIBERO) For further see the supplement by Officer OLIBERO.

Andrea WILSON is a special education teacher that regularly worked with Jose REYES Jr. at Sparks Middle School. She said that Jose could become upset in certain situations but he normally was happy. She believed he had a difficult time understanding other people. Jose never said anything to her about having problems with other students or having problems at school. (all of this information is second hand and relayed to me from Officer OLIBERO) For further see the supplement by Officer OLIBERO.

Sgt. LEARY called to advise me a warrant for the REYES' residence was obtained.

#### 1810 hours:

Detective EDMONSON gave me a copy of the criminal history of Jose REYES-MANDUJANO and Liliana URTIZ. Liliana URTIZ had no criminal history. Mr. REYES-MANDUJANO's only criminal history was related to the child abuse case taken by our department in January 2012.

#### 1830 hours:

I received an update from Detectives DACH and PETERSON. They were unable to interview the suspect's cousin Jaquline AMBRIZ. They did schedule an interview with her for 10/22/13 at 0900 hours. Detective DACH was asked to prepare a preservation letter for her cell phone records.

#### 1920 hours:

Detective MCNEELY returned from the autopsies and relayed that the identity of suspect Jose REYES Jr. was confirmed during the autopsy.

#### 1930 hours:

Sergeant LEARY and Detectives GALLOP, SCHREIBER and BURNS returned from serving the search warrant at During the search, detectives did not locate anything that indicated planning or a motive left by the suspect. A lap top computer, X-box game console, numerous video games and electronic tablet were collected during the search.

Detective: Triplett 004

This concluded the investigative tasks for 10/21/13.

Tuesday October 22, 2013:

#### 0900 hours:

An investigative staffing was held at SPD. The following detective personnel attended: Detectives BROWN, DACH, EDMONSON, SCHREIBER, THELIN, BURNS and MCNEELY, Sergeants LEARY and ALT and Lt. TRIPLETT.

Detective DACH was given the information regarding Natasha BRANDT and Andrea WILSON and assigned to interview these staff members.

Detective PETERSON did not attend the staffing as she was meeting with the psychologist that met with Jose REYES Jr. on 10/18/13.

During the staffing, an investigative task list with correlating assignments was developed.

Detective SCHREIBER was assigned to interview Tac Medic Matt DIXON who assisted inside the school during the incident.

Detective BURNS was assigned to review all media interviews and/or statements given by students or staff members that contained information about bullying allegations and to interview the individuals featured in the media reports.

Detective THELIN was assigned to prepare affidavits to obtain search warrants to obtain all related files from the Washoe County School District for Michael LANDSBERRY, Kaelin GUERRERO, Mason KAMERER and Jose REYES Jr.

Detective GAKLLOP was assigned to prepare affidavits to obtain search warrants for the electronic items collected in the search of the suspect's home. He was also assigned to arrange to search the suspect's locker at the school.

Detective MCNEELY was assigned to interview student Alexis KELLY, who allegedly had witnessed bullying at Sparks Middle School.

Detective EDMONSON was assigned to determine if the REYES family had storage unit(s) rented at the apartment complex.

Detective: Triplett 004

#### 1117 hours:

I received a voicemail from ATF Special Agent in Charge from San Francisco, Ken COFFEE, phone number of the weapon used by the suspect. Special Agent COFFEE advised that he had asked a local ATF Agent WELLMAN to get the correct serial number of the weapon which was in evidence and the Washoe County Crime Lab. The correct serial number was found to be 332-04142.

#### 1130 hours:

I called Mr. COFFEE and clarified the information that he left on my voicemail. He explained the original serial number we provided did not correctly correspond to the weapon used and he wanted to be sure that we received the accurate weapon trace information.

#### 1200 hours:

Detective BROWN was assigned to contact the involved ATF personnel and document the weapon trace information.

#### 1230 hours:

Detective BROWN received the weapon trace information from ATF. He learned the weapon used by the suspect was originally sold at Mark Fore and Strike in Reno. For further details on this please see Detective BROWN's supplement.

#### 1330 hours:

Detectives BROWN and MCNEELY were assigned to respond to the evidence section of the Washoe County Sheriff's Office and search suspect Jose REYES' backpack.

#### 1450 hours:

Detectives BROWN and MCNEELY returned from their assignment. During the search, they located two handwritten notes from the suspect regarding the shooting at Sparks Middle School. One note addressed the students and teachers at the school. The other note addressed his family.

Detective personnel worked on the investigative task list for the rest of the day.

Detective: Triplett 004

Wednesday October 23, 2013:

#### 0815 hours:

We held an investigative briefing at SPD.

Detective GALLOP relayed that the locker assigned to Jose REYES Jr. at Sparks Middle School was empty. He also relayed that he was working with the district attorney's office on the search warrants for the electronics. Detective GALLOP was tasked with purchasing "Fantasia" software that would allow him to capture and record all media and social media information related to this case.

Detective BROWN shared the information related to the notes found in the backpack of Jose REYES Jr. The notes were found in an "Angry Bird" notebook. He also shared that a gun case was located in the backpack and the weapon information and serial number listed on the gun case matched that of the gun used in the incident.

Detective MCNEELY was assigned to contact students that discussed potential bullying at Sparks Middle School when they were interviewed by WCSDP Detective HOBBESIEFKEN on the day of the incident.

Detective EDMONSON relayed that the REYES' family had two storage units rented at and they were rented through the end of October.

Detective DACH was assigned to contact Rudy BEIN, an investigator for the Medical Examiner's office, to request the ME's office obtain all related medical records for Jose REYES Jr.

Detective SCHREIBER was assigned to work with WCSDP officers and school staff to identify teachers that were captured on video assisting Kaelin GUERRERO in the north hallway of the school during the incident. He was also asked to contact teacher Gary LENSHYN who created a list of students that sought safety in his room in the north hallway. It was believed the four students that tried to assist Michael LANDSBERRY had run into this room.

Detective DACH relayed information gathered during an interview of student Seth SLOAN. Seth SLOAN was with Kaelin GUERRERO when Kaelin was shot. Seth reported there was an incident when Kaelin, Seth and other boys spilled or threw water on Jose during a water fight in PE class. The other boys then teased Jose about it looking like he had urinated in his pants.

Detective PETERSON relayed information gathered in an interview with orchestra teacher Danielle CATES. Ms. CATES said that she had Jose, Kaelin and Mason in a class together. She described Mason as helpful, Kaelin as quiet and Jose as quiet. She explained that the boys had no issues

Detective: Triplett 004

interacting in her class and that she had never witnessed anyone bullying or treating Jose poorly. Ms. CATES believed that Jose had a learning disability because he did not tolerate public correction well. She described Jose becoming defensive and angry when corrected in a public setting. She explained that he reacted appropriately to correction in a one on one setting. Ms. CATES described Jose as a generally happy student. She did not know Jose's friends.

Ms. CATES had done some research into Jose's Independent Education Report and said she requested an updated evaluation for Jose.

Detective THELIN received information reporting there was domestic violence in the REYES family and that Jose' parents had been separated for a short time. It was reported that Jose Jr. became mad frequently and tried to initiate altercations with family members. It was also reported that Jose Jr. was familiar with the gun used in the incident and had taken the gun shooting with his father.

Detective MCNEELY relayed information from his interview with Alexis KELLY. Alexis reported that a she and a student named Natasha knew Seth SLOAN and had a physical altercation with Seth at school. They had to attend a bullying class because of this incident. She reported that she heard a student named Baden SOUDERS picked on Jose in math class and this was reported to Mr. WILSON. Alexis also heard that Kaelin picked on Jose; however, she had never seen this. Alexis had no detailed or first-hand knowledge of any incidents of anyone picking on Jose; the information she provided was rumor.

Detective EDMONSON relayed information he obtained in an interview with student Ian TOLLER who was standing with Kaelin when he was shot. Ian reported that he was standing in group of students when Jose approached them and shot Kaelin. Ian said Jose did not say anything before or after he shot Kaelin. The group of students included Seth, Courtney, McKenzie and Angel. Ian reported that when Jose became frustrated he would hit himself.

We decided that it was necessary to identify the students that had attended the bullying class at Sparks Middle School.

Detective CURTIS was assigned to interview student James ENGLAND

Detective EDMONSON also interviewed a student identified as Maleau who played basketball with Jose. This student said Jose played violent video games. He had never witnessed anyone bullying Jose. This student saw Jose shoot Mr. LANDSBERRY.

Detective BROWN provided information confirming that Jose REYES Sr. was given the involved gun by a friend identified as John DUNN. Mr. Dunn obtained the gun from a subject that sold it when the original purchaser passed away. Detective BROWN explained that the other pages of the



Detective: Triplett 004

"Angry Birds" notebook found in the suspect's backpack were blank. There were bb's for a bb-gun in the backpack. For further please see detective BROWN's supplement.

During this staffing, detective personnel cross checked information regarding students that had been interviewed and identified those that needed to be interviewed.

Crime Analyst DILK was asked to create an excel spreadsheet to log and track the names of all students that were identified for interviews.

#### 1100 hours:

Sgt. ALT, Sgt. LEARY and I met with Supervisory Special Agent Ronald TUNKEL and Supervisory Special Agent Cari ROBINS of the FBI Behavioral Analysis Unit for a case staffing. During this staffing, information was shared about the case and advice was provided on the common findings and behavior of suspects in similar incidents. A strategy and direction for follow up interviews with the suspect's parents were developed. The following is a list of important subject matters that were discussed:

- Jose Jr.'s activities during the school break.
- Familiarity with guns in general and the weapon used in the shooting specifically.
- Sexual interest of Jose Jr.
- Potential precursors predicting the shooting to include, fantasy writings or drawings.
- Determine if Jose Jr. had viewed the school district's anti-bullying video.
- Identify potential signs of depression and/or suicidal behavior.
- Explore the possibility that Jose Jr. displayed signs and symptoms of Autism.
- Identify if Jose Jr. had done research on prior school shooting events.
- Identify any recent potential stressors for Jose Jr.

#### Thursday October 24, 2013:

With the information obtained during the meeting with Special Agents TUNKEL and ROBINS, it was decided that this investigation would include interviewing teachers and staff from Agnes Risley Elementary School where Jose REYES Jr. attended.

#### 1300 hours:

Sgt. ALT and I met with the Special Agents TUNKEL and ROBINS to view the anti-bullying video used by the Washoe County School District.

Detective: Triplett 004

#### 1420 hours:

Detective GALLOP called and advised that he had obtained partial results from the forensic search of the suspect's phone. He advised that 2006 photo images were captured on the phone and that many of these were snapshot images of websites that were visited on the phone.

#### Friday October 25, 2013:

At approximately 0900 hours Detective GALLOP and I viewed the images from the suspect's phone. There were several points of interest: images of violent war scenes, numerous logos for the video game Grand Theft Auto 5, pictures of Dylan KLIEBOLD and Eric HARRIS armed inside Columbine High School and a picture of school shooter TJ LANG at a court hearing.

#### Monday October 28, 2013:

#### 0800 hours:

Detective PETERSON and I reviewed the notes she obtained from the psychologist Jose Jr. visited on Friday October 18<sup>th</sup>, 2013. The following was noted.

- Jose Jr. was prescribed Prozac on 10/18 in a 10 mg dosage.
- Autism was not noted.
- Depressive disorder was noted.
- Jose Jr. experienced feelings of inadequacy in his family.
- Jose Jr. felt he was not meeting the expectations of his family.
- He was upset about verbal teasing at school.

#### 1000 hours:

Sergeant LEARY and I met with Detectives DACH and PETERSON to outline the format and strategy for interviewing Liliana URTIZ and JOSE REYES Sr. The interviews were scheduled for 10/30/13 and with the assistance of Spanish speaking agents from the local FBI office.

#### Tuesday October 29, 2013:

Detective Brown advised me that he learned that John DUNN had given Jose REYES Sr. a .357 revolver in addition to the 9mm semi-auto handgun used in the shooting.

#### Wednesday October 30, 2013:

Detective: Triplett 004

#### 0800 hours:

SPD detective personnel held an investigative staffing to share information. The following detectives were present: GALLOP, BROWN, LEARY, MCNEELY, CONGDON, DACH, THELIN, BELLAMY, PETERSON, TRIPLETT and Deputy Chief B. MILLER.

Detective MCNEELY provided information from his interview of Natasha BRANDT. Ms. BRANDT told him that Jose never reported any bullying to her. She did witness two events where Jose got angry at other boys when they laughed at him during a class skit. He was upset once when he was late for class. Outside of those described instances she said Jose was normally a happy kid.

Detective MCNEELY interviewed student Amaya NEWTON who reported to a media source that Jose was bullied at school. When asked by MCNEELY, she did not have any information about Jose being bullied. On one occasion, she saw an unknown subject trip Jose while he was walking in a hallway.

Detective THELIN provided information from his review of the school files. It was determined that Jose did not go to elementary school with either Kaelin GUERRERO or Mason KAMERER. There were no documented incidents of conflict between Jose and either Kaelin or Mason at Sparks Middle School. Detective THELIN found no evidence of counselors Shinae WATTERSON or Bill FONG having contact with Jose. He did locate e-mails expressing concern for Jose as he transitioned to middle school sent by Karen HINTZ. Ms. HINTZ was Jose's case manager at Agnes Risley School.

Detective DACH provided information from an interview of Bellen PONCE. She reported that Kaelin at one time told Jose Jr. that he was not strong enough to play sports.

Detective DACH had identified the teacher that helped Kaelin in the north hallway of the school after he was shot. The subject was identified as Karolyn HIRSH a substitute teacher.

Detective CONGDON was assigned to review the 911 calls for the incident to determine if follow-up interviews were necessary.

We discussed ensuring that all of Jose's teachers and counselors were interviewed. Several of them had already been interviewed and none reported any issues with Jose having problems at school.

Detective personnel continued completing their individual tasks when the staffing was over.

Detectives DACH and PETERSON, with the assistance of agents from the local FBI office, interviewed Jose's parents. They were accompanied by legal representatives and interviewed separately.

Detective: Triplett 004

The following points of interest were obtained during these interviews:

- Neither parent reported having any concerns about Jose being mistreated at school.
- He had not talked to them about any frustrations or problems at school.
- Jose Sr. confirmed that Jose did discuss being bullied at his counseling appointment.
- Prior to that he had not reported anything like this to his parents.
- Neither parent talked to Jose about being picked on at school after the appointment.
- Both described him has a normal, happy child that enjoyed his family and school.
- Neither described him acting out in anger or being violent.
- Neither parent described Jose playing video games to excess.
- His mother said that Jose understood that the video games were fiction.
- Each described his difficulty in school as a speech problem not a learning problem.
- His mother said Jose did not play sports because he did not like the contact involved.
- His father said they put Jose in a martial arts class but he quit going because he did not like the contact involved.
- Both said Jose was not familiar with firearms and that he had never been shown how to manipulate either gun in their home.
- They did not believe that Jose knew where the gun was stored in their new home.
- However, the gun was kept in the same place in both homes, in a cupboard over the refrigerator.
- Both described him as caring and helping out at home and at the family restaurant.
- Both said he stayed home alone frequently.
- Both said he stayed home alone several times during the week before the shooting including Sunday October 20<sup>th</sup>.
- Jose Sr. denied there being any domestic violence in the home.
- Liliana URTIZ would not discuss that topic.
- Both said they did not use spanking as discipline for their children.

At the conclusion of the interviews, Jose Sr., Liliana and their lawyers were brought together and allowed to read the notes Jose Jr. left in his backpack. When asked to interpret the notes Jose. Sr. said it was obvious that Jose was treated poorly at school. When he was asked about the note that addressed his family, Jose Sr. said the note was simply Jose Jr. telling his family he loved them.

It was the consensus of those involved in the interviews and those who viewed the interviews that both parents were forthright with information but guarded and hesitant to honestly discuss Jose's problems with learning and interacting with others.

At this point in the investigation, Sgt. LEARY continued monitoring and directing the investigative efforts of our personnel. Detectives DACH and PETERSON took responsibility for continuing to



Detective: Triplett 004

contact those identified for interviews. The searches of Jose's phone, the computer and tablet collected at the REYES's residence were not complete.

#### Monday December 16, 2013:

Detectives DACH and PETERSON met with Sgt. LEARY and I at 0930 hours. We discussed the status of the case and what investigation still needed to be completed.

Detective DACH had a list of four students that attended the same speech therapy class with Jose Jr. He provided the names as David CONTRERAS, Jesus VAZQUEZ, Jose RUIZ-RAMIREZ and Yamilet REYES.

We determined the 911 calls and/or associated radio traffic from Washoe County School Police needed to be collected.

Agnes Risley Teachers Kristie BARTLETT, Shawna BAKER and Robin CALLAHAN were identified as persons to interview.

Detective DACH identified twelve students from Sparks Middle School that had been interviewed; however, the information regarding who interviewed these students was not complete.

During the meeting, we discussed the issues related to the suspect's developmental and educational deficiencies. We also discussed apparent developmental and personality similarities between Jose REYES Jr. and those reportedly exhibited by Adam LANZA; the suspect in the Sandy Hook school shooting. I suggested that we request the assistance of FBI Supervisory Special Agent Milena ESPINOZA to re-interview Liliana URTIZ in an attempt to obtain a more complete understanding of Jose's developmental issues.

SSA Milena ESPINOZA has an extensive educational background in child development and juvenile violence and she is fluent in Spanish. I know SSA ESPINOZA, having taken a class on juvenile violence from her. She is qualified and capable of conducting this interview and asking all pertinent questions related to Jose's developmental issues while conversing with Mrs. URTIZ in Spanish. Our hope was that we could potentially identify information regarding the struggles of Jose REYES Jr. and use this information in a preventive manner.

On 12/30/13, I sent SSA ESPINOZA an e-mail outlining our request to determine if she believed she could assist us. She responded on that same date and agreed to assist if it was approved by her supervisor. On 12/31/13, she responded and advised that the request had been denied and provided me with her supervisor's contact information, Unit Chief, Richard SEABROOKS Richard Seabrooks@ic.fbi.gov, desk

Detective: Triplett 004

On 1/14/14, I called Mr. SEABROOKS and made a formal request of him to approve SSA ESPINOZA assisting us.

On 1/27/14 at 1355 hours I spoke with Mr. SEABROOKS and was directed to contact Andre SIMONS with the FBI's Behavioral Analysis Unit to request assistance from an FBI agent assigned to that unit.

During the investigation, the storage units rented by the REYES family at a were searched with the consent of Jose Sr. and Liliana. Nothing of evidentiary value was located during that search.

The search of the electronic devices has been completed; however, the results have not been analyzed or evaluated by SPD detective personnel.

No further at this time.

### **Disposition:**

WASHOE COUNTY SHERIFF'S OFFICE MICHAEL HALEY, SHERIFF

FORENSIC SCIENCE DIVISION

 911 PARR BLVD. **RENO, NV 89512** PHONE (775) 328-2800 FAX (775) 328-2831



#### FORENSIC REPORT

LABORATORY NUMBER:

L3469-13-7 SPARKS P.D.

AGENCY:

**AGENCY CASE #:** SUSPECT:

13-9953 REYES, JOSE

VICTIM:

LANDSBERRY, MICHAEL T.

VICTIM:

KAMERER, MASON

VICTIM:

**GUERRERO, KAELIN** 

**PERSON REQUESTING: DATE OF SUBMISSION:** 

DET. DACH 12/30/2013

OFFENSE:

CONTROL#

HOMICIDE; ATTEMPTED HOMICIDE

I received the following items of evidence from the Washoe County Sheriff's Office -Forensic Science Division (WCSO-FSD) Evidence Section on January 7, 2014. The submitted items were identified as:

Q91989	One (1) Ruger SR9c 9x19mm semiautomatic pistol – S/N 332-04142
	One (1) Ruger SR9 9x19mm magazine (empty)
	One (1) fired cartridge case – "R-P 9mm LUGER" headstamp
	One (1) unfired cartridge – "R-P 9mm LUGER" headstamp

Q91996 One (1) Ruger SR9 9x19mm magazine (empty)

DESCRIPTION

During the examination, the following items of evidence were created and will be retained in the WCSO-FSD Firearms Section long term storage location.

CONTROL# DESCRIPTION

NW04263 Test fired bullets, cartridge cases and barrel patch from Ruger SR9c

9x19mm pistol - S/N 332-04142

#### **RESULTS OF EXAMINATION:**

The Ruger SR9c pistol was examined, test fired (using both of the submitted magazines) and determined to be in normal operating condition.

Images of a test fired cartridge case were captured utilizing the Integrated Ballistic Identification System (IBIS) under case number RNO13L3469 and searched against the National Integrated Ballistic Information Network (NIBIN) database. No potential matches were located at this time. Should a match be located in the future, your agency will be notified.

IBIS/NIBIN is used to compare images of fired cartridge cases from crime scenes and from firearms seized in conjunction with criminal investigations.

The above listed evidence was returned to the WCSO-FSD Evidence Section.

**Criminalist** 

1/9/14

PM

### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide		Case: 13-9953
Date/Time of Supplement: 02-	05-14 @ 1600 Hours	Detective: McNeely 087
Approving Supervisor	-11090	Date:

#### **Details of Supplement:**

On 02-05-14, I was assigned to conduct follow-up interviews with several students who witnessed the shooting at Sparks Middle School. The following are brief synopsis of the interviews. For further information refer to the recorded interviews under evidence tag #PM6..

#### Interview w/ Analicia HERNANDEZ:

HERNANDEZ stated she arrived at school by bus and entered what would have been the north side gates. HERNANDEZ said she was with friends sitting on the benches and heard what sounded like fire crackers. HERNANDEZ said she then saw a kid waving a gun around and watched him walking toward Mr. LANDSBERRY. HERNANDEZ said it appeared as though Mr. LANDSBERRY was walking toward the kid with the gun and trying to calm him down. HERNANDEZ said Mr. LANDSBERRY was shot and fell to the ground. HERNANDEZ said she could not hear anything that was being said by LANDSBERRY or the gunman.

#### Interview w/ Omar RAMOS:

RAMOS said he got off the bus and was hanging out with friends near benches inside courtyard behind the snack shack doors. RAMOS indicated he heard a loud pop and then screaming. RAMOS said kids were running saying there was a shooting and he started pounding on a door to get in the school. RAMOS said he saw the gunman pointing the gun toward Mr. LANSBERRY, and then he saw Mr. LANDSBERY on the ground after he was shot, but RAMOS did not see the actual shooting. RAMOS said he went into Mr. LYNCHES' classroom until it was over.

End Report



### **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

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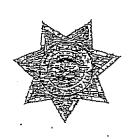
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### Sparks Police Department

### TAPED INTERVIEW FORMAT

	Today's date is $\frac{1/5/14}{1}$ . The time is $08:59$ . The following will be an	
	interview with RAMOS CIMAN	
	date of birth, social security number	·
•	This interview will be in reference to Sparks Police case number 13-9953	
•	This interview is being conducted at Sparks Middle School	
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# . Sparks Police Department

## TAPED INTERVIEW FORMAT

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date of birth social security number
This interview will be in reference to Sparks Police case number 13-9953
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Present during this interview are 1.
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## **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: Homicide Case: 13-9953

Date/Time of Supplement: February 6, 2014 08002 // Detective: Thelin #128

Approving Supervisor Date: 2/6/14

#### **Details of Supplement:**

On February 5, 2014 I assisted with interviews of students at Sparks Middle School regarding the October 21, 2013 homicide at the school. I interviewed three students, Ronald BOMER, Leobardo RUBIO-Berumen, and Victor RODRIGUEZ.

#### **Interview with Ronald BOMER:**

I interviewed BOMER at Sparks Middle School. A CD with the audio recording of the interview was placed into Sparks Police Evidence as **JT6**. The following is a summary of the interview and is not meant to be verbatim.

BOMER arrived at school by bus and walked along the north side of the north wing to the west side of the school. BOMER met with two other boys, Noah and lan, and stood near the far west doors of the north hall. Nearby was a group of girls.

BOMER observed REYES walk from the basketball court area over to the group of girls and ask where Mr. LANDSBERRY was. When the girls said they didn't know he was, REYES said that he would shoot them if he couldn't locate LANDSBERRY. REYES then pulled out a gun and began walking back towards the basketball court where LANDSBERRY was. REYES shot LANDSBERRY and continued on towards the south hall. REYES then saw BOMER'S friend, Mason and shot him near the west end of the south hall. BOMER said he saw REYES walk back towards the basketball court where LANDSBERRY was laying and REYES then shot himself.

I asked if BOMER saw anything happen with KJ. BOMER told me that after LANDSBERRY was shot, REYES shot KJ in the area between the basketball courts and the south hall. He wasn't sure if it was before or after Mason was shot, but it had been after LANDSBERRY was shot.

I talked with BOMER again about wanting to hear from him about facts that BOMER knew directly and not about things that he had heard. BOMER said that he had seen everything he had told me.

BOMER did not know REYES before the shooting and he would not have been able to identify him.

Case #13-9953 Detective Thelin #128

BOMER said the boy, NOAH, that he was with prior to the shooting was good friends with REYES.

At one point he saw KJ and REYES hanging out on the grass prior to the day of the incident. BOMER was unable to explain when I asked how he knew it was REYES after he had told me he didn't know who REYES was prior to the shooting.

#### Interview with Leobardo RUBIO-Berumen:

On February 5, 2014 I spoke with RUBIO at Sparks Middle School. RUBIO advised he had one class with REYES but didn't know him. RUBIO knew nothing more about REYES. RUBIO never saw anyone teasing or causing any problems with REYES.

On October 21, 2013 RUBIO came to school and went directly to the cafeteria. He didn't have information regarding the shooting.

#### **Interview with Victor RODRIGUEZ:**

On February 5, 2014 I spoke with RODRIGUEZ at Sparks Middle School. RODRIGUEZ said he didn't know any of the subjects involved.

On October 21, 2013 RODRIGUEZ came to school and went directly to the cafeteria. He didn't have information regarding the shooting.

No further,

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### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: 13-9953

Date/Time of Supplement: 02-06-14 @ 1030hrs Detective: Dach, Jr. #034

Approving Supervisor Date: 2/7/14

#### **Details of Supplement:**

On 2/6/14, I received a report from Washoe County Sheriff's Forensic Science Division. The report stated the Ruger SR9c 9X19mm semiautomatic pistol with S/N 332-04142 was examined and test fired using both submitted magazines. The pistol showed to be in normal operating condition.

On 2/6/14, I received a CD containing the Washoe County School Police Radio traffic. I reviewed this CD and an overview of the CD is as follows:

School P.D. received information from patty ALLEN about a shooting which had occurred at Sparks Middle School. Sparks Police Dispatch told them the shooter was in the building. More information was that a teacher and student had been shot. School Police officers located a student victim, Mason KAMERER who advised the shooter is Jose R. and he had a pistol and was near the south hall. The following parts of the CD relate to School Police's response and their entry into the school. The CD was booked into Sparks Police Evidence as KLD-34.

### Interview with Isaac TONG:

On 02/06/2014, at approximately 1220hrs, I conducted an audio interview with Isaac TONG at the Sparks Middle School. TONG told me he arrived at school via the bus at approximately 0700hrs. He was playing basketball outside on the north most basketball court. He was standing next to Devin MILLER and Jonathan (unknown last name) when they heard a shot. TONG watched Jose REYES shoot Mr. Landsberry. TONG and MILLER then ran north and jumped a big fence. TONG was escorted to Ms. KATINO'S classroom where he stayed until being escorted by police to Agnes Risley Elementary School. TONG had met Jose REYES a few times prior while playing basketball but did not know him. TONG had never seen anyone bully REYES or be bullied by him. The interview was concluded at 1235hrs. A CD containing an audio interview was booked into Sparks Police Evidence as KLD-33.

No further. K. Dach

	SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT											SPARKS CASE NO. 13-9953 DATE AND TIME OF SUPPLEMENT				
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# Sparks Police Department TAPED INTERVIEW FORMAT

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interview with ISAAC TONE
date of birth 12/17/2000, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at Spanks moole School
Present during this interview are 1. 1. OACH
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Sex: M Race: W Ht: Wt: 120 Build: M Hair: Blo Eyes: Blo
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1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

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### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case:

13-9953

Date/Time of Supplement: 02-12-14 @ 1300 hours

Detective: Vasquez #133 🌂

Approving Supervisor:

Date: 2/12/14

#### **Details of Supplement:**

On 02-05-14, Detective DACH asked that I interview some students at Sparks Middle School regarding this case. All the students were brought to me by Officer PAPE of the Washoe County School District Police. The interviews were conducted in a break room on the second floor of the school.

#### **Interview with Marvin MENDOZA:**

This is a summary of the interview with MENDOZA. It was audio recorded for further review if needed.

MENDOZA was aware why he was being re-interviewed. He made it known he was interviewed the day of the incident, but didn't remember the Officer's name.

MENDOZA remembered he walked to school on October 21st, 2013. He estimated he arrived at school around 630a-645a. MENDOZA went out on the basketball courts, like he does every morning with his friends before school starts.

MENDOZA heard a loud pop, he initially thought it was fireworks. He looked around and saw "Jose" with what he believed was a gun. MENDOZA knows "Jose" from his second period PE class, but isn't friends with him. MENDOZA saw Mr. LANDSBERRY walking towards Jose who was still holding the gun. MENDOZA witnessed Jose shoot Mr. LANDSBERRY in the chest area. MENDOZA ran up to Mr. LANDSBERRY as he was lying on the ground. MENDOZA thought Jose might come back, so he left Mr. LANDSBERRY and ran into the school. MENDOZA stayed in Mr. HUNTER's class until the police arrived.

#### **Interview with Bianca FLORES:**

This is a summary of the interview with FLORES. It was audio recorded for further review if needed.



Case # 13-9953 Det. Vasquez #133 Homicide

FLORES understood why she was being re-interviewed regarding this case. FLORES said she was interviewed the day of the incident by an Officer, but his business card was at home.

FLORES said on the day of the incident, she took the bus from her home in Sun Valley. She remembered bus # 1408 dropped her off in the front of the school at approximately 7am. Initially FLORES walked through the cafeteria as she does every morning, with her friend Bernice ESTRADA.

FLORES then walked outside near the north hall of the school. She immediately heard a gun shot coming from the basketball courts. She began to run, but noticed the shooter standing near Mr. LANDSBERRY. She saw Mr. LANDSBERRY with his hands out in a gesturing manner at the shooter to stop. FLORES remembered as Mr. LANDSBERRY walked closer, he was shot.

FLORES ran to safety inside the school. She stayed in Mr. PARKER's room until the police arrived.

#### **Interview with Andrew CABRERA:**

This is a summary of the interview with CABRERA. It was audio recorded for further review if needed.

CABRERA remembered he arrived like any other day on October 21<sup>st</sup>, 2013. He rides school bus # 187 from his house in Sun Valley. After being dropped off in front of the school, he went to the basketball courts to meet with his friends.

He was only there for a few minutes when he heard a loud noise. CARBERA immediately told his friends "that was a gunshot" CABRERA looked towards the center of the basketball courts and saw the shooter with the gun. He didn't know the name of the student with the gun.

CARBRERA did recognize the shooter had the gun pointed at Mr. LANDSBERRY and Mr. TUCKER. He said he heard the shooter tell them to "step back"

CABRERA ran from the area after witnessing the interaction between the shooter and teachers. He ran into Mr. PEREZ's room inside the school. CARBERA stayed in the room until police arrived on scene.

I will supplement this case with any further that is obtained.

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# Sparks Police Department TAPED INTERVIEW FORMAT

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interview with MENOUZA, CAROUNA : MURUIA
date of birth social security number NA
This interview will be in reference to Sparks Police case number 13 9755
This interview is being conducted at Sparks Middle - School.
Present during this interview are 1. Det 195e ces  2. Marvin Mudeza
2. Marin Mudeza
<del>1</del>
Time interview concluded
Invoive 0 0
Sex: M Race: HHt: 5-2 Wt: 110 Build: 5 Hair: 17 Eyes: 150
Residence Address:
Residence Phone:Business Phone:
Business Name/Add: Student
Occupation: Days Off: Work Hrs:



# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 2.5.14. The time is 915 an. The following will be an
interview with FLORES ESCOBEDO - Bianca
date of birth social security number
This interview will be in reference to Sparks Police case number 13-9953.
This interview is being conducted at Sparks Middle Selad
Present during this interview are 1.
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Time interview concluded 75
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# Sparks Police Department TAPED INTERVIEW FORMAT

· .	Today's date is $\frac{2.5  \text{H}}{\text{L}}$ . The time is $\frac{90}{10.0000}$ . The following will be an
	interview with (ARRERA, ANOREW
	date of birth social security number
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#### Brown, LB

From:

Peterson, Dorothy

Sent:

Thursday, February 20, 2014 12:47 PM

To: Subject: Brown, LB 13-9953

Linda,

May I please get a copy of the original DVD of Lilianna's interview in this case? We have to have the conversations between mom and dad before and after translated. I believe it is DJP 1??

Thank you!!

Detective Dorothy Peterson

1701 E. Preter Way Sperks, NV 89434



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CURRENT DATE

UPDATE/MODIFY/CHANGE TO:

2.28-14

## SPARKS POLICE DEPARTMENT CASE UPDATE / MODIFY / CHANGE

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APPROVING SUPERVISOR

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Date of Report: October 21, 2013

Officer: Chavez 024

Victim: see main report

Location:

Date/Time of Supplement: February 28, 2014 @ 1420 hours

Approving Supervisor: [[Eflet] COL

Date: 4-17-14

#### **Details of Supplement:**

I was asked to review the audio/video recording of Jose Reyes-Mandujano and Liliana Urtiz, the father and the mother, respectively, of the juvenile suspect Jose Reyes Urtiz as they sat in the detective division of the Sparks Police Department waiting to speak with detectives.

The following is a summary of the conversations between both parents and is not, nor should it be considered, a verbatim transcript of said conversations. For further details see the audio/video recording of the conversations that was taken and booked into evidence at the Sparks Police Department. At the time of these conversations, the parents were only just informed that their son was deceased and as such were extremely emotional. Due to their level of emotions, it is difficult to fully capture the entirety of their conversation. Where appropriate I have included direct quotations from the conversations that took place almost entirely in Spanish.

Both parents were extremely distraught upon receiving the news regarding the death of their son, the suspect Reyes. They regularly questioned the circumstances regarding his death and asked "why?" The juvenile's mother, Urtiz, regularly made the statement that, "I knew this was going to happen." At one point in time, Urtiz tells Reyes-Mandujano that despite the fact that she "always knew" something was going to happen involving the suspect Reyes, she "didn't do anything," leaving Reyes-Mandujano to ask, "why my love? Why didn't you ever tell me?"

Urtiz never explicitly elaborates on why she felt she knew "this was going to happen," she appears to share her suspicions regarding her son's behavior with her sister Rosie on the phone following an earlier incident that same morning with Reyes and a bb/pellet gun:

Pelon's gone! I don't know. When you called me, I was talking to him and told him (unintelligible), but when I took him in the morning, I took away a pellet gun, a rifle, he said it was for a science project. And then I checked where the guns were and none of them were there. And he took them and they killed him! I don't know if they killed him or if he killed himself but he's dead! He's gone! He's gone!

CASE: 13-9953

OFFICER: Chavez

**PAGE:** 2 of 3

Conversely, Urtiz also makes statements that she believed that the juvenile could possibly have turned a corner or seemingly wishes to believe that he ultimately did. Urtiz begins to say aloud that she believed the suspect Reyes "was happy" repeating "he was happy." Urtiz adds that the Reyes had recently started attending "a lot of programs" at school.

Reyes-Mandujano also appears to echo this sentiment making reference to a recent appointment that Reyes had and tells Urtiz "the other day we went to the doctor, a part of me felt joy because he was getting what he felt out."

Despite these hopeful sentiments, the couple also make various statement suggesting that there is a disconnect with Reyes. Reyes-Mandujano at one point reminds Urtiz how only that morning he had asked her if Reyes had actually gotten in the shower by himself and how odd a question it was for him to have to ask her. They both appear to be acknowledging that this simple act of his showering meant he was doing better. Reyes-Mandujano expressed his seemingly constant worry about the juvenile:

You remember when I took him to school? I told you 'Thursdays I'll take him;' that day. When I caught a glimpse of him walking, I don't know why, but I said, my god, take care of him.

Urtiz also breaks down emotionally and states that despite having knowledge that something was going to happen with Reyes, she never believed it would be this ultimate outcome:

If only I would have looked through his backpack, but I swore, I never thought about anything like this happening! That's all he said, 'Mom, it's for a science project.' I said, 'no, son, ask your teacher for a note.' He said, 'oh, no!'

Reyes-Mandujano also touches on his last exchange with Reyes drawing attention to its relative normalcy, again referencing how he parted on good terms with Reyes despite having to say goodbye to Reyes who was showering and normally did not like his parents to see him in the shower. Reyes-Mandujano then breaks down and tells Urtiz seemingly about the gun, "he didn't know…he didn't know where they were, it's been more than a year that I've had it."

Shortly thereafter, Reyes-Mandujano while on the phone with a male he refers to as Luis, then breaks down:

He's gone! He's gone, Luis! My Pelon, he's gone! They shot him! Luis he took it! He took the gun! I don't know how he found it, he took it to school and shot it there! They killed him! What? Even worse, this morning, Liliana took a little rifle, this rifle he had from his backpack. They'd been teasing Pelon at school and he shot there, but I don't know if he shot. He took the, he shot there but I don't know if he shot himself or they hit him but my boy is gone Luis.

**OFFICER:** Chavez

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The final exchange the pair share is just after speaking separately with detectives. Urtiz tells her husband that she told detectives everything, including the incident with the bb/pellet gun earlier that morning and about the gun Urtiz came to notice was missing, "that damned gun." Reyes-Mandujano advised Urtiz that he told detectives about having had "certain guns" for a "long time."

Among the last statements Reyes-Mandjuano makes to Urtiz before leaving the interview room is questioning whether she belives it was Reyes "depression" that was ultimately responsible. Urtiz does not reply.

No further information.

#### **Disposition of Case:**

For disposition of case, see the main report.

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## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide Case: 13-9953

Date/Time of Supplement: 2/7/14 at 0948 hoors Detective: PETERSON #104

Approving Supervisor Date: 2/27/14

#### **Details of Supplement:**

#### Additional Contect with Lilliana REYES

After the initial contact with the REYES family it became apparent further information would be needed. On 1/31/14 Patrol Sgt. Marlene CLEVELAND and I responded to the REYES residence. The contact was to briefly speak with Lilliana to insure no other services were needed for her and her children and to continue to maintain open dialog with the family. Sgt. CLEVELAND and I were unable to make contact with Lilliana at that time.

On 2/3/14 Sgt. CLEVELAND and I again attempted to make contact. We were able to speak with Lilliana outside of the presence of her husband, as he was already at work. Lilliana informed us that the family was doing well at this time and counseling was no longer being used. Jose's two younger sisters appeared to be doing well and the family did not feel it was necessary to use counseling services. She stated her and her husband Jose attempt to keep an open dialog with the girls and if they need to talk about Jose and/or what had occurred they do so.

When asked if she would be willing to participate in a more extensive type informational interview regarding Jose and his behaviors early in life, she initially declined; however, after further explaining reasons why this would be helpful she stated it would be something she would think about when the time came. Lilliana expressed that she did not want something like this to happen to any other family and wanted to do what she could to help without harming her family any further. I again gave her my contact information and instructed her to call if there were any other issues and informed her I would be contacting her at a later time for the additional interview. Sgt. CLEVELAND and I left at that time.

#### Additional Contact with Jacqueline AMBRIZ

I had made several attempts to contact the REYES's attorney, Mike SULLIVAN, in hopes of completing the interview with Jose's cousin Jacqueline. During her initial interview it appeared she was extremely nervous speaking about Jose and/or anything that occurred at school with her parents present.

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Case #13-9953
Detective PETERSON #104
Homicide

After numerous attempts failed on SULLIVAN's part to facilitate this meeting Det. DACH and I responded to Jacqueline's residence in hopes of talking once again with her parents. However, upon our arrival we found Jacqueline's father had left the residence to pick up her little sisters from school leaving Jacqueline alone. I had been told Jacqueline was afraid to speak with us and as not to create any unnecessary conflict, Det. DACH and I told her we would wait outside for her dad to come back. Jackie stated that was fine. I asked if she was ok with talking to us to which she responded she was. We then left the property and waited in our vehicles approximately two houses north.

Upon his arrival we were given permission to interview Jackie one final time. The interview was recorded via Det. DACH's audio recorder. The CD of that interview was booked into the Evidence Section.

I asked Jackie about the cell phone messages I had seen during our first contact. She explained the randomness in the texts as the conversation was between she, and three female friends, and one male friend. The conversation was over a period of time with the first texts being prior to the family being notified of Jose's death and the second set being after the fact. The cryptic appearance was due to it being to and from different people. We asked Jackie and her father if we could take the phone, but learned that the phone had been given to her younger sister to use and it had been taken back to the factory settings. Any information would have been erased at that time. They did not know the exact whereabouts of the cell phone other than it may have been "somewhere" in her bedroom.

Because Jackie had initially made statements regarding her protecting Jose, I asked Jackie specifically about her knowledge of Jose being "bullied". She could not give any direct information regarding this type of activity. She knew that there were several instances in which she would overhear conversations and other students would say Jose was "mental." She relayed that she always "stuck up" for Jose in these types of situations telling them to stop talking about Jose like that. I asked about the previous reference made to an incident during our first conversation in which she and Jose were waiting for a ride home. Jose was said to have been being picked on by someone and Jackie interfered. Jackie explained that she and Jose were indeed out front. Jose was in one area alone and she was with her friends. She noticed a few other students calling Jose to come over to where the students were standing. Jose was said to always respond to these types of requests happily. After Jose met up with the small group, they began making fun of him, repeating the words he used mocking the manner in which he spoke. Jackie responded and told them to stop it. She described Jose stopping mid-sentence to come up with the correct words to use and then would continue speaking.



Case #13-9953
Detective PETERSON #104
Homicide

Other students were described as thinking Jose's behavior was odd. Often he would be alone and sing to himself or he would begin to act and speak as if he was an army general telling his soldiers where to go and what to do. She did not know of any one person in particular or group of people that this would occur with.

She had no knowledge of Jose's relationship or lack thereof with either of the juvenile victims in this case or the teacher. Due to the lack of specificity of Jackie's knowledge the interview was concluded.

I asked Jackie if she was still afraid to speak with us. She stated she was not. She had been afraid that talking to the police would bring up memories of that day and/or what had occurred. She has since moved out of the Sparks Middle School into another middle school locally and is doing well.

As Det. DACH spoke with Jackie's father off to the side Jackie somewhat turned her back to the men and asked if I knew specifically who was bullying Jose. I informed her I did not and that's why we needed to speak with her. She requested that if that information was learned that I contact her again. I informed her that I would do that.

We concluded the interview, thanked the family for their cooperation, and left the residence at that time.

On 2/3/14 Det. DACH and I responded to the Sparks Middle School in hopes of completing the additional interviews with the juveniles there. Detectives MCNEELY, VASQUEZ, THELIN and BELLAMY assisted. As Det. DACH and I facilitated these interviews the other detectives completed them. Please see the individual detective supplements for further.

No further information.

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#### United States Department of Justice Federal Bureau of Investigation



#### 1787 West Lake Mead Blvd. Las Vegas, Nevada 89106-2135

File Number:

356A-LV-3436080

Requesting Official(s) and Office(s):

Glen Lovedahl, Las Vegas/Reno RA

Task Number(s) and Date Completed:

LSMS 242516, 2/10/2014

Name and Office of Linguist(s):

Sherina Archambaud, Las Vegas

Name and Office of Reviewer(s):

Click here to enter text.

Source Language(s):

Spanish

Target Language:

English

Source File Information

Name of Audio File or CD:

13-9953\_104\_peterson\_liliana\_Urtiz\_

10312013130054001312

If Applicable—Call Number:

-Date, Time, Duration:

10/31/2013, 09:38:39, 03:22:10

-Line, Target Numbers:

-Direction:

#### **VERBATIM TRANSLATION**

#### Participants:

Liliana Urtíz	LU
Special Agent	SA
Interpreter	IT
Lawyer 1	L1
Lawyer 2	L2
Unknown Male	UM

### Abbreviations:

ItalicsEnglishPhoneticPHOverlapping VoicesOVUnintelligibleUI

#### Translator Notes:

Some of the translations done by the interpreting agent were incorrect and have been translated exactly as they were said.

File Number: 356A-LV-3436080

Audio File: 13-9953 104 peterson liliana Urtiz 10312013130054001312

[Background conversation]

[Door closes – mumbling]

L1:

Do you speak Spanish?

L2:

Little bit, yeah, I understand it but I don't speak it too well.

SA:

Do you want us to wait?

L2:

No. no.

L1:

No. No, we're good to go.

SA:

We're good? Okay.

L2:

If you need anything, Carl is here.

[Door closes]

SA:

Do you want anything to drink, er -

LU:

No, no, I'm okay.

SA:

Okay, um, so . . . you're doing okay today?

IT:

Are you okay?

LU:

Yeah.

SA:

Okay. So, Lilia, describe José for me as a-a little boy, as a young child.

LU:

Well, as a mother, like always, he was always respectful, um, everyone, especially me, he was loving with everyone, always concerned about people. He-he was an

angel.

IT:

He was always respectful, he was a loving child and he was usually worried

about others. Um, and he was an angel.

SA:

Okay, uh-and what about, um, your pregnancy your-and delivery?

LU:

Uh-my pregnancy was normal, with no issues. But when he was born, he had the umbilical cord wrapped around his neck and they had to help him come out with forceps.

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IT: Okay, um, she had a normal pregnancy, but during the pregnancy, during labor,

uh, he had the umbilical cord wrapped around his neck. And he had to get other

tests, uh, just, uh, brain at the time, just to make sure everything was normal.

LU: They helped with forceps.

SA: *Oh they used forceps for delivery?* 

IT: Oh forceps.

SA: Um, and do you remember what his Apgar score was?

LU: What?

IT: The Apgar score?

SA: Um- when babies are first born they'll give it- give you a number, um, to like

extremely totally fine is -

LU: [OV] Everything's fine. Everything was fine.

IT: Everything was okay? Okay, everything turned out fine.

SA: Okay so the cord didn't keep the air from -

LU: [OV] No, no, no, it took him-him a little bit to cry, but everything was fine.

IT: Okay, he cried a little bit but everything was normal after that.

SA: Oh, okay. That's good that he cried, the louder the better.

LU: Yeah.

SA: [Laughs] Okay, um, so tell me about the relationship between you and José.

LU: Well, we were always close. He always tried to protect me. Me, his sisters and his

father; but he was always more affectionate with me.

IT: He was very protective of her and her-and his siblings, sisters. Um and she -

L1: [OV] I think we need some Kleenex.

SA: Yeah.

L1: Should have seen this one coming.

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SA:

Yeah.

[Door opens, conversation pauses, door closes]

IT:

She was saying that he was very protective of her, of his mother and his sisters.

And he was, uh, more caring for his mother.

SA:

And w-how do you, how would you describe being protective? What does that

mean to you?

IT:

How-explain better protecting you more.

LU:

Um, well for example, if he saw that I was sick or something he was always asking: "Mom, are you okay?" or if I was going to go to the store, even if he didn't want to go, if he knew I was going by myself he would go with me to give

me co-company.

IT:

So, he was always asking: "How are you doing, Mom?" continuously asking, "How are you doing?" If she wanted to go to the store, uh, he would always, uh,

accompany her to the store or ask to go with her.

SA:

And what about his sisters?

IT:

And his-his sisters?

LU:

The same.

IT:

The same.

LU:

When he-I would let them go with my sister somewhere, he would take care of them. That they wouldn't get into trouble, that they didn't fight, he was around them like if it was me.

IT:

So, he was very protective with them. Um, if she went somewhere and she left him in charge of the house, he would, uh, basically take care of the siblings at the home, as if it was her at the house.

SA:

And how often did he have-did he babysit? His-both sisters or just one?

IT:

Did he care for the sisters daily, one?

LU:

No, he didn't take care of them. I left them with my sister and sometimes she would take them to the river or out, and-and it was when I was working, but my sister was taking care of them. But he felt the responsibility to-to take care of his sisters.

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IT: So, his-her sister would be babysitting, she was the sole responsible of the

children, the taking care of them; but José would feel like he was obligated or he

would feel that he also wanted to take that responsibility to also watch after them.

SA: Okay and would he, um, discipline the girls or, um, how-how did he take care of

them with the, with another adult there?

IT: How-in what way, did he pun-pun –

LU: Punish. No.

IT: -- punish them sometimes or how-which way did he have that responsibility?

LU: No, it was like, if they climbed onto something that was tall, he would say: "Get down, you're going to fall". If they were fighting, "Stop fighting". He was very

calm, he didn't like to fight, he didn't like violence, everything was calm with

him.

IT: He would-he didn't violence, he's very passive. If, even though they were under

watch from the aunt or the sister, uh, if the children, the siblings were climbing up on something he would tell them, uh, "Get, hey, get down from there". Uh, if they were doing something that they shouldn't be doing he would tell them "Hey, don't he doing that". Fighting he'd any "Don't he fighting." Uh, and that's

don't-don't be doing that". Fighting, he'd say "Don't be fighting". Uh, and that's

kind of how he would just watch over.

SA: Okay, um, and did your one daughter find her, um, stone costume yet?

IT: Your daughter, did she find her-her —

LU: Her costume?

IT: -- costume?

LU: But – for my daughter? For my daughter or my son?

IT: Your daughter?

LU: I have two. Yes, she found her costume.

SA: The other day she told me that she wanted, they both wanted to dress up as

Monster High. And the one wanted to be, uh, the-the stone.

LU: Yeah.

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SA: And I said I was teasing her, and told her: "Well, good luck finding that rock

costume". And they giggled, they thought that was just the funniest thing, because

it was a character.

IT: That one of them couldn't find the costume.

LU: Hers, it's that, maybe, one of them was my niece, not my daughter.

IT: Oh, one of them was her niece –

LU: The little one, the one that couldn't find the costume is my daughter.

IT: Okay. The little one was her daughter the other one was her niece.

LU: Uh-huh.

SA: And then the other one was [UI] -

LU: [OV] The tall is my daugh-my daughter, uh-huh.

SA: Right, yeah.

LU: Yellow hair or blond hair, she's my daughter.

IT: So, what she said, that they just talked about the costume.

LU: Yes, she found it.

IT: Yeah, she did find it.

SA: [Laughs] Okay, um, so in your normal everyday life and it's just you and your

husband and the children. Who's the disciplinarian?

LU: Well, they-it's our custom that the father disciplines. But when it came down to

scolding them, I felt that he understood me a little better. With his dad as well, but

he was very close to me, so I felt that he, in some way-what I said was good.

IT: Okay, so cultural wise, traditionally, um, the male, the father would be the

discipline one. But he would understand her more or listen to her more if she was to say: "Hey, I need you to do this". And he would do it. Um, he was more, um, active when she would say something. She would- he would be- he would listen more when she would say something, even though it's custom that the father

would be the discipline one.

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SA: Okay, is that due to the delivery of the, um, the topic, um, because does your

husband discipline him in one way but you can kind of verbalize it some-another

way that works better?

IT: Were they different ways you did discipline? For example, did your husband say

it too aggressively or did you say it another way, more loving? "Look son" -

LU: [OV] No, I don't think he was aggressive. Because we are the same, but because

of his feelings for me, what he was like with me, it was like he understood;

whether I yelled or not, or said things calmly it was like he knew or accepted what

I told him.

IT: Okay.

LU: No, he did-he complained like every other child but he always tried to be a good

boy. All the time, at his school, wherever, to-to get a good grade, to be good, so

it-so it would be said that he was a good boy.

IT: Okay.

LU: All the time.

IT: The-the forms are pretty much the same, other than he would just show more, uh,

caring or listen more with her if she was to say something to him to-to go do. At times, yes, uh, like any other child, you know, they would say, uh, you know, "I really don't want to do it", uh, but most of the times with her she-he would, um,

listen to her from what she wanted him to do and he would do it.

SA: Okay and the-the girls are they the same or are they different?

IT: Your daughters are they also the same or different?

LU: No, they are, uh, well the-the middle one reacts to how her father speaks to her.

With me, we always fight a little more.

IT: The middle child that listens more to her father, um, and with her she has a little,

uh, issues there in between; so it-there a little different.

SA: Okay, alright, um, and what other family members does José have here besides

Rosalin-Rosalina?

LU: Rosalina, my sister.

SA: Aha and that's who we were at the house the other day?

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LU:

Uh-huh.

SA:

Okay, and then her husband, I spoke to him as well.

LU:

Yes.

SA:

Oscar?

LU:

Oscar.

SA:

Okay, anybody else in the area?

IT:

Do you have other family members?

LU:

My brother. But he doesn't live here; he is in Kingman, Arizona.

IT:

In Kingman?

LU:

Uh-huh.

IT:

Arizona?

LU:

Yes, but he came back in July for my son's birthday.

IT:

Okay.

LU:

He was here.

IT:

So she has a brother, an uncle that lives in Arizona and he was here in July for a

birthday party.

SA:

Okay, and other than that he doesn't-he's, he's-your ch-José wasn't around the-

any of the other family members?

LU:

No, no.

SA:

Did he ever have, um, his own little, um, job at all? Um, maybe babysitting for a,

uh, relative or a neighbor or mowing the lawn or anything like that?

IT:

Does he-did he have jobs at home, little jobs like –

LU:

Yes, he would help me clean, vacuum; pick up, but-he even worked with us at the

restaurant.

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IT: Okay, he did have chores, his normal chores at home cleaning the house, um, that

he would help her out with and also, he would also work at the restaurant with

them.

SA: And what would he do at the restaurant for you?

IT: What did he do at the restaurant?

LU: Squeeze the orange juice –

IT: [OV] Orange juice, make orange juice.

LU: -- um, cut fruit -

IT: [OV] Cut fruit.

LU: -- uh, arranged the glasses.

IT: He arranged the dishes and cut fruit and makes orange juice.

SA: And how often did he get to do that?

IT: What-how long has he done that?

LU: Well, the Saturday before this happened –

IT: [OV] Every Saturday? He went?

LU: -- he went-he went. Some Saturdays he would others not, sometime he went to his aunt's, if she was like going on vacation or went out; she would take him for the day and that night he would come back to me. They would just go to the lake and

then come back; that was when he didn't go with us. But he was fine.

IT: Okay, but Saturday's were the only day that he went to the restaurant to help?

LU: No, it wasn't always a Saturday or a Sunday. Sometimes it was a Saturday,

sometimes a Sunday. When he didn't have school during the week, sometimes he

would go then.

IT: Okay, so it wasn't consistent, sometimes it would be a Saturday, sometimes it

would be a Sunday, sometimes if they were out of school, he didn't have any

classes, uh, he would just go sometime in-in the weekday.

SA: Okay, so not a regular schedule?

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LU:

No, no.

SA:

Okay. Did he have regular chores at home though that he specifically was

responsible for with no assistance?

IT:

His jobs at home were regular? Daily, that he had to lift, pick up --?

LU:

He always, uh-huh, every morning he would get up and clean his room, he would arrange, what was his room, his personal things, he would always pick that up.

When he came back he would help with the dishes, vacuum, or that, but that was

separate. So his job was always to clean his room.

IT:

Okay, so his main job or chore was to clean his room and he would do it every morning when he'd get up, uh, before anything else. Uh, when he'd get-when he arrived home, uh, he also had his other chores as in washing the dishes, uh,

vacuuming and picking up.

SA:

Okay, um, did you ever have to fix his-his work when he would like clean his room? Did you have to go in behind him and fix it for him at all or did he always have it just right?

IT:

Sometimes did you have to go in his room to-to arrange something there or daily did he do it by himself and you didn't have to touch anything?

LU:

He didn't really like anyone touching his toys, but they were in plain sight. Just like they saw when they went, everything is out in the open he doesn't hide anything. What-I would take his clothes in to him or that-but he would arrange it. He would help me arrange it when he was there. His dad or I could go into his room only his sisters couldn't because they touch-they wanted to grab his games and he didn't like it; or his toys and that was-that was what he didn't like.

IT:

Okay, everything that he-when she would walk in, uh, it was all visual, uh, in plain view, is what she would see. Uh, all his toys, all his items, all his personal belongings were in the area where she can see and they were all, uh-uh, arranged just fine. The only times that she would enter the room would be, for the most part, is that she would bring him his clothes, uh, whether it be after laundry or whatever. But in most cases, he would arrange his clothes into his closet or his drawers and she would just somewhat be standing by there just giving him the-his clothes and what not. The only time that he did not like anyone entering his room were his siblings—

SA:

[Laughs]

IT:

-- because he did not want his siblings touching his stuff.

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SA: Were they allowed in there when he was in there?

IT: Could his sisters go in when he was in the room?

LU: Sometimes they could but he would be the one to decide. Sometimes to see a

movie he would.

IT: Sometimes yes, um, but he usually makes that-that decision. Uh, sometimes they

would enter to watch a movie in his room.

SA: Okay, um, I know when your niece goes over he would seclude himself and shut

the door and she was not allowed in there to play the games with him. [Laughs]

IT: His cousin could not go in; he would close the door and would not let her in.

LU: No, he didn't lock the door-the lock, no.

IT: No, he would just close the door.

LU: He-he closed- no, but he would spend a little more time with her. The younger

ones were the ones he didn't want in there.

IT: So, there was one cousin that he would allow for the most part, but the -

LU: Jackie [PH].

IT: Jackie; would allow, uh, her to come in his room at times, uh, but the younger

ones were the ones that he would not allow in there.

SA: Oh, because Jackie's the one that says: "He'd never let me in and go play, I never

got to play you guys".

LU: Oh, no. That-not-not to play with him -

IT: [OV] Not to play.

LU: She could go in.

IT: She could enter but not to play.

SA: Oh! [Laughs]

LU: But sometimes he played with her there.

IT: And there were times that-that they would also play.

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SA:

Okay, okay. Um, so when he was feeling down or he needed extra support or extra encouragement; who is-who was the first person he'd go to? Was it you,

Rosalina, somebody at school, dad?

IT:

When he needed somebody to give him advice, community, incenti-

LU:

Incentive.

IT:

-- who did he go to?

LU:

Well, he really didn't-he didn't ask for anything like that. When he, let's say, he would ask me: "Hey Mom, do you think that girl is pretty?" He would ask me, he didn't ask his dad. And I would say: "Oh yeah, do you like that girl?", "Oh no, no, no, no". But he was very shy about that, so he wouldn't say if he liked her or not. He just wanted to know if I thought she was pretty.

IT:

Okay.

LU:

But that was all. To help with homework, if he thought I could help him he would sit down with me if not he would try to do it himself. So in that sense it was me. His dad would always say: "Go champ!" or would encourage him, but to approach someone for advice, it was a little more with me.

IT:

Okay, uh, he would go with her more to get, um, more the nourishment, uh, there were times when-when he would come to her and ask her about a girl, uh, he goes: "What do you —" instead of asking her, [stutters] the question would be: "What do you think about this girl? Do you think she is pretty?" And, uh, she would give her-her opinion about it. She would ask him; "Do you like that girl?" He would never answer yes or no he-he was just trying to get her opinion so that's kind of how he would, uh, address that towards her, um, she-he would feel more comfortable coming to her for anything, uh, if he needed help with school work, uh, he would come to her and ask her for help on it other than that he wouldn't ask anyone else for help with his homework, uh, he would just try to do his homework on this own. Um, and what was the second part? I don't rem-

LU:

I don't remember. No, but I said, he did-he did talk to his dad or he would always say –

IT:

Oh yeah.

LU:

-- "Hey Champ!" or that.

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IT: So his father, his father would also give him encouragement. Um, and that would

be, you know, "Hey, uh, Champ" you know-you know "What's going on?", you know, so he would kind of give him that encouragement of-to give him a better

day that day, whether he be going to school or anything else.

SA: Was that helpful to José, when dad would do that?

IT: Was he-did he feel good, uh –

LU: When they said that to him?

IT: -- when they said that or talked to him like that?

LU: Yes. He always-well he had a smile all the time. So there was no way to think that

he was sad, he was laughing all the time.

IT: Okay.

LU: And he was always saying: "Hey mom, dad, I love you". So he would-five or six

times he would walk by: "Mom, dad, I love you", all the time.

IT: Okay, um, he'd-he'd, it did help him, uh, with the encouragement that his father

would tell him. Um, and most of the time, all the time he would, uh, he was always smiling, uh, he was always happy and in-when they would pass each other at

times, uh, José would tell them-both of them: "Mom, dad, I love you".

SA: Okay. Did José turn to you for help with school and more of the supportive role

after the incident that occurred a couple of years ago?

IT: He would go to you, uh, for help with school work, after the incident that

happened before?

LU: What incident?

IT: What incident? What incident happened?

SA: Um, when your husband was arrested for child abuse?

IT: When they arrested your husband.

LU: No, he went to his dad as well, with-with both.

IT: Okay, everything was the same, uh; he would go back to the two of them.

SA: Okay. And-so that didn't cause issues between the two of them?

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LU:

No. nothing.

IT:

Nothing happened?

LU:

No problem, he-he continued seeing his dad as, well like, he wanted to be like his

dad, all the time.

IT:

Okay. He look-he looked up to his father. So he would, everything was normal,

back to normal and he was-it was like a normal day.

SA:

Did he- did he talk to his dad about it after the fact?

IT:

Did he talk to your husband after it happened?

LU:

Yes.

SA:

And how did José feel about all of that?

LU:

Well at the beginning he felt like, well like he, the boy, had been disrespectful to his dad. But then after that, his dad was everything. Always, up to the last day he

always wanted to be like his dad.

IT:

At the moment he felt like that he lost respect for his father but he has always

looked up to his father and he always wanted to be like his father.

SA:

Um, okay. Um - and is there anyone beside you that he had a positive relationship with, um, as an adult? Besides you and your husband.

IT:

Has he had positive feelings or positive relationships with someone else, less than

you and your husband?

LU:

Well, I don't know what you mean, but-but -

IT:

Like-like a grandfather that he affection –

LU:

[OV] My dad-my dad came -

IT:

-- aunts, uncles, uh, cousins.

LU:

My dad came in December because he lives in Mexico and they interacted in December. My son didn't speak very much Spanish; the Spanish language was a little difficult for him, but when my dad was here he tried to say everything in

Spanish because he knew his grandfather didn't speak English.

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IT: With his grandfather, his grandfather, uh, had come up to visit. Did he live in

Mexico?

LU: Yes, he lives in Mexico.

IT: Lives in Mexico. His grandfather lives in Mexico so he came up to visit -

SA: In December?

IT: In December?

LU: December, yeah.

IT: Yes. And, uh, so he didn't speak a whole lot of Spanish, José didn't speak a lot of

Spanish, so he made every possible ends to speak Spanish so that he can

communicate with his grandfather.

SA: Okay, so he tried to have that relationship with your-with your father?

LU: Yeah, my-my father.

SA: Okay and in the home do you speak mostly Spanish or English?

LU: Spanish.

SA: Okay, to the children?

LU: Yeah.

SA: And they speak English back?

LU: Uh, José, yes. But the girls they talk to me in-in Spanish.

SA: In fac-because you understand English fairly well –

LU: Yeah.

SA: -- actually. So it-so he would use English all the time?

LU: Uh-huh.

SA: Did he ever-he never used Spanish?

LU: My son, yes. To tell me, um, like when he thought I couldn't understand what he

was saying, he would try to say it in Spanish.

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IT: So when she wouldn't understand something in English then he would translate,

he would say it in Spanish so that she could understand. But most of the time it's

in English.

SA: And why is that?

IT: Why was that?

LU: I don't know. I don't know, but Spanish was always difficult for him, but he liked

it very much.

IT: She didn't-she didn't, she doesn't know why but, uh, Spanish got hard for him to

speak but he would try-always try to make an effort to try to keep up on his

Spanish.

SA: Interesting.

LU: He would even say that he was a Mexican from Reno, Nevada. He would say that.

IT: He said that he has always been a Mexican from Reno, Nevada.

LU: Yeah.

SA: [Laughs]

LU: All the time [UI].

IT: He has always said that.

SA: Awe, okay, um, so tell me about a typical school day for José.

LU: Well, he would, uh, he always wanted to arrive early, he didn't like to get there

late. He came out, [I] picked him and his sisters up and we went home. And we were there, we made something to eat or that; we would wait for his father to arrive around 5:00 and we waited to eat with him. He would go up to see

television or he was with me, he would ask me something just to get my attention

and that was it. It was all good.

IT: He was always looking forward to get out of school early, get home early and

spend time with his, uh, siblings, with her. They look forward for, uh, dad to get home from work. Uh, he would also help out, uh, cooking at times and they're

waiting for dinner so they can all sit down and have dinner together.

SA: Okay, and how did he, prior to you moving to Harry Ore [PH], how did he get to

and from school?

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IT:

Before you moved, how did he go to school and to the house?

LU:

How-how did he go?

IT:

How did he go to school and come back from school?

LU:

I-same, I took him to school and I picked him up.

IT:

She would take him to school and bring him home.

SA:

Okay, um, and so you would only go to the restaurant while they were at school? So you were their primary giver before and after school?

LU:

Yes. I-I took, well; I took him and then I would go to work and leave to pick him up. But he wouldn't go to the restaurant. Well-there were times that he did, when his dad picked him up, he would go to the restaurant to wait until I finished doing whatever I was doing.

IT:

So she would pretty much take care of him in the mornings, take him to school, drop him off, she would go to work and she'd get off of work early to go pick him up and then they'd go home. There were times when her husband would pick him up and, uh, times that they would also go, um, to the restaurant so her husband would take him with him-to the restaurant and other times he would-they would just go home.

SA:

Okay, and what about during the weekends? Tell me about a typical day then.

IT:

The weekends, how were they [UI]?

LU:

The same. He woke up to shower, if he was going to work he would shower and change and I had his clothes ready and cl-clean. Um, sometimes he brushed his hair and other times he didn't, but he always had short hair. And, well, to leave with me; sometimes he would even help me start the truck. He would be ready and say: "Mom, we are going to be late, hurry up", looking at his watch all the time.

IT:

So, it was pretty much a typical day, uh, saying he'd get up, uh, shower, dress, um, he would help her start the truck, uh, start warming it up, he would always, uh, tell her: "Hey, we got to get going, because we're going to be late". Uh, he's contin-uh, continuously always looking at his watch, uh, telling her, he was always reminding her: "Hey, we got to get going, uh, if not we're going to be late".

SA:

What do you mean help you start the truck?

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IT:

How-what start the truck?

LU:

He-he would start it, it was -

IT:

[OV] He would start the truck.

LU:

Uh-huh.

SA:

Oh.

LU:

And-and he wait, he didn't always stay there, he would come and say: "Let's go,

let's go, hurry".

IT:

So you were getting ready?

LU:

Yes or getting the girls to take them to the babysitter.

IT:

Oh, okay.

LU:

They didn't stay at the house, I took them to the babysitter and he'd be: "Hurry,

let's go, we're going to be late, let's go!"

IT:

So he would help her-help her out because she would be getting the siblings ready, uh, because she needs to take them to the babysitter and, uh, so he would

go out start the truck and then he'd come in -

[Sniff]

IT:

-- uh, and say: "Hey, come on, let's go, let's go, we're going to be late, let's go!"

Um, while she is trying to get the other children ready, um, so there were times

when he would help her out.

SA:

Why did they have to go to the babysitter?

IT:

Why did they go to-with the babysitter?

LU:

Because I worked.

IT:

Because she would go to work.

[Sniff]

SA:

I thought they were in school.

LU:

Oh, no, no –

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IT:

The weekends.

SA:

Oh weekends, okay.

LU:

Saturdays and Sundays, yeah.

SA:

And José would go with you to work or he'd stay home with his -

LU:

No, no, sometimes he stayed with my sister, sometimes he went with me, when we lived closer sometimes he would stay there; our neighbors were right next door, so for anything they could call me. But he stayed there.

IT:

Okay, uh, at your house-his house?

LU:

Yes, not at this one, but yes where we lived before since it was very close to the

restaurant.

IT:

Okay, so the house that they used to live at, closer to the restaurant, there were times that he would just stay home, there were times that he would go with his aunt and his siblings and there were times that he would just go to work with her.

SA:

So, he was allowed to stay all by himself?

[Sniff]

LU:

Only the days when my neighbors were there.

IT:

But that was when she-her neighbors were next door and he would stay there at times.

SA:

Okay, how old was he when he first started, um, behaving in a way that everything had to have its place and everything had to be just perfect? So his hair,

his clothing, everything?

IT:

When [UI] when did you see, when he wanted everything perfect? When he wanted his things perfect, he wanted to brush his hair perfect, good -

LU:

No, he was always like that because his-his cars, he was-when he was little he collected small cars; well he didn't collect them but he was interested in them. He always played with them but he would put them all back, parked just like that. He was always like that, there-there wasn't a specific day.

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IT: Okay. Since he was a child or younger he's always been like that. He had always,

uh, liked having, uh, liked having, uh-uh, Hot Wheels, I assume, little cars and he would always just arrange them perfectly in his room. So he is always-he always

had that thing with-of him, for him, uh, arranging things perfectly.

SA: Okay. Oh, you scared me; I was like what is that? Um. . .

IT: Do you need water or anything?

LU: No, I'm fine.

IT: I didn't know, because you looked at him-I didn't know if you needed some water

or use the bathroom, anything else?

LU: No, no, no.

IT: Okay.

L1: The bathroom, yes.

IT: You need to use the restroom?

L1: Uh, yeah, but let's go for another half an hour though.

IT: Okay. Are you sure?

L1: Yeah, yeah.

SA: Oh anytime, if you need to --

L1: Is-is this being recorded?

SA: Ohm- I believe so.

L1: Okay.

SA: Did you want --?

L1: No, I want it to be.

SA: Yeah, okay, yeah, yeah, yeah. I'm just trying to make sure that he didn't- yes, it

should be. Um, and anytime you want to take a break say: "Hey, were going to

take a break".

L1: I will, I will not be bashful.

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SA:

Okay. [Laughs] Um, did José keep a journal or a diary of any kind?

IT:

Did he have a notebook, a daily, a place to write --?

LU:

No.

IT:

-- where he wrote something?

SA:

No?

LU:

No.

SA:

Okay. Um, does he ever-a friend named Jesse [PH]? Do you know somebody

named Jesse?

IT:

Does he have a friend named Jesse?

LU:

No.

SA:

No.

LU:

No, I hadn't heard that name.

IT:

No, she's never heard of that name.

SA:

Okay, did he talk about his friends?

LU:

Yes.

IT:

Did he talk about his friends? Yes.

SA:

Did-eh, by name?

LU:

Mm...yes. He named a Noah [PH], Noah or something like that, Noah.

IT:

Noah.

LU:

Was his friend, um, David -

IT:

David, Noah.

LU:

Emilio, José - he mentioned several, not one in particular all the time, but they

were the friends that he mentioned at times. He said they played basketball.

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IT: There just various names that he would just, uh, say or tell her about but they

would just play basketball.

SA: Okay. And I know he went to speech therapy for quite awhile you had said that he

started in Kindergarten. Um, did he speak with kind of a-a lisp of some sort or

what was the speech issue?

IT: He had-it was hard for him to talk sometimes? Pronounce his words?

LU: Yes. Some-sometimes he had a problem expressing himself.

IT: Okay.

LU: But if he couldn't in one language, he would try in the other and if that didn't

work; when he was younger he would draw me pictures, so I could understand.

IT: Okay, so he had, uh, a hard-a difficult time to express himself. So when he was

younger he would actually draw pictures to express himself or show her what he

means.

SA: Okay. Is that because he doesn't-he didn't have the words or is because it didn't

come out correctly?

IT: Did he not have the words or did they not come out correctly?

LU: I think he didn't have the words, I really don't know, I just know that he

sometimes he couldn't express himself well. The only think I do know is that, when it was basic stuff, he could do it but he would have difficulty with the

harder words. Yeah, but he was always trying; he always tried to do things.

IT: This-from what she knows or understands the whole thing, she-he just had a

difficult time expressing the words, um, but he would always make an effort to try

to overcome that and try to get those words out.

SA: *Eh-how?* 

IT: What way?

LU: Well, however he could, he would ask me, he would ask his dad, his sisters, his

cousin until he figured out how to say the words.

IT: He would always ask around to family members, ask her, her husband, sisters,

cousins, aunts, everyone else how to pronounce cer-certain words.

SA: Okay.

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IT: So he is continuously always asking.

SA: Okay. Um and how did the family, um, react or perceive José? How did they react

to him?

IT: How did the family accept him? Did they accept him well or-or another way?

SA: In the past.

IT: In the pass [sic].

LU: It was always good, all the time.

IT: They have always received him just fine, at all times.

SA: Okay. Even when he would kind of seclude himself from the group?

IT: Also when he left the family group?

LU: Yes. Everyone, everyone, like I said, anyone that met him, knew that he was a

loving boy and very respectful of people. He was always respectful of people.

IT: Even at times when, uh, he was a very respectful child, uh, pe-people already

knew that he was a caring child, um, very respectful to-towards everyone.

SA: And again when he would seclude himself from the group, um, they didn't think

that that was-they didn't say anything to you about that being odd or that they

didn't like that or --?

IT: Did other family members ask you why he would lock himself out of the family

sometimes? They haven't asked you why or --?

LU: No. No, because he wasn't like that. Yeah sometimes he would play with the kids,

get tired and go to his room to watch cartoons or to mine or the living room; it

wasn't like he would lock himself in to not come out, no.

IT: Okay.

LU: The kids could come with him if they followed him where he was since he wasn't

where they were. But he was always trying to make friends and to be happy with

the kids.

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IT:

He was really never like that, seclude himself from everyone else, there were times when he would be playing with other children, um, and he would get tired of playing so he would just kind of go in his own room and go do his own thing, ready to go watch cartoons, or go do his thing. But sometimes some of those children would come into his room and-and follow him, uh, but he would never seclude himself from them at that point, just, always, there was times when he wanted his own space and-and from what I gather, and there were times that he was just kind of he would play.

SA:

Okay. Um and let me, let me kind of explain the, um, when you had said that José had been diagnosed with autism. There are certain personalities traits in children like that, so a lot of the things that, um, have been said, like-like Jackie or-or whatever the family members. Those things within that child, within him are normal for autism. Or-and normal for him if that was the case. So I don't want you to think that, um, he was, you know, that we're thinking that he was totally different or totally odd and nobody-that's not the case. He was normal for José.

LU:

What?

IT:

Was he autistic?

LU:

No, well, the Friday before all this happened, they said he had symptoms of

autism.

IT:

Okay.

LU:

Many of the things were autistic. We thought it might be but whenever we took him in, it was always said he was normal. So he said, that time my-my husband told me, I think these are autistic symptoms, is what the psychologist said, I told him; I felt bad, I did cry. So my son followed me where I was and told me: "Don't worry mom, I will be fine, the doctor will heal me". But it-he was worried about people —

IT:

Um-huh.

LU:

-- that they wouldn't feel bad. Not just his mom, the people that were around him.

He didn't like to see anyone sad.

IT:

Okay, what she said is, when you found out about him, what he had, that everything was normal for a person that has autism-that is normal, is what she wanted to explain to you.

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LU:

Look, he wasn't abnormal. He wasn't abnormal, when asked something he would answer. The only problem that he had, that you could say he struggled with, was talking. But more than that, his under-his understanding, his head reacted to everything he was told. I talked to him in Spanish, he didn't talk very much

Spanish and he understood everything.

IT:

Okay.

LU:

If I said: "Take this down, take this up". He understood what I was saying.

IT:

He-he was a, the way she saw him and perceived him he was a normal child, the only difficult time, difficult thing that he had was trying to say-say some words. Say certain words and that was the only thing. Other than that he would process information, what people tell him, like any normal child would, um, he would understand everything, whether it be Spanish or English. Um, uh-uh he was a

normal child it's just that he had speaking at times.

SA:

And what was she talking about with the autism?

IT:

Oh, she was telling me that, uh-uh, the doctor had given him information that he had some symptoms of autism at that time.

SA:

On the  $18^{th}$ ?

IT:

The 18th?

LU:

The 18th

IT:

Yes. And she was worried about that, she-she was very emotional about it, uh, she cried and then he would come to her and tell her, he said: "Don't worry mom; everything is going to be fine, the doctor is going to cure me". But the reason why he would say that to her was because of the fact that he didn't want everyone else to be worried about him. So he was always thinking about others instead of himself.

L1:

He José or the doctor?

LU:

Yeah, José.

L1:

José?

IT:

José.

L1:

There's no diagnosis of autism?

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LU: No, not yet, no. But-but the doctor did tell us that there were symptoms, so there

were symptoms -

IT: [OV] So the doctor had told them that there are some symptoms of autism—

LU: Uh-huh.

IT: -- of course as the child; the boy didn't understand that there isn't something --

LU: Uh-huh, to worry about.

IT: -- to heal it. Yeah.

LU: Oh, exactly.

IT: Right, so the child didn't understand that there was a cure for it, uh, but he just

didn't want everyone else to be worried for him, about him.

SA: After the doctor's appointment on the  $18^{th}$  did they sit down and and explain with

you, explain to you, um, all of the notes that they took about him being diagnosed

with depression and all of that?

LU: Not with me, the-the appointment was with my husband. I didn't-I know about it

through my husband.

IT: Okay, not with her, the doctor didn't go with-over things with her; they went over

things with her husband.

SA: Oh.

IT: And then she, um, was informed by her husband of things.

SA: Okay, um, the medical release that-that we had-we got from you.

LU: What?

IT: The paper that-that you signed so they can receive the medical records of the boy.

SA: Um, allowed me to-to get, um, those notes.

IT: So, when, because you signed that, she was able to get the doctor's notes.

SA: And, um, before you leave today I'll make sure that you have -

IT: [OV] And she will give you –

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SA:

-- those.

IT:

And she will give you those, after, before you leave now.

L1:

I'm sorry, those notes?

IT:

Yes.

L1:

Thank you.

SA:

Yeah, um, yeah, we'll make sure that that happens.

L1:

Okay.

SA:

Um, okay, um, where you or any of his other family members, um, ever-ever

afraid that he was going to be violent with anybody?

IT:

You or other family members had thought before that he would be viol-violence

with you -

LU:

[OV] No.

IT:

-- or any family member?

LU:

No.

IT:

No.

SA:

Are there any other boys in the family that he played with?

IT:

Are there other men, boys--?

LU:

Yes, but he didn't see them all the time. In July he saw my-my nephew and well

on the contrary, we were surprised to see him play, to see him play with him, that

he would lend his things.

IT:

Not all the times but at times that he has a-a-she has a, uh, nephew that would

come play with him and he would play.

SA:

And how old-

LU:

In July.

IT:

In July.

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SA: -- how old is he?

LU: He's, uh, nine years old.

SA: Nine, so the same age, almost –

LU: Like my niece -

SA: -- no, two years younger, okay. Um, and he only came in July?

LU: Yes, well he came in July. Yeah, he come in July.

SA: So the majority of the time he is with his two sisters and his, uh, little cousin

Jackie and –

LU: [OV] And Amy.

SA: -- and Amy, okay, okay. So they don't play WWE and all that with the girls?

[Laughs]

LU: Oh, no, no, no, no. He didn't-he didn't like any sport where there was hitting.

IT: Okay.

LU: He didn't like it.

IT: He didn't-he didn't like any sports that, uh, [UI] violence, as in hurting.

SA: Well-

IT: [OV] Like-like American football or that sort of thing?

LU: Like, for example, box, all that – no.

IT: So, he didn't-he didn't like any contact sports, is what she is saying.

SA: Okay.

IT: So -

LU: [OV] He had games because his ne-his cousins gave them to him but it wasn't

that he, I mean he had video games, but he didn't like that, those sports. He never

told me: "Mom, I want to be there". No.

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IT: Okay, so he-he did, he didn't like playing any contact sports and the example she

gave was boxing. Uh, even though he has video games there showing, you know, violence or contact sports, but he had never told her that he wants to be like

someone in the video game.

SA: Okay. Have you ever looked through his video games? Have you ever played them

or watched him playing?

IT: Have you looked at him play one of those games?

LU: Yes. No, of violence? No, just the ones-well yes, any game, yes. Yes, I have

watched him.

IT: Okay. She has, yes.

SA: Grand Theft Auto 5?

IT: Have you looked at the-a game called Grand Theft --

LU: Uh-huh.

IT: -- Auto 5?

LU: Yes.

IT: Five?

LU: Yes.

IT: Yes? Yes. You know which one it is?

LU: I don't know what it all has but he always told me: "Mom, I know this is fiction".

And it was always explained to him, because he always had games, uh, ab-about, similar to those games, he always had them and even then he would always tell

me: "This is fiction". Okay, is fiction.

IT: So she-he would always tell her that he understood that these video games are

fiction and he understood that they were just fiction - type games.

SA: Okay. Um, okay. Does he-has he ever had any mayor medical issues, mayor

injuries at all?

IT: Has he had traumatic experiences? Traumatic blows? Ever?

LU: No.

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IT:

Nothing has ever happened?

LU:

No.

IT:

That he has gotten hurt?

LU:

Him- you mean him?

IT:

Him.

LU:

No.

IT:

He's never gotten hit?

LU:

No.

SA:

Has he ever fallen and-and, um, like broken a bone or hit his head with a

concussion or stitches?

IT:

Broken bones?

LU:

No.

IT:

Hit his head hard?

LU:

No.

SA:

What about when he was playing soccer?

IT:

When he plays soccer? Soccer?

LU:

Well he played with his friends but he wasn't on a team.

IT:

Okay. He would only play with his friends but we would never play in, uh, in an

organized league.

SA:

Oh. Okay, I-

IT:

At school or where?

LU:

Yeah at school because he never went out by himself.

IT:

Okay. So he would only play soccer at school with his friends.

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SA: Okay. Um, you guys never tried to get him on a soccer team or a baseball team or

anything like that?

LU: Just several years ago in, um, Martial Arts.

IT: Okay.

LU: He was there but he was little. But as soon as it came to hitting, because they were

teaching how to hit, he didn't want to go anymore.

IT: So when he was younger he had, they had put him into martial arts and then he

realized that its contact and he didn't like it too much, so that was the only time.

SA: Okay. Um... and anybody in your family ever have any mental health issues, um,

schizophrenia, bipolar or anything like that?

IT: People in your family that have had medical things, like, um, craziness, um -

LU: Schizophrenia?

IT: Schizophrenia?

LU: No.

IT: Ever-no one?

LU: No.

SA: Okay, what about anything within the autism spectrum or asperger's or down

syndrome? Anything like that?

LU: No.

IT: Had autism in your family?

LU: No, and the Down syndrome either. No.

IT: Okay, or not a down syndrome, nothing.

SA: Nothing? Okay. Um, did he ever, um, try alcohol or drugs or anything like that?

LU: [UI]

IT: Has [he] taken drugs, uh, alcohol?

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LU:

No.

SA:

Well, some kids by the time they [UI] they actually try it -

LU:

[OV] He might have tried it with his finger or something but other than that, no.

IT:

Okay, he had tasted it with his finger, uh, before -

LU:

I'm saying, maybe, but he never drank alcohol.

IT:

Okay. As far as she knows he's never drank -

LU:

Or drugs either.

IT:

-- or taken drugs.

SA:

He does communion though, yes?

LU:

What?

IT:

He, uh, when he goes to mass -

LU:

He didn't take communion yet.

IT:

Oh, he has not done his first communion yet.

SA:

Oh, okay. Okay. Um, did José know that you had the gun?

IT:

Did José know you had the gun?

LU:

Yes.

SA:

Okay, and did his dad ever take him out and sh-um, show him, um, the do's and

don'ts and-and show him how to -

LU:

No.

SA:

And what it would do if you-if you shot it?

LU:

Did he know how to use the gun?

IT:

José taken it-your husband has taken your son out to -

LU:

[OV] To show him how?

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IT: -- to show him how to shoot?

LU: No, no. He knew they were there, not-not where they were, he knew that we had

two guns but he never used them. No, no.

IT: Okay, he's never taken him out, uh, he knew that they had two weapons in the

house but he didn't know where exactly they were in the house.

SA: Okay. What about his BB gun? Was he allowed to go out and shoot his BB gun?

IT: The toy gun, the BB gun?

LU: That is his.

IT: That one - that one was his.

LU: But-what are you asking?

IT: Could he go out with that one --

LU: No.

IT: -- and shoot it?

LU: No, neither. Those-the BB guns, I think, I got rid of them recently; no, he never

used them. It looked like it had one inside because he tried to put it inside-from the top; but that was a long time ago. He had that for like two years I think.

tile top, out that their a tong time about ---

IT: Okay, so he has had the BB gun for about two years and back then, uh, he had

taken a BB and stuffed it through the barrel and [UI] -

LU: [OV] That's why when you move it -

IT: -- that's why it sounds like when you shake it, it sounds like there is something in

it.

SA: So he's never shot it?

IT: He's never shot the BB gun?

LU: No.

IT: No.

SA: Did he ever look it up on You Tube to see what it would do?

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IT: Has he looked on the internet? On You Tube? How you use a BB gun?

LU: I don't know. I couldn't tell you but that I know of, no.

IT: As far as she knows she does not know.

SA: Okay and what about any of his uncles? Did they ever show him the dos and the

don'ts of --?

IT: Have his uncles taught him how to shoot a gun?

LU: No. He didn't have a lot of contact with his uncles.

IT: He's never had too much contact with his uncles.

SA: Okay. And the reason I ask is this is Northern Nevada and it wouldn't be

abnormal for that-for those things to occur on a weekly basis. So -

IT: What she is saying is-is that because we live in Nevada and it is not abnormal to

go shooting on a weekend or weekday.

LU: No.

IT: It's something normal that people here do.

LU: Yes, but not my kid.

SA: Okay. Um and how was your-how were the two guns kept? Were they, um, in a

case with the magazines, with the ammo, anything like that? How were they kept?

IT: How did you keep the guns?

LU: Well, I don't know, I can say, one was in the case and the other was in a box that

it came in. But I couldn't say what was there and what wasn't because I never

paid any attention to them.

IT: You didn't look to see if the magazine was there with the gun [UI] -

LU: [OV] No, well the magazines were probably there but it wasn't loaded, I'm

almost certain about that. And-and I don't know more than that. I don't know if

there were instructions, like she said, a magazine, no, I don't know.

IT: And bullets? Did you see bullets?

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LU: No. There were no bullets in my house. Maybe the ones that it came with, but

there weren't any bullets.

IT: Okay. She-she knew that the magazines and everything else is there but she didn't

know exactly how or what because she didn't really pay attention, uh, one gun was in a case that came with the gun and then the other one was in a box. In a

box, right?

LU: But that came with the revolver; it was a revolver.

IT: Okay, so the revolver was in a box that the gun came with. And the other was in

what?

LU: In its case, a case metal.

IT: So both of them were in the case that they came with?

LU: Uh, one of them in a box that it came with and the other in a case, because the

case it had more, you could say it had locks and the box just had the gun on top.

IT: Oh, okay. So the revolver was in a case that the gun came with, that's how it

came.

LU: No, I think -

IT: [UI]

LU: No, I think is the revolver is on the box.

IT: Oh the box.

L1: There you go.

LU: And the nine milim - what I know is that it is a nine millimeter -

IT: Okay.

LU: -- that was in a case.

IT: In a case. Okay, so the nine was in a case that was able to be locked. That was

lockable. Can you close it?

LU: Uh-huh, no-no-not with a lock but like one of those bolts so that it doesn't open.

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IT: Okay, so just a-just a snap, a snap lock in there but you can't lock it, it was just a

snap box and then the other was in a case that the gun came.

SA: And you kept them loaded?

IT: Did you have them, uh, loaded?

LU: No.

IT: No.

LU: Well –

IT: Loaded-loaded with bullets?

LU: No-not that I remember.

IT: No, not that she knows of.

LU: No, I never used it for any reason.

IT: She's really never paid attention to it.

SA: Jose's never showed you how to use it if necessary?

IT: Your husband has never shown you how to use it, if you need to use it?

LU: He just told me once that it had a safety but he didn't show it to me. He just said this is – no. He said it had a safety and I was fine with that, but-because I have never been interested in them. My son didn't even have guns-his first water guns he got when he was like 8 years old. When he was little he never had-he never

had a gun; my son.

IT: Okay, so her husband has shown her just briefly how to use it, just to kind of tell her where the safety would have been but she really never paid attention about how to actually use it. Um, and then she explained that her son always somewhat had guns like a squirt gun since he was a child. So he's kind of had the knowledge

of how to shoot one because of the-the uh, squirt gun, water gun.

SA: Okay, and on any of the video games; do they have the separate controllers as -as

guns or is it just the little –

LU: Little boxes – it didn't have –

IT: Were the controllers like guns or normal controllers?

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LU: They are controllers – they are normal for the X-box.

IT: So their-their game pads is what she is explaining.

SA: Okay. Um... did he ever show interest in wanting to learn at all?

IT: Did he pay attention that he wanted to -was he interested, did he want to teach

himself to shoot a gun?

LU: He never told me.

IT: He never asked you?

LU: No.

IT: No, he's never asked her.

LU: And he never showed me anything. That-that he wanted to learn no.

IT: He's never told her or given her any type of interest that he was interested in

wanting to learn.

SA: Okay. Um, has José ever lost anybody close to him, to death, before?

IT: Has your son lost anyone close to him, family member or friend or anything --

LU: [OV] No. But some time ago –

IT: -- that has dead?

LU: -- one of his friends died, of a gunshot, I don't know if it was accidental or not;

I'm not sure what year that was, he was still in the-in elementary school.

IT: Okay, it was awhile back he had a friend that had died from a gunshot wound.

She doesn't know if it was accident or what it was and that was - what-what class

was he in? Elementary?

LU: In Elementary but I don't know what year it was, I don't remember the year, I

don't know if it was fourth or fifth; the boy was not in his class but-but that did

make my son sad.

IT: So there was the child, they were-this was back when they were in Elementary,

uh, possibly the fourth grade, fifth grade, she isn't-doesn't recall which one. The kid was not in José's class but they were friends. Um, the kid died from this

incident, um, and José was sad from that.

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SA:

What did he say?

IT:

What has he said?

LU:

That-that the guns-well I always told him, they are-are dangerous; he said maybe he didn't know that he shouldn't touch them. But he was just sad; he told me: "Mom, I'm sad for my friend. He shouldn't have played with it". Like that.

IT:

He, the child, José was al-was sad about the incident, about the loss of his friend, uh, but he also recognized, he knew that, uh, you don't mess around with guns, you don't touch them, you don't play with them, nothing.

SA:

Okay, um, do you know what the boys name was?

LU:

Gino.

SA:

Okay, um. . . [sigh] this goes into the-to the next phase, do you want to take a

break?

L1:

What's the next phase?

SA:

Oh, the daily like what he did last, during the break and -

L1:

How are you doing? You okay?

LU:

Yeah.

L1:

You want to keep going? [Pause] You want to take a little break?

LU:

Yeah.

L1:

All right, let's take a break.

SA:

Do you want soda or some water?

LU:

No, I'm okay.

SA:

Are you sure? Okay.

LU:

Yes, thank you.

[Interview pauses at 00:59:29]

[Shuffling]

[Door opens]

[Background conversation]

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[Lawyer has a phone conversation]

SA:

Do you want some water?

LU:

Okay.

SA:

[UI] juice [UI]?

LU:

Juice box?

[Lawyer ends the conversation on the phone]

L1:

Are you, uh, in the local office, FBI?

IT:

Yes.

L1:

Are you?

IT:

The Reno, RA, Resident Agency.

L1:

Yeah, right. How long you been in Reno?

IT:

Um... 14 years.

Li:

Jesus. [Pause] Just got through working with, uh, the, uh, agents, uh-um, [UI] case, they're the ones that gave them the, uh, gosh, I forgot their names already.

IT:

Glen Lovedahl?

L1:

Huh?

IT:

Glen Lovedahl?

L1:

No, uh, the girl -

IT:

[UI] bigger a little more friendly?

L1:

It looked like the Special Agent assigned to the case; she's the one that went

through all the documents in Las Vegas, found stuff-

SA:

Take your pick [laughs].

IT:

[OV] The case agent?

L1:

Yeah.

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IT: Okay, I don't know her name; she's from-she's actually down in Vegas.

L1: She's from Vegas -

IT: Yeah.

L1: Oh, okay. All right, yeah.

[Interview resumes at 01:15:17]

SA: I think what we are going to do, in the interest of time is go ahead and have, um,

José start with Kevin, with the other translator, just in case, in-in, uh, another, the

room right there –

L1: Okay.

SA: -- if that's okay with you?

L1: Yeah, that's, eh, fine with me. My partner has go to pick up his wife and take her

to the airport so I'm going to be shuffling back and forth which is fine; if that's

okay with you?

SA: Okay, as long as -

L1: [OV] You don't mind if I step in there and come back and go back and forth?

UM: That's the exact same question, so it's nothing weird and, um-um, I just thought

that you guys -

L1: [OV] [UI]

UM: -- so courteous to come down here, I really don't want to waste too much of your

time.

L1: I appreciate that very much, I really do.

UM: Okay.

Life goes on but, um, yeah, let's get going [claps hands].

UM: Thank you very much.

SA: You want to show him which room are you in, because I'm using 204 -

UM: Yes, 204 is the one right here, the-not the first one but the second one right there.

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L1: All right. So we'll-I'll let Mike sit in there until he's got to go and then I'll shuttle

back and forth.

UM: Thank you so much.

L1: All right, thank you.

SA: It's not set up, Kev.

UM: I'll do it.

SA: And he does want video or audio, please. Or recorded -

UM: Sure, no problem.

SA: All right. Um, so, the week that, um, José was out of school for the-our first fall

break actually, um, can you tell me what he was do-what he did during that week?

IT: The week of vacation –

LU: Uh-huh.

[Phone rings]

IT: -- what did he do that week?

LU: The same as always. Get up, go to work, go with u-to his babysitting.

IT: The same; getting up, um, going to work, uh, sometimes going with-with the

babysitter.

SA: Okay, um, and he had gone to Doctor M. on Friday, the last day of the break,

right?

IT: He went to the doctor on Friday?

LU: The 18<sup>th</sup>, uh-huh.

IT: The  $18^{th}$ .

SA: And, um, he started the prescription medication on Friday, did you get it filled

that day?

IT: When did he start his -?

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LU: We fill-we requested it that day. But he started on Saturday. He started Saturday.

IT: So they asked for his medication that day but he didn't start until Saturday.

SA: Saturday, okay. How did he feel about taking that?

IT: How did he feel about taking it?

LU: He say good.

IT: Good.

SA: How did you guys put that to him? That he was going to be taking that?

IT: How-how did, how did you present that he-that he was going to take the

medicine?

LU: No - eh, just that the doctor said to.

IT: The doctor said it and he accepted it on his own.

SA: The doctor told him himself?

IT: The doctor told him?

LU: I don't know. I don't know.

IT: She doesn't know.

SA: Okay, how was he told then?

IT: How-how was he told?

LU: I just gave him the pill.

IT: She just gave him the medication.

SA: Okay, so when José and-and dad left the doctor's office, what was José told about

that visit to the doctor and the outcome of that as well? Because you said he was

upset so, what was he specifically told about it?

IT: When they left from-from seeing the doctor, what especially did they tell him?

LU: I-I don't know he was with his dad.

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IT:

She doesn't know; he was with his dad.

SA:

Okay, okay. Um, and then on Sunday after he started taking the medication was

he a little bit different, was there anything different about him?

IT:

Did he look different after he took the medicine?

LU:

No, no, maybe relaxed nothing else.

IT:

Just really relaxed, nothing different.

SA:

Okay, so, um, he wasn't more boisterous than normal or quiet than normal or,

um, emotional than normal?

LU:

No. Same.

IT:

He didn't feel -

LU:

Different in emotions - no.

IT:

No. No.

SA:

Okay. Do you tuck him in at night?

IT:

Do you-you put him in bed at night?

LU:

Yeah.

SA:

Sunday night?

IT:

Sunday.

LU:

Sunday.

SA:

Did he-did you, did he say anything that stuck out to you?

LU:

No.

SA:

No, okay. What about the girls?

IT:

The girls?

LU:

No, the same, just their blessing and to sleep.

IT:

Okay, just the blessing and they go to sleep.

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SA: Okay. Uh- and then when you would watch José interact with others, what did

you see?

IT: When you see José, uh, talking or commu-communicating with others, what do

you see? [Pause] How do you see him?

LU: Relaxed.

IT: Just calm, relaxed, calm.

LU: Relaxed, with-yeah, he-he liked to talk.

IT: He likes to talk. He likes to social.

SA: Okay. How-and how was his reaction or interaction with, um, strangers or people

that he wasn't really familiar with, different than say his middle sister?

IT: How did he get along with people that-that didn't know of like -

LU: [OV] Different than his-his sister?

IT: - of his sister?

LU: His sister is very shy and he isn't. He would greet if needed; if people had to be

greeted, he would greet or ask their name.

IT: His-his-his sister, her daughter is more standoffish and he's more, he would, uh,

[UI], he would greet people; he's more accepted to greeting than his sister would.

SA: And how would he greet people?

IT: How did he greet or how did he do it, in what way?

LU: With his hand and hi. And he would shake hands.

IT: Just shake a hand and say hi and -

SA: To adults or children?

IT: Adults or children?

LU: Well he really didn't see a lot of people, but the people that he saw he greeted

them fine; he always laughed.

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IT: He hardly had any interaction with a lot of people but when he did, uh, he would

always, uh, say hi and shake a hand, um, and then he was always s-smiling.

SA: Okay. Um, did he ever talk about other people in your family, not just his sisters

or his dad but his aunts or uncles or, um, cousins? Did he ever talk about them?

IT: Did he talk about other family members, uh, cousins?

LU: Like in what way?

IT: In what form in how-what way?

SA: Um, just in-in general talk about things that they would do or say or behave or --?

IT: Things that they do or say or -

LU: He would greet his uncle because he was busy working at the restaurant. That's

all.

IT: But he never said what they did or said to the cousins?

LU: No, he didn't see his cousins very often. It wasn't a lot.

IT: There were times –

LU: [OV] Just his girl cousins.

IT: -- there were times when he would often see his uncle and say hi but other than

that he would hardly ever see them.

SA: So he wouldn't talk to you about, um, any of them when-if you weren't around

and he had spent time with them and then come back and talk to you about them?

IT: Has he ever talked to you about things they talked about, uh —

LU: Yes.

IT: - in times when he was with them?

LU: With his- with them? Yes, about the fun they had, that they went to the river, how

they went swimming.

IT: They would just talk about how the day went, when did they go down to the river,

uh, they go swimming.

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SA: Okay. Um, did he talk about how they . . . how he felt about them? How close he

was or not close or, um --?

IT: Has he talked about how close he is; feelings with them or no-nothing like that?

LU: He loved them very much, uh, my sister and brother-in-law, he spent the most

time with them.

IT: Did he talk to you about them like that?

LU: Yes-

IT: [OV] How –

LU: - that he loved them? Yes, that he played with them and of his other uncle that

works with us, he would always say that he was his big brother.

IT: Okay, so he would talk about family members, he would talk about, uh, how much

he likes-loves everyone, his family, cousins, uncles, uh, he would also addressed one of his uncles as his older brother, as an old-he looked at him as an older

brother.

SA: And how did he, um, express that?

IT: How did he expresia [sic] that?

LU: He wanted to be like his uncle as well.

IT: He want -

LU: [OV] He wanted to dress like his uncle.

IT: He wanted to be and dress like his uncle.

SA: Again, but would be verbalize that to you in-in –

IT: [OV] Did he tell you that?

LU: Uh-huh.

SA: And what would he say?

LU: That when he grew up he wanted to have a cap, t-shirt and shoes of the same color

as his uncles.

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IT: When he gets older he wants to have his hat, his shirt and his tennis shoes the

same as his uncle.

SA: Okay, what about him made him so special?

IT: Why was his uncle special to him?

LU: Because he saw him as his brother.

IT: He looked at him-he looked up to him as a brother.

SA: Okay. And-but wh—um, that's okay. Um, did he ever, um, have his friends come

over to the house and play or did he go elsewhere and play?

LU: Did his friends come over?

IT: Yes.

LU: No, never.

IT: And did he –

LU: Nor did he go out. He didn't go out.

IT: He didn't go other places to play?

LU: No.

IT: No.

SA: What about birthday parties? Um, did he ever invite anybody or get invited to?

IT: Birthdays? Has he had birthdays, parties at your house or –

LU: No.

IT: -- has he been invited to other birthdays, other places?

LU: He never went. Only his cousins or his own, and he never had a party just his

cake.

IT: Not a party, he would just have his cake and that was pretty much it and, uh, he

would never go to any birthday parties other than just his siblings.

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SA: Okay, is that normal for your family, I mean do your girls go to their classmates

birthday parties?

IT: Is it normal for your family? Sometimes your daughters go to birthday parties of

other friends?

LU: No.

IT: Ever?

LU: No. I wouldn't let them go.

IT: It wasn't normal or is that -

LU: It's normal; I wouldn't let them go with other people unless it was my sister. They

didn't-didn't go with anyone else.

IT: Okay, it was custom for her, um, not to allow her children to go to other parties

that way, other than if it was her sisters. So, if your sister had a party that was

okay?

LU: I would go with them.

IT: Yeah, so she would go with the children to the birthday party if it was family

members.

SA: Okay.

IT: But no one on the outside.

SA: And-and they-and none of your children have friends at their birthday parties

either?

LU: That they would go; no.

IT: Their friends, your daughters, have they come to the house to celebrate birthdays?

LU: Their birthdays? No.

IT: No.

SA: Why is that?

IT: Why is it like that?

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LU: Well- I've never had a lot of contact with their families, I don't know. It never-

never happened that way. Their friends are only close at school. That's how we

did it; we never did parties or anything.

IT: It's just their custom that they've never really celebrated other, with other people

other than themselves.

SA: Okav. And is, um, Jackie the same way?

IT: Jackie is the same?

LU: No, she does go out. She does, but my son never asked to go out or go see his

friends.

IT: Jackie would go out, um, but her son would never ask to go to other-with other

friends.

SA: Okay. Okay, um... can you give me some examples of some good and bad

behaviors that José showed towards others--other kids?

IT: Give an examples of-of how José behaved with-with other friends? Even if they

are good and bad.

LU: Well, he was always, like I said, he spent more time with adults, just his cousins,

that you could say were his age, and when-when it came time to scold them, it was like: "Don't do that". And happy, he tried to help them all the time, whatever

they wanted he wanted to give it to them.

IT: He never really had any contact other than with his, uh, cousins, um, in most

cases he was always helpful, um, he was also had that responsibility of: "You can't do this, you can't do that". Uh, and that's what he would address to his

cousins.

SA: Okay, and what about bad traits? That would be bad behavior.

IT: Did he have bad, uh, things that he did?

LU: No. No, well, it could be like getting mad: "I want this soda", "There isn't any

more, you're not going to open it", "Okay". He would just take his time and come

back and wouldn't drink it. That's it, nothing else.

IT: He drank – how?

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LU: For example, if there was only one soda left of the fla-flavor that he wanted and it had to be split between the three kids, we would tell him: "Don't take it because there isn't any for everyone else". He would get a little angry, he would leave and

then come back and he would be fine. He wouldn't drink it.

IT: There was nothing other than if there was one soda left and she would tell him:

"No, you can't have any because there's not going to be enough for everyone else". He would get a little disappointed but other than that he would just let it be

and-and move on.

SA: And what do you mean by disappointed?

IT: How-well the way she explained it that because he's not going to have something

more, because she is telling him: "Okay, you can't have any more because there is not going to be enough for everyone else, so you can't have one". He would just get upset and then-then he would just move on, but it was nothing big, is how

she explained it.

SA: What do you mean by upset?

IT: Like how angry?

SA: Would he verbalize it, would he -

LU: "It's okay, it's okay". "Let her drink it", he would say. "Let her drink it, I won't".

He would leave and when he came back: "It's okay, no problem, I'll drink

another" and done.

IT: Okay, so he would just say: "Okay", um, he would just give them the soda and

not worry about it. And he'd come back and say: "Okay, there's no problem, you

know, they can have it".

SA: Huh...do the girls-do they ever act bad?

IT: The girls behave badly?

LU: Yes, right now? [Laughs]

SA: She-she giggled! [Laughs]

LU: The-the middle one has always been more temperamental with us, like: "I want it,

I want it, I want it". The other one isn't, she is normal. But maybe the change that

she had made her like that.

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IT: So the-the younger one will continuously always wanting something, wanting

something, wanting something but-and would nag her about it. But the other one,

the older one she's not like that; she's more laid back.

SA: Do you ever have to discipline your children?

LU: No. I have nothing bad to say about them; on the contrary they're always there.

IT: Have you had to punish the children?

LU: Oh, because they fight with each other. My girls, that they wa-they want the same

doll, when it's one or the others. Things like that, yes.

IT: Okay, just the normal, when they're fighting, say for example, there fighting with

a doll, for a doll, uh, and you know, she would just, you know, as a normal thing

she would discipline.

SA: And how is that done?

IT: How do-how do you –

LU: I don't give them the doll.

IT: She would take the doll away from both.

SA: And that's all it would take and they would stop?

IT: And --

LU: Yeah. They go away and they find another doll, you know? Yeah, and that's it.

IT: So you take the doll away and –

SA: Wow!

LU: The one they are fighting over; they leave and after a bit they are friends again.

IT: So she would take the doll away from them and they would be fine with that and

then later on they'd come back and their friends again, close again, playing

again.

SA: I want my kids to come over to your house for awhile! [Laughs] Wow, I've never,

goodness, okay, um, were his peers ever afraid of José for any reason?

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IT: Do you know classmates or people like friends that were- he social with- were

afraid of José? Were afraid of him?

LU: Nobody ever told me anything and *I don't think so*.

IT: She doesn't think so and no one has ever really said anything to her if they were.

SA: Okay. Have you ever heard him say something kind of ominous about violence or,

um, things that he would learn about, um-uh, incidents in the news?

IT: Has he ever explained about violence –

LU: [OV] No.

IT: -- that he heard or heard on the news?

LU: No.

IT: No.

SA: No? Okay, because I mean he was curious about the-some of the things that had

happened in other schools and other places within the United States, but -

LU: Well-no, no about-about that specifically, no.

IT: That specific, uh, issues no.

SA: What do you mean?

IT: How -

LU: About the violence, like she said, the violence in school, no.

IT: The violence –

LU: We never talked about it.

IT: The violence in the schools; he's never, uh, had addressed or said anything to her

about that.

SA: Okay, did you know he was looking those up on the You Tube?

IT: Did you know he looked at that on the internet?

LU: Him?

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IT:

Yes.

LU:

No.

SA:

Okay, do you ever search his browser and look at his history of things that he has

looking at?

IT:

Have you exculcado [sic] his internet, when he gets in?

LU:

No, no because he looked at it next to me. But maybe I didn't pay attention.

IT:

No, he'd-sometimes -

LU:

They took my things so I can't do it anymore.

IT:

Daily-uh-daily-uh-you were chaired with him when he -

LU:

Uh-huh, normally.

IT:

On a regular basis, uh, she's usually right next to him when he's on the internet

and she's never seen him searching anything.

SA:

Okay.

IT:

Of that sort, of that [UI].

SA:

Okay, okay, um, so when he was on You Tube did he ever make his own videos?

IT:

Did he-he did make videos alone and put it on the internet?

LU:

No, not that I know about, no.

IT:

Not that she knows of.

SA:

Okay, has he ever made any type of videos?

IT:

Has he made a video?

LU:

When he was little, he made videos because he wanted to be in the *Army*, he wanted to work in the *Army*. He had a lot of soldiers, but his-his, I don't have the videos anymore obviously; he would line the soldiers up and he would record

them.

IT:

Okay, but he didn't put that on internet?

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LU:

No.

IT:

It was a camera?

LU:

Uh-huh. No his-his cell.

IT:

Cell, oh okay. So when he was younger, uh, he wanted to be in the Army so he would take his little army soldiers and he would record them with his cell phone,

but nothing on the internet.

SA:

What name would he use?

IT:

What name did he use?

LU:

No, he didn't use names, José.

IT:

José.

LU:

But he didn't-didn't have an internet account.

IT:

He didn't have an-an account on the internet.

SA:

Okay, what about You Tube account? What does he go under?

IT:

Has he had-you know what You Tube is?

LU:

No. Yes, I know what You Tube is, but I have never had one or him.

IT:

Okay, he doesn't have an account in the account?

LU:

No.

IT:

Or in the, uh, You Tube?

LU:

No.

IT:

No.

SA:

No?

IT:

No account in You Tube.

LU:

No account, no.

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- -- SA: Okay. So you can just browse through and look at all the videos without having a-

a name or an account?

IT: So can you look at the videos without having a name on an account?

LU: [OV] Probably. I think so, I don't know.

IT: She thinks so, she doesn't know.

SA: Okay, so when you would go on he would just click on it and find one and watch

it?

IT: So when he took on the You Tube –

LU: Um-hum.

IT: -- he would just put any video and watched it?

LU: Well – I think so.

IT: She thinks so.

LU: Because what he saw - we'll I just saw that he was looking at the computer; he

didn't have an account.

IT: Okay, she would only see him when he is on the-on the internet but he didn't have

a-an account with You Tube.

SA: Okay. What did he do for fun?

IT: What did he do to play, do something -?

LU: He liked to go to the movies, go out to eat, hmm, go to work with his dad -

IT: He liked to go to the movies –

LU: [OV] – that was his-his hobby.

IT: He liked to go to the movies, he liked to eat, he liked to go to work with his dad.

SA: What was his favorite food?

LU: Hmm...

IT: What is his favorite food?

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LU:

Hamburgers.

IT:

Hamburgers.

LU:

Plain. No mayonnaise or anything.

IT:

Plain hamburgers.

SA:

[UI]

LU:

Yeah.

[Laughs]

SA:

What was his favorite video game?

LU:

He had several, I don't know-I couldn't tell you one in particular, I don't know.

IT:

He had many; she doesn't know which one specifically was his favorite.

SA:

Okay, um, he didn't play one more than the-any others?

LU:

No.

SA:

Or one or two more than others? No?

LU:

No.

IT:

He didn't play one more than another?

LU:

No, all the time, uh, he gave them all the same amount of time. I don't know how

much time because I wasn't standing by timing it. I don't know.

IT:

She doesn't know. She-there, she wasn't really paying attention if he would switch video games she wasn't on the clock to watch him switch to a different game, and

so she doesn't really know.

SA:

Okay, so-um, and where is the computer kept?

IT:

The computer, where is it?

LU:

It's a laptop, and it was everywhere in the house.

IT:

It's a laptop, just around the house.

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SA: Okay, and did he have a favorite movie or favorite TV show?

LU: The Cruz Family on-Cruz [stutters] they are cartoons, of the movies; they were

the cartoons-cartoons.

IT: Cartoons was his favorite.

SA: And the Cruz Family?

IT: Cruz Family?

LU: Yeah, the Cruz Family. It was one of his-but exactly-he doesn't have one, that was

one of the last ones that he was watching a lot.

IT: Those were the latest ones that he's been watching.

LU: And the show is the "Annoying Orange" or something like that.

SA: [Laughs]

LU: Yeah, that was one –

SA: The "Annoying Orange", yes, okay. Oh my, do you know what the "Annoying

Orange is?" [Sighs] You're not missing anything. Okay, so let's see, and how

much time a day was he allowed to play?

IT: What time did he have to play?

LU: The time that he wanted, no one – he did his homework, played, watched TV; no

one took the time and said: "You can't watch TV".

IT: He had no restrictions. He'd-would do his homework and he would play and

watch TV, so there were no restrictions at all.

SA: Okay. Um, did he have any characters within any of those, either the games or the

movies or-or, uh, TV shows that he related to, the characters themselves?

IT: Did he have people, uh, in the television or the video games that he-that he got

into, that he was –

LU: Wanted to be?

IT: -- wanted to be that person?

LU: No.

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IT:

Never before?

LU:

No.

SA:

Okay. So did he ever pretend?

IT:

Did he imagine he was like someone?

LU:

No.

IT:

For example, some children think that they are Superman or Spiderman?

LU:

No. He didn't.

IT:

No, nothing? I used an example as -

SA:

Okay, you have to tell me what you said so I can-

IT:

Oh, okay.

SA:

[Laughs]

IT:

Um, when you asked if kids or children can relay or they the same question you had asked me, um, the example that I used is that some children tend to pretend they're Superman or Spiderman or other characters. Um, and the question I asked her, has he ever done something similar to that with any character of the video games, um, or TV, that he's relates to and she says no.

SA:

Did he ever, um, play make believe at any time for any reason?

IT:

Did he-did he little lies, like he was someone?

LU:

No.

IT:

Any person?

LU:

No.

IT:

No.

SA:

Okay. So would José-was a black and white, right and wrong type child; is that right?

IT:

So what she is saying, José was, he thought he knew what was good and what was

bad?

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LU: Well I think so; I don't know what he thought.

IT: She-she believes so but she can't s-speak on what he would think or what he

thought, how he would think, but she thinks so. That's the kind of child he was.

SA: Okay. Um, did her ever use Facebook, Twitter, Instagram, any of that?

LU: No.

SA: He didn't have a Facebook?

LU: No.

SA: What about your girls?

IT: Your girls?

LU: No.

SA: Jackie?

LU: I think-I think Jackie has - but I'm not sure, you would need to ask Jackie's

parents.

IT: She doesn't know you would to ask Jackie's parents.

SA: Okay. Um and how do you feel about me talking to Jackie; would that be okay

with you?

IT: Are you okay that she talks to Jackie? Would you feel okay?

LU: No – the question wouldn't be to me, it would be to her parents.

IT: You would have to ask –

LU: They-I-I, if she wants to talk, that's fine. I don't want her to be more traumatized.

But if her parents say it's okay.

IT: If her parents agree to you speaking with her that's fine.

SA: Okay.

IT: She's just more concerned that she doesn't want her to be more traumatized, but

if her parents, uh, allow it then that's fine.

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SA: Okay. We just want to make sure that that would be okay with you as well.

LU: I want her to be okay.

IT: She wants to make sure that she is fine with it.

SA: Jackie?

LU: Uh-huh.

SA: Okay. She is a very sweet girl.

LU: Yeah.

SA: Um, so, did José ever talk about the films or video, um, that depicted school

violence at all?

IT: Did he talk-did he talk to you about the video that they showed at school?

LU: No.

IT: About the violence that has happened in other schools.

LU: No.

SA: Did he ever mention "Zero Day", "Elephant", just something odd that you were

like, "What is that"?

LU: No.

SA: Okay, um, and what was his-the most frequently visited websites that he would go

to?

IT: What were the last, uh-uh, pages that he got into on the internet?

LU: I wouldn't know. I don't know.

IT: That you know.

LU: No.

IT: You don't know?

LU: No, I wouldn't know.

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IT:

She doesn't know.

SA:

Okay and I ask because you had said that you were always-or a lot of the time -

LU:

[OV] Yes, but I didn't-

SA:

-- sitting next to him.

LU:

-- but I didn't pay attention to what he was watching.

IT:

She would -

LU:

He was with me.

IT:

Yeah, she was with him but she would never really pay attention to see what he's

actually researching -

SA:

Okay.

IT:

-- or looking at.

SA:

All right, um, and then, so-on the tablet, um, is there-was there a-a username or a

password for that?

IT:

On the tablet did you have a username?

LU:

No, that tablet is my daughter's. He didn't use that one very much, just to write

messages like "I love you, mom". But that is my daughter's not his.

IT:

The tablet is her daughter's and she-he only used it, uh, for a brief time to write

little messages on there that "I love you, Mom".

SA:

Okay.

LU:

Like that – but its no-not his.

IT:

But it's not his, it's not his. He doesn't often use it.

SA:

Okay, but did he know the password and the username for it?

LU:

It doesn't have a password.

IT:

It doesn't have a password?

LU:

Uh-uh.

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SA:

Okay.

IT:

There's no password.

SA:

Okay, um, José had a notebook, um, Angry Birds notebook.

IT:

He has uh-uh, a note -

LU:

A notebook?

IT:

A notebook of -

LU:

Angry Birds.

IT:

-- of Angry Birds of the birds that are angry.

LU:

I don't remember.

IT:

You didn't know anything about that?

LU:

No.

IT:

She doesn't know anything about that.

SA:

Okay, because he had one, I just wanted to know when you guys purchased it.

IT:

He had one and she wanted to know when you bou-when you bought it for him.

LU:

No, I don't remember buying it for him. I don't know if his dad remembers, but I

don't know.

IT:

She-she doesn't remember them purchasing it, uh, but she doesn't know, you may

want to ask her husband-

SA:

Okay.

IT:

-- and he may know.

SA:

Okay. Um, did you ever go through his backpack?

IT:

Did you ever go into exculcar [sic] his-his backpack, his backpack?

LU:

No, but he didn't hide it. It was always in the same place, so he never hid it.

IT:

But have you-you -

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LU:

Looked in it?

IT:

-- listen into-inside his backpack?

LU:

No.

IT:

No, he's never hidden the backpack or he's never really kept it from them. It's usually just lying around wherever in the house, um, but she's never searched it

either.

SA:

He doesn't put it in a specific place every day?

IT:

He doesn't put it – especially in one part of the house?

LU:

Just next to his bed.

IT:

Next to his bed.

LU:

Next to the . . . yeah.

SA:

Oh, next to his bed, all the time?

LU:

But, all the kids, well, try to do the same, in the same place.

IT:

Usually, uh, the thing that she just said is that most kids just kind of put it in the

same place, the usual place.

SA:

And the girls are like that or did they just have theirs anywhere?

LU:

Uh, sometimes.

SA:

[Laughs] What's your youngest name?

LU:

Yvette [PH].

SA:

She's such a character. Okay, um, so what is your family's religious background?

IT:

What religion are you?

LU:

Catholic.

IT:

Catholic.

SA:

Okay, blinded here [stands to close the blind]. Did he participate in any of their,

any of the, uh, [sighs] activities?

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IT:

Did he participate -

LU:

In the first communion classes.

IT:

So he started catechism.

LU:

Every Monday he had class for first communion.

SA:

Okay, and, um, the girls too?

LU:

[Nods affirmatively]

SA:

Okay, and so did he consider himself spiritual or religious or was that just

something that the family does?

IT:

Did he look at himself that he was catholic or in a religion?

LU:

Um ...

IT:

Or was it just something that the family is?

LU:

He didn't know about religions he just followed that one maybe because of his

family.

IT:

Okay, he-he didn't really understand religion other than because of his family, so

that's kind of; he's following what the family.

SA:

Did he ever question it, um, because it is truly faith based and he was very, um,

tangible, um, reality based?

IT:

Did he ask you about religion or the spirit or things like -

LU:

No.

IT:

He never asked you -

LU:

No.

IT:

-- what is real or what is not real?

LU:

About religion?

IT:

About religion or spirit?

LU:

No.

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IT: Nothing like that?

LU: No.

IT: Okay.

SA: And wh- um, did you guys go to ch-do you go to church regularly?

IT: Do you go to mass daily?

LU: No, just Monday I would take him to catechism.

IT: Okay, just Mondays they would go to-she would take him to catechism.

SA: Okay and the-which church does he go through for that?

LU: Holy Cross.

SA: Holy Cross?

LU: Uh-huh.

SA: Okay. Um... and he attended at Holy Cross recently?

LU: Every Monday.

IT: He goes to classes there on Mondays?

LU: He went to classes on Mondays.

IT: Every Monday?

LU: Yes, almost every Monday.

IT: Yeah, so every Monday he would go to catechism.

SA: Okay and when did he start at Holy Cross?

IT: When did he start there?

LU: Oh – about two years ago.

IT: About two years ago.

SA: Okay, um, did he ever talk about religion with some-anybody else?

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IT:

Did he talk religion with other people?

LU:

No.

SA:

Or-or, you know, about God at all?

LU:

I don't know.

IT:

Has he asked other people about spirit, about God, things like that?

LU:

I don't know.

SA:

Okay.

IT:

She doesn't know.

SA:

So has José been involved in any str- um, stressful events in the last year?

IT:

Has he had events -

LU:

Tragic?

IT:

-- yes.

LU:

No.

SA:

Nothing has happened to him that sticks out with him that he, um-uh, that has just

stayed with him and bothers him still?

LU:

No, nothing. I don't know. No.

IT:

Things that bother, things that-that weren't normal?

LU:

No.

SA:

No? Okay. What about the move? How did he feel about moving?

LU:

Excited.

SA:

Yeah?

LU:

He's happy.

SA:

Why?

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LU: Because he loves the new house.

SA: Yeah?

LU: Uh-huh. He loves the stairs, he loved everything.

SA: [Laughs] Okay, um, and then were you planning on, um, going ahead and

allowing him to change schools for his zone?

LU: Um-hum.

SA: You were?

LU: Uh, not this year but we talking with him about that.

SA: You had talked to him about changing schools?

LU: Um, he say: "Oh no, no!" I say: "Why?" And-he wanted to stay there this year.

IT: Okay, he wanted to finish this year at the same school.

SA: So he did want to finish?

LU: Yeah.

SA: Okay and when did you guys decide to move?

LU: Uh- a couple months, uh, like in, I can't remember.

SA: Okay.

LU: Yeah.

SA: And what-what prompted the move?

IT: What-what did you want to move?

LU: Because the contract was over where we lived and we were looking for something

a little newer.

IT: The-the lease was due, was over, is-at the old place so they wanted to find a

newer, better place.

SA: Okay, um, are you completely moved now?

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LU:

Yeah.

SA:

Yeah? So that yo-your, um, the apartment is all empty and your, um, garages is at

the other apartments are all empty, everything is gone?

LU:

No. there is still the garage-one of the garages still has some things, but they are

tools.

IT:

There's, uh-uh, shed that's still there with just tools in there, that's all that needs

to be removed.

SA:

A shed, at the old ap-apartment?

IT:

At the old apartment?

LU:

Uh-huh.

IT:

Ye-yes.

SA:

Okay, got it done quickly; um, what about, um, depression in the past?

IT:

Has he had – depressed?

LU:

I never knew that he was depressed.

IT:

No. she's never known him to be depressed.

SA:

Okay. [Pause] How did he deal with stress; things that he was upset about or

stressed out about or worried about?

IT:

If he was stressful about something, how-how did he get over that? -

LU:

[OV] How did he -

IT:

What-what did he do? What did he do to not-not to be stressed?

LU:

Well, it's that, I wouldn't really know what to say because it really never happened; like I said, if he saw someone worried he would hug them. That's the only way that I can say, a hug, but I couldn't-couldn't tell you when he was depressed or not because he was always laughing or happy or asking: "You okay,

you okay?" I don't know.

IT:

But never --?

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LU: I couldn't tell you what he would look like stressed, well no, the only thing was

he popped his knuckles a lot. But that was normal with him.

IT: Okay, she's never seen him depressed that she can recall, if-if someone else was

depressed or-or worried about something he would actually try to comfort them, that individual, uh, the one thing that he would do at times is he would pop his knuckles, but she always just thought that was normal in him, popping his

knuckles.

SA: Okay and how would he react when you had to correct him or he had done

something wrong?

IT: When -

LU: He said: "I know Mom, I know, I'm sorry, I'm sorry, I know, I know, it's my

fault". That's it.

SA: Okay. And would he, um, continually apologize for the same thing even though

you had said okay?

LU: Um-just sometimes.

SA: Yeah?

LU: Yeah, sometimes.

SA: Was he okay with making errors?

IT: Is it okay if he was being mistake?

LU: How?

IT: If-if he made a mistake and he accepted it; was he okay with that --?

LU: Yeah.

IT: -- that he made a mistake?

LU: Um-hum.

IT: Yes.

LU: Well, normally yes.

IT: As a normal basis, yes.

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SA: What do you mean normal basis?

IT: What do you mean normal?

Well if-if he-when he accepted an error and he said: "Okay, it's my fault" and LU:

that, it's okay. So for me it was normal that he would say: "It's okay" and done.

She would see it when he would accept-when he'd commit an error she would IT:

say: "Okay, you know, that's fine". That's normal, that's how she would see it,

that he's accepting his error, his responsibility.

Okay and, um, because that wasn't-that hadn't-what, again, that hadn't always SA:

been the case and we know that because of the prior incident. So, what changed,

to make that happen?

The incident that happened before, uh, what-what changed? Why did he change? IT:

LU: The inci-incident with his dad?

Which incident? With her-with his father? IT:

SA: Uh-huh.

His dad? LU:

SA: Uh-huh.

Nothing changed; he continued being the same boy. LU:

He's never changed; he's continued to be the same child. IT:

But that's much different than saying okay, re-accepting, that case specifically is SA:

much different than-than what is being described, so I'm just wondering what

changed from --?

IT: He hasn't changed at all?

LU: No --

IT: [OV] From the incident that happened with his dad?

No, on the contrary, he continued respecting his dad, respecting all of us the same. LU:

Nothing changed.

Nothing's changed, he continued respecting his father, respecting the two of them. IT:

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SA: Okay, um, did José ever complain about or talk about being adopted?

IT: Did he-did he talk about, did he explain, did he ask about wanting to be adopted?

LU: That he wanted to be adopted?

IT: Yes.

LU: No.

SA: Okay, um, tell me about his sleeping habits?

IT: How did he sleep? Did he have special sleeping needs?

LU: Sleeping needs? No. Just on his side.

IT: Did he sleep well? Enough hours, the hours that, he didn't get up -?

LU: [OV] All the hours. From 8:30 to 6 or 5:45 in the morning that he got up to

shower,

IT: From, uh – what did he go to bed?

LU: 8:30.

IT: So 8:30 he'd go to bed and he'd wake up at 5:45 to get -

LU: [OV] Or 6:00.

IT: -- or 6:00 get up and take a shower.

SA: Okay, did he wake up at night to go to the bathroom at all ever or did he -

IT: Did he get up at midnight?

LU: No.

IT: No.

SA: Okay, did he ever have, um, bad dreams or anything like that?

LU: No, never -

IT: So he was –

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LU:

Bad dreams, no.

SA:

Okay and did he have his own room?

IT:

Does he have his own rope?

LU:

Yes, yeah.

SA:

Always?

LU:

Uh-huh, always.

SA:

Okay, um, what about his eating habits?

IT:

What did he-what did he eat? What special -

LU:

[OV] He was very picky about the-his food. Just like I said, he wanted his burgers

plain, no mayonnaise, no tomato, no cream, or cheese.

IT:

He likes his hamburgers plain, no mayo, nothing.

LU:

Chicken nuggets, um, rice, beans -

SA:

Did-is he a good eater?

IT:

Did he eat well?

LU:

Um-hum.

SA:

Would it go in spurts?

IT:

Did he eat well sometimes and other times not -

LU:

No.

IT:

-- or daily he ate --?

LU:

If he liked the food, he ate well all the time.

IT:

If he liked the food he'd always eat. He'd always eat, all the time.

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SA: Okay, um, did he go through the thing for like there would be a period of time

whe-where he appeared he was eating everything he could get his hands on and then all of the sudden he wouldn't eat for a short period of time and just kind of pick at things and eat a small amount and then go through another period where

he would eat everything he could get his hands on?

IT: Were there times when he ate everything he could eat and then times when he ate

only a little, sometimes -

LU: No.

IT: -- more sensitive that he didn't want to eat very much?

LU: No.

IT: Then he would eat a lot, a lot -

LU: No.

IT: -- like enjoyed?

LU: No, he was always the same.

IT: He was always the same, he would always eat good.

SA: What about your girls?

IT: Your daughters?

LU: The same. They are-are more open to food. They will try things and he won't.

IT: The girls are more open to different foods and taste other foods, um; with him he

was more picky.

SA: Okay. [Pause] Um, personal hygiene, um, actually, did he wake himself up every

day or did you wake him up?

IT: He woke up by himself?

LU: He-he would wake me up sometimes.

IT: He would wake up and wake her up at times.

LU: He would come and say, open my eyes and say: "Are you sleeping, mom?"

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SA:

[Laughs]

LU:

I would say: "No, I'm playing" and he say: "Oh, I'm sorry, you okay?" and I'd

say yes. "Okay, I take a shower; can you give me my shirt or my pants or

something?" And that's it.

SA:

And you ironed them for him every day?

LU:

Yeah.

SA:

Okay. Um, did he have an alarm clock or did he just wake up?

LU:

I think he-he's wake up because I don't know, he didn't-didn't have an alarm, I

don't know if his watch had an alarm.

IT:

Uh, he didn't have a-a, like an alarm, she doesn't know if his watch had the

alarm, but he was the one that would wake up.

SA:

Okay. Yeah, isn't it awesome that he woke up like that?

LU:

Yeah.

SA:

Um-

LU:

[OV] He would lie down next to me and say: "Are you sleeping, mom?"

IT:

So she-he would lie down next to her say that "Are you sleeping, mom?"

[Door opens and closes]

SA:

Um, okay, um, now this next series of questions they are absolutely not, um,

accusatory in any shape or form, okay?

IT:

The questions she is going to ask is nothing that-that your son was accused of.

LU:

Hmm.

SA:

And nobody has said that this occurred or has occurred or anything like that, so I

don't want you to think that -

IT:

[OV] And ne-never anyone has said that he has done those things or that the was

accused of doing these things.

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SA: But I also don't want you to have any fear if-if the answers are, um, I just need

you to be honest in these and not worry about any-anything else, okay?

IT: Don't be afraid of the-of the questions but she wants you to, uh-uh, honest about

all the questions she is going to ask?

SA: Okay?

LU: Okay.

SA: Okay, um, was José ever physically or sexually abused? Now in physically, were

not I-I'm not talking about dad's case. Okay that's, we know about that whole incident so don't worry about that; but other than that has he ever been sexually

or physically abused?

IT: Was he-was he phy-phys – was phy –

LU: Has he been hurt physically?

IT: -- abused physic--? Yes --

LU: No.

IT: -- physic or sexual --

LU: No.

IT: -- abused your son?

LU: No.

SA: Okay. Um, did he have a girlfriend?

IT: Has he had a girlfriend?

LU: No.

SA: Did he ever show interest in girls?

IT: Was he interested in girls?

LU: Ju-just the time that I told you that he told me he thought she was pretty but not

that he was interested.

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IT: Just that one time that he had told her that, uh, he believed, he-he thought that the

one girl was cute, pretty.

SA: Okay and was it a girl or was it an adult?

IT: Was it an adult or a girl?

LU: No, it was a girl.

IT: Like that girl.

LU: Girl.

SA: No, problem, okay [coughing]. Um, was he ever rejected by a girl that he may

have liked?

IT: Was he a-rejected by a girl before?

LU: I don't think so.

IT: No.

SA: Did he ever like any of them?

IT: Has he wanted any of the girls?

LU: No idea.

SA: Okay. Um, did he ever s-talk about somebody that he may have liked, um, in a-

um, in just the opposite way?

IT: Has he ever talked, uh, wanting a guy, a boy?

LU: No.

IT: The same as a girl?

LU: No.

IT: No.

SA: Do you understand what I mean by that?

IT: Like homosexu –

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LU:

Homosexual, no.

SA:

Okay, because sometimes, you know boys will punch a girl in the arm because he likes her or say: "Oh, she's so ugly!" or whatever and actually he likes her.

LU:

No, no, no.

SA:

No? Okay, um, did he ever talk about sex with you?

IT:

Did he talk to you of sexual -

LU:

No.

IT:

-- anything about sex?

LU:

No.

IT:

Never?

LU:

No-not that I can remember.

SA:

[UI] and -

LU:

I can't remember.

SA:

Okay ---

IT:

Not that she can remember.

SA:

What about after the share classes that he had or, um, sex ed?

LU:

I did-I enrolled him in the classes that were provided in elementary of that. So

they could explain a little because I couldn't do it.

IT:

Okay, she did sign him up into the sex classes, uh; so that they can explain to him

better what they mean.

SA:

Okay.

LU:

Why are you asking these questions?

IT:

Why is she-why are you asking her these questions?

SA:

Um-

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LU:

Was he abused?

IT:

No, that's why I say, that the questions that she will be asking you -

LU:

[OV] Are they routine or is-is -

IT:

They are questions that she wants to ask you but it's not questions that they have accused him of or saying that he has done this or that these things have happened to him. That is why I-why I explained it. If there is something you don't understand well, ask me and I can see if I explain it better.

LU:

Okay.

IT:

Uh, so she now-she's worried about these questions that you're asking her, even though we have explained to her --

SA:

Uh-huh.

IT:

-- that no one is accusing her-her son with any of this or that he's been allegedly, uh, been a victim to any of these questions. Uh, so I had to explain to her, so I also explained to her that she-if she absolutely didn't un-understand a question, to stop and then let me know so I can try to explain to her -

SA:

Uh-huh.

IT:

-- uh, in better terms so that she can understand why you're asking these.

SA:

Uh-huh. Um, and again bu-is-the gathering of information to try to figure out what happened and in the personality traits this is all included-inclusive of that.

IT:

The questions – why she is asking them is because she wants to look at his personal that he had; if he did something this way or another way. That is why she is asking – because she wants, because of the investigation she wants to look at why –

LU:

This happened.

IT:

- the things - why a child or a person thinks different things.

LU:

Um-hum.

IT:

The motive of things.

L1:

What did you say, please?

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IT:

I'm sorry?

L1:

What did you say, please?

SA:

[Laughs] Your exclamation -

L1:

On the record, just wh-what did you say to her?

IT:

Oh, I'm sorry. Um, that the reason being exactly what she had said, uh, the motive, the the personality traits, uh, the reason why these questions are being asked, uh, it's basically trying to figure out why, how-why people think the way they do

they do.

LI:

Okay. Thank you.

SA:

Um [pause] because it's sometimes a-a, um, personality profile is kind of what they are looking-what we are looking for, but, um, let's see, so after the share classes, um, he started in his fourth grade, correct?

IT:

Started in-when he was in fourth?

LU:

Uh-huh, fourth or fi-fifth? I can't remember.

IT:

Fourth or fifth, she cannot remember.

SA:

Yeah I'm pretty-I'm pretty sure it's the fourth grade.

LU:

Four or five, I-I think four but I'm not sure.

SA:

Fourth, yeah, um, did he come home to you and ask you questions?

IT:

Did he come home and ask anything about the classes?

LU:

No; of the classes that-that -

IT:

[OV] That he had about the sexual.

LU:

No.

SA:

No, okay. Um, would he have if he had questions about stuff like that or would he talk to dad?

IT:

[OV] Do you think he would ask if he had questions about stuff he didn't

understand?

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LU:

I think so.

IT:

She thinks so.

SA:

Okay, uh-eh, did he ever talk to you about, um, his body changing and -

LU:

Yes. He would show me-me.

IT:

Yes -

LU:

[OV] And he was not embarrassed with me.

IT:

Yes, she would talk-he would talk to her and he would show her and she-he was

not embarrassed to talk and show her.

SA:

Okay and so you would just flat answer his questions?

IT:

And you would say about his questions?

LU:

He didn't ask me, he would show me. "Hey mom, I have a hair here, a hair came

out here". It's okay, that's your body and done.

IT:

He would never ask he would just state it out that: "Look mom, I would have a

hair here or a hair there". And then she would just reply to him: "Okay, that's

fine, it's okay".

SA:

Okay. Um [pause] what about pornography? Did he ever look at those or

download any of that?

IT:

Of what you know, did he-did he look at pornography?

LU:

I don't know.

IT:

Not that she knows of. Has he looked at it on the internet?

LU:

I don't think so but I don't know.

IT:

Not that she knows of but she doesn't know.

SA:

Okay, um, what about the sex acts within the video games that they have?

LU:

He just knew that-that he didn't have to look at that, so-I never explained what

that was or the other, no. I never explained anything to him.

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IT: She never explained to him, but he also understood that he's not supposed to look

at that kind of stuff.

SA: But if it's a part of the game that he's playing; he never asked why he's having

sex with a hooker?

LU: No.

IT: As part of the game, did he ever ask why they took sexual or had sex with a

prostitu-?

LU: No.

SA: Okay, um, did José - and were done with the sex questions. [Laughs] Um, did

José ever display a range of emotions?

IT: Has he had several emotions that you have seen?

LU: Like which ones?

IT: Any.

LU: Like, uh, for Christmas, his presents?

IT: Like has he had happy, uh, sad, uh –

LU: Yes, uh, some time ago the father of a girlfriend died and he cried. He didn't

know the man but just by being at-at his mass he cried because he said the people were sad. And then for Christmas, his presents excited him, he loved December

25<sup>th</sup>.

IT: He loved Christmas, uh, he was always happy because of his presents, uh, for

Christmas. Uh, one of his female friends, his father had passed away and they went to the funeral and he noticed that everyone's sad and he, uh, he had cried at

the funeral.

SA: Because he noticed they were sad so he assumed he had to be?

LU: No, he didn't know him -

IT: [OV] He did not know –

LU: -- he felt that the people were sad.

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He did not know the deceased individual, uh, but he just felt that everyone around IT:

him was sad and he felt sad.

Okay. Um, how would he display, um, happiness? SA:

How did he show you happy? IT:

LU: He would laugh.

He would laugh. IT:

He would kiss me. LU:

He'd give her kisses. IT:

His happiness was like that, laughing. LU:

IT: He would always laugh.

SA: Okay. What about sadness?

IT: Sad?

Hmm, he'd cry, he would cry if-if it, but no, the thing is that he was never sad. LU:

IT: He was hardly ever sad.

When his grandfather was leaving and he saw me sad or crying because my dad LU:

was leaving for Mexico, that's when he would cry and he would tell me:

"Everything is going to be fine" and he would hug me.

He was hardly ever sad -IT:

[OV] At sad times. LU:

Times when he was sad, when he was sad is for one example that she gave was IT:

when her grandpa was leaving back to Mexico and she was sad during that time

because she would miss him.

Okay, what about anger? SA:

Mad? IT:

Well-no, more like he would leave, he didn't-didn't let you see him mad all the LU:

time. There were few times.

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IT:

Very minimal times -

LU:

I don't remember exactly one time to be exact.

IT:

Very minimal times that he would ever, hardly ever be mad or upset and he would walk away so that no one could see him that he was upset. And she cannot give an

example of when he was upset.

SA:

What about frustration?

IT:

Frustration?

LU:

He would just say: "Whoosh! I can't do it, I can't do it!", "Okay, take your time". I'd say: "Take your time, José". He'd say: "Okay, okay, I know, I know, but I can't do it!" and I'd say: "Take your time, okay and relax". He'd say: "Okay, mom, okay". And that's it.

SA:

Okay. Um, did he show these emotions at the appropriate time?

IT:

Did he show these emotions in the times proper?

LU:

Yes, yes, when it was time to be happy he was happy, when -

IT:

When it's time to be -

LU:

-- when we needed to be silent, he was.

IT:

Yes. So when its time he-shouldn't be talking he wouldn't talk, uh, when he was happy he would display happiness.

SA:

Okay, um, if everybody was laughing in-in a room and he would walk in, would he think that they were laughing at him?

LU:

No, he would ask why they were laughing.

IT:

No, he would just ask why they were laughing.

LU:

And he would laugh if he-if you told him he would laugh too.

IT:

And if they were to tell him and it was-he thought it was funny he would laugh

too.

SA:

Okay, um [pause], did he ever display, um, laughter when he should be sad or vice versa?

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Did he ever laugh when it was-when he should have-have been sad? IT:

LU: No.

IT: Or the other side? If he was -

No, well maybe he would think of a cartoon and would laugh but it wasn't when LU:

everyone had to be quiet. I would just say: "What happened?" "Oh, I just thought

of the cartoon", "Oh, okay".

IT: So at the times when he was sad -

LU: No.

IT: -- he didn't laugh about nothing?

LU: No.

No, he would never display that other than there were times that he would just IT:

laugh because he would remember a cartoon that he had previously seen before and he would just laugh. But it was nothing as the times that when it was a sad

moment, he would laugh. It was nothing like that.

Okay, because some people when they are under pressure -SA:

LU: Uh-hum.

-- they'll laugh and or they start laughing, there not supposed to be laughing and SA:

they just laugh harder because it's just not easy to stop, nothing like that?

LU: No.

No? Okay, um, what special needs if any does-did José have? SA:

IT: What needs special did he have? What did he need? Needs special?

I don't know - I don't understand the question really well but the only special LU:

need that we saw that he needed was speech, talking; you could say that was one

of his needs, nothing else.

The only one that she can, that she understands the question is, um, is there-his IT:

speech. He needed help with his speech.

[Door opens and closes]

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SA:

Still? I mean up -

IT:

Until today?

LU:

Until today – well, until the day he passed.

IT:

Yes, well until - yeah.

SA:

So he still went to speech therapy?

IT:

He still went to terapa [sic]?

LU:

[UI] he was-since Kinder until sixth he was in speech the-therapy. But his teachers never complained, he was always a good student and I always received acknowledgements since first grade through sixth that he was a good student that made an effort at school.

IT:

Okay so from kindergarten to sixth grade he's continuously getting therapy.

SA:

Okay.

IT:

And she would always recommend him to continue in-trying to get, uh, help for speech.

SA:

Okay, um, and you had said that he saw Dr. Winditch [PH], is that correct?

LU:

Yeah.

SA:

And is that the only doctor he sees, other than Dr. M?

IT:

Is he the only doctor he's looked at, less Dr. M?

LU:

No, he had a doctor but I don't remember his name; he was working with Dr.

Winditch as well, but I don't remember him well.

IT:

There was another doctor that was working with Dr. Winditch but she doesn't -

LU:

When he was younger.

IT:

-- when he was younger but she does not recall his name.

LU:

And only one year, it's almost always been Winditch.

IT:

And that was just for one year but for the most of the times that he has been going

there it was Dr. Winditch.

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SA: And he's the one that referred you to the No Child Left Behind Program?

LU: Yeah.

SA: Okay. And why did he refer you there?

Because I asked based on his speech for-so that he would be better, you know, so LU:

that he could speak, get off of his chest what he might not be able to tell me.

Because she was asking to try to seek help for him. So she was continuously, uh, IT:

asking for other references of getting him help with speech.

SA: Getting him help for just his speech?

IT: Only for the-the *speech* or other things?

Yes, because, you know, like I said before you could see in him, um, parts of like LU:

autism, but when we took him, there was no autism, they would say, the school psy-psychologist tested him, in elementary, and said it wasn't autism. So we were in doubt if it was autism, in-in regarding the speech. Regarding his understanding we had no issues with him but we were always with him, we didn't see anything abnormal. I don't know what others saw but no one ever said they saw him

abnormal.

So, the-they would continue to try and get him help for his speech and try to help IT:

him with that but, uh, there was a psychologist at the school – at the school?

[Door opens and closes]

LU: Uh-huh.

At the school that would say that, uh, there was nothing wrong with him and the IT:

autism issues. Uh, so then they looked at it more as a, um, just a speech therapy just to kind of help him, help him with that and, uh, then of course, later on they

ended up finding out it was autism.

From? SA:

-- a little bit of autism. Which doctor - with which doctor find, did you find out it IT:

was autism?

The-the 18th of October. LU:

And that was the 18th -IT:

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LU: But it wasn't a diagnosis, he said that he had a lot of things, uh, of symptoms that

it could be autism. So it wasn't -

IT: So it wasn't just a-diagnose of that, it was just something that was showing that

they-that he had, uh, signs of autism.

SA: Did they explain the autism spectrum to you?

IT: Did they explain especially what autism is?

LU: I wasn't there.

IT: She was not there.

LU: On the 18th and of the other I tried to look for it on the internet.

IT: She was not there for that but the other stuff she was trying to research on the

internet to try to figure -

SA: What other stuff?

IT: What other stuff?

LU: No - well, you sa-ask if they explained; the doctor didn't because I didn't go to

the appointment but I did try, regarding that he couldn't express himself and he

was already 12 years old -

IT: [OV] Oh, okay, so the speech.

LU: -- his speech wasn't fluent, that was why I did the research.

IT: So she was researching around the internet what the whole speech thing was,

trying to figure out what it was all about --

LU: Or what signs autism had, to see if I could help.

IT: -- or-or other signs of autism through the internet. So the behavior that he was

having she would take that and get on the internet and then-and then read up on

the speech stuff or the autism stuff to determine okay what exactly is it?

SA: And what that-when did you start doing that?

IT: When did you start looking –

LU: All the time I have researched autism –

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IT:

She has -

LU:

[OV] – not because I thought he had it but –

IT:

[OV] She's always researched that, not that she had thought that that's what he had the-she just kind of wanted to see okay, what is it? What-why is the speech

thing there, the-the speech issues.

SA:

Okay, can you specify what the speech issue is if it wasn't just, uh, a lisp?

IT:

What especially did he have in talk-speech?

LU:

Because his-sometimes his phrases were not complete.

IT:

So -

LU:

But I wouldn't be able to say: "Oh he said this". No, it was just that they were not complete or sometimes it was hard for him, he had to think what he was going to say.

IT:

So at times he-his sentences or his word were not complete and there were times when he would have to think about what he had to say before he said it.

SA:

Okay. Can you give me an example?

IT:

Like what – an example?

LU:

I don't remember one, but the same at school that was why they had him in classes because they said he might want to express himself in many ways and couldn't do it. I felt that with me, we talked about everything but from what the teacher said he might need to express more of his things, in speaking. With me, I could understand him, maybe I guessed for him; I wouldn't be able to tell you a-a complete phrase but that is why I did the research to see what he had.

For-for her it wasn't difficult for her to understand what he was saying because

she was used to -

SA:

IT:

[OV] Right.

IT:

-- what he was saying, but at school it was difficult for, uh, the special needs courses that he was taking, uh, and that's kind of why they pushed the whole issue of him receiving, uh, because they couldn't understand at times what he wanted to say or trying to express himself.

SA:

Okay.

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IT: For her-she it was easy for him to-to see him expressing himself, uh, because she

was accustomed to that.

SA: Right.

IT: Um, or she would guess on certain things because she was used to that.

SA: Okay, um, and which psychologist at school told you that it was just a speech

issue?

IT: Who was the psychologist?

LU: I don't have the name, I don't remember.

IT: She does not remember.

SA: This was in-at, um, Agnes Risley [SP] or was it at Sparks?

LU: Agnes Risley – no at Sparks Middle I don't have contact with the teachers.

IT: They were from Agnes?

LU: Uh-huh.

IT: It was at Agnes Risley and she does-she doesn't communicate with anyone over at

Sparks Middle.

SA: You were never at the school – at Sparks Middle School?

IT: You've never been to Sparks Middle School?

LU: Just the day that I took him to school.

IT: Just the—

LU: The-the first day of school, I did go in. And then I never went back.

IT: Just the first day of school she did go in but other than that she hasn't been there.

SA: Okay, what about Agnes Risley? How often were you there?

LU: No there-to that one I did go more.

IT: She was-she was always going there.

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SA: Okay, um, [pause] and so this medication was the first one you have ever tried?

LU: Uh-hum.

SA: Okay, what about multi-vitamins?

LU: No, eh, the vitamins just sometimes.

SA: Okay.

LU: But, I think he has like six months he don't drink any vitamins, you know.

SA: [Laughs] Okay, um, and, uh, immunizations?

LU: He hadn't had his immunizations for this-for the 12 year olds, he didn't have

those yet.

IT: He had not taken med-his, uh, vaccines.

SA: No? How did you get him into school?

IT: How did you get him in -?

LU: Oh no! He had all his immunizations to 11 years old, but in July he had to get

another exam and then once he had the exam - I think he didn't need any more

immunizations now.

IT: So he had taken them up until he was 11 and then he was due for another, uh,

test-testing but he didn't get to that point.

SA: Another testing for what?

IT: What –

LU: You know every year kids get a well-check.

SA: Ohh!

IT: Every year they have to do an annual -

SA: Okay.

IT: -- *exam*.

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SA: Okay, um, [pause] and what prompted-what prompted you or Dr. Winditch to go

ahead and make that move over to No Child?

IT: In what case did you and Dr., uh, Winditch, uh, talked or the decision that he

would go into No Child Left Behind?

LU: His fifth grade teacher, I think or sixth, told me that he might have a problem, that he needed, to make his life easier at *Sparks Middle* that-that to look for help, you

know? She told me about a neurosurgeon, something about the nerves but the doctor said he didn't need anything like that it would be better if we took him to the psychologist. We let some time pass due to financial issues all that and just

now we started taking him.

IT: Okay, so doctor mentioned that he, sixth grade, he may have some issues and

some problems but, um, instead of going through everything else they should just wait and take him to the psychologist and-and get treatment or see him for

whatever exam going through them first.

SA: What issues and problems?

IT: What-of what problems or --?

LU: No, for the same stuff, that he might have problems due to his-his speech.

IT: With the communication issues.

SA: Okay, um, and what do you-what did he mean by, um, instead of going through

everything else?

LU: What?

IT: In what case? She meant like instead of getting other help or seeing another

doctor she meant that the doctor recommended them to go see a psychologist first.

LU: It was also a doubt that we had-like all the time he didn't have anything, he didn't

have anything but his-his speech was not-was not of a 12 year old. So as soon as there was a chance to take him, was when we-my husband and I said: "Well we need to take him to the psychologist like they had recommended". And that's why

we took him this time.

IT: Okay, so they-they didn't think nothing is really wrong with him, um, so they

recommended them to go see the psychologist, so her husband recommended:

"Well, you know, it's not going to hurt anything, let's just take him".

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SA: Okay. And did, um, the social issues he was having at school tie into that with Dr.

Winditch or was he aware of any of those?

IT: The social things that he had at school, uh, it is possible that the doctor looked at

those things?

LU: I don't know.

IT: Like -

LU: I wouldn't be able to say.

IT: Like that he didn't talk too many or didn't get together with many?

LU: I don't-don't know, I always told him, about his speech; but he would say it's normal because he talked to him. So he talked to adults and reacted to what they talked to him about; he was very interested and interacted more with adults. There

were few children, just the ones from school and his sister and cousin-his sisters

and cousin.

IT: He would-he would socialize more with-more with adults than he would with

children, was kind of how he would see it, [UI] when he would communicate he

would communicate with her just fine -

SA: Uh-huh.

IT: -- um, and other adults, uh, with children it was something a little different but

[pause] the way she explained it-it's with adults he would- his social sk-his

socializing with adults is much better.

LU: I felt that he-he talked better with older people.

IT: He would-he would socialize with adults better than he would with children.

SA: Okay, did he ever obser-or did he ever, um, portray bizarre behavior at all?

IT: Did he [pause] -

LU: Bad behavior?

IT: Yes, yes.

LU: No.

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SA: Never heard voices that never told him to do things?

LU: No, no, no. No, no, no.

IT: He never heard voi—

LU: Uh-uh. But when he was little, because he didn't have sisters or anything he did

talk to himself. But he was like 2, 3 years old; he didn't go to school yet.

IT: Okay, yeah a little bit, when he was 2-3 years old he would just talk to him-talk

with himself.

LU: But it was like, for example, with his cars.

IT: With his-while he's playing with himself, with toys or with cars.

LU: But not like he was talking to someone.

IT: But not as an imaginary friend or someone being there.

SA: Okay, so nobody commanding him to do things and or he would do something and

then you'd say: "Why did you do that?", "Because such and such told me to do

it".

LU: No.

SA: No? Okay. Um, [pause] so [sighs], tell me about some of the experiences he had

in elementary school?

IT: What experiences has he had at school, in elementary?

LU: Like what experiences?

IT: Experiences about anything.

LU: Well he enjoyed his-his trips, when he was taken on the field trips. He liked those

a lot.

IT: He liked-he liked field trips a lot.

SA: Okay, what would he say when he home with a field trip?

LU: He tried to talk. "Oh, mom I saw this at the planetarium or I saw this there",

wherever they took him -

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IT: So her –

LU: All though maybe I didn't always pay attention, to tell you-tell you exactly what

he told me but he would-he would tell me about his field trip and if he had had a

good time or who he was sitting with.

IT: He would talk about his day at-on the field trip and he'd talk about for example

one is the-the planetarium, he would talk about that experience, um, who he sat

with on the bus, uh, but he would talk about the field trip.

SA: Okay. When he would talk about sitting next to somebody on the bus was it always

a positive discussion or was it sometimes not so positive?

LU: No he was happy with the people that he was seated with.

IT: Positive about everything?

LU: Uh-hum.

IT: With the people that –

LU: Yes.

IT: Positive.

LU: And-and he was waiting anxiously for the day of the *field trip*.

IT: He was always anticipating the-the field trip day, he was always excited for that

and the people that he would sit next to he would-he was, uh, was always a

positive manner.

SA: Okay, um –

IT: He was comfortable is what she described, sit and talk with whomever.

SA: Okay, what about middle school, so far?

LU: He never said anything bad of the school but he only mentioned one trip they

were going to make, uh, to Santa Cruz, California. I was the one that said: "No, it's too far" and he would say: "Don't worry, I'll be fine". And, well I think he

believed that, that he would be fine.

IT: Nothing-nothing was ever talked about that was bad, um, he did talk about a trip

that they were going to take to Santa Cruz, um, and she says: "No, it's too far to

go to" and he says: "No, it's-I'll be okay, I'll be fine".

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SA:

Were you going to let him go?

IT.

Were you going to let him go?

LU:

I was thinking about it.

IT:

She was thinking about it.

SA:

Okay, um, and what was that for?

IT:

What was the trip for?

LU:

I don't know it was a school trip; I don't know what it was.

IT:

She doesn't know exactly what it was but it was a field trip at the school.

SA:

Okay, um, what about his academic abilities and performance; how well did he

do?

IT:

What was his academy, uh, like at school?

LU:

Well, he was always little lower than the rest of his classmates but he always made an effort to do well, to be better, to bring home di-diplomas, like I said, here

are the awards. He always brought home since Kinder to sixth grade.

# [Door slams]

IT:

He's always been, uh, a little, he's always, uh-um, not as great, um, grades as his friends, he was just slightly below them, uh, but he was always trying to thrive for-to-to be better and always thriving to, uh, get awards and try to make her proud.

SA:

How do you know his, um, grades were lower than his friends?

IT:

How do you know his - were less or lower than his friends?

LU:

I went to the school to-to check how he was and-and his reports of how he was; and obviously well, he didn't have the ability of the other children but he worked hard at-at getting a good grade.

IT:

He-she would always keep up on it, she would go to school and-and check up on his grades and what not, uh, some of them weren't as great as some of the other students but he was always pushing himself to try to be up in that same realm asas the other friends or other students.

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SA: But again how did you know what the other children were getting grade wise?

IT: How do you know what the other students had?

LU: Because, it wasn't that I could see, it was that the teacher would say: "His level is

a little lower than the rest of his classmates".

IT: The teacher-the teacher would tell her his, uh, status is just slightly below the

other students.

LU: But it was not specifically –

SA: Oh! Okay.

IT: But not specifically the others kid's grades.

SA: And that was at Risley?

IT: At Grisley, Risley?

LU: Uh-huh.

SA: What about middle school?

IT: And at the *middle school?* 

LU: I never went to the school.

IT: She's never been down to the school.

SA: Okay, um, and you never used Infinite Campus?

LU: What?

IT: I'm sorry?

SA: Infinite Campus?

IT: Infinite Campus? I don't know. I'm sure what that is.

LU: I don't know what that is.

SA: It's you can, um, tr-you can go online and look up, um, your child, everything

from assignments that are given that day to, um, any behavioral issues that they

had or corrections that they had to make -

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IT:

Oh, okay.

SA:

-- all of the attendance is on there, every-everything is on there.

IT:

What she is explaining to me is that it is a program that the school has where you

can get into the internet, through-through the school and you can look at

everything about the students, especially your child.

LU:

Never, I am not very familiar with computers -

IT:

Okay.

LU:

-- so I never did that.

IT:

She has never done that because she is not familiar with computers.

SA:

Okay, um, and they never showed you at school how to -

IT:

[OV] They didn't show you at the school?

SA:

-- at his school how to do that?

LU:

No, the truth they never sent anything a paper or I don't know; I really wouldn't

be able to say [UI].

IT:

She's not aware-she's not aware of the program or logging into that program, she's not sure if they even sent something or some kind of information of that

particular program.

LU:

Unless they gave it to him, I wouldn't be able to tell you because -

IT:

[OV] Unless they gave -

LU:

-- nothing was given to me.

IT:

-- unless they gave the information to her son but she's never received it or has

any awareness of that program.

SA:

Okay, um, should be able to do that with your girls as well.

IT:

You can do that with your daughters.

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SA:

Because it's in all the schools, um, when you go into the front doors of the school there is a-a computer, usually, so far to the right side of every single one of them and it has a big banner that says Infinite Campus and if you ask the, um, secretary she can give you your log in information and then they'll show you how to work that and you can follow — it's the-a high schooler's worst enemy because you can truly check on your kid every single day, whether they were a minute late is on-everything is on there.

IT:

So any school, to check on your daughters you can go there and the secretary can help you.

LU:

Uh-huh.

IT:

The computer is there next to the door –

LU:

[OV] On the right side.

IT:

Yes and she can help you get your-your name for the computer and you can check daily for your children. The things they do, their degrees, if they have behaved good or bad, all of it, it's there.

LU:

Okay.

SA:

And you can get on to there from any computer, anywhere-ever anywhere, so -

IT:

And at your house-at your house you can get your computer and look there from your house.

SA:

Um, now, José had had, um, a few lessons in, um, getting along with others, um, one specifically in the sixth grade right before the end of the year called "Bullying", um, and then another one this year as well. Um... how did-did José ever feel like he was bullied inside school?

LU:

What?

IT:

He-he took some classes at the school, some videos that have shown all the students about things of intimidation to kids --?

LU:

Well, I think in *Middle School*.

IT:

In Middle School. So, you knew about that?

LU:

Not that day; nobody sent a paper so that I knew he was taking that class but after we found out through other people, through other people, that they had shown that video.

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IT: What day do you mean?

LU: The day they went out on vacation.

IT: Okay, so before all that you didn't sign anything?

LU: I didn't see anything.

IT: She-she wasn't aware –

LU: [OV] Not that not that I remember, no.

IT: From what she can recall, she doesn't – she wasn't aware that they were going to show, or that he had seen this, uh, video courses or, uh, at school, um, but it was

afterwards, after - after vacations?

LU: Before vacation, I think it was the last day of school that they showed it.

IT: The last before they went on their break.

LU: I'm not sure but I think it was that last day -

IT: She thinks that's about when she was aware that they had seen, uh, this course or

video of bullying.

SA: What about the sixth grade though, because --?

IT: And the ones that are in six?

LU: I don't remember him mentioning anything about that.

IT: He has never sa –

LU: [OV] I don't remember, he might have done it but the truth is I don't remember.

IT: He doesn't - he-from what she can, she doesn't remember him talking about that

of anything of that sort.

SA: Okay. Um, because you had to sign a form saying that yes, your child could

attend.

LU: Uh-huh, I can't remember.

SA: Okay. Did he ever talk about being-being bullied either before or after, now that

you know that they were shown one the last day, um, did he ever talk about that?

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LU:

No.

SA:

Ever talk about issues he was having with anybody?

LU:

What?

IT:

Has he had problems-has he talked about problems he had with other people?

LU:

No, just what everyone knows, what I told her before.

IT:

No, other than everything that she's told you.

SA:

Okay.

L1:

I don't know if we going-were communicating; I think she is still thinking about the-the film as opposed to incidents of bullying; I may be wrong.

SA:

Okav. Um -

L1:

I think it's-it's José -

SA:

[OV] All – the videos aside, did-did José ever feel he was being bullied or being picked on not even specifically bullied but being picked on by anybody?

IT:

Of the – less the videos – um, did José think or talk to you that he was intimidated at the school or they have, uh, wanting-wanting to fight with him?

LU:

Not that they would fight but he did tell me that a boy had bothered him -

IT:

Okay.

LU:

-- he was drinking his water, the boy poured, hit him in the mouth, poured on his clothes and sai-said he had pi-pied his pants.

IT:

Okay.

LU:

And I don't know how many days before that it happened, but yes, people have told me that they did bother him.

IT:

Uh, just the one incident that he had, they talked to her about was when-when one of the other students had knocked a beverage on his mouth as he was drinking it, spilled and went down towards his pants and it looked like he had urinated on himself.

SA:

Okay. Um, did he talk to you about that?

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IT:

Did he talk to you about that?

LU:

Yes.

IT:

Yes.

SA:

And when was that?

IT:

And when was that?

LU:

I don't remember how many days before but I asked him later how he was and he said everything is fine. He didn't mention that again, but he did complain that-that the boy bothered him.

IT:

She doesn't remember when it was; she thinks it was a few days before, um,

before vacations?

LU:

Yes.

IT:

Before the vacation, before they went on their break, um, she had asked him: "How-how are you, how are you doing, after that incident and he said: "I'm fine. Don't worry about me, I'm fine".

SA:

What brought that up with him? Why did he talk-what made him talk to you about it?

IT:

Why did-why did he talk to you with that? Why did he explain that to you?

LU:

Because it bothered him that the boy made fun of him.

IT:

Because he was bothered that he was being teased.

SA:

Um, and what prompted that though? Did he come to you freely or did you notice something was wrong with him?

IT:

He came to you, only him or did you know he had something that bothered him?

LU:

No, we always ask how you are, how did it go, what happened and he said that, so it wasn't that I specifically say: "Tell me, tell me". No.

IT:

She continuously always asks how things going for you and then he addressed it to her.

SA:

Okay.

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IT: But she never tried to get it out of him after she kind of realized what was going

on he just freely, uh, told her of things.

SA: Okay and how did he cope after the fact?

IT: That's when she was saying that, uh, he was fine, "Don't worry about it, I'm

fine".

SA: And he never brought it up again?

IT: Did he talk about that after you talked?

LU: No.

SA: Okay, um, what about being gay?

IT: Never – what do you mean specifically?

SA: That they teased him about that?

LU: He never told me that, he never told me that or to his dad; he told his

psychologist. His py-he tells -

IT: He told his psychologist that he was called gay.

SA: Okay so he just told the psychologist on that day and then brought it - okay. So he

never was, um, upset about it at home or anything like that?

LU: No.

IT: He was never bothered at home about that?

LU: No, he never said anything to me.

SA: So that was a surprise to you that kids were saying that.

LU: Yeah.

SA: Okay. What about being too weak to play sports or did anybody ever make fun of

him when he was trying to do things in P.E. or -?

IT: They didn't-didn't bother him because he didn't play sports or wasn't strong-a

strong person?

LU: I don't know, he never said anything about that.

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IT: She doesn't know he's never talked about that.

SA: Okay, did he ever give you a name specifically of anybody that like-maybe the-the

peeing of the pants type situation or -?

IT: Did he give you the name of the guy-the boy that was bothering him [UI]?

LU: No, but I know that there are lot-a lot of people that know.

IT: Okay, but José never told you a name?

LU: He just told me that he was bigger than him.

IT: He didn-he's never mentioned a name other than the kid was older than him, uh,

but she knows that-from other people know the kids name.

SA: Which is?

IT: And what name is that?

LU: I don't know, the other kids now because many would know -

IT: But they have never told you what it is? Okay, s-so she doesn't know the name but

other kids know the name.

SA: Of who that was that did that?

IT: Yes.

SA: Okay. And that was the only instance that he was ever-specific about --?

IT: [OV] Is that the only incident that he has had?

LU: That I know of?

IT.: Yes.

LU: Um-yes.

IT: Yes.

SA: Okay, um, do you-did you ever know José to, um, act out, um, in a way that drew

aggression to him?

LU: How?

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IT:

Have you looked that he had-he had aggressive?

LU:

Aggre-aggressions?

IT:

Yes.

LU:

No. I never looked.

IT:

You have never looked that he had that?

LU:

Aggressions?

IT:

Yes.

LU:

No.

SA:

Okay, um, did he ever display hostility or anger towards a specific student or

group of students or teachers, principals, counselors, anything?

IT:

Has he had aggressive or mad with especially to other students, other teachers?

LU:

He never named teachers or any of that.

IT:

He never said anything about that or that he had frustration or angry to any

person?

LU:

The only thing I know is that he really liked to be in science-in science [UI]. I just

know that he liked that class.

IT:

No other than he was always excited and he liked to be in the science class, he

liked science, is what she said.

SA:

Okay, um, did he ever discuss being, um, suicidal?

IT:

Has he talked to you about, uh, suicide?

LU:

About what?

IT:

That he wants to kill himself alone?

LU:

Never.

IT:

Ever?

LU:

No, nor of death, no.

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IT: No, he's never talked about that or-or death.

SA: Okay, what about homicide?

IT: Kill another person?

LU: Never, no.

IT: No.

SA: Okay, um, do you-have you ever known him to have a disciplinary problem at-at

school?

IT: Have you known that he had problems at school; that they punished him?

LU: No, I haven't asked about that.

IT: No, she never asked her teachers.

SA: How do you think his-his, um, the other students see him?

IT: How do you think the other students look at him?

LU: Loving, respectful.

IT: Respectful, uh, good kid.

SA: Okay, what about teachers?

IT: The teachers?

LU: Same thing.

SA: Okay. Did he go to an after school program at all?

LU: Yeah, Tuesday and Thursday he has, um, math. Yeah he had help with math,

Tuesday and Thursday.

IT: So Tuesdays and Thursdays he had math classes.

SA: Like math tutoring?

IT: Math tutoring.

LU: Yeah.

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SA: Okay, but that was-there was no like, um, boys and girls club after school

program?

LU: No, no, no, in the same school.

SA: Okay, um, and when did he start the math tutoring?

IT: When did he start?

LU: In I can't remember, I think it was September –

IT: September.

SA: Okay, beginning of school.

LU: I'm not sure. September or the beginning of October, I can't remember the date.

IT: October or September, she is not sure of the date.

SA: All right; what were his long term goals in life?

IT: What did he want to do to for his future?

LU: Policeman.

IT: Policeman.

LU: Policeman, ma-marine, that I didn't want --

IT: [OV] Military—

LU: -- I said no.

IT: He wanted to be a marine but she did not approve of him wanting to do that.

SA: [Laughs]

LU: And he really liked to see the *marines* with their uniform and all that.

IT: She-he loved to see the marines in their uniform.

LU: That's why he has a lot of, um, how do you say magazines? Because he would

say: "Look mom they-they help people".

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IT: He would always get his magazines-magazines with the marines and what not and

state to her that: "Look mom they help a lot of people".

SA: Okay. Um, what about short term goals?

IT: The shorts, um –

LU: What?

IT: The short thoughts, things that he wants to do?

LU: Uh-um, well, travel. That was one thing that he like-wanted to do that didn't

happen but he wanted to travel to Mexico, wanted to see his family from Mexico;

because his family was very important to him.

IT: But he didn't have anything for himself that he wanted to do, like –

LU: No, for him it was always his family and him. It wasn't like: "I'm doing this", no.

Long term, he wanted to be a policeman, wanted to be a marine, wanted to be a firefighter, endless list; but him by himself like: "I'm going to study this", no.

IT: Okay; he didn't really have short term goals other than, uh, he just wanted to

travel and family was his main thing. He never set any goals as short term.

SA: Okay, okay.

IT: He was more focused with family.

SA: Um, did he ever have you buy any of the military clothing and stuff for him?

IT: Did he ask that you buy military clothes?

LU: He just had a vest.

IT: He had a vest.

LU: Uh-huh and a pillow.

IT: And a pillow.

LU: Similar to the fabric. Um, sometimes, hats but he threw those out, helmets.

SA: *Uh-hum*.

IT: He had a couple of helmets, hats, uh, couple of them he had thrown away –



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LU: W

When we moved -

IT:

[OV] When they moved -

LU:

-- he left those. He just brought his-his pillow and his-his vest.

IT:

So the hats he-he pretty much left when they m-moved and he kept his vest and his

pillow that had the camouflage.

SA:

Okay so it's just a camouflage vest not a like a [UI] vest type?

IT:

It wasn't like a soldier vest?

LU:

Yes, the fabric was-was similar but to him it was like military.

IT:

Okay, but it didn't have, uh-uh -

LU:

Weapons?

IT:

- more things on the vest?

LU:

No, no, no, no it was like to dress up.

IT:

It's just a vest-it's just a-a dress -

LU:

Camouflage.

IT:

-- camouflage vest.

SA:

Okay, um, and what did he use like a helmet and things for?

IT:

What did he use the caps, um the helmet?

LU:

He had like a-a war by himself -

IT:

He would -

LU:

-- he would throw himself on the floor; he would stand up, like, sometimes with

his sisters and cousins.

IT:

He would imagine that he was in a war, um but with himself and then sometimes he will interact with his siblings or his cousins, um, he would just roll around and

play as if he was playing army.

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SA: So he did pretend with his family members and pretend that he was other people

and –

LU: But they weren't his enemies, they were his friends.

IT: But they were all in the same team.

SA: Right. Okay so but-so he did wrestle on the floor and-and physically interact with

other kids?

IT: But-but he did get in with the other son-kids, uh –

LU: How?

IT: -- play with them like they were military?

LU: Oh yes! Yes, they were all together, they would get them because they were the

bad guys or – he played like that.

IT: He would just play, yeah; he would play, uh, war with the other siblings.

LU: Or the good guys –

SA: [OV] More or war?

IT: War, I'm sorry.

LU: War.

SA: Okay, okay, um [pause]. So he has interest in the fictional, um, war type things

and, uh, the-the games. What about real-in real life?

IT: He had ima-imagination of things that are fiction –

LU: Uh-huh.

IT: -- but how did he take things really?

LU: Well normal.

IT: Everything was normal.

LU: Normal.

IT: He would see it as a normal thing.

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SA: Okay. If they were all on the same team why were they wrestling each other?

LU: What?

IT: If they were play-if they were on the same team, playing like military-war, um,

why would they touch?

LU: It was bringing- no, no - it was like going from one place to another: "Follow

me" or "follow me over here" and he would lead them. Sometimes they would

play cowboys and Indians, he would say.

IT: Okay.

LU: So in that case they were the good and the bad guys; so they would lock up two of

them and the others were-were the good guys supposedly.

IT: Locked them up how?

LU: No, not locked up but it-it would be like: "You can't leave this area". They were

here; from here you can't leave, okay?

IT: Oh, okay.

LU: And they were over here, like that.

IT: So it - but they didn't touch-touch each other? They would just follow?

LU: No, yeah he would take them by the hand and say: "Let's go".

IT: Okay, so it wasn't wrestling it was more like guiding or holding on to their hands as they were playing war, um, when they were playing war, he would just say, um,

"Follow me, let's go this way" and they'd follow him and you know, they'd pretend that they were at war. There was times that they would play Cowboys and Indians, um, he-he would actually saw: "Okay you guys are the Indians and were the Cowboys" and there would be a-a designated area that he would say: "Okay you guys are going to be locked up here and you guys can't get out of this" imaginary line or circle or square, whatever the area is and then they'd go out and play. Um, and as she mentioned guiding as in taking someone-somewhat, you

know, but taking their hand and says: "Okay, you know, you're going to come in here and you're not going to go anywhere, you stay here".

SA: Okay, um, [pause] and he-the, um, interest in the prior school shootings that he had, did he ever discuss that with you?

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IT:

The-the interesting of the shootings that were at the other schools, did he talk to

you about that?

LU:

No.

IT:

Ever?

LU:

Never.

IT:

No, he's never talked to her.

SA:

Okay, um, or any of the like, um, school bus stop shootings or the one overseas of

the school as well?

IT:

Of any shooting of other schools in this country -

LU:

No.

IT:

- other countries in other places?

LU:

No, he didn't pay attention to the news that was on.

[Door opens]

IT:

He never paid attention to what was going on-to the news.

SA:

Because he researched them.

[Door closes]

IT:

He interviewed all-other shootings in other places.

LU:

He watc-looked at them?

IT:

Yes. How?

LU:

[UI] Not on-on television -

IT:

Not on television?

SA:

It was somehow on either the computer or the phone he's got [UI]-

IT:

[OV] On the computer or the telephone.

LU:

I don't know what to say because I don't use them.

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[Door opens and closes]

IT:

[UI] she's never seen them before.

SA:

Okay. Did he feel like he was being treated well by the teachers and the staff at

Sparks Middle School?

IT:

That they were treating him well at school the teachers?

LU:

I don't know.

IT:

She doesn't know.

SA:

Did he ever talk about a-a specific teacher that he really liked?

LU:

Yes, the science teacher, science.

IT:

The science teacher, yes.

SA:

Okay, um, that feeling was mutual by the way, so -

IT:

She felt the same like him.

LU:

I think so because he liked her.

IT:

She-she like-he liked her as a teacher.

SA:

And the English teacher?

LU:

He never said -

SA:

[OV] Special Ed English?

LU:

He never talked to me about that girl.

SA:

Did he-did he ex-did he explain that he had gotten in trouble with a note one day

with a friend of his sit next to him?

LU:

What?

IT:

Did he explain that he got in trouble once that he had a friend from a-from a

friend?

LU:

No, nothing.

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SA:

It was truly nothing mayor they were writing a note back and forth.

IT:

It was nothing.

LU:

Oh that he didn't write it but that was given to him, right?

IT:

He didn't wrote it but it was given to him -

LU:

And the teacher -

IT:

-- and the -

LU:

-- saw at him.

IT:

-- and the teacher caught him. Is that what you are talking about?

SA:

No, they were writing-they were writing back and forth.

LU:

Another boy? Someone [stutters] I think, hmm, I vaguely remember.

IT:

Okay she vaguely remembers that there was a note apparently he did not write it but there was a note given to him written by someone else and then they-he got caught with it —

No, someone told him what to-to write so they didn't see his handwriting. But I don't know who that was.

IT:

LU:

So someone had told him to write something on there so that they don't know that it's the other kids' handwriting.

LU:

But I don't know what the note say.

IT:

But she doesn't know what the note said.

SA:

Who told you about that?

IT:

Who told you?

LU:

My son.

SA:

Okay.

LU:

He told me that.

SA:

Okay.



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LU:

But I - I told him - "Say sorry to your teacher". I don't know what the note said

but I told him to say sorry to your teacher and he said okay he would do it.

IT:

She doesn't know what was written on the note but she had told him-advised him

to-to apologize to the teacher.

[Mumbling] [Door opens and closes]

SA: Did he tell you he had apologized, that it was totally fine that he was not in

trouble at all?

LU: Uh-huh.

SA: Okay.

LU: He told me.

SA: Okay, yeah. Um, [pause] what about the piers did he think he was being treated

well by them?

IT: His classmates, do you think they treated him well?

LU: No.

IT: No, did he ever talk-talk to you about that?

LU: Only of the child that bothered him.

IT: She doesn't think so, uh, specifically the one child that, um, was bullying.

SA: And what does that mean? Uh-um, you say it's the one child that was bullying

him?

LU: Um-hum.

SA: Who-who was that and what was the bullying about?

IT: What child and what was the -

LU: I don't know his name -

IT: --intimidating?

LU: -- and it was about bothering him that he had pe-peed his pants and he was

worried about it.

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IT: She doesn't know what the child's name is and it was about the incident that in

which-

SA: Okay.

IT: -- spilling in his pants.

SA: So it's-it's your belief that hullying is-can be a onetime incident by one child?

IT: So you think one-one incident that happened prefers that he is intimidator?

LU: No I think it has happened more but I -I don't know them.

IT: She believes that there was other incidents but she doesn't know what.

SA: Why do you think that?

IT: Why do you think that?

LU: Because-because for my son to go to this ex-extreme, I think there were more

things that haven't been said.

IT: To put his child in the extreme that what-had occurred she believes that there was

more incidents.

SA: What do you mean? I-I don't understand what --

IT: [OV] So what had occurred with the last incident -

SA: Oh.

IT: To go to that extreme -

LU: Jackie talked to her. You know Jackie -

IT: Jackie spoke with you?

LU: Okay?

SA: Um, but that's- and that is kind of why I asked if it was okay if I talked to Jackie

because I know that she knows a lot more of specifics but -

LU: If she don't want it, that's fine.

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SA:

But she, um [stutters] she was okay with doing that but I can't get those specifics until her parents allow her to talk to me, um, and we've been trying to get that accomplished, um, because by no means is she in trouble, but there is that piece of the puzzle that's missing, um, and she-evidently she's the only one that has it or

that will-that has the ability to give that information.

LU:

No, I don't think she is the on-only one that has that piece.

IT:

She doesn't believe that -

LU:

I think there are other children -

IT:

[OV] She doesn't believe that Jackie is the only one that knows or has knowledge, she believes that they are other children that have other knowledge about what was going on.

SA:

And you're probably right, um, but until we get specific things, um, with names attached so that we can go to that specific child and talk to them about that as well, we can't even go down that route. So she-like I said, she just holds that big piece, um, of the puzzle so we-we that was an intra-kit part that we really wanted to get accomplished even prior to today but we can't just wait for her, we would like to, um, I would like to talk to her, um, but, um, I know her parents are apprehensive about it, so -

LU:

If she is ready she will talk and if not, everything depends on what her parents think, she is a little girl and can't speak for herself she would need her parents to approve.

IT:

If-if Jackie is willing to or she is ready to talk, um, sure she will, um, and of course if her parents allow it.

SA:

Um-hum, okay. Well I'm always open to do that, um, and it's-it's, you know it's in that room where you were in with the clouds and-and or even, not even at this building I have another room that I go elsewhere to interview children, um, and I'm dressed in normal clothes and don't have any of my garb on and it's nowhere near here and it's a secure facility and completely stress free, so, that is always available to her, um, little sweetie pie she is, so -

LU:

Um-hum.

SA:

Um [pause] the verbal arguments or any arguments or-or fights that you get into with your husband; which are normal, everybody-I don't know anybody that doesn't have issues with their other-other half, um, do the children see these things?

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IT: When you and your husband, because it's normal, any couple has their problems,

but any argue that you have had with your husband, uh, do the kids look at that?

LU: Well I don't know if they looked, I was just scolding him. Maybe sometimes they

saw but the truth is I don't remember what day or when they saw it. I don't

remember, but obviously we are a normal couple that argues -

IT: Of course.

LU: -- we are different people.

IT: And that is what she said that it's normal, but she wanted to know was if -

LU: [OV] I don't remember if José saw or not, or if my daughters saw, I don't

remember, but they probably did, I don't know.

IT: She doesn't-she's not sure if the kids have seen them having arguments or anything else but she just kind of went in to, uh, repeated pretty much what you

had said that we-all couples have their issues but she doesn't remember or recall

whether [UI] if they've seen her.

SA: Has your husband ever moved out and moved in with somebody else?

IT: Your husband has left the house and moved in with another [woman] or another

person?

LU: He was, about a year ago, in another apartment, yes.

IT: About a year he moved into another apartment.

SA: Alone?

IT: Alone?

LU: Yes.

IT: Yes.

SA: Um, okay, um.

LU: Not for very long.

IT: Not for very long.

SA: Okay.

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LU:

Like - 15 days.

IT:

15 days.

LU:

Probably, I don't know exactly.

IT:

Approximately 15 days, not for sure.

SA:

Was he having an affair?

IT:

Has he had relationships with other people?

LU:

I don't know you would have to ask him.

IT:

She doesn't know you would have to ask him.

SA:

Okay. Has the arguments ever gotten physical between the two of you?

IT:

The -

LU:

Excuse me, Mike the questions is only for José, right? Is not for my husband and

I, just only for my kid?

L2:

Yeah that's what you told me on the phone, you said you were going ask questions about José her son, um, the other thing you also said it should take about an hour maybe a little more because of the language barrier but that is what you did tell

me.

LU:

Yeah because I think I don't want to answer this questions.

SA:

Okay, that's totally fine, totally fine, um -

L2:

Are we almost done and the only reason I ask is my kids are going to be at the airport and I promised them I was going to see them.

LU:

My kids is a -

L2:

[OV] getting out of school early this week. They have early release for all the schools right now so -

SA:

Okay.

L2:

-- when I told them I said I think this is an hour and half, maybe two hours, so I didn't know how long we were going to be.

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SA: Okay, um [pause] did-do you know if José showed any indicators of ending his

life?

IT: Did he give you signs that he wanted to end his life?

LU: Never.

SA: No? Okay, um [pause] and looking back were there red flags that you now see

that you didn't then?

IT: Looking now-that you haven't looked before, signs that maybe he would -

LU: [OV] Wanted to end his life?

IT: Yes.

LU: No, no.

SA: Um, okay.

LU: He loved his life; he loved his family like it was.

IT: He loved his life and he loved his family.

SA: Okay, um, did he ever cry at school?

IT: Did he cry at school?

LU: You would have to ask the teachers I wasn't there.

IT: You have to ask the teachers.

SA: Okay. [Pause] Okay, um, I think that's it for the questions. Do you have any for

me?

IT: Do you have questions for her?

LU: I wanted to know if my husband can watch the video of the school.

IT: Can her husband view the video of the school incident?

SA: Oh! Um, you don't want to if that's available?

IT: You don't want to if you are given the opportunity?

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Probably yes, but that my husband is there with me. LU:

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Yes, but she wants her husband with her. IT:

Oh! W-we we would not do that separately; were done with the separate stuff. SA:

No, if they do it you would be together. IT:

I think I worded that correctly. SA:

Yes? When could that happen? LU:

When can she view that? IT:

I will go ask my, um, lieutenant when that could happen, um, but I know if you SA: guys have to go then we'll have to reschedule because we do want to go over, um, the doctors notes and-and, um, the some of the things that we have collected that

evidently you don't have -

LU: No.

-- for whatever reason. So, um, I can run and check on that really quick and then SA:

if you guys can kind of come up with a time and then -

I also need his personal things; I want to know who will be giving me all the LU:

things he had.

Will she get all his personal belongings? IT:

Watch, backpack, rosary -LU:

Oh! SA:

During-during the incident. IT:

Um, the backpack, um, is still up in evidence but -SA:

It's in evi-evidence. IT:

-- but if I'm not mistaken we have the watch and the rosary because we were SA:

going to give that to you while you were here.

They will be giving you the rosary and the watch. IT:

Today? LU:

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IT:

Today?

SA:

Yeah-yeah.

IT:

Yes.

SA:

Yeah, so, um, I will go run and check on that, yeah -

L1:

You indicated that-I think you indicated that you would let us have a copy of those

notes-those notes from the doctor.

SA:

Yeah that's what I was just - yeah, yeah.

L1:

[UI] Okay, we'd like to see those. Did you-did I hear you say that you want to

examine her more about those notes?

SA:

Examine her more?

L1:

[Stutters] question her more about the psychologist notes? Good - all right.

SA:

No, no, no what I was saying so as I could go over them and-and kind of, um,

answer any questions that I could for her.

L1:

Okay, yeah, gotcha.

SA:

Make sense?

L1:

Yeah, no that does make sense, so what we're doing is, uh, we're about those

notes, make appointment to come back and see the-uh video.

SA:

If that-if that's, um, allowed, yes.

L1:

All right, good enough.

SA:

Yes.

L1:

All right.

SA:

Yeah.

L1:

Just let us know.

SA:

Um, but the-the notes, um, and I wanted to give you his report card.

LU:

Okay.

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Audio File: 13-9953\_104\_peterson\_liliana\_Urtiz\_ 10312013130054001312

SA:

Um, and then [sigh] this info-this is the lady, Jessica's name from the Children Cabinet, um, I know that the, um, conflict of interest issue is there and, um, you weren't being given, um-uh, victim advocator, advocate type people to help you. So that number is a lady that is waiting for your call to do that because you have a right to that as well. Okay? Um, and the other thing is you got everything taken care with your priest, correct? To do the-the-the, the burial, that way -?

LU:

No, I'm okay.

SA:

Um, because I understand that, um, through the catholic religion the way everything happened sometimes they don't get to bury the way you want to and we did find one that would do that so that was passed on. Did-and you got that information?

LU:

Not yet, I don't think so. I don't know.

IT:

With the Father?

LU:

Oh, I-I already talked to the Father.

IT:

Okay.

SA:

Can you ex-

IT:

So-

SA:

Because of the suicide thing sometimes they won't-there's a lot of priests that won't do the-the whole thing. But evidently there is a-a few that will say a specific-go through a specific thing to be able to do that.

IT:

Because the catholic religion-because they don't accept people that have suisuicide, um, there are some priests that do and some that don't, so talk to your Father to see if he does—

LU:

I already talked to him -

IT:

Okay, which is the Wolf?

LU:

José, no of the Holy Cross -

IT:

Father Wolf? Is that who is still out there?

LU:

No, I think -

L1:

Hope so.

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IT:

Father Wolf at the Holy Cross? Is he still there?

LU:

No it's, uh, José, Father José but I-I can't remember the last name.

IT:

Okay.

LU:

But I-I talked-talked with him and he knows my kid-

IT:

Okay.

LU:

He spent time with my son.

IT:

Okay, so -

LU:

He remembers.

IT:

-- so he is fine-he is fine that he can do everything with the burial? Okay.

LU:

Um-hum.

IT:

And this- this lady because – they look at it that your son was not victim, in some cases, some children, uh, they can't do much else for you but this woman that she can help you, so talk to her and see how she can help. Okay.

LU:

I think she has been calling my house.

IT:

Okay, any other questions?

LU:

No, I'm okay.

L1:

You keep it please though just in case.

LU:

Okay.

[Fingers drum, paper rustling]

IT:

I hope I didn't confuse you -

LU:

No [UI].

IT:

-- with my translations.

LU:

It was fine.

IT:

If - like I said, if there is something, uh, ask and I can explain more better.

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LU: There were many things I understood but regarding the questions that they were

asking my head wasn't all there so that's why I would ask you what she said.

IT: Yeah.

LU: But I understand most parts of English.

IT: Yeah – the same, she asks and I have to-to –

LU: Uh-huh, translate.

IT: -- translate to explain it right, so you can understand what she wants to say.

LU: Yeah, no but it's all good. I think you have done well.

IT: You have two daughters?

LU: Yes, he is-was my boy. He was oldest.

IT: The oldest?

LU: Um-hum, and two girls that are 8 and 7 years old.

IT: Okay. What part of Mexico?

LU: Jalisco, León.

IT: What city?

LU: It's called – it's a town – but it's about an hour from Colima [PH], it's called

Pigón [PH], close to Tecatlecán PH].

IT: Okay.

LU: You know Jalisco?

IT: Yes --

LU: [OV] You're from Jalisco?

IT: -- I've been there, yes, my mother is from Tepatitlán [PH] --

LU: Oh Tepatitlán.

IT: -- Jalisco.

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LU:

No, I'm closer to Colima -

IT:

Okay.

LU:

I have been through Tepatitlán, all-um, through Guadalajara but I'm closer to

[UI], she might have been there.

IT:

Okay.

LU:

And my husband is Zacatecas.

IT:

The state right over, correct?

LU:

Yes-

IT:

[OV] A little to the south?

LU:

- yes, more to, uh-huh, yeah, it's Colima, with Jalisco, Zacatecas and Jalisco.

IT:

And that is where you met?

LU:

No, here.

IT:

Here?

LU:

Here.

IT:

Okay. That's a long distance that-that you met -

LU:

Yeah, we have been together for 14 years.

IT:

Okay. Yeah, my mother, her family is from there, uh, she is city here, uh, my dad

is from Spain, but born here.

LU:

Oh so his family is from Spain?

IT:

Yes, yes, and they met here.

LU:

You work for the FBI?

IT:

Yes.

LU:

Are you a translator or an agent too?

IT:

What?

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LU:

Are you an agent for them or just translator -

IT:

Yes.

LU:

The other gentleman as well?

IT:

Yes, Chad, that was -

LU:

Uh-huh, he speaks Spanish too, right?

IT:

Yes, he-he is, he is Mormon and when, uh, he was younger he took time in Costa Rica – I think it was Costa Rica. Uh, and he spent time there to –

LU:

Learn Spanish.

IT:

-- learn Spanish but also for his Mormon church and that is how he learned; but I try-try to teach myself more to know better. Sometimes we talk Spanish in the office and then he [UI].

L1:

Let's go on downstairs.

LU:

Okay.

IT:

It was a pleasure and-and -

LU:

Thank you very much as well.

IT:

Thank you

SA:

Okay, um, there still in there -

IT:

-- and I'm sorry for everything that has happened.

SA:

-- no, there in the room still. They're not downstairs. Yeah, he's still in 204, um, really quick question though, um, we have, um, the reason I asked about, um, uh, the Angry Birds is we found a, uh, Angry Birds notebook in his backpack.

LU:

Uh-huh.

SA:

And, um, we also found, um, two notes of one to you and your husband and one to the school.

LU:

And what is the one for my husband and I?

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They have two notes from the Angry Birds that was in the backpack-backpack. IT:

Can I see them? LU:

Can she see them? IT:

We would like to show you and your husband both of them, both that and, um, SA:

and-and kind of figure out maybe if you can help us figure out what he was

talking about. So when there done if we could do that?

I need to pick my daughter up, she already got out. LU:

She has to go pick up her child and her child just got out of school, just now. Does IT:

she -but if you want to see them?

I do want to see them. LU:

She does want to see them but she has to go pick up her child. IT:

Okay. SA:

I have to call my -LU:

[UI] L1:

-- somebody. LU:

Um [pause]. SA:

They get out at 12:50 and it is 12:50 and I still need to -LU:

Do you want to come back afterwards? IT:

Yes, but-I would have the girls with me. LU:

Can she bring her girls with her? IT:

Back here? SA:

Yes. IT:

Um-SA:

She goes and picks them up -IT:

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SA:

Uh-huh.

IT:

-- and then she can come back. Would that work for you?

SA:

Yeah, we can-they can play in my room or they can be down in the other room if

you want to do that.

IT:

They can play in the little room -

LU:

Uh-huh.

SA:

It's totally up to you.

IT:

-- or-it's whatever you want.

LU:

Okay, we will come back but I need to talk to my husband because they already

got out.

IT:

She has to go get with her husband because they got to go pick up their kids.

L1:

Well -

SA:

Okay.

L1:

-- let's see-see how they're doing, how close they are to being done.

LU:

Yeah, is it something bad?

IT:

Get a [UI] pick them up or anything?

LU:

It's something wrong?

SA:

We don't want to-we don't want, um, because we'd never-ever especially at this

point-

IT:

Right.

SA:

Put a police car in front of a school -

IT:

Uh-huh.

SA:

-- put the-the- nu-uh.

IT:

Right, I understand.

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SA: I-I think that would be [UI] [laughs].

IT: No, I understand, thinking what is more convenient for them.

SA: Yeah -

IT: But I understand; I know what you mean.

SA: -- yeah, yeah. Um, I mean we could always have one of the guys dress down and

go pick them up in plain clothes and plain car, if we had to do that, um-hum.

IT: Do you want to do that? I can ask her.

SA: Um, yeah we could figure that out if-if that's-if they were okay with that.

IT: You can decide but, uh, if you want a policeman from here that doesn't have a

uniform and no police car, that look-can go get your daughters and bring them

here.

LU: But I don't know if the school would let them go with them? Can they?

IT: She doesn't know if the school will allow the officer to take them and bring them

here.

SA: Um-uh, we just call the school and tell them what we are doing and then, um,

they'll have the girls ready and then -

LU: [OV] It's my niece and two daughters –

SA: -- she gives permission, so that's not an issue.

IT: What?

LU: It's my-my niece and my two daughters.

IT: So her niece and the two daughters.

SA: Ohh –

IT: She says they can, uh, talk to the school –

LU: [OV] They already are out.

IT: And they-they're already out of school.

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SA: Uh, did they meet you in a specific place every time?

IT: They wait –

LU: No, it's-it's their second day of school there.

IT: Second-third day of school. But they aren't waiting for you at a special place?

LU: No, I get there and they come out and see me.

SA: Are they going to Sepulveda now?

LU: Yeah. Miguel-Miguel Sepulveda?

SA: Uh-huh, yeah, it's easy to call the principal and say, hey I want to do this, it's not that hard but if she doesn't-if she doesn't want to, if she's not comfortable then

that's totally fine they are some hort

that's totally fine, they can come back.

IT: You decide if you want –

LU: No, I just need to see my husband so that he can go get them or-or if they bring

them that's fine but I don't know if the girls want to come.

SA: Well if your husband is going to be a bit, you can always go get the girls and then

come back and get him.

IT: If you want to –

SA: [OV] You don't have to -

IT: -- go and get them -

LU: [OV] But he has the keys.

IT: He has the keys to the car.

SA: Do you want them? Do you want to do that?

IT: Do you want to do that?

LU: Yeah, if-if we can, that's fine. That's fine.

IT: Yes, it's fine.

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SA:

Okay.

LU:

If not they will call the police and my girls are there.

IT:

Yes, if you want she can talk to-to the school that they don't worry.

LU:

That they could keep them in the office, please.

IT:

Yes, then you can pick them up.

[Pause in the conversation]

IT:

If you mind calling the school that would be great -

SA:

[OV] I need their names.

IT:

-- to let them know -

LU:

Okay, [UI] [pause] -

SA:

Okay.

IT:

If you want to go -

LU:

I can go?

IT:

- yes, and she will call the school -

LU:

Uh-huh.

IT:

-- to tell them that-that -

LU:

I'm on my way.

IT:

-- yes, yes.

LU:

Okay, so do I go down this way?

IT:

How does she get out of here?

SA:

Oh, let me show you.

[End of conversation – background noise] [End of recording]

PM

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide

Case: 13-9953

Date/Time of Supplement: 03-03-14 @ 1400 Hours

Detective: McNeely 087

Approving Supervisor\_

Date: <u>3/4//4</u>

## **Details of Supplement:**

Det. DACH requested I conduct a phone interview with Jesus VASQUEZ Junior in regards to his friendship with Jose REYES. VASQUEZ's mother was previously contacted and agreed to the phone interview.

# Interview w/ Jesus VASQUEZ Junior:

On 03-03-14, I called VASQUEZ and spoke to him about Jose REYES. VASQUEZ said he went to elementary school with REYES and about two months of junior high school at Sparks Middle School.

VASQUEZ said he played soccer with REYES at recess and they would also talk about soccer games too. I asked VASQUEZ if they ever talked about video games. VASQUEZ said REYES talked about video games including violent ones, but never about the graphic details or shooting people. VASQUEZ said they would discuss game strategy and cheat codes. VASQUEZ said he never heard REYES talk about being bullied or wanting to hurt or shoot anyone.

VAQUEZ said he only hung out with REYES while at school and didn't know that much about him besides what they talked about. I asked VASQUEZ if there was any other information I should know about, and VASQUEZ said there was not.

End Report

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825

## United States Department of Justice Federal Bureau of Investigation



## 1787 West Lake Mead Blvd. Las Vegas, Nevada 89106-2135

File Number:

356A-LV-3436080

Requesting Official(s) and Office(s):

Glen Lovedahl, Reno

Task Number(s) and Date Completed:

LSMS 256380, 2/28/2014

Name and Office of Linguist(s):

CL Sherina Archambaud, LV

Name and Office of Reviewer(s):

Click here to enter text.

Source Language(s):

Spanish

Target Language:

English

Source File Information

Name of Audio File or CD:

13-9953 104 peterson\_Urtiz\_family\_

10312013140841003180

If Applicable—Call Number:

-Date, Time, Duration:

10/31/2013, 13:29:04, 00:39:33

-Line, Target Numbers:

-Direction:

#### **VERBATIM TRANSLATION**

## Participants:

José Reyes Sr.	JR
Liliana Urtiz	LU
Special Agent 1	SA1
Special Agent 2	SA2
Interpreter 1	<b>I</b> 1
Interpreter 2	I2
Lawyer 1	L1
Lawyer 2	L2

## Abbreviations:

English Italics
Phonetic PH
Overlapping Voices OV
Unintelligible U1
Simultaneous Conversation SC

# **Translator Notes:**

Some of the translations done by the interpreting agents were incorrect and have been translated exactly as they were said.

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L1: If you want to see it, you can see it. So you don't have to make the decision -

LU: One of the letters was to us and the other one was to the school.

JR: I want to-I want to see it and -

L2: [OV] Do you want to stay?

JR: [UI]

L1: If you want to leave –

L2: [OV] It's-it's going to affect you tonight, where your daughters can see it – so

just, you know -

L1: If you need to go, I can always take José if you have to go right now, you don't

have to stay here. If you want to stay a little bit you can stay, so - are they going

to get the stuff right now or --?

L2: I'm not quite sure what the hell there doing -

L1: [OV] Eating cheeseburgers out there or . . . let me go ask them.

[SC - Spanish conversation between José and Liliana cannot be understood]

L1: Nobody is around.

[Phone rings]

L1: I've-I've never seen one done, but have you ever been around when they do a

polygraph test?

L2: Oh yeah.

L1: Do those – in your opinion, are they reliable a little or -?

L2: They can be beaten, generally there reliable, generally.

L1: [OV] Do you --?

[Phone rings]

L2: [Aside] Hello? Hello?

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Audio File: 13-9953\_104\_peterson\_Urtiz\_family\_ 10312013140841003180

[SC - José and Liliana have a conversation in Spanish that cannot be heard]

L2: [On the phone] I'm okay, Tim, what's going on? [Pause] Yeah. [Pause] No, not a

bit, uh, I'm-I'm out of the-out of the office, I'm busy outside the office.

L1: I'm going to keep this until they tell me something else, so just keep it with me –

JR: Okay.

L1: Okay. We're just waiting for the lady to come back.

[José and Liliana continue their conversation in Spanish]

L1: E-everything in these rooms is videotaped and they can hear what we say so [UI],

talk about this [UI].

LU: You tired?

L1: Yeah, it's been a crazy day –

LU: [UI]

L1: I was supposed to be at the airport dropping my family off at 12:00 o'clock and I

told the lady that I said I would be here at 9:15. She said about one hour maybe

two because interpreter -

LU: Uh-huh.

L1: -- but -

JR: [OV] Do you still have a card for the lady that-that sent it to us, because [UI] -

LU: From, what's it called? [U1]?

JR: Uh-huh.

LU: No, I left it at the house.

JR: I told them about the-this person that she called me and let me know-know that

his daughter saw what happened.

L1: Is he a friend of yours?

JR: No.

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Audio File: 13-9953 104 peterson Urtiz family 10312013140841003180

L1:

Is he gringo or Mexican?

[Door slams]

JR:

[UI]

L1:

Where's your sister? At home?

LU:

In-at work -

L1:

At work?

LU:

She's working now.

L1:

Where-where does she work?

LU:

Um – what's the name? It's a-it's a warehouse.

L1:

Okay -

LU:

Close to hear.

L1:

-- in Sparks?

LU:

Yeah.

L1:

In Sparks; has she worked there a long time?

LU:

Yeah, like, uh, six years.

L1:

Okay. And what's her husband's name?

LU:

Oscar [UI].

L1:

Oscar?

LU:

Uh-huh. He has a lot of time works for the oils company.

L1:

Oil company?

LU:

Right now - right now -

L1:

Okay.

SA1:

Coming in --

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Audio File: 13-9953\_104\_peterson\_Urtiz\_family\_ 10312013140841003180

L2:

Put your guns away.

SA1:

Huh?

L2:

You went like that and I said "no, no not [UI] -

SA1:

Oh [laughs]. I'm like, I don't have it on.

SA2:

Is there somebody sitting here?

L2:

Okay, do we have a decision?

L1:

No, [UI] options.

SA1:

What's that?

L2:

Oh, about the video, the video and the notes and the --

SA1:

[OV] Um, the, um, video is going to be awhile because that's a part of the, um, investigation and so that'll be a bit. Um, medical records I will copy before you

go. Don't let me forget to do that. Um, and -

L2:

The notes from the bag -

SA2:

I have the notes.

SA1:

Yes.

SA2:

Um, as for the video, just so you know, um, before the investigation is complete and before anybody else sees that video, as in media and all that kind of stuff that could get it. Um, I will make sure that they have the opportunity to see it if they

would like to -

L1:

How long is it?

SA2:

The video? [Pause] I don't know, uh-

L1:

Five minutes, ten minutes, an hour--?

SA2:

Yeah -

L1:

Ten minutes?

SA2:

Like five, ten minutes, yeah.

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L1:

Okay.

SA1:

Oh, on the outside.

L1:

And there's not sound on it, is there?

SA2:

No.

L1:

Okay.

L2:

Okay, so -

SA1:

[OV] It is in color though.

L1:

Okay.

L2:

That's probably out a couple weeks anyway, huh?

SA2:

Uh-more like months.

L2:

Okay.

SA2:

Yeah.

L2:

All right. So, that's-that's fine and then the notes are today.

SA2:

Yup.

[Sneeze]

SA1:

Bless you.

L1:

And then the rosary beads?

[Sneeze]

SA2:

Oh that's – let me get those too before I forget right now, do you want- real quick

let me get, uh-uh -

[Door closes] [Sneeze]

SA1:

Goodness [UI] Kleenex.

**I1**:

Thanks.

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SA1:

Okay, um, [sigh] the, um, consent to search that's not . . . oh, yeah it is, okay, um,

for the -

[Door closes]

SA2:

[UI]

SA1:

-- garage, um, did not get done the other day either. Um, and those items haven't

been touched, is that correct? Anything in there –

L2:

Talking about the shed --?

12:

The thing in the - in the garage? Haven't been touched?

L2:

[SC] Shed? What are you guys talking about?

SA1:

[SC] Yeah, yeah, but I thought those were a garage is what -

JR:

We don't even know if they touch it or not. Uh, they-we just -

12:

But have either of you touched it?

JR:

No.

SA1:

They have to be separate because it's not-because you did the consent to search the home but the others [stutters] we have to separate them out because it's not

attached to your house. Does that make sense?

12:

They are separate. When you signed that they want to "exculcar" [PH].

LU:

What garage are you talking about?

12:

The ones that still has the stuff.

LU:

It is the-the tools.

I2:

Tools, yeah.

LU:

The ones that are there at the old house. But he never had access to that garage.

12:

Okay.

SA2:

What'd she say?

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12:

You're talking about --

L1:

[OV] Let's-let's just stop, here's what's going on, you guys-wait, hold on, wait-

stop, stop, stop -

SA2:

Yeah.

L1:

They don't understand because there like not real familiar with the fourth amendment, whatever, so let me start and explain it. You signed a consent form and the Sparks Police Department went and searched your house. They did not

search your garage, okay? So far you understand?

LU:

Uh-huh.

L1:

You understand everything?

JR:

The things we put in the –

L1:

[OV] Now she is asking for your permission to search your garage, that's what

they want to do, correct?

SA1:

Yes, because they are not attached.

L1:

Right.

JR:

The things that are there [UI].

SA1:

Does that make --?

L1:

Is that okay with you, if they open the garage?

L2:

Wait, wai-wait, now, are we talking about the garage where they live now?

SA2:

No.

L2:

We're talking about the shed from the apartment where they used to live.

SA1:

Correct.

L2:

Okay, that's got to be explained to them.

L1:

Right. So you had a shed — do you understand shed?

JR:

Shed?

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L1:

How do you say shed in Spanish?

**I1:** 

A little room, a garage of the old house-old house -

SA1:

[OV] [Laughs] That's why I said garage because --

JR:

[SC] Oh, okay-okay.

SA1:

-- when we talked about it originally, um, no she called them-

L1:

[SC] They-at the old apartment -

L2:

Oh, oh, oh, oh.

SA1:

-- on the first --

L1:

[SC] - they want to look -

SA1:

-- she called it a garage so I've probably -

L1:

-- they want to look in that area.

JR:

Okay.

1.1:

Is that okay?

JR:

Yeah, basically we just get that from my other brother, because he pulled his, uh,

his Blazer in there.

L1:

Okay.

JR:

And I have some tools that I used to-that I used to work for construction.

L2:

But who-who, who's is it? Is it yours?

L1:

Or your brothers?

LU:

It's mine.

L2:

The shed, not the Blazer, the-the-the shed.

JR:

It's my brothers, that's where he puts, uh, some-some stuff that-that he belongs;

his truck and some other things.

SA1:

Was it rented with your residence?

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JR:

Yeah.

SA1:

Through your residence?

JR:

Through my - yeah. Through my -

L1:

Through your lease.

SA1:

So it would not be your brothers it would be yours, even though his st-

JR:

[OV] My brother wants it, you know? My brother wants to have an extra space -

L1:

[OV] But you pay for it?

JR:

Yeah.

SA1:

So you have a right to it. The-the truck itself is your brothers; that would be a

totally separate issue. You can't give us permission for that, no.

I1:

You are in charge of that garage, right?

JR:

Yes.

LU:

Even though -

I1:

[OV] Even though your brother-in-law has the remote -

LU:

-- my brother-in-law has the remote.

**I1**:

-- but you -

JR:

[OV] I'm the responsible.

**I1**:

- of the garage, right?

JR:

About the lease.

11:

Right.

L1:

When does that end?

SA1:

[SC] But not -not the vehicle.

L2:

[Laughs]

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JR:

This - tomorrow?

L1:

Today?

JR:

Yeah -

LU:

Today.

L1:

Right. So do you have items in there now?

JR:

There's still the -

L1:

Tools?

JR:

-- the Blazer and some tools.

L1:

The Blazer is your brothers and the tools are yours?

JR:

[OV] It's my brother's. So the construction tools --

L1:

Okay.

JR:

-- those are mine.

L1:

Okay.

SA2:

Are you okay with us searching that?

JR:

Yeah.

SA1:

And I apologize for the-the wording difference, um, but I-the garage is, um, how it

was described, so that's why I kept using that word. I apologize if it's -

L1:

No, that's right.

SA1:

-- my mix up there.

L1:

If there's a car in it, it's probably a garage is a better word in English.

L2:

Spend all day on the semantics of what is being searched.

SA1:

I know [sigh].

L2:

That's okay.

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SA1: Legally – this is awesome!

L2: Does this mean if you guys get over there the Blazer is in there you won't search

the Blayer-Blazer?

SA2: That-that's what that means –

SA1: Yeah, we don't have [stutters] because that's not his.

L2: Well, I know but I know plain site and I know all that stuff and I know when you

see a bag you show up somebody gets in trouble because they did this.

SA1: Yeah, that's not even what we're looking for.

L2: Yeah, I know [laughs], superstitious, paranoid, old ex-defense lawyer. [Pause]

Guess what brother? I just got you busted.

SA1: No [laughs].

SA2: Does the garage have like a number or anything on it?

JR: Yeah, but I don't remember the number.

SA2: Okay.

JR: My brother –

SA2: [OV] Does it need a key to get into it?

JR: Control.

SA2: A-

JR: A remote control.

SA2: A remote control; where is that at?

JR: I guess my brother has it, I need to ask him.

SA2: Okay, you don't have it?

JR: No.

SA2: Okay.

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[Pause]

SA1:

It's funny that your niece remembers that I was teasing her about being a rock.

LU:

Hmm--

SA1:

That's what she was talking about out there [laughs].

SA2:

Just print your name on the side there if you agree with what that says.

[Paper rustling]

L1:

Says today's date, says the garage [UI].

LU:

Why is it broken?

JR:

Huh?

LU:

Why is it broken?

**I1**:

She's wondering why it's broken.

SA2:

It must have broken when he fell on the ground.

L1:

Nobody knows.

SA2:

It was broken when I got it. Can I get, um, I put your name here José though, I need you to sign right there, this is just saying that I've given you these items. Not

- right, right above there - sorry.

JR:

You want me to sign?

SA2:

Yes, please.

SA1:

Explain what it is again.

SA2:

Um, this, um, any time we take in evidence and then return it to somebody, we have to document it. So what we do is we photographed it and then it listed it here

that it's a watch and a rosary and I'm giving it to you, okay?

JR:

Hmm.

[Paper rustling]

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SA1:

So, um, we're going to let you read the letters, we're not going to read them out loud. We're going to have you read them yourselves. Um, and then ask any questions that you want to and then maybe shine some light on perhaps what he was talking about and in ex-a couple places. But we'll let you read them on —

right now, okay?

SA2:

Um, I'm pretty sure we both asked you about this notebook. Does that look

familiar to you?

LU:

No.

SA2:

That notebook? No?

LU:

No.

SA2:

Don't remember buying it at the store or nothing like that? Or -

LU:

I can't remember but maybe.

SA2:

Okay, um, there's two separate letters, okay? And so we'll just give them to you

guys separately and then you guys can switch, okay?

[Paper rustling] [Pause]

SA2:

José do you read English? Okay.

[Pause]

[Crying, sniffing, shuffling]

LU:

[UI]

JR:

Stupid, idiot.

LU:

[UI] in his pants [sniffs].

SA2:

What do you think he meant by the letters?

LU:

I don't know. But I think he has so many problems and that's . . .

SA1:

Do you know what -

JR:

[OV] Teachers?

SA1:

-- he may have meant by the-being a monster?

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JR:

I mean he's mentioned right here, teachers.

SA1:

No, in his to you and his mom.

JR:

Right here it says "teachers for ruining my life".

SA1:

Right but in -

JR:

And it's-it's also the adult people who-who probably doing something to him-

LU:

Yeah.

JR:

-- not just kids. Why we left our kids at school? Because we think they are safe there, we think they are going to be close people who can teach things in life, you know, not saying, you know mean things to kids. As a father you guys know howhow that feels? It's not just the kids, it's everybody there? [Sniffs]

SA2:

What about the letter to you guys? What do you think that means?

JR:

Probably he was worried about what were think, about what were-can be thinking, he was worried about, you know, not love-love him anymore, pro-

SA1:

Do you know what he was talking about specifically when he was talking about

being a monster?

LU:

Maybe because of the situation, he thought we would think that.

L2:

What?

LU:

Maybe because of the situation, he thought we would think that.

12:

Probably because of the situation.

LU:

But no -

11:

That's what he thinks, that his mom thinks -

SA1:

[OV] For doing what he did?

**I1**:

Uh-huh.

SA1:

Um, and do you know what he would go back and do over-what he wants to come, do over again? When he talks about, um, stopping and then getting to start over? Do you know what he is talking about?

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I1: He says he wants to come back and start over again, do you know what he means

by that?

LU: We never talked about religion with him.

I1: We never talked about religion with him. About going back—

LU: I don't even believe that - that it happens that way. I wouldn't be able to tell you

because I don't even follow my religion to that precisely. So, I don't know.

SA2: What did she say?

I1: That religion doesn't teach that, it's nothing they ever adhere to or talk about.

She doesn't know where he got that from.

I2: Religion.

SA1: Okay, um, and do you know what mistakes or mistake that he is talking about to

come back and make better or fix, something to that effect?

JR: No.

SA1: You don't know what he is talking about?

JR: No, for us he always do better, you know –

LU: I told you that.

JR: -- for us he always, uh, we were really proud of him. You know, I was calling him

Champ, you know what that means?

I2: Champion.

JR: Champion, all the time. "Hey, how everything goes at school, champion?" He

always say: "Everything's fine, everything's fine, everything's fine."

LU: [UI] teachers? It's the teachers.

SA1: I'm sorry?

LU: No, nothing.

SA2: Let me see that one more time. [Pause] This last line where he says: "I wish the

past would be good and better someday". What about that?

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LU: I don't know - I don't know. I only understand that he loved us and that's it.

SA2: He's obviously a-a very good writer. Is there other kinds of these writings – not

necessarily this - but writings like this at home?

JR: Nothing, nothing like that.

SA2: I mean does he -

JR: [OV] He just-he just [UI] - remember when he made that picture of all the

family?

LU: Yeah.

JR: And that was what he says that, "This is what I want, this is what I want", all the

time.

SA2: He wants family?

LU: Yeah.

SA2: When was that?

JR: When? Uh-I don't know, I don't know exact time.

LU: [UI] but a long time ago.

SA2: Years or months?

LU: No, I think years, yeah.

SA1: [UI]--

LU: [OV] He always talked to about the family, still together and everything, he always talked about that. If he want to do something, it was for his family.

# [Whispering cannot be understood]

SA1: Um, you also need to be aware that the 2010-2011 case, um, the media, um, did a

background search on José and found that case -

L2: Who-who are, are you talking about Cheryl Ben [PH] or Martha? Do you know?

Which reporter?

SA1: No, it was, um –

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SA2:

Hart [PH].

SA1:

Yeah, Joe Hart.

L2:

Joe-shoot.

SA1:

And, um, he agreed, because he went to the court and actually got the entire case so he has all of the details about that case, um, he agreed to hold on to it for a few days because we tried to say, you know, it's an open investigation, you put this out there, it's going to, you know everything that we could do-but he agreed to give us the five days, um —

·L2:

From?

SA1:

Yesterday.

L2:

Well -

SA1:

So that is going to be out there, um -

L2:

[Stutters] not right now, I don't-don't want to make any decisions about that but we are going to have to take that head on with Joe, um, he's going to do what he does that's what channel four does and that's the kind of publisher that Rogers is but, uh – [knocking]

SAI:

We wanted you to be aware about that -

L2:

[OV] Yeah, I really appreciate you telling me that, I really, really do but we'll, uh, do some damage control on that I think.

SA1:

In our candor [UI], um –

L2:

Yeah.

SA1:

-- really went to bat to keep, again not only, you know the name out and-and to keep that case from being released right now or, um, and in certain circumstances our hands are just tied.

L2:

Did, uh, did-did that result in a conviction? When-when José explained it to me it sounded like some-kind of a deferred plea. Do you know what -?

SA2:

[OV] It was a conviction but it was a misdemeanor.

SA1:

Misdemeanor.

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L2:

[UI] Okay so it was negotiated?

SA1:

Yeah.

L2:

Probation or just straight misdemeanor?

SA2:

Just straight misdemeanor.

SA1:

Straight.

L2:

But was it charged as a felony, do you know?

SA2:

Yeah, it was child abuse.

SA1:

Child abuse.

L2:

And then negotiated down?

SA2:

Uh-huh.

L2:

So the file will show the initial charge as a felony?

SA1:

Yes. [Chair creaking]

L2:

Complaint and then indictment or just complaint pled down?

I1:

Disposition. There should be a disposition in there.

**SA2:** 

Should be a disposition in there too. We'll see how they run it but - [laughs]

SA1:

Yeah, that's the problem and that's why-

SA2:

[OV] You never know how the story will read.

L2:

Oh, I know-I know how the story is going to read [laughs], um, but I'm telling you right now I'm thinking about before he goes with it, letting Joe go eyeball to eyeball, with us having a prepared statement, so that, so does dilute it a little bit and do some damage control.

unu uo some

SA2:

I guess. That's up to you guys.

SA1:

Like I told you on the phone, you know, it's -

L2;

Yeah.

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SA1:

-- but I wanted you to have all of this --

L2:

[OV] All right.

SA1:

- beforehand, so you know, you could, they can't side step you and-and hit you

with something that you -

L2:

[OV] Yeah -

SA1:

-- didn't know was out there.

L2:

-- I really appreciate that, I really, really do.

SA2:

Um -

SA1:

[UI] to do.

L2:

Yeah.

SA2:

We're hoping you guys if you have any insight on what any of this stuff means

either letter, please just speak your mind, just throw it out there, um -

L2:

He-Joe doesn't know about this, does he?

SA2:

No.

L2:

Channel four?

SA2:

No. Yeah but eventually, you know when the case is completely done, then this

will be part of the case too.

L2:

Yeah.

SA2:

You know, but that will be months down the road.

L2:

So, this investigation including the school video, does that ultimately become

public?

SA1:

Yeah, just like Columbine.

L2:

All right. Do you have anything more? [Laughs]

SA1:

[UI] don't think so.

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SA2:

You have any ideas? Any words, any thoughts, anything help trigger a memory or – anything you remember him saying that you thought - oh, was nothing - but oh

now it's a big deal?

[Simultaneous conversation between SA1 and L2 cannot be understood]

[Pause]

LU:

No.

L2:

Are those our copies?

SA2:

Uh; there mine but -

L2:

I [stutters] think we keep them here, I think-I don't want those out.

SA2:

Yeah.

SA1:

I think that's a-they'll stay a part of the investigation for now.

L1:

And we'll get you that other phone number today or tomorrow?

SA2:

What?

L1:

We'll get you that other phone number for the guy who's truck-

[Simultaneous conversation between SA1 and L2 cannot be understood]

L1:

We pretty much done for here - for today?

SA1:

Uh-huh, I think so.

L1:

Okay.

SA1:

Unless you want to check with -

SA2:

[OV] I can check with him real quick just o make sure but - let me check real

quick.

[Door closes]

SA1:

[UI] if you guys have any questions whatsoever; please feel free to call us or your

attorneys and they can get a hold, whichever -

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L2: Um, [UI] McAndrew [PH] at the RDJ is part of this [UI], evidently according to

today's paper but, um, McAndrew told me that she has taken statements from

students. Which, I mean, sounds kind off-color to be talking to 13 year olds but --

SA1: They were, um, interviewing children coming out of the scene before we—

L2: Oh God.

SA1: -- so, on-on camera so it doesn't surprise me. And you know we, um, act-once our

officers got there and every other law enforcement agency you could possibly come up with got there, um, the kids when they were locked down, so to speak, um, each one of them were, um, were given-got their names and their phone

numbers and we contacted, and interviewed and -

L2: Uh-huh.

SA1: - um, just about, um, anybody that had anything to say about anything. So, unless

they are getting other stories than what were getting then - and that was on the

original day-

L2: [OV] Did you, um, you probably didn't hear it but do you have any back up for

this [UI] incident?

XX: S-sorry say that again?

L2: Do you guys have any student back up for this incident about the -

SA1: [OV] We do not, not even the teacher yet.

L2: Okay.

12: Yeah, that's, uh, we're going to -

L2: [OV] Check into that?

SA1: Yeah.

I2: -- yeah, hopefully we'll get the name pretty soon.

L2: Okay.

12: José's friend [UI] daughter [UI].

L2: Yeah.

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SA1:

[UI] as well.

L2:

Um, anyway, um -

SA1:

And that is the advocate.

L2:

Would you make sure that we get on that?

LI:

Okay.

SA1:

And she is waiting for their call, so . . . I got another email from her this morning,

"I haven't heard from them yet"- "I'm meeting with them, I promise I'll make

sure they [UI] -

L1:

[OV] Who's that?

SA1:

Um-

L2:

Joe [UI] -

L1:

Oh-oh.

L2:

-- from the advocate's office.

L1:

Oh.

SA1:

And it will be through the Children's Cabinet, so there won't be a conflict of

interest anywhere.

[Pause]

L2:

Okay.

SA1:

Okay.

L2:

Our work here is done, right?

SA1:

I hope so, here, hopefully Kevin will be back and you guys can leave.

[Pause]

L2:

Ugh - anybody but Hart, oh my God. Uh, I'll want a copy of that.

L1:

Okay.

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SA1:

You do?

L2:

Well we can make it.

SA1:

Oh, I'll just do it real quick while we're waiting.

L1:

Okay.

SA1:

See if I can break the copy machine again.

L1:

Do you know Joe Hart pretty well?

L2:

Oh yeah, oh yeah.

L1:

You know who he [UI] -

[Door closes]

L2:

[UI] brother-in-law, Leslie.

L1:

I don't think there married anymore.

L2:

Aren't they?

L1:

I don't think they are.

L2:

Hmm.

L1:

I know Leslie pretty well.

[Pause]

L2:

Yeah, all right.

[Movement of chairs and overlapping conversation]

SA1:

One copy, or --?

L1:

Yeah, yeah, that's good for us, thank you.

SA2:

Real quick though, um, we've done everything we can to make sure this note does not get out, uh, so we haven't even given a copy to the district attorney or nothing [sniffs] so I know you guys were talking about a press statement to the press—

L2:

[OV] That's not going -

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13-9953 **850** 

SA2:

Do not mention anything about this otherwise they're going to be hounding

people trying to get out and we don't want it.

[Overlapping conversation between the participants]

L2:

No, not going to happen.

SA2:

Um, okay, uh, as for the garage you want to call me later on today and see if you

get the brothers clicker so we can go over there.

JR:

Yeah.

SA2:

And, uh, and then get the phone numbers?

JR:

Yeah.

L1:

And I got your card with your number on it.

[Crackling of paper]

L2:

Thank you.

SA2:

Thank you very much.

SA1:

Sorry this took so long.

[Meeting ends, children's voices and some background conversation can be heard]

[End of recording]

ec

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report:	pe of Report: Murder, Attempted Murdert			Case: 13-9953		
Date/Time of Sup	plement: 3/s/14		Detective: E.	CURTIS #033EAC		
Approving Superv	visor:(	1 1/010	Date:	3.5/14		

### **Details of Supplement:**

On 10-21-13 at approximately 0716 hours, I heard dispatch send units to the Sparks Middle School for a report of shots fired. I responded from the station with lights and siren. I arrived in the front of Sparks Middle School with numerous other officers and detectives.

I entered the school through the front doors with other officers and we made our way through the gym to the back area of the school. It appeared the area was secure as there appeared to be a white male subject lying on his back on the basketball court. There was also was appeared to be a student lying on his side in the same area near the building with blood around his head area.

As officers secured the area, I entered the north hallway with other officers/detectives and we started to secure rooms and evacuate students. The students were evacuated to the front of the school where they were eventually escorted to Agnes Risely Elementary School just southwest of Sparks Middle School.

I walked to the area of the 1900 block of Sullivan Lane and met with a Reno Police Department Officer who was standing by with some students who had been in the area during the incident. I escorted the students to Agnes Risely and was tasked with conducting initial interviews of students who may have witnessed the incident. I interviewed the following nine (9) students:

Kyle NUCUM
Carlos MANCIA
Kaylee COOK
Brandon CAMPO
Anibal GONZALEZ
Krista MONGRAIN
James ENGLAND
Sara HERNANDEZ
Raphael ANDRADE

I audio recorded the interviews and copied them to a CDR which was later booked into evidence at the Sparks Police Department as Item #EC1.



COS

# INTERVIEW SUPPLEMENT

Name: NUCUM, Kyle

Date of Interview: 10-21-13

Time Started: 0908 hours

SSN: N/A

Time Finished: 0916 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Kyle NUCUM had been dropped off at Sparks Middle School by his mother. He went to the area of the bleachers by the basketball court. While in the area, NUCUM heard what he described as a "pop." He thought it was a firecracker. Everyone started running and he saw a teacher approaching a student, who he did not know. The student was facing south pointing a gun at the teacher who was facing north while telling the student to put the gun down. The student shot the teacher who fell to the ground. He identified the teacher as Mr. LANDSBERRY. This occurred on the basketball court.

NUCUM stated he then fled the area towards Sullivan Lane as he heard approximately four more shots being fired. He thinks there had been approximately 6 to 8 shots fired. He also indicated the student was pointing the gun at other subjects. He fled to a residence on Sullivan Lane until officers arrived in the area.

NUCUM did not know the student. He described him only as wearing a backpack and having blond hair. He described the gun as looking like a 9mm.

End of interview.

# INTERVIEW SUPPLEMENT

Name: MANCIA, Carlos

Date of Interview: 10-21-13

Time Started: 0918 hours

SSN: N/A

Time Finished: 0928 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Carlos MANCIA stated he had walked to school with his friends. They walked to the area of the bleachers near the basketball court. They were talking when he heard a loud "bang." He thought it

was a firecracker or a "blank." He stated they started running and he heard more gunshots. He thought a teacher had been shot as he saw teacher in front of the subject with a gun. He described the teacher as making a motion of trying to calm the subject down with his hands up in front of him.

MANCIA stated he saw one student and one teacher had been hit (by gunfire). He identified the teacher as Mr. LANDSBERRY. He did not know who the subject was with the gun, but he described him as a white Mexican.

He described the guns as being black and silver. He believed approximately 6 to 8 shots had been fired.

End of interview.

# INTERVIEW SUPPLEMENT

Name: COOK, Kaylee

Date of Interview: 10-21-13

Time Started: 0930 hours

SSN: N/A

Time Finished: 0935 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Kaylee COOK is a Sparks Middle School Student who arrived at school on the bus and walked to the area of the basketball court. She heard what she described as a "boom" which she thought the sound was a firecracker. She turned around to see a student with a gun. She realized it was not a prank and ran.

She described the subject with the gun as a tall Hispanic kid with an orange back pack.

COOK observed a teacher, identified as Mr. LANDSBERRY, approaching the subject. She stated LANDSBERRY had his hands up in front of him like he was trying to get him to put the gun down when the subject shot him.

COOK then fled to a residence in the area of Sullivan Lane.

End of Interview.



### INTERVIEW SUPPLEMENT

Name: CAMPO, Brandon

Date of Interview: 10-21-13

Time Started: 0939 hours

SSN: N/A

Time Finished: 0949 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Brandon CAMPO arrived at Sparks Middle School when his dad dropped him off. He walked to the area of the baseball field with his friends. They were talking for about 20 minutes when they heard gunshots come from the area of the basketball court.

He stated he saw a tall kid with a Mohawk type haircut with a gun. He thought the kids name might be "Jose." The kid was facing the north hall, fired one shot and then shot an unidentified teacher who was approximately 2 to 3 meters away from the kid. The teacher had his hands up in front of him. The teacher fell backwards onto the ground.

As CAMPO fled, he was called into the school by another teacher.

End of interview.

#### INTERVIEW SUPPLEMENT

Name: GONZALEZ, ANIBAL

DOB: Time Started: 0952 hours

SSN: N/A

Time Finished: 1001 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Anibal GONZALEZ arrived at Sparks Middle School on the bus. He walked to the area of the basketball court near the soccer field. He was talking with some friends when observed a kid pointing a gun at some of his other friends. He observed a teacher identified as Mr. LANDSBERRY approach the kid with the gun as if he was trying to calm him down. GONZALEZ heard the kid ask LANDSBERRY where a particular kid was when he shot LANDSBERRY. LANDSBERRY fell

backwards while the kid with the gun turned around and pointed the gun at his group. GONZALEZ and his friends fled.

GONZALEZ stated the kid with the gun was a white male wearing a grey sweater and khaki pants.

End of interview.

# INTERVIEW SUPPLEMENT

Name: MONGRAIN, Krista

DOB: 1 SSN: N/A Date of Interview: 10-21-13

Time Started: Time Finished:

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Krista MONGRAIN had been dropped off at Sparks Middle School in the front. She was in the back of the school talking with friends when she saw a kid wearing the school uniform shirt and khaki pants pull out black and silver colored gun. She initially thought the gun was a BB gun as she was only about 15 to 20 feet away.

MONGRAIN saw a shot was fired from the gun and another student was holding his shoulder. She had what she described as a panic attack and everything became blurred. She heard more shots fired. She observed a teacher who she identified as Mr. LANDSBERRY approach the subject. She said LANDSBERRY told the subject not to do anything he was going to regret. Another student pulled out a phone at which time the subject pointed his gun at him and told him not to the call the police or he would shoot him. The subject then shot LANDSBERRY.

MONGRAIN was then rushed into a classroom. She heard a total of 4 to 5 shots.

End of interview.

# INTERVIEW SUPPLEMENT

Name: ENGLAND, James

DOB: SSN: N/A Date of Interview: 10-21-13

Time Started:

1018 hours

Time Finished:

1024 hours



The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

James ENGLAND arrived at Sparks Middle School on the bus. He walked to the playground area with his friends. He stated everyone started running out of the playground area and he turned towards the basketball court. ENGLAND observed a subject with a gun who had shot someone. He did not know the name of the kid who had been shot. He was about 30 yards away from the area where this occurred.

ENGLAND indicated he started to run when a teacher opened the door and he entered Mr. LYNCH's classroom. He did not recall hearing anything else. ENGLAND described the subject shooting the gun as a Hispanic male wearing khaki pants and what was thought to be a Sparks Middle School Shirt.

End of Interview.

# INTERVIEW SUPPLEMENT

Name: ANDRADE, Rafael

Date of Interview: 10-21-13

Time Started: 1030 hours

SSN: N/A

Time Finished: 1035 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Rafael ANDRADE got to school and was playing football on the basketball court. He heard someone yell "gun" and then heard a shot. He observed a teacher identified as Mr. LANDSBERRY lying on the ground and he started to run from the area towards Sullivan Lane when the subject pointed the gun in their direction.

ANDRADE heard about two shots. He did not hear anything being said but thought he heard bullets ricocheting on the fence where he was fleeing too. He was not able to provide a description of the gunman.

End of interview.

## INTERVIEW SUPPLEMENT

Name: HERNANDEZ, Sara

Dobs: Time Started: 1040 hours
SSN: N/A

Time Finished: 1050 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

Sara HERNANDEZ was dropped off at Sparks Middle School by her dad near Sullivan Lane. She walked towards the basketball court and was talking with her friends. Approximately 30 to 40 feet away from her, a tall kid with white shoes, orange back pack and a uniform on pulled out a silver colored handgun from his backpack. HERNANDEZ stated she heard a girl ask him what he was doing to which he replied he was going to shoot people. She told him the gun was not real and then he shot another student.

HERNANDEZ stated the subject then looked over at her group and started walking towards a teacher. As the teacher approached him HERNANDEZ heard the teacher tell him to stop at which time the subject shot the teacher who fell backwards onto the ground.

HERNANDEZ and her friends fled and tried to get into the school. They tried knocking on several doors to get into the school before they were allowed entry.

The last HERNANDEZ saw of the subject with the gun was that he was moving towards the south hall. She heard approximately 5 shots.

End of interview.

No further information.

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Raphael Milliende

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F · FOUND

SK - SAFEKEEPING

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1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

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## UNITED STATES DEPARTMENT OF JUSTICE FEDERAL BUREAU OF INVESTIGATION



## 1787 West Lake Mead Blvd. Las Vegas, Nevada 89106-2135

File Number:

356A-LV-3436080

Requesting Official(s) and Office(s):

Glen Lovedahl, Reno

Task Number(s) and Date Completed:

LSMS 256382, 3/7/2014

Name and Office of Linguist(s):

CL Sherina Archambaud, LV

Name and Office of Reviewer(s):

Click here to enter text.

Source Language(s):

Spanish

Target Language:

English

Source File Information

Name of Audio File or CD:

13-9953\_103\_peterson\_reyes\_parents\_

10212013130756002284.wmv

If Applicable—Call Number:

-Date, Time, Duration:

10/21/2013, 9:12:19, 03:55:32

-Line, Target Numbers:

-Direction:

hers:

## VERBATIM TRANSLATION

#### Participants:

José Reyes Sr. JR
Liliana Urtiz LU
Special Agent SA
Detective DT

Interpreter

Oscar Ambriz OA [Liliana's brother-in-law]

Rosie Unknown Last Name

RU [Liliana's sister]

Luis Unknown Last Name

LS

Mike Sullivan

MS [Lawyer]

#### UNCLASSIFIED



Ana Patricia Unknown Last Name

AP [Reporter from Telemundo in Los

Angeles]

Abbreviations:

**Italics** English PH Phonetic ov Overlapping Voices UI Unintelligible SC Simultaneous Conversation

Underlined Phone Conversation RC

Recorded Message

## Translator Notes:

Lachín and Pelón are nicknames that Liliana and José use to refer to their son José Reyes.

File Number: 356A-LV-3436080

Audio File: 13-9953\_103\_peterson\_reyes\_parents\_10212013130756002284.wmv

[Recording begins at 09:12:19]

[Background noises, phone vibrates, sighing]

[09:16:35]

LU:

Sit down.

JR:

No.

[Door opens]

SA:

Okay.

[Door closes]

SA:

This is Detective [UI].

DT:

Hi, are you José?

JR:

Yeah.

DT:

And you are?

LU:

Liliana.

DT:

Lillian?

LU:

Liliana.

SA:

Okay, um, I just need to confirm your address. You're at

JR:

No, we-we just moved.

SA:

Okay, what's your new address?

JR:

SA:

JR:

LU:

JR:

File Number: 356A-LV-3436080

Audio File: 13-9953\_103\_peterson\_reyes\_parents\_10212013130756002284.wmv

Sparks, um, Nevada – LU:

Uh-huh. SA:

89-4-3-6. LU:

Is there a-an apartment number or anything on the --? SA:

LU:

Number \_\_\_\_ SA:

[OV] 0-6. LU:

Okay, so it's SA:

Yeah. LU:

Okay, and then do you have any other children? SA:

Yeah. JR:

LU: Two.

And where are they? SA:

With my sister. LU:

Right now they are with her sister. JR:

With her sister? And is that okay? They're safe there-there--? SA:

Yeah, they're okay. JR:

They know where to get them and routine so – we're not keeping you from getting SA:

care for them is what I'm asking?

No, no, they're-they're in good hands. JR:

They're okay? SA:

Yeah. JR:

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SA:

Okay. Okay, so, um, [sigh] basically at this point in time we do know that, um, that your son was involved in a shooting this morning and, um, and that he is

deceased. [Pause]

LU:

Where is he?

SA:

I'm sorry?

LU:

Where is he?

SA:

Right at this moment I'm not sure, um, because we have everybody else out there so a lot of the-the finer details we won't be able to give you until a little bit later,

um, because we don't even have them yet, um, but -

LU:

Who killed him?

SA:

Again we don't know all of the details involved, okay, um, so that's why we're going to, um, talk to both of you. We're going to give you a couple minutes and then we'd like to talk to both of you separately to try to piece this thing together to figure out what happened, okay? [Pause]

DT:

Would you like, um, some water or coffee? No?

LU:

No, thank you.

SA:

Would you like a few minutes or would you like to just go ahead and start and get it over with, or --?

LU:

Fine.

DT:

Is that okay? If we talk to you guys separately, individually?

LU:

Yeah.

DT:

Okay, all right.

SA:

Okay, um, then -

JR:

[OV] But I mean, uh, for her, do you have anybody who can speak Eng-I mean Spanish? Because, uh –

LU:

[OV] I don't speak English.

JR:

She doesn't speak very well English, so, do you have anybody who speaks Spanish

so she can translate?

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SA:

Um, let me go try to find somebody for us, okay? And then we'll muddle through

that, okay? [Pause] We'll be right back.

[Door opens]

LU:

Give me the phone so I can call Rosie [PH].

[Door closes]

LU:

I need to talk to Rosie. Lachin died?

JR:

Yes.

LU:

Lachín died. They killed him. Why, God? I can't understand. [UI] things happen to me [sobbing]. Where are you my son?! It's my son! My son, my son, my son! I love you, my dear! I love you! Why, God? Why [UI] — I don't understand, all the time, I'm so stupid, so stupid. My son . . . don't cry Lacho [UI] fault, don't cry. I

need to call Rosie.

JR:

What for, love?

LU:

Yes, I need [UI] [crying].

JR:

For what? For what? Come, my love --

LU:

Ah-

JR:

Nothing can be done, I told you-I told you.

LU:

My boy, my boy died. I love you, Pelón – I love, Pelón – I love you, Pelón [sobbing] Dear God, why did you take him? [UI] my son, my son! Oh dear God – [UI] my boy, my boy. Don't cry Lacho, he didn't like to see you cry. He told me everything was going to be okay. Oh dear God, oh dear God – [UI]. Don't cry Lacho. Why did they kill Pelón? Why? I need to know where my son is, my

Lachin-Lachin. Why [UI]?

JR:

You need what?

LU:

[Crying] I need to see Rosie. Why, my son? [UI] this was going to happen, my

boy, he didn't do anything.

JR:

Why, my love? Why - why didn't you ever tell me?

LU:

No, no - I didn't know this was going to happen, I don't know -

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JR:

Why, love?

LU:

When I called you -

JR:

Yeah?

LU:

-- I felt like something was going to happen [UI]. I called you [UI]; but then when I looked for the gun - I looked for it because Rosie told me someone had gone into the school with a gun. And I saw that Lachín took, oh my God-my boy, my boy - I turned and looked - my God, why? [Crying] I felt it was him, from that moment. When they [UI], how can they kill a child? My God - Lacho, what am I going to do? [UI] my boy, I am going to die, Lacho.

JR:

[UI]

LU:

[Crying] How am I going to live, Lacho? My son [UI], all the time, things happen to me. My boy, where is my Lachin? I love you, Pelón. He told me, "Mommy, I love you". Oh no! I need to talk to Rosie, Lacho.

JR:

What for?

LU:

I don't know.

JR:

What's the number?

LU:

I don't know. My boy, [UI]. [Crying]

JR:

Calm down now, control yourself.

LU:

I can't, where is my son? My Pelón, I don't know what to do, I'm so scared, oh

dear God.

JR:

[UI]

LU:

I can't.

[Phone dialing]

JR:

Rosie? Are the girls okay? [Pause] My Pelón is dead, Rosie.

RU:

No!

LU:

Yes! [Sobbing] Rosie, my Pelón, he's gone!

JR:

Calm down, calm down - we had to tell you but [UI].

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LU:

He's gone.

RU:

Where are you?

R:

We are here at the Police, but Liliana wanted to tell you. [UI] Here let me put her

LU:

Rosie? Pelón is gone. I know, when you called me, I called Horacio and told him to go check it out. But when I got there - this morning I took a gun away from Lachin, a riffle, he told me it was a science project. And then I looked where the guns were and one wasn't there. And he took it and they killed him.

RU:

They killed him?

LU:

I don't know if they killed him or he killed himself. But he is dead, he isn't here

anymore. Pelón is not here.

RU:

But why?

LU:

I don't know - I don't know, Rosie. But I trust you with my girls; I don't know what's going to happen here or what we are going to do. But I need -

RU:

TUI

LU:

No, Rosie, we are okay. But I just wanted to tell you [crying] that Pelón is gone, Pelón is gone, Rosie. My Pelón is gone. Take care of my daughters.

RU:

[UI]

LU:

God knows why these things happen, but I don't want to accept it - I don't want

to accept it.

RU:

<u>[UI]</u>

LU:

Rosie, make sure the girls don't know, please.

RU:

TUI

LU:

I need to talk to Veronica but once this is all settled.

RU:

[UI]

LU:

No, I'm okay but - they took my life, Rosie [crying]. All my life has been with

my son.

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RU:

LU:

Yes, they already told us, they already told us that he died. I know he loves me, he

told me, Rosie, he told me, my boy [sobbing].

RU:

[UI]

LU:

Take care of my daughters, Rosie, okay. I don't know what is going to happen

here, where they are going to take us or anything, just that.

RU:

[UI]

LU:

Yes, [UI] they took it. That is why he didn't answer, Rosie, when you called him.

[Crying] It was my boy.

RU:

[UI]

LU:

My boy. Where is Jackie?

RU:

She's here [UI].

LU:

I trust them to you, Rosie, I know you need to go to work but wait a little.

RU:

[UI]

LU:

Light a candle for my Lachín [crying]. My Lachín, Rosie.

RU:

[UI]

LU:

I know [crying]. We'll call you later, okay?

RU:

[UI]

LU:

Okay, bye.

[Sniffing and shuffling]

LU:

My Lachín, my baby. Only God knows. Why? [Sighs]

[Background noise - pause in conversation]

LU:

Don't cry [UI], he sees us. [UI] [Whispering]

JR:

[Crying] It was the five of us --

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LU:

It will always be the five of us, Lachín is here, my love, he is here. Only God know why [UI]. We wanted him to be happy, I know [UI]; only He knows why, I can't ask him, I can just tell him I love him [UI] [crying]. Only God knows why

[UI] this morning.

[Crying – pause in conversation]

[Door opens]

DT:

Um, we're waiting for a translator right now and he should probably be here in

about 15-20 minutes. Is that okay?

LU: Yeah.

All right. Do you guys need anything? DT:

LU: No, no, no.

DT: Okay.

[Door closes]

[Crying]

[Background noise - pause in conversation]

[09:40:34]

LU: Why do they want to separate us?

JR: [UI] Well I think so [UI].

[UI] But I feel like this is God's will and maybe it's for the best. LU:

JR: That's very hard to accept.

I know, love, but [UI]. Happier [UI], I need to talk to [UI]. I knew [UI] night. LU:

Maybe with you, but why didn't anyone tell me anything? [UI] I think they knew, JR:

[UI] in his-in his face.

[UI] we need to talk to him. [UI] blame, [UI] problems, [UI] trying to fix it. I'm LU:

going to miss him; I don't know how I am going to go back to that house. He's

gone, he's gone and we can't ask anything [UI].

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[Shuffling and mumbling]

LU:

[UI] you okay? [UI] you okay? My fault [crying].

[Phone vibrates]

LU:

If it is Rosie, answer. [Pause] Who is it?

JR:

I don't know.

LU:

Yes-yes-yes, answer.

JR:

Hello?

UM:

Where are you?

JR:

I'm at the Police Station.

UM:

But where are you? I went there and [UI].

JR:

No, we are already here.

LU:

They'll let us go soon.

UM:

Where?

JR:

Here at the Police Station.

LU:

Dessert Park [PH].

JR:

At the -

UM:

Which one are you at?

JR:

Here at the Sparks Police.

LU:

But they're not going to let him in -

UM:

Are you at the [UI] or the [UI]?

JR:

No, no, the one that is by [UI].

UM:

[UI], the one that up-up-up [UI]?

JR:

Yeah, over going to-to-

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LU:

[Whispers] Rosie's work.

JR:

-- on the way to the hospital where Rosie works.

UM:

Okay, okay, I'll be there.

[Phone call ends]

JR:

My boy [crying] -

LU:

He is here with us and I know [UI].

JR:

But [UI [crying] -

LU:

Tell me. Tell me.

JR:

[Crying]

LU:

You don't what?

JR:

I don't deserve him. How am I going to do this?

LU:

Well, we are going to fight. He wouldn't want to see us this way; we are going to fight [UI], you'll see [UI]. I don't know how I am going to stand this [UI] I feel like I'm going to [UI] and he will [UI].

JR:

[Crying] [UI] Why? My boy. [Crying] [UI]

LU:

[UI] God doesn't make mistakes and he knows how much time each person has. I was so afraid to go through this and I don't -

JR:

[OV] I told - do you remember that he said, that things were going to change [UI] but I never thought this is what was going to happen. But he also felt a lot of concern for everything that happened, everything he saw, that he could be a victim of that.

LU:

But we never thought-thought he would be the killer.

JR:

I'm telling you, the other day when-the other day when-when we went to the doctor. My son cried but a part of me was glad because he was getting out what

he felt.

LU:

I don't know what's going to happen here. But we have to think of everything.

[UI].

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JR:

[UI]

LU:

[UI] agree Lachin.

JR:

[UI] the least of my concerns [UI] all I want is to see my boy [crying]. When I got

there I said it might be my son.

TA : 2000 Commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the commence of the comm

LU:

What are we going to do?

JR:

[Sighs]

LU:

[UI], what are we going to do?

JR:

[UI] all I want is to see my son.

LU:

[UI]

JR:

I can't give you a smile, my love – I can't give you . . . I want him. I told him, you

know how I told you in the morning, "Look my son is already in the shower".

[Pause] I don't why yesterday I asked you about those things.

LU:

And I told you yesterday [UI]. But [UI] talked to Rosie and then I talked to you, I

turned to look at the cereal and I saw they were moved so I opened the door and I

called you with the hope that you had moved it.

JR:

My boy. [Pause] My boy is gone. [Crying] Pelón, I had so many plans with my

son. [Crying] He left me. My son left me. Ai, no. My son.

[Background noise - pause in conversation]

### [Phone vibrates]

JR:

Hello?

OA:

[<u>UI]?</u>

JR:

Of what?

LU:

[UI]

OA:

[UI]

JR:

No, Oscar we are here at the Police Station, the one that is by [UI].

OA:

The one that is [UI], right?

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JR:

The [UI], yeah-yeah, the one that is in front.

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OA:

There are two, the one that [UI] and the other [UI].

JR:

No, the one that is up front, on the way to the hospital.

OA:

UI

LU:

They're not going to let him in.

OA:

[UI]

IR:

No, they have us here in a room and the [UI] are here on the other side.

LU:

By the [UI].

JR:

Did Rosie tell you?

OA:

Yes, she told me.

JR:

Either way, with everything they won't let you in, it's better if you'd like go to

Rosie and-and [UI]. My-my son is gone. [Sniffs]

OA:

[UI]

JR:

Yeah, there is nothing that can be done. Now we are just waiting, they have questions or what-what is going to be done. But better go there and then we will

call you -

OA:

You call me, [UI].

JR:

Okay then.

OA:

Okay then.

[Phone call ends]

JR:

Do you remember when I took him?

LU:

Where?

JR:

To the school, I told you on Thursdays I will take him.

LU:

Uh-huh.

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JR:

That day- that day [crying] that day [UI] when I saw him walking, I don't know

why but I said, "Dear God, take care of my son". [Crying]

LU:

He took care of him, love. We have to think about the other parents as well.

JR:

Yes, Mama, I know but -

North Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the

LU:

And you know, Lachin couldn't keep living like that, with such a heavy heart, he didn't understand. [UI] why things happen, Lacho, [UI] I don't know how-I don't know how; I want to cry and I can't. I was crying-crying-crying and now I can't. But he never liked to see me cry. He didn't like it. [UI] He let me brush his hair [UI]. If I had just looked in his backpack, but I swear to God I didn't think anything like that. And all he said was, "Mom, it's just for a science project". I said, "No, son, ask your teacher if you can bring it, that's fine, but that she give you a paper". Oh no, and he just did like that, turned around and looked at me and [UI].

JR:

[UI] words, my love, because I didn't see him. Last night I gave him his blessing and this morning I didn't see him.

LU:

In the morning?

JR:

No, he was taking a shower and you know he doesn't like to be looked in on. But I told him, "Son, I'm leaving" and he said, "Okay, Dad". And I didn't see my son.

LU:

[UI]

JR:

[UI]

LU:

Yesterday he asked me if there were any tacos because they were delicious.

JR:

Ai!

LU:

We just have [UI]. I need to tell -

JR:

No, not know.

LU:

[UI] they need to know, they are his aunt and uncle.

JR:

[UI]

LU:

Let me talk to him first you can't talk like that.

JR:

[UI]

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#### [Phone ringing]

[RC] Your call has been forwarded to an automated voice - [RC]

LU:

It can't be. [Pause] I hope nothing happens because the gun was yours.

JR:

He didn't know-didn't know [UI] not in the new house.

LU:

He didn't know --?

JR:

He didn't know where it was. He knew from the first day that - more than a year

that I have it.

LU:

More than that -

JR:

[UI]

### [Phone ringing]

LS:

Hello?

JR:

Luis? Hello? Hey - he is gone; my Pelón is gone, Luis [crying].

LS:

What?

JR:

My Pelón is gone, Luis.

LS:

No, no, no, no! Where is he?

JR:

He shot himself, they killed him, Luis.

LS:

No, no, no! No! [Crying]

JR:

Today he took, today he took the gun, I don't know how he took it to school and

he shot there. They killed him or he shot himself, I don't know.

LS:

JR:

[Crying] My boy is not here.

LS:

No, [UI].

JR:

Excuse me?

LS:

[UI]

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JR:

This morning [UI] a gun out of his backpack but they had been bothering Pelón for awhile at school – and he shot there. I don't know if he shot himself or if they shot him. But my boy is gone, Luis [crying].

LS:

[UI]

JR:

Here, at a Police Station, they brought us here. They told us here that Pelón is dead [crying]. Not yet – I don't want to believe it. This morning we said good-bye just fine and now look . . . you tell me-you tell me that I never tell you anything. But you are first one that I tell.

LS:

What?

JR:

You tell me I don't tell you anything but you are the first one I'm telling what happened. I don't know-I don't know how it happened. I don't know if they hit him or if he shot himself. But my son was being bothered there at school because of the, you know, his speech of-of... but my boy is no longer here, Luis.

LS:

[UI]

JR:

My boy is gone [crying].

LS:

[UI]

JR:

[UI] to calm down because there is nothing that can be done. We just have to wait and see what they are going to tell me here or what they want to investigate. But it

LS:

ſUΠ

JR:

[UI] the big, the revolver.

LU:

No. [Whispers] [UI]

JR:

Which one was it?

LU:

The one in the little black box.

JR:

It wasn't the revolver?

LU:

[UI]

JR:

Where are you going?

LU:

To the bathroom.

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JR:

Here she is but we are both in shock.

LS:

[UI]

JR:

He's gone, Luis - he's gone [crying]. I will call you back because the detectives

are here. Okay then.

TERRETORIS (1904) (1904) - BECCOMMENSIONES (1905) (1905) (1906) (1906) (1906) (1906) (1906) (1906) (1906) (190

[Phone call ends]

DT:

Okay we have a trans- is it Lillian or Liliana?

JR:

Liliana.

DT:

Liliana, okay. We have a translator for Liliana and then if I can talk to you in

another room, is that okay?

JR:

Yeah.

DT:

We have a translator for you.

LU:

Okay.

DT:

We will have you come over to this, um, separate room José.

JR:

They are going to translate for you and-and [UI] they will translate here, they are

going to ask you questions.

DT:

Do you need to use the restroom or anything before?

SA:

Okay. [UI] I'll have you sit, um, right here for me.

[Door closes]

IT:

Where do you want me to [UI]?

SA:

Um, I'm going to put you over there, if that works for you.

[Door opens]

DT:

Can we have one of those boxes of tissue?

SA:

Sure.

DT:

Thank you.

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SA:

Uh-huh. Actually, you know what? You might want to trade me; this one is almost

out of them.

[Door closes]

SA:

All right, Liliana, um, this is, um, Oscar [UI], so he is going to translate, um, do

you speak no English at all or --?

LU:

Just a little bit.

SA:

Okay, so would you rather, um, try the best you can to communicate you and I or

do you want to do the whole thing using -?

LU:

Yeah, the whole thing. That everything is translated.

IT:

The whole thing, okay.

SA:

Okay, so what we are going to do is I'm going to talk to you and then he'll

translate it and then if you'll just look at me and answer me and then he'll tell me what you are saying. But, um, go ahead and explain how this process works.

IT:

So what she wants is that she will ask you the questions, um, while she is talking to you, you talk to her and I will obviously translate the questions and you can look at me, listen to the questions that I will ask you and then give me a little time

to so that I-

LU:

Yes, of course.

IT:

-- can translate back to her.

LU:

Okay.

IT:

Okay.

SA:

Okay? All right, um, so I-I have to get some basic information first.

LU:

Okay.

SA:

Um, like, can you spell your first name for me?

LU:

L-i-l-i-a-n-a.

SA:

And then your last name.

LU:

U-r-t-i-z.

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SA:

Okay and when's your birthday?

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LU:

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SA:

Okay and again, this is, uh, case number 13-9953. But I'll give you that later.

LU:

Okay.

SA:

On a card.

IT:

She says that will be the case number that is open and she will give it to you later.

LU:

Okay.

[Pause]

SA:

How tall are you?

LU:

Um, five, five-six, something.

SA:

And what do you weigh?

LU:

What?

IT:

How much do you weigh?

LU:

I don't know, 150 maybe.

SA:

Uh, brown eyes?

LU:

Yeah.

SA:

And what's your home address?

LU:

Um,

SA:

Uh-huh.

LU:

and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s

SA:

Okay. And do you have a home phone?

LU:

Yeah.

SA:

And what's that number?

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LU:

SA:

Uh-huh.

LU:

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SA:

Uh-huh.

LU:

SA:

And do you work outside the home?

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LU:

No.

SA:

Okay. Do you have a cell phone?

LU:

N-no. It's not working anymore.

SA:

Okay, does your husband have a cell phone?

LU:

Yeah.

SA:

And what's that number?

LU:

SA:

Uh-huh.

LU:

SA:

Okay, um, do you have any other cell phones that-this, do like your children have

cell phone or anything?

LU:

No, just my son.

SA:

Your son has one?

LU:

Yeah, but I can't remember the number.

SA:

Okay, so and he carries it all the time?

LU:

Uh-huh.

[Pause]

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SA:

Okay, um, so like we told you a little bit earlier, um, your son was involved in a shooting this morning, um, and we're trying to figure out what happened, um, and trying to piece everything together, um, so-can you tell me, um, what school does

your son go to now?

LU:

Agnes Risley.

SA:

Okay.

LU:

I mean, no-no-no, um, what's the name?

IT:

Sparks -

LU:

Sparks Middle -

SA:

Sparks Middle.

LU:

Sparks Middle.

SA:

Okay and so he started this year there?

LU:

Yeah.

SA:

Okay, and did they have fall break last week as well?

LU:

Yeah, uh-huh.

SA:

Are you-were you going to move him to any other middle school since you're out

there now or is that where he's still zoned?

LU:

No, he's staying there -

IT:

She says if you were thinking of moving him to another school since you moved or did you plan to leave him at the school he is at now?

LU:

No, he's staying in the-the same school.

SA:

Okay, um, does he like school.

LU:

No.

SA:

No?

LU:

No, not too much. Okay, he liked it -

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IT:

Uh-huh.

LU:

-- he liked it but he was having problems with his friends.

IT:

Okay. So she's saying that she-he used to like school but then he s-started having

Entering the Committee and Section Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee and Committee

problems with his friends.

LU:

But he had-he has autism issues.

IT:

Uh-huh.

LU:

And we just found this out last week.

IT:

Okay. So he has, uh, autistic problems but they just found out about those

problems last week.

SA:

Autism?

LU:

Yeah.

IT:

Autism, I'm sorry.

LU:

And-and he was going to a psychologist -

IT:

Uh-huh.

LU:

It was through the psychologist- he told us about the autism but he-that's when my son said he was having problems. He didn't open up with us.

IT:

Okay.

LU:

He opened up to the psychiatrist and told him he had problems that-that his

friends said he was gay.

IT:

Okay, so he started seeing a therapist, uh, while he was seeing the therapist is that they discovered that he had autism, uh, but, well he was seeing a therapist I guess he confided in the therapist and started telling him that he was problem-having problems with friends and that they were calling him gay. And-and then

what happened with that?

LU:

Oh they were going to start treating him this Thursday -

IT:

Uh-huh.

LU:

-- they were going to treat him; he was going to start with therapies.

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IT:

Okay.

LU:

ΓUΠ

IT:

Uh-huh, so, uh-huh -

LU:

Okay, go ahead.

IT:

So she was just saying that this Thursday they were going to start like treatments

with obviously the-the therapy and try to address those issues as well.

SA:

The autism or him being bullied, or-or made fun of or issues with the school?

IT:

Were they going to treat the problem that he had with autism or were they going to start treating the problem that they were calling him names or problems at

school?

LU:

No. The names or the bullying -

IT:

Uh-huh.

LU:

-- we just found out-because of-of that --

IT:

Uh-huh.

LU:

-- he said-said at the psychologist --

IT:

Uh-huh.

LU:

We took him because he always had issues when speaking -

IT:

Uh-huh.

LU:

-- and we thought there might be autism.

IT:

Uh-huh.

LU:

So we took him to-to that-that psychologist and he-he, my son started talking

about things we didn't know about.

IT:

Okay, what we wanted to know is if this Thursday you were going to start the

treatment -

LU:

Yes.

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IT:

-- the treatment for autism or --?

LU:

[OV] It was like a group therapy but I don't know exactly -

IT:

[OV] What it was about.

LU:

No, I don't.

IT:

Okay so she's kind of just rambling back through the whole reason how they found out that he was autis-had autism, but that this Thursday they were going to start like a group meeting, she really doesn't understand if it was to treat the autism or to talk about the bullying.

SA:

Okay, um, was he on medications prior to this or did he have an-an IEP?

LU:

They-they gave him some pills but I can't remember the name. But he just started taking them; he was-he went to-to the psychologist on Friday the 18<sup>th</sup>, I don't know – on Friday.

IT:

Okay, so he-she's saying that he just started taking some medication she doesn't remember what the name of the medication is, uh, but that — when did you get the pills?

LU:

On Fri-he started taking them on Friday the 18th.

IT:

On October 18th he began taking the medication.

LU:

And supposedly they were to make him less tense because he was very tense.

IT:

Okay and that, um she knows that the medication was too kind of like relax him because he was re-like really tensed up.

SA:

Okay, um, and who is the counselor?

LU:

I don't remember the name, my husband must have it. All I remember is that it's over by the Roberta Lane.

IT:

Uh-huh, she doesn't remember, she thinks her husband knows the counselors name but she knows that it's on Roberta Lane.

SA:

Okay, um, I may have a form for you to sign, like a-a health release, so I can call the counselor and-and talk to them if that is okay with you, about some of the issues that he was having to try to figure that part out, if that's okay?

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IT:

She says that she might have a form that she might ask you so sign and that allows her to talk to the counselor so that the counselor can talk to her about your

son's case and the problems he was having.

LU:

Oh-

IT:

Is that okay?

LU:

Yes, that's fine.

SA:

That's okay?

IT:

Uh-huh.

SA:

Okay, I'm going to go get that form real quick and-and we'll fill that out and then

I can pass that on and then we can continue, okay? I'll be right back.

LU:

This had been his first visit, is that okay?

IT:

Excuse me?

LU:

The only visit that he had was on Friday.

IT:

The 18th?

LU:

Uh-huh.

IT:

She's just telling me that Friday the 18th was the fi-first visit he had.

SA:

Okay.

IT:

Would you like something to drink?

[Door closes]

LU:

No, no. no.

IT:

Do you want water, soda --?

LU:

No, no, I think I'm okay like this. Thank you.

[Pause in the conversation]

[Door opens and closes]

Y ...... 2 Y ..... 2 Y ..... 2 Y ..... 2 Y ..... 2 Y ..... 2 Y .....

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SA:

[Sighs] Okay, [pause]. Okay, we don't have one of these in-

IT:

[OV] Spanish.

SA:

-- Spanish, so if you could translate that for her.

IT:

Okay, I'm going to try and translate this as well as I can.

LU:

Okay.

IT:

Uh... It says, "Note to the individual of this authorization"...

SA:

I can make is smaller if you want to. Um, basically what it is it's giving up-giving us permission to get the physicians data, um, the history-his histo-medical history, any of his therapy notes and diagnostics from that and then any of the diagnostic data and, uh, medication information. And it's only for this case.

IT:

Now, she says that what the forms says is that you are giving permission to go obviously to talk to-to the counselor and you are giving us permission to get-get information about what is happening with him right now, uh, maybe the medication that he is taking, the treatment and the information that the counselor has received about your son obviously only pertaining to this case only.

LU:

Okay.

IT:

Is that okay?

LU:

Uh-huh.

SA:

Because you have a right under HIPA, um, it's called HIPA, um, that all of your medical records are private and this is allowing us to do that for investigative purposes; your authorizing us to do that.

IT:

She says that under, uh, obviously you are protected under this organization that is called HIPA that obviously allows that all your records-your medical records are, uh, how do you say?

LU:

Protected?

IT:

-- protected. But obviously giving us permission to do what we have to do for this investigation.

LU:

Okay.

IT:

Okay.

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SA:

Is that okay?

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IT:

Is that okay?

LU:

Uh-huh.

SA:

Okay.

IT:

Where will we be signing and dating?

SA:

Here.

IT:

Do we need to put it under his name up here or just have her sign?

SA:

Um, it would be h-his info on the top -

IT:

Okay.

SA:

-- and then with her name in parenthesis here -

IT:

Okay.

SA:

- but this is his name.

IT:

So put your son's name here and next to your son in the, uh, [pause], and next to this, if you can put the-the marks and your name between them. [Pause] Okay, his

date of birth there. Do you know his social security number?

LU:

No.

IT:

Okay. Do you need the social security?

SA:

Uh-uh.

IT:

And there, the address where you are living. [Pause] [Clears throat]

SA:

I wish my handwriting was that nice.

IT:

Uh-huh.

[Pause]

IT:

And the number - oh, sorry.

LU:

Do I put the one from my house because -

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IT:

It's fine, that's fine. That's fine. [Pause] And then will you have her sign right

here? Is that correct? Her name or --

SA:

[OV] Oh wait - it says, um, no this is, um -

IT:

Us?

SA:

Yeah, I'll just put SPD Detectives, that's fine.

IT:

[OV] So your signature here - correct?

SA:

Uh-huh, but I need her initials here.

IT:

Oh, your initials there please.

SA:

There we go.

IT:

Uh-huh. [Pause] And there the dat-the date, sorry.

LU:

I don't know what day it is.

IT:

What's the date today?

SA:

21st, October 21st. [Pause] Okay, all right. So, did he have, um, the IEP or no?

LU:

What's IEP?

IT:

She's wondering what IEP is?

SA:

At school, did he, um, have special classes that he went to or, um, like um, any tutoring or did you go to the school to meet with counselors and teachers because he was having problems with school work?

IT:

Basically she is saying what that is, is when they put them in special programs, either classes or maybe you went to the school to talk to the counselor to see if he was going to be in special classes, obviously because of -

LU:

[OV] No, not yet because this was on Friday, they just went back to school today. Um, and –and I don't know the *counselor* of the school, but he was al-always in special classes and also-also on Tuesday and Thursday he went to the *after school program*.

IT:

Uh, she's saying that they really haven't put him in any special classes because obviously they just found out Friday about his autism, uh, but then the 18<sup>th</sup> is when they found and then obviously they were off this last week, um, fall break.

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SA: Right, but that was last Friday.

IT: Okay, well I'm just-and then, but then she said that he did attend special classes

like after school programs.

SA: Is that to help in school or is that because of day care issues?

IT: Was that to help in school or was that because you had problems taking care of

him?

LU: No, it was problems with, uh, he was getting help with math and other subjects.

IT: So he was getting like uh, teacher aid, like in math and other subjects that he was

having issues with.

SA: Okay. How long had he been in therapy?

IT: How long had he been in therapy?

LU: Practically all of school he was since-since first-since kinder he was always

working on speech and all of that.

IT: Okay –

LU: [OV] Psychologists and all that.

IT: So she's saying from like kindergarten, he's been having like speech therapy and,

uh, other type of therapies.

SA: Specifically what kind of, besides speech?

IT: S-specifically, other than speech, what else?

LU: Well to help him with math, he was also seen by psychologists, because there was

always a suspicion that he might have autism; but he was never seen by a

specialist until now because before we weren't able to. But practically all the time they were checking him there at school from first-kinder until sixth and even now

where he is.

IT: So she's saying he's basically seen like, uh, psychologists ever since, uh,

kindergarten. It sounds like the school was either sending him or providing it, but it was never determined, so finally they were able to like afford a specialist, uh

and that's when they took him there.

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SA: Okay, so through the school district you were-he was going through a therapies

or a therapist counselor since kindergarten.

Electrical control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of

LU: Uh-huh.

SA: What did-what made you take him there, uh, as a Kindergartner?

IT: What-what made you take him-him, what made you take him since kindergarten

there?

LU: Oh, I didn't take him anywhere else; it-it was offered at school.

IT: Okay.

LU: But it was because he had problems in speech.

IT: Uh-huh.

LU: He couldn't speak well.

IT: Okay.

LU: He couldn't communicate very well.

IT: She said they never took him that the school was doing it while he was at school,

they were providing it.

SA: Okay, all right. So when did he start having issues at, um, school this year?

IT: When did he start having problems at school this year?

LU: Ok-practically from the first week.

IT: Since the beg-since the first week of school.

SA: And do you know what happened, what started all of it?

LU: That when-the first thing he told me was that he took his money to buy things and

the kids asked him for money.

IT: Uh-huh.

LU: And because he didn't have friends he would give them the money but then he

started to say no because his parents got upset.

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IT:

Uh-huh.

LU:

After that, uh, he was drinking something—these are the things I remember because he told me about them, and a boy hit him on the bottle and said that he had gone pee-pee in his pants and he was affected by that a lot because he told me, "Mom, I didn't pee in my pants".

IT:

So it initially started with him taking money to school to buy, you know, snacks or stuff so, he really didn't have friends but kids would ask him for money so he would give them the money and then he started telling the kids he couldn't give them the money because obviously his parents would be up-upset.

SA:

Uh-huh.

IT:

Uh, there was a particular incident where he was drinking something and a kid hit him while he was drinking and obviously spilled and then that kid started saying that he had peed in his pants, even though he hadn't. And that kind of stuck with him and kind of-he told mom that, you know that he didn't pee himself.

SA:

Okay, and-and who was it—was a specific kid that was doing that, was it a group of children?

LU:

No-no, I don't know because he didn't mention name; he didn't really remember the names of the kids but not-there was one specifically but he never told me his name, any of them.

IT:

But there was one specifically?

LU:

Uh-huh, there was one.

IT:

So she-she's saying he never like really remembered names or didn't recall the names, but there was a group, but then there was one particular individual but he never gave that name.

SA:

Okay, um, and this year is the first year that that group and that one specific person started these things?

IT:

Was this the first year that this group or this spe-specific person started doing these things?

LU:

To be honest, I wouldn't know because he never complained of the-of the kids that were bothering him; every once and awhile he had issues in elementary but he solved them or they helped him solve them.

IT:

Uh-huh.

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LU:

But here—I wouldn't be able to say.

IT:

She said she'-she's really not-doesn't know about it because he never really complained about it, you know, in elementary there were some issues but then those issues were addressed and fixed, uh, so she really doesn't know if there was anything in the past, um, regarding the bullying or anything like that.

SA:

What kind of issues?

IT:

What kind of problems did he have in elementary?

LU:

No, well in elementary it was more because he didn't relate very much with the other children, he didn't play much because he didn't know how to communicate. He would say that-that he couldn't explain things sometimes so his friends would walk away.

IT:

So he-she, he-the issues that were like in elementary was that, uh, because he had problems obviously talking, so he never could talk to friends so he kind of was sounds like by himself most of the time.

SA:

Okay, um [pause] and you said he had like no friends, has he ever had any group of friends?

LU:

No-

IT:

Uh-

LU:

[OV] He, I understood that; he mentioned friends, but the truth is I can't remember names right now; but he did play with children but after awhile because of his problem with communicating he would play for a little and then separate himself because he would get angry with the kids.

IT:

So he used to have friends, that were-she doesn't recall the name of those friends. But as, you know, as things continued where he was having trouble communicating, uh, with the friends, he would like just disengage himself fromfrom friends and just hang out —

SA:

Okay.

IT"

- because he would get frustrated, because, you know—obviously of the speech problems.

SA:

So it never involved-did he ever, um, go to any like gangs to get –

LU:

[OV] Oh, no.

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SA:

-- help?

LU:

No—the gangs, no he was never into that.

IT:

Did you say gangs?

SA:

Uh-huh.

IT:

Uh-

LU:

Like a gang?

IT:

Uh-huh.

LU:

No-no, he-he, the way he thought was not of a 12 year old boy.

IT:

Uh-huh.

LU:

He was always more, like more delayed in his thinking. He-he, if they said, "You like girls", he would say, "No, I don't like girls", he didn't-didn't, his way of thinking was not bad, that is why it so hard for us to believe what happened.

IT:

Uh, she's just saying, uh, obviously no gangs involved, uh, but that even though he was-even though he was 12 he didn't have like the mental capabilities of a 12 year old; he was like—he was younger, he had a younger mentality than a 12 year old.

SA:

Okay. Um, did he go to school for help at all, did he-did he turn to—did he talk to teachers to get help from the kids picking on him or --?

IT:

Did he ever go to-to talk to the school, with the-the teachers about the problem that the other kids were bothering him at school?

LU:

I told him to tell them, but the truth is I don't-don't know, I can't say.

IT:

She said she would advise him to talk to the teachers about what was going on but she doesn't know if he ever really did.

SA:

Did you ever go to the school and-and complain and tell them you want this to stop?

IT:

Did you go to the school to-to talk to the school [stutters] to ask that this stop?

LU:

No, no I never went.

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IT:

No.

SA:

Did your husband?

IT:

You-your husband?

LU:

No. What happened was that before they went on break -

IT:

Uh-huh.

LU:

He said everything was fine; that the kids had not bothered him anymore but the Friday that he spoke to the psychologist it did happen.

•

IT:

Uh-huh.

LU:

So that week was vacation. The psychologist recommended that we talk to the

school so they would provide more speech classes -

IT:

Uh-huh.

LU:

-- so that he wouldn't have so much trouble speaking. But that was when we-

well the plans never were completed.

IT:

Uh-huh.

LU:

That was what we wanted to see; to go talk to them and tell them that he was having problems, so that they could put him individually or see what could be

done.

IT:

So what she's saying is, uh, before school got out, uh, he actually told them that he hadn't been having any-any problems at school with the kids; that they had been leaving him alone, um, then they took him to the counselor, come to find out what was going on and the counselor recommended that they go to the school and that they talk to somebody over there and ask them to either put him, you know, in special classes for-to get assistance with the speech and everything else so they were planning to do that obviously while break came in between that – but that was their plans, uh, to do something this week and go talk to the school.

SA:

So that conversation happened Friday the—last like three days ago?

IT:

That conversation was three days ago?

LU:

The 18<sup>th</sup>.

IT:

18h.

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SA: Yeah, that would have been three days ago-four days ago.

LU: Yeah, because my husband took my son to the psychologist.

IT: That's when they saw the counselor so that's when this conversation was held

regarding [clears throat] going to school and talking about the classes.

SA: So when was the last issue he had with this group of boys?

IT: When was the-the last time that he had problems with those boys?

LU: Well, it would be---I don't know, a couple of weeks before going out on vacation,

of what he said or that I know of.

IT: That she knows of that he actually said something was probably like two to three

weeks prior to, uh, fall break.

SA: So about mid-way through, because it's only, um -

IT: October.

SA: Right, so it's two –

LU: [OV] Probably, September, the truth is I can't say exactly when, with a number or

a day specifically.

IT: She says she just can't tell you like a specific date or-or time.

SA: Okay. All right, um, does he have a Facebook account or Ask; does he ever go on

Ask on the computer, does he ever play on the computer at all?

LU: Yes, yes he played on the computer.

IT: Okay, he would play on the computer but didn't have any of the stuff that you

mentioned.

SA: What does he do on the computer?

LU: Most of the time it was video games or music.

IT: Uh, video games or music.

SA: Which video games?

IT: What kind --?

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LU: The violence ones.

IT: They were violent?

LU: Yes, some of them were.

IT: She said some of the-the games were-was kind of violent –

LU: [OV] But I don't know remember names.

IT: -- but she doesn't remember like the names.

SA: Okay, are they online or is it like the video games you plug in?

LU: No, they were video games that—no; he couldn't download video games from the

internet. The ones that he had were the ones that you watched and played.

IT: They-they were videos that you had purchased?

LU: Yes, some of them yes.

IT: Okay, just video games that they had bought him because he couldn't download

any-any-any games.

SA: So what does he do on the computer?

IT: So what --?

LU: [OV] He got on to You Tube, gener-generally You Tube, some of them were

videos and some were videos of video games that he wanted but he didn't have

yet.

IT: Okay, so he went on like You Tube, uh, to watch, um, to pl—did he play some

games on You Tube or --?

LU: He-he looked at the ones that he wanted –

IT: Oh.

LU: — and then he knew which ones he wanted to buy.

IT: So he used to go on You Tube and look up the games that he wanted and then

those were the games that he would ask the parents to buy.

SA: Is that the only time he was on You Tube or only time he was on the computer?

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IT: Was that the only time he was on the computer or used the computer?

LU: He used it more but really I wasn't paying attention to everything that he was

looking, when I looked he was watching videos or listening to some music.

IT: So she's saying he used it-he used the computer quite a bit but like, uh, she was

never really like paying attention to it but anytime that she was around, you know, obviously he was either on You Tube watching some of the videos that she told us

or you know, listening to music.

LU: [OV] On his cell he watched You Tube as well; on his cell.

IT: So also on his cell phone he used to watch You Tube.

SA: Okay, and who is your carrier-cell phone carrier?

IT: Who is-who is the company that you use for your cell?

LU: It's-it's the one that is on Wells [PH], the Goose Mobile [PH], it's called Virgin

or something like that.

IT: Virgin?

LU: Uh-huh.

IT: Virgin Mobile?

LU: Uh, yes, because it's over by—I paid at the Goose Mobile, it was just about a

month that he had that cell.

IT: So she-he's just had the phone for a month is what she's saying, uh, but the—it

sounds like there's a store in Wells or something called Goose Mobile but the

company was Virgin Mobile.

LU: That's the name of the telephone company.

SA: Does he text?

IT: Does he use—does he text?

LU: Only with his dad or with his cousin, um—

IT: [OV] Uh, with dad or a cousin.

SA: Do you check?

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IT: Do you check?

LU: [OV] Yes, but it's not—it's only, like he just played with her he wasn't rude with

her.

IT: Just normal conversation, nothing rude or anything crazy.

SA: Oh! No-no, I didn't think of he—I was just kind of wondering what the

conversations were about?

IT: Like what kind-like what kind of conversations did they have in the text?

LU: Well with his dad it was to get picked up as soon as he got out of school, he didn't

like to stay, I don't know why but he didn't like to wait for us.

IT: So he would text dad because he hated waiting around school, he wanted to be -

SA: [Laughs] [UI]

IT: -- he wanted to be there by the time --

SA: [OV] Sure.

IT: -- he got out. He didn't lingering around.

SA: Okay. [Pause] How old is his cousin?

LU: Like him [crying] 12 years old.

SA: He goes to the same school?

LU: It's, uh-uh, a girl.

SA: Oh.

LU: Yeah, she goes there, the same school.

SA: Are they very close?

LU: Um -

IT: Are they—do they get together a lot?

LU: No, my son was not close to anybody.

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IT:

But with his cousin?

LU:

No, no, even with her, they talked a little but she-she was more mature for their

age and he wasn't, so -

IT:

He would talk with her but she was like—she's saying she was more mature than

him so there was a little bit of conversation but nothing that close.

SA:

Oh, would she kind of ignore him?

IT:

Did she ignore him?

SA:

At school?

IT:

At school?

LU:

No, more like him to her.

IT:

He would ignore her.

LU:

It was more him because she watched over him.

IT:

Uh, she's saying that the cousin would take care of him but he would ignore

cousin.

SA:

Why was that?

IT:

She was saying the cousin would try to protect him.

SA:

Oh, was it embarrassing to have a girl protecting him?

LU:

[OV] No, she always protected him that other kids wouldn't say stuff to him.

IT:

So she's saying she would always protect him from other kids saying things to

him.

SA:

Okay, and what's her name?

IT:

What's her name?

LU:

Jacqueline, Jacqueline Ambriz.

SA:

Jacqueline?

LU:

Yeah. Jacqueline Ambriz.

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SA:

Can you spell the last name for me?

LU:

A-m-b-r-i-z.

SA:

Okay. [Pause] Is-her mom and dad on, um, on Jose's contact list-emergency

contact list?

LU:

Yeah.

SA:

That's the auntie and uncle --?

LU:

Yeah, so, his dad-his dad, I mean she's daddy-his-her dad is on his contacts and

my sister, that's her mom.

IT:

Yeah, so, yeah, those are his uncle and aunt, emergency contacts list.

SA:

Well, there is a female too, the aunt and -

LU:

Yeah.

SA:

Okay, all right, um . . . other than—does he an email address?

IT:

Does he have email?

LU:

No.

IT:

No.

SA:

Okay. So if something was going on at school that he wasn't talking to you about,

would Jackie know about that?

IT:

If something was happening at school that he didn't tell you, uh, would Jackie

possibly know what is happening at the school with him?

LU:

N-n, probably but I don't think so because they weren't that close.

IT:

Okay, she says maybe but maybe not because they weren't really that close.

SA:

Okay, is she fairly popular? So she would know what rumor mill is?

IT:

She asks if Jacqueline is popular and would know-might know what is happening

at the school with the other kids?

LU:

She probably knows but no, she isn't popular.

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IT: She isn't popu--? She 's saying she 's not very popular, but maybe she might know

something.

SA: Um, did-did José have access to weapons?

IT: Did José have access to weapons?

LU: Well, no-no, but-but at the house there were two guns –

IT: She's sa—

LU: [OV] -- but they were, um, put away.

IT: He didn't have access but there are two weapons at the house but they were, uh -

did you say they were hidden?

LU: Uh-huh, they were not accessible to him.

IT: They were hidden and they-he didn't have access to them.

LU: He didn't even know where they were.

IT: Uh, and he didn't know where they were at.

SA: Where are they?

IT: W-where are they, the guns?

LU: One of those weapons is not there.

IT: One of those weapons is not where?

LU: At the house.

IT: She's saying that one of those weapons is not home.

SA: Where is it?

IT: Where is it?

LU: I don't know.

IT: She doesn't know.

SA: When did it disappear?

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IT: When did-did that weapon disappear?

LU: When-when I realized what was happening at the school, I don't know why I

looked there and that weapon was no longer there.

IT: Now?

LU: Uh-huh.

IT: When she found out what was going on today at school, she went to check and,

uh, one particular weapon wasn't there.

SA: Which one was that?

IT: Which weapon was that?

LU: I don't know about weapons -

IT: [OV] She -

LU: -- I don't know-I don't know what it's called.

IT: She doesn't know about weapons.

SA: Can you describe it to me; color, size, what it looks like?

IT: Can you-can you describe the gun to us?

LU: I think-maybe like that one.

IT: Black?

LU: Uh-huh.

IT: Did it have other colors or just --?

LU: Well, I can barely remember, I don't know about weapons; that was a gift that

they gave my husband and we had them there, but it has been like two years that

the weapon was at the house --

IT: [OV] But was it black?

LU: I think so.

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IT: She believes it was black, it was a gift to her husband, uh, he got it about two

years ago, it's never been an issue, it's always been there.

SA: Are they always loaded or no?

IT: Are the weapons always loaded or no-not?

LU: No-not that I can remember. I barely ever-I didn't even look at them, but as far as

I can remember they were not loaded.

IT: That she recalls they weren't loaded but she doesn't know about weapons either.

SA: Is there ammunition in the home?

IT: Were there bullets in the-the house?

LU: No-but, I don't know if the magazine had any or not, but at the house, we didn't

have any, no.

IT: That she knows of there's no bullets but, it sounds like what she's—the magazines

were there but she doesn't know about if they were loaded or not.

SA: Has your husband ever taken you and your children out and shown you how to

use them?

IT: Did your husband ever take you or your children out to shoot?

LU: No, I don't know-I don't know how to shoot guns and that I remember, I don't

remember.

IT: She says she doesn't know how to fire weapons and that she recalls -

LU: [OV] No, my children did know that—they knew that about the guns; they had

seen them but I don't remember him ever teaching them; just that they were not to

play with.

IT: Uh-huh.

LU: That they didn't need to touch them.

IT: So the kids did know that there was fire-firearms inside the house but that she

knows of the husband never took them shooting but they were advised that

obviously the weapons weren't for play.

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SA: Okay. [Pause] Does he have a best friend that he would have confided in if he

was having problems?

IT: Is there, maybe a friend a best friend that maybe he might have talked to about

what was happening, about the problems that he was having?

LU: No, the time that he was with the psychologist he surprised us because José never

told us anything.

IT: Uh, she's saying that when-they were actually kind of shocked when the

psychologist told him about the problems that he heard about or that it was

happening.

SA: Do you know what the psychologist first name is?

IT: Do you the first name of the psycho-of the counselor?

LU: No, the truth -

IT: [OV] The first name maybe.

LU: -- it's something like Garren [PH], something like Gerald [PH], but the truth is I

don't know [stutters] I wouldn't even know how to-to spell, spell it. I don't know

if my husband has the card because he had the card from the appointment.

IT: Uh, she's saying –

LU: [OV] [UI]

IT: --she couldn't even like try and spell the name or really doesn't know but possibly

the husband has a business card because he's the one that took -

LU: [OV] What I do know is that the receipt that they gave us from that day, I have it

in my truck, where the cup holders are -

IT: Uh-huh.

LU: -- I put it there and it's still there.

IT: She does know that they got a receipt from the-from that meeting because they

paid and that that receipt is in her truck, in her cup holder.

SA: Oh in our parking lot?

IT: In our parking lot?

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LU: Yeah, right down here, uh-huh.

SA: Okay.

IT: But believes that husband has the business card because the husband was the one

that took José. Is that correct?

SA: Okay [pause]. Okay – hmm, I can't think of anything, um, let me go check and

find out h-um, if there is any other details, and I'll be right back to let you know.

IT: Did-did you understand?

LU: She is going to check on the details –

IT: Uh-huh.

LU: -- and then come back to tell me.

IT: Uh-huh. Yeah, she got that.

SA: Okay. Do you want something to drink or some, um, Goldfish to eat or cheese

crackers or --?

IT: No, I'm okay.

SA: Are you sure? We have soda; we have coffee, water -

IT: Are you okay? You don't need anything?

LU: No, I'm okay.

IT: She's okay.

LU: Thank you.

SA: If you change your mind, just holler, okay? I'll be right back.

IT: Excuse me.

LU: Thank you very much.

[Door opens and closes]

[Crying]

[Shuffling and mumbling]

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[Pause - no conversation]

[11:44:32]

LU:

I have to go to the bathroom, that's fine?

UM:

Oh yeah, come on.

LU:

Thank you.

[Background noise]

[11:46:12]

UM:

Do you need anything, water or --?

LU:

I'm cold.

UM:

Just cold? Well, usually it's really hot, so, um, I can try to find you a, something

to—a jacket or something?

LU:

Okay, please. Thank you.

UM:

All right, I'll be right back.

LU:

Thank you.

[Door closes]

[Crying]

[Door opens]

LU:

Thank you. Thank you.

[Door closes]

[Pause – no conversation]

[11:50:25]

[Door opens]

SA:

Okay, you freezing? Okay.

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[Door closes]

SA:

Okay, so -

IT:

Can you sit over here, please? Thank you.

SA:

Tell me what happened, um, Friday after the counselor's meeting? What kind of

conversations did you and your husband have with your son?

LU:

Um, he just told me that-that he would be fine and that—I was hoping it wasn't autism, so I did cry and he told me not to cry that he would be fine and that the doctor was going to cure him.

IT:

Your husband told you that the counselor had told him he had autism -

LU:

Uh-huh.

IT:

-- and that's when you started to cry, but your husband told you not to cry that everything was going to be fine and that the doctor would cure him --

LU:

No-no, my son-my son.

IT:

Oh.

LU:

He-he told me, my husband and I talked.

IT:

Uh-huh.

LU:

We were in-in my kitchen [stutters] I was crying and when I was crying he told me, "Oh, don't cry mom", he said, "Everything is going to be fine, the doctor is going to cure me". But he really didn't know what the illness was.

IT:

Okay, so she's saying obviously they found out he's been diagnosed with, uh, autism so her and her husband are talking about it and then her son comes up to her while she's in the kitchen because she's kind of crying and, uh-uh, her son tells her, "Don't worry about it, it's going to be okay, the doctor is going to cure me".

SA:

So you and your husband don't have any conversation with him regarding it all weekend long?

IT:

Your—what-what are we talking about the subject?

SA:

Yeah.

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IT: Okay. You and your husband didn't talk to José about ever-everything that

happened on Friday with the counselor?

LU: No, my husband was talking to me but it wasn't really the three of us.

IT: Uh-huh.

LU: He passed by and that but he didn't-didn't sit down with us or anything -

IT: But you and your husband did talk?

LU: Yes, yes we talked about it.

IT: So she's saying that they really didn't talk to him but her and her husband did

have a conversation about what was going on.

SA: And what did that entail?

IT: What-what was that conversation about that-that you had with your husband?

LU: Of-of what the psychologist had said, that it was autism –

IT: Uh-huh.

LU: That-that he couldn't give a for sure diagnosis that it was autism but that it was

like autism and-and how we could help him, of-of what had happened with the

bullying that he was going through; that he hadn't told us all of that.

IT: Okay.

LU: And with him he did open up a little more.

IT: What did José tell the counselor about what was happening with the bullying?

LU: He talked—I think my husband was there but he also talked to him alone,

separately, thing that my husband didn't hear.

IT: Okay, so there conversation regarding the therapist meeting is, you know, uh,

obviously it wasn't a 100 for sure diagnostic that the-that José had autism but

the-the counselor pretty much told them it probably is.

SA: Okay.

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IT:

Um, how they were going to, you know, treat him and, uh, somewhere in there her husband was involved in part of the conversation but at one point he, uh, the therapist the-only spoke to José and when that conversation got separated that's when the bullying, something about the bullying came out, but she's not sure

what-

SA:

Okay.

IT:

-- was said about the bullying.

SA:

All right. Okay, so and talking about the-the gun, the nine millimeter, like-kind of

like mine.

LU:

Uh-huh.

SA:

Um, how many of these things, the magazine, how many of these belongs with it?

LU:

I don't know.

IT:

You don't know?

LU:

No.

IT:

You-you understand the question?

LU:

Yes, how many magazines did it have? The truth -

IT:

[OV] Uh-huh.

LU:

-- I don't know, I wouldn't be able to tell you.

IT:

She says she doesn't know how many magazines.

LU:

I don't know.

SA:

Okay, um, where did you drop him off this morning?

LU:

At the entrance of the school.

IT:

Entrance to the school.

SA:

The entrance to school? Okay and then, um-um [pause] evidently you found

something in his backpack that was concerning this morning.

LU:

Yes.

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SA: Tell me about that.

LU: He-he has a rifle of-one of those with little balls—I don't know what they are

called -

IT: Uh-huh.

LU: So --

IT: [OV] Pellets?

LU: Of pellets, yes. So he was getting out with it and I told him; he's not violent, well-

he's not a violent boy with me, and I told him-I called him Pelón -

IT: Uh-huh.

LU: So I told him, "Where are you taking that?" and he said, "It's for a science

project", I told him, "No", "My teacher told me", he said and I said, "no, tell your

teacher to send me a note and-and I will bring it to you, but not like this".

IT: When did this happen?

LU: This morning, today.

IT: Uh-huh.

LU: And he gave it to me.

IT: Uh-huh.

LU: And then he said good-bye to me and that's all.

IT: Okay, so-this morning, he comes downstairs, he has a pellet rifle in his backpack,

*uh* – did you find it or was it sticking –?

LU: [OV] No-no it was in the backpack but I told him to leave it -

IT: [OV] It wasn't hidden?

LU: No-no-no.

IT: Okay, so he had, uh-uh, a pellet riffle in his backpack, it wasn't concealed or

anything so she was able to see it, uh, asked him, "Where are you going with that?, uh, son tells her that it's a science project and that the teacher had asked for him to bring it to school. So she said, "No, if your teacher wants you to bring

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it then he needs to send me a, uh, paper telling me that your allowed to and I'll bring it". So he ended up giving her the riffle and she didn't let him take it.

SA:

And you didn't go through his backpack?

IT:

And you-after --?

LU:

[OV] No, no because I-I was in the truck and there were other cars behind so he

just, I always bless him, he got out and that was it.

IT:

But when-when you found the-the pellet riffle --?

LU:

[OV] No, he had -

IT:

[OV] Where you at the house or at-at --?

LU:

[OV] No, there-there at the-the school.

IT:

Okay.

LU:

He left it in the truck and went in but I didn't know that he-what he wanted to do and because he was so calm, I didn't suspect anything.

IT:

Okay. Uh, so we have to cover this we'll backtrack a little bit, but I'm telling you, what she is saying is that they get to school then she sees the riffle in the backpack and at that time is when she asks him, you know, started questioning him about the riffle and then asked him to leave it and to have the teacher obviously send the note or whatever if he needed it; and that's-he left the, uh, pellet gun inside the truck at that time.

LU:

It didn't have pellets or anything; he used it as a toy.

IT:

Uh-huh. She's just saying that it didn't have any-any pellets, that he just used it like for a game.

SA:

Okay, and this morning how did you find out about all of this? And what made you look for the gun itself?

IT:

So, obviously, how did you find out about everything that was happening? Andand what made you go and look to see if the guns were there?

LU:

Look, the riffle in the morning?

IT:

Uh-huh.

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LU: I saw it right outside the school, [stutters] when he got in, he got in with his

backpack easily like usual, then-then when we are getting to the school is when I

saw it, I-I was already pulling in to drop off.

IT: Uh-huh.

LU: And I told him, "No, you can't take that in, you can't take that" but he says

calmly, "It's for a science project". I said, "No, son, you can't bring that to

school, you need to tell the teacher to send me a note".

IT: Uh-huh.

LU: And he said that was fine and left it.

IT: Uh-huh.

LU: So then he got out, everything was fine and I came back to my house. I called my

husband and told him what had happened and he said, "I-when I come back I will

talk to him", I said, "I want you to explain or find out what he wanted it for".

IT: Uh-huh.

LU: He told me that was fine. At the same time I got a call from my sister at my house

because I don't have a cell, but I was talking to my husband-I finished talking to my husband and called her back and she said, "You know I just tried to take my-my daughter to school, Jacqueline, but I wasn't able to drop her off", she said "There are a lot of police because there is an armed man, where is Lachin?",

that's what they call my son.

IT: Uh-huh.

LU: And I told her, "I already dropped him off at school", she said, "No, let's go to the

school, the boy is there and I have tried to call him and he doesn't answer".

IT: Uh-huh.

LU: So I told her, "Okay, let me call his dad because he is closer to school so he can

go".

IT: Uh-huh.

LU: And she said, "Okay, call him and see what's-what's going on". So I called my

husband and he said that-that he couldn't, that he couldn't find my son, that-that

he had gone looking for him and couldn't find him.

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IT:

At the school?

LU:

At the school.

IT:

Uh-huh.

LU:

So, then, I don't know, the place where-where the guns at the house, I turned around because—I was in the kitchen. When I turned, the only thing that I saw was that on top there were some cereal boxes and they were moved.

IT:

Uh-huh.

LU:

And for some reason I decided to-to look there and I asked—I called my husband and asked, "Did you take one of the weapons from here?", he said, "No, what happened?", I told him, "One of the weapons is gone". He asked, "But who knew about them?" but no one does, just me, because I put them there.

IT:

So [clears throat] going back a little bit to him being dropped off today. She didn't see the riffle after-until they get to school, he gets in the vehicle, he puts his backpack to the side as he is about to exit the vehicle she notices the riffle.

SA:

Where was he sitting?

IT:

Where was he sitting when you saw the riffle?

LU:

In the co-in the passenger seat, in front -

IT:

Passenger.

SA:

Okay.

IT:

So that's when they had this whole conversation about you can take the weapon, you know, you're going to need a note to be able to take the riffle, so he leaves the riffle, obviously, she says when he tells her about the riffle and the science thing that he's very calm, nothing-nothing crazy; and, you know, doesn't argue or anything just gives her the riffle and leaves. Um, she then goes back home and at this point, uh, she gets a call from her sister, because her sister was on her way to drop off Jacqueline to school and her sister tells her, "You know, I can't-can't, where's-where's your son?", and he goes is-he goes by—what is-what is your son's nickname?

LU:

Lachin.

IT:

Lachin?

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LU: Lachín.

IT: So, José's nickname is like Lachín. And she says, "I already dropped him off", uh, and her sister says, "Well we need to find him because w-there's a lot of police officers here and there saying something about an armed, um, an armed guy, you know with-with, uh, at the school". So then she tries to get in contact with her husband prior to this, I'm sorry, uh, when she found the riffle and all this, she called her husband and said, "Hey, this is what happened this morning, you know, you need to-we need to talk to him" and the husband said, "Yeah, I'll talk to him when I get to school-home today and let him know that it's, you know, that's it's not right for him to take the riffle or anything to school". Um, that was a little backtrack a little bit because I just recalled it. Um, probably, so she calls her husband and says, "Hey, you know, there's something going on at the school, you know, we need to go-go look for-for José", husband shows up, he says, "I can't find him". I don't know if he is not able to enter the school or he's looking around, can't find him-can't find, uh, José. So then she's in the kitchen when they are having this conversation, she says she kind of looks back, where like the refrigerator is and then see that the cereal boxes have been moved, uh, when she saw that it kind of just, she had like curiosity, so she looked in there and sees the gun not there, tells her husband, "Hey, did you take, uh, one of the guns?" and he says, "No" and then, uh, she says, "Well there is one missing".

LU: And-and after that m-my husband he said-uh, he went in-tried to go into the school and he explained that-that he thought it was my son because of that, because that weapon was missing.

IT: That-that he thought what?

LU: He thought that what was happening at the school, my son was involved somehow, but that he thought he was involved because the-the gun was not there. I don't know if he told them about the weapon there or not but he did say he thought my son was involved.

IT: He told a police man or he told a teacher or you don't know?

LU: He didn't-didn't tell me; I think there are only three people that were brought here; they let him go through because of that.

IT: Okay, okay, so he's saying – were you on the phone with him when he had that conversation or your husband told you?

LU: No, no, he told me now when we were with the lady, he-he told me.

IT: So, she's saying that her husband told someone on scene that there was a weapon missing from his house and that he believed his son was involved in some way –

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LU: [OV] I don't-don't know if he mentioned the weapon or-or not but that he thought

his son was involved.

IT: Oh-okay. She's-she's not su-she's not sure if he said anything about the weapon

but believed that maybe he was involved somehow because obviously there's a weapon missing at his house, uh, who he told this to, she's not sure, uh, but while she was there on scene those are the people that brought her-brought them over

here. But he was allowed to go, I don't know, into the school or to talk to

somebody, based on the information he had just provided.

SA: Were you there then?

IT: Were you there when they allowed him to go in or had you already gotten

through?

LU: No, not me, I was trying, I was trying to get my daughters ready to go over

because my house is a little farther away.

IT: Uh-huh.

LU: And-but I got to the school and the police man said I couldn't go in, that all the

kids were at the Sparks High School, and I went-I went over there but, um, there they said that there were some people injured and there were no children there. So

when I was -

IT: No children what?

LU: There were no children at-at that school –

IT: Uh-huh.

LU: -- that we needed to wait for them.

IT: Uh-huh.

LU: So then a lady told me that there were three children hurt and a teacher.

IT: Uh-huh.

LU: So then I – well I asked her for her phone and called my husband and asked him,

"Where are you?" he said, "I'm here at the school where-where our boy goes. I think it was him, I'm not sure but I think it was him, I think it was him because I

can't find him".

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IT:

Okay, so she's saying she gets her daughters ready, uh, on her way to Sparks Middle School she is being told that all the kids were being taken to Sparks High School, so she gets there and — when you got to Sparks High School there were no kids-there were no kids there?

LU:

No.

IT;

Well-the time she gets to Sparks High School there's no kids there yet, uh, somehow she meets a lady and that lady tells her that there's possibly three kids injured and also a teacher, uh, she says she got the phone number from the lady that gave her this information so then she calls her husband and says, "Hey, this is what-basically the information I got" and then the husband says, "Well, I can't find him and so I think he might be involved or he might be one of the students involved or injured".

SA:

Okay [pause] and his-his demeanor changed from being upset and depressed to being okay and everything is fine after break was over?

IT:

She asks if his behavior changed-because there was a time when he was depressed and or-when he was having the problems at school.

LU:

No, he wasn't ever depressed.

IT:

Uh-huh.

LU:

The only thing was that he was, um, how can I say? Like, he was, sometimes he was a perfectionist in arranging things and when things weren't done a certain way he would get exasperated. The one that told us that he probably, that he had a lot-a lot of tension was the psychologist, we really never noticed it.

IT:

Uh, she just said that he was never really depressed, uh, they never saw that in him, uh, that the one that told them that he was kind of tensed up was the psychiatrist but that they never saw him like depressed.

SA:

And the nine millimeter [clears throat], was in a case?

IT:

The -

LU:

[OV] Yes, it should have been, it was in a case, it was always in a case; but it didn't have, what do you call-it was just a black box that closed with a little button.

IT:

She-so she's saying it was in a case and they were locked, uh [UI] -

LU:

[UI]

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SA: Um, was the entire thing missing or just the-the contents of the box?

IT: Was-was the entire box not missing or was it just the stuff inside that was missing

from the box?

LU: No, the box is gone.

IT: The box is gone?

LU: The box is gone.

IT: She said the box is not there.

SA: Oh so the whole thing-he took the --?

IT: [OV] He took the whole box?

LU: Yes.

IT: Okay.

SA: Okay, um [pause] okay.

IT: Do you want to go back and ask if she searched the backpack?

SA: Yeah, did you ever have a chance to look in his backpack, did you ever-because

he had the riffle with him, did you look in his backpack at any point in time?

IT: Because, obviously you saw that he had riffle, at any moment did you check his

backpack?

LU: No.

IT: No? You didn't check it?

SA: Do you ever do that anyway? Do you ever go through his backpack?

IT: Have you ever in the past checked his backpack or anything?

LU: Yes, but—not really, just when, uh, he was going to do homework that-that he

took out-but no, never.

IT: Yeah, she says she never searched it, obviously whenever there were about to do

homework and stuff the backpack was there and he would take out his stuff, but

no, no searching.

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SA: Okay, um [pause] and when-when you told him that he couldn't take the-the riffle

with him, did you – was there anything that told you, you should continue that conversation and-and ask him if there is something else going on? Is there any other reason you were taking that, um, I'm concerned – anything like that,

because --?

IT: Um, after you told him he couldn't take the riffle, did you have a conversation

with him maybe asking if there was something else was happening, why he ne-

needed the riffle or something like that?

LU: No, I didn't have time because he got out and just goodbye, I didn't have time to

do it.

IT: She said she didn't have time to have a conversation with him because he-after he

got out of the vehicle and then left.

LU: But it wasn't unusual because he always did it like that, he would get out quickly

because he would say he was going to be late and he didn't like to be late.

IT: Uh-huh, she said but is was not-it wasn't unusual that he exited the vehicle so fast

and left because he always said that he didn't want to be late, so he-it was normal

for him to exit the vehicle very fast and leave.

SA: How much time did he—what time did you drop him off?

IT: What time did you drop him off?

LU: Um-like at, would be at about 7:10.

IT: *Around 7:10.* 

SA: And school starts at what time?

IT: School starts at what time?

LU: He always had to be there at 7:15.

IT: He had to be there by 7:15.

SA: Okay, um, is the riffle still in your car?

LU: No.

IT: [OV] Is the riffle still in your car? Where is it?

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LU: At-at my house. I took it upstairs and put it in his room on one of his bed.

IT: So she took the riffle back to his room once she got home.

SA: Okay, does it have the orange tip on it still?

IT: Does it have-the orange tip?

LU: No.

IT: It doesn't have the orange tip?

LU: Uh-uh.

IT: It's never had it?

LU: Not that I know of.

IT: It-it never had an orange tip that she knows of.

SA: Oh, so it's a regular BB gun not a pellet type --?

IT: Right.

SA: What is that air soft?

IT: Uh-huh.

SA: Okay, um [pause], all right, I think that's going to be all of my questions, um, we are going to go out and try to get an update on, uh, what they think may have

happened, um, and hopefully they-I have more answers for you.

IT: Uh, she says that for now these are the questions she has for you, we are just

going to step out real quick to see if they have any information about what

happened and so-to come back and let you know.

LU: Okay.

IT: Is that okay?

LU: That's fine.

SA: But there was nothing different that you can think of in his demeanor or his

behavior this morning, out of the ordinary?

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IT: But there was nothing completely different about his behavior this morning

compared to other days?

LU: Uh-uh, he got up every morning at 6:00 to take a shower and he did the same

thing today, uh, he always said, "Mom, I love you" this morning, "Good

morning" and the only thing was that he asked me to comb his hair and he didn't let me comb his hair anymore because he was too old for that. He just asked me to

comb his hair.

IT: So she's saying, uh, normal schedule, wake up at 6:00 in the morning, uh, do his

little routine, tell her, "Good morning-good morning", tell her that she-he loved her, uh, she said the only thing different this morning was that, um, he asked her to comb his hair, which he-he didn't allow before because, uh, he thought he was too big, too old already for it; but this morning he asked her to comb his hair.

[Pause]

SA: Okay. All right I think that's it, I'll be right back, see what I can find out, okay?

[Door closes]

[Pause – no conversation]

[12:22:33]

[Door opens]

IT: So, I just talked to your husband -

LU: Uh-huh.

IT: And he wanted me to tell you not to answer any more questions that we have; I

talked to, I told the detective that—I'm-I'm not sure, just that your husband asked that I tell you not to answer any questions. I just told the detective that you will

not answer any more questions.

LU: Okav.

IT: So [UI], they are finishing-they are talking right now, we'll finish and that's all.

LU: Okay, thank you.

[Door closes]

[Crying]

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[Background conversations]

[Pause – no conversation]

[12:34:05]

[Door opens]

DT:

I'm good.

IT:

Sit down.

DT:

[UI]

SA:

Okay.

[Door closes]

SA:

Okay, um, I didn't come back in and ask you anymore questions, um, because your husband talked to your attorney and they-he has advised not to answer any more questions, so, um, and that's—don't feel bad about that, that is totally within your rights and that is okay.

JR:

Well we were-were doing that because, you know, it's a lot of emotions right now.

SA:

Absolutely.

JR:

And then-normally I'm not like that, I mean, right now, were talking about my

kid's life and were talking about other kids -

SA:

Right.

JR:

And like I said, I wouldn't want to get confused, wouldn't want to confuse you

guys, we just want to get things-get things done.

SA:

Sure.

JR:

The right way.

SA:

Right.

JR:

And that's the only thing-that's the only thing.

SA:

And that is totally understandable, okay, um, and so right now we-I, we just basically wanted to let you know, kind of fill in a little bit of the pieces that we can for you, okay? Um, because we do believe that your-your son was involved in the

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shooting this morning and that there was-there is a teacher that was killed and, um, the-there was two other students that were shot, um, and they've both been

admitted but, um, and that, um, your son took his life.

JR:

My son shot at himself?

SA:

Yes, sir.

[Pause]

LU:

Who else died?

JR:

Eh? That Pelón shot himself and a teacher died and there are other children

injured.

SA:

And we are very, very sorry for your loss and if there is a minister, pastor, a priest anybody that you need that we can get a hold of you-for you, we will do

that.

JR:

No, right now we just, you know, stay together-

SA:

Uh-huh.

JR:

[Crying]

SA:

We're going to give you a few minutes, um, and then I'll come back in and check on you, see if there is any other questions and then if not then, um, I think we're going to, um, either make sure you get home or if somebody can drive and then we'll make sure you get home safely but we're going to give you a little bit, okay?

[Crying]

SA:

Liliana, is there-did you need, officer, no? Okay. This door is not locked if you

need anything at all, just open it.

[Door closes]

JR:

[UI] my boy killed himself [crying].

LU:

That damn gun [crying]. They asked me about it.

JR:

What did they say?

LU:

I told them everything.

JR:

What?

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LU: That I saw that it was missing, about the riffle this morning [crying], my boy—

why Pelón? [Sniffs] [UI] was going to kill himself. Ah, damn gun! What were

you doing? [Sniffs]

JR: My love, do you think if that was—Pelón was-Pelón was, like I said, he was -

LU: [Sniffs]

JR: -- well like depressed?

LU: But I didn't know –

JR: [OV] [UI] [Pause] I told them we had the weapons, but it's been awhile now,

right?

LU: Yeah, I told them what happened this morning like I told you, the same.

JR: About the riffle?

LU: Yes. They asked me if I checked his backpack and I said, "No, but it was not

weird for him to get out and go". [UI] couldn't see it.

JR: Did they tell you that they requested permission to check the house? They're

going to check the house and the truck, don't know what they could find [UI].

[Sniffs]

LU: When did they go check the house?

JR: Well, yeah—

LU: [OV] They just asked for my permission to talk to the psychologist.

JR: Eh.

LU: They wanted to know what Pelón had talked to him about and I told them, "I

don't know, my husband doesn't know either". Who told you to talk to a lawyer?

JR: Luis called him and Mike called me back and said that if I didn't - if I didn't feel,

that if I didn't feel okay about the questions that we didn't answer any more.

LU: They're not going to let us go, right?

JR: Huh?

LU: Nothing.

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JR:

I don't know.

LU:

Where are we going to go?

JR:

Huh? [Phone vibrates] [UI] Hello?

AP:

Mr. Horacio?

JR:

Yes.

AP:

Uh, this is Ana Patricia [UI]. Your sister Mari works with my nephew in [UI] Aguascalientes and I am a news reporter at Telemundo 52 here in Los Angeles. I talked to your parents a little while ago about the tragedy that occurred today and I wanted to know if I could interview you [UI], trying to get a Visa to come, but I also wanted to interview you so that you could tell me what happened.

JR:

Look, miss, right now we are at a Police Station and right now I can't tell you anything else, uh, my wife and I, we are devastated about what happened and I don't think now is the time.

AP:

Do you think I can call you back later?

JR:

No, look-hold on, I have an important call coming in.

AP:

Okay.

JR:

Hello?

MS:

Hey José, its Mike. I just got to the Sparks Police Department but I took a wrong turn so can you meet me at the front door in like two minutes?

JR:

At the front door? Yeah-so -

MS:

[OV] Meet me at the front door of the Sparks Police Department in two minutes, thanks, bye.

JR:

Okay.

AP:

Hello?

JR:

Uh, yeah, look, I need to hang up because I have to take care of something here, uh, call me later.

AP:

[UI] I'll call you later, Horacio.

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JR:

Okay.

AP:

Thank you. [UI]

[Phone call ends]

JR:

IUI

[Knocking on door]

JR:

My-my lawyer just called me and he asked if I could meet him at the door –

IT:

So, I just came to explain the last part, [UI] questions, um, they say that with the English and Spanish there is a little bit of confusion and I just want to make sure that you guys understood what she said at-at the end. And also to let you know obviously that you have given consent for us to go to your house and the car, just that - so they can confirm that there is nothing else suspicious. Uh, so what the detectives said was if you can give us some time before you go back, uh, to the house and maybe if you could find a relative that can come and pick you up, we have to obviously check the-the car.

JR:

The-the -

IT:

Uh-huh. And if nobody can-can come and get you we can get a patrol car to take you wherever you need to go.

JR:

TUI

LU:

Luis? [UI]

JR:

Yeah, no, that is fine.

IT:

Again, uh, this is a difficult situation, uh, there is nothing-there is nothing easy about this incident specifically. Uh, the only thing we can tell you is, again, that we, uh, are sorry and everything that has happened is obviously not something that we see every day. Uh, but if you want-want I can bring the lawyer up here or we can go down; whatever you prefer -

JR:

[OV] I was going to ask you, but if you can go out and, his name is Mike

Sullivan.

IT:

Okay, if you want we can go down, we have finished with the questions but I wanted to let you know about the house and the car. And like I said if you would like me to take you or we can get a police car to take you or maybe there is a

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Audio File: 13-9953 103 peterson reyes parents\_10212013130756002284.wmv

family member that can-can pick you up and you can go to their house while we

finish what we are doing.

JR:

No, well, uh, I think -

LU:

With Rosie.

JR:

Yes, my love, but the truck and all that [UI].

IT:

We don't-don't [stutters] mess your house or truck up, we just do the job -

JR:

[OV] No, it's not that, it's that-I don't want -

IT:

Do you want to go with-with your sister, maybe or --?

LU:

Yes.

JR:

That is where we have our two daughters.

IT:

Okay, [UI], uh, I don't know if they can come get you, obviously when the house is ready so that you can go back or the car, we will call you and let you know that we finished with the house and finished with the car and maybe we can bring a family member that can drive the car because I don't think that either of you are

in any condition to be driving.

LU:

Do you want to call Oscar?

IT:

But like I said we are here to-to help you with whatever we can.

JR:

Call Oscar and tell him that -

LU:

I'm going to call my brother-in-law.

IT:

Okay.

LU:

Do I need to give his number so that he can come in?

IT:

[Stutters] tell him to come to the parking lot in-in front.

LU:

Okay.

IT:

Do you want to go downstairs?

JR:

Well, if you want to bring the lawyer here with us.

[Door opens and closes]

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JR:

What is it?

LU:

[Sniffs]

JR:

[UI]

LU:

Who called you?

JR:

Huh?

LU:

Who called you?

JR:

Where?

LU:

Just now [UI].

JR:

It was a-a news station.

LU:

How do they know your number?

JR:

They know, my mom, they know.

LU:

JR:

The news [UI] the case, they try to talk to us to find out what happened. [UI] all the news stations do the same thing. I think that this person that called, there is someone that works with Mari in Aguascalientes that is a related to this person.

And -

LU:

Another person died.

JR:

Huh?

LU:

Another person died, a teacher. [UI]

JR:

Huh, [UI]?

LU:

[UI]

[Door opens]

LU:

Can I use the telephone to call?

IT:

Just dial nine.

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935

#### **UNCLASSIFIED**

File Number: 356A-LV-3436080

Audio File: 13-9953\_103\_peterson\_reyes\_parents\_10212013130756002284.wmv

## [Background conversation]

[12:49:45]

IT: The lawyer is here, um, what we are going to do, uh, because this room is still-

still, still being recorded, we will move over to this room that is not recorded so that you can talk to the lawyer. I just wanted to let the detectives know. What's

his name?

JR: Mike Sullivan.

IT: And you said he is here?

JR: He should be here; he said he would be here in a couple minutes, to wait for him

at the door.

[Door closes]

LU: He said he's coming.

JR: I feel like-like—I'm not me anymore that something has been pulled out of me.

LU: [Crying] He wanted to travel, he wanted to travel, my boy.

JR: I know, my love.

LU: [Crying] My son.

JR: I know.

LU: [Crying] [UI]

JR: I don't know why the school never said anything. What we did, on our side, we

were just trying to give him a better life -

LU: [UI] [Crying]

[Clears throat]

[Background conversation – doors open and close]

[Recording ends at 13:07:51]

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder; Attempted Murder

Case:

13-9953

Date of Report: 10/21/13

Officer:

ALT #090

Victim: Landsberry, Michael; Guerrero, Kaelin; Kamerer, Mason

Location: 2275 18th St.

Date/Time of Supplement: 3/5/14@1700

Approving Supervisor:

## **DETAILS:**

On 10/21/13 I was working an Officer Involved Shooting involving Officer Sullivan. No one was actually hit and the investigation was coming to a close for the day. At approximately 0700 hours on this date I heard the report of shots fired at the Sparks Middle School. I arrived at the Sparks Police Department's Detective Division shortly thereafter.

I met with Lieutenant Triplett at the Sparks Police Department's Detective Division. Lieutenant Triplett was working on another case as well. We both left the station together to go to Sparks Middle School. As we were in route, we could tell by the radio traffic that the scene was stabilized. Upon arrival we met with Sergeants Tracy and Leary. While they briefed Lieutenant Triplett, I called the on call Deputy District Attorney Roy Stralla. I advised him of the situation then accompanied Lieutenant Triplett to the crime scene.

No further.



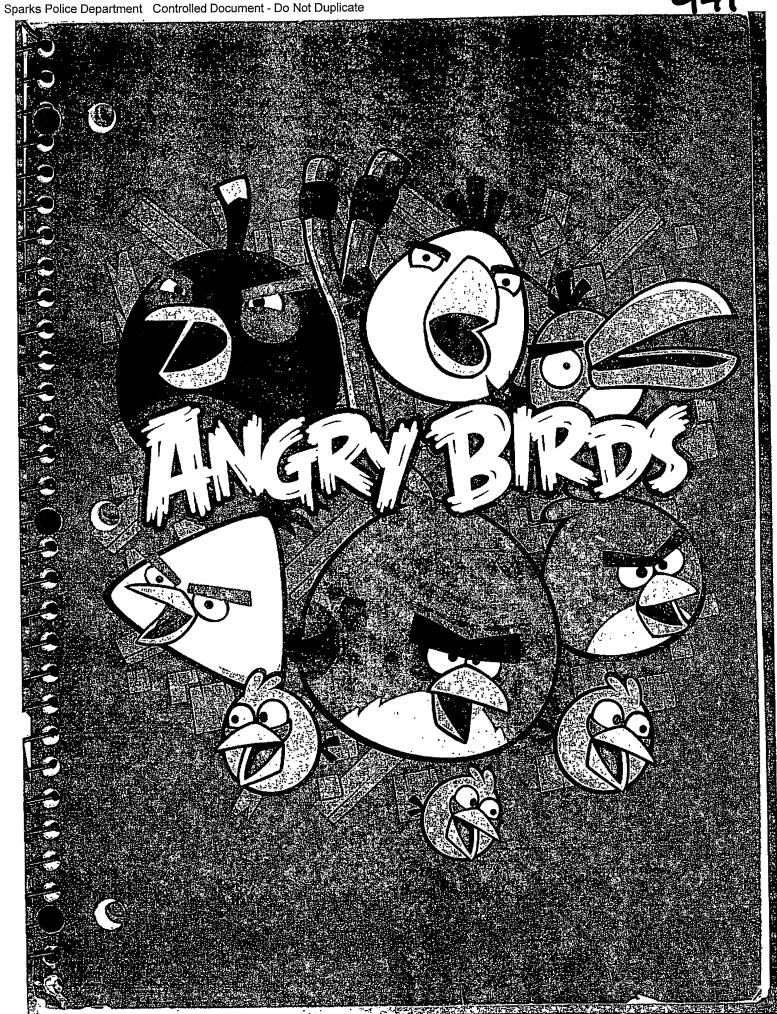
Name	DOB	Interviewed	by whom
Afu, Vehekite			FBI David Hearn
Aguilera, Adrian			FBI John Ginocchio
Aquino, Eloisa	1		Bryan Orr
Alcaraz, Jennifer			Mîke Brown
Allen, Xena			FBI Paul Hales
Anderson, Alexandra			FBI John Ginocchio
Andrade, Raphael	purple mans 2		Eric Curtis
Anquiano, Gustavo			FBI David Hearn
Arenas, Luis			Ken Gallop
Arias-Cruz, Rashel			Mike Brown
Avery, Dean			FBI Erron Terry
Ayala, Amairani			FBI Erron Terry
Baldwin, Diego			FBI Chad Simkins
Baltazar, Anthony			Mike Brown
Bates, Katarina			Jason Gothan
Bomer, Ronald			Detective Thelin
Cabrera, Andrew			Detective Vasquez
Cabrera, Luisa	146		Deputy Heather Hobbesiefken
Campo, Brandon			Eric Curtis
Carillo, Clarissa			Deputy Joseph Digesti
Castaneda, Anthony			Mike Brown
Cazares, Jose			Mike Brown
Clark, Kelly			Deputy Heather Hobbesiefken
Coker, Heaven			FBI John Ginocchio
Corral, Ana			Detective Bellamy
Cook, Kaylee			Eric Curtis
Collier, Kristina			Mike Brown
Cornejo, Daisy			Ken Gallop
Costello, Andrew			Patrick McNeely
Cruz, Jordi			Bryan Orr
De Vera, Al-Francis			Mike Brown
De Vera, Al-francisco			Jason Gothan
DeCasas, Seth			FBI David Hearn
Dees, Phillip			Ken Gallop
Delgado-Garcia, Leslie	A Company		Mike Brown
Dickson, Kaitlyn			Mike Brown
Dingley, Sean			Jason Gothan
England, James			Eric Curtis
Estrada, Berenice			Clinte Bellamy
Fajardo, Kelsey			Ken Gallop
		_	FBI Glen Lovedahl
Ferro, Michael Angelo			Detective Vasquez
Follow Change			Jason Edmondson
Fuller, Cluryce			
Gipson, Justin			Stephen Burns
Gomez, Alexa			Mike Brown
Gonzalez, Anibel	Time		Eric Curtis

Gonzalez, Jorge	FBI Glen Lovedahl
Gurrola, Christopher	FBI Erron Terry
Guzman, Lisseth	Ken Gallop
Henderson, Daisha	Scott Foremaster
Hernandez, Analicia	Detective McNeely
Hernandez, Michelle	Clinte Bellamy
Hernandez, Wichele	Eric Curtis
Hernandez, Vanessa	Jason Gothan
Highline, Mackenzie	Mike Brown
Hill, Jonathan	Deputy Heather Hobbesiefken
Hinchberger, Seth	FBI Erron Terry
Holtshouser, Spencer	Detective Bellamy
Jaquez, Korrine	Deputy Joseph Digesti
Kamerer, Mason	Kevin Dach
Kelly, Alexis	Patrick McNeely/ Hobbesiefken
Kunkel, Karina	Jason Gothan
LaClaire, Hailee	Jason Edmonson
Lax, Jacob	Jason Gothan
	Jason Gothan
Long, Elizabeth	FBI Glenn Booth
Loredo Alice	Deputy Heather Hobbesiefken
Loredo, Alize Madera, Jose	Scott Foremaster
Magdaleno, Alexander	Clinte Bellamy
Malafu, Josh	FBI Chris Johnson/J. Edmonson
	Eric Curtis
Mantasana Davin	Jason Gothan
Montesano, Devin	Scott Foremaster
Mata Martinez, Ivan	FBI Chris Johnson
Martinez, Jorge Mcgee, Orion	Mike Brown
Mcleod, William	FBI Timothy Tonkin
Mendoza, Marvin	Mike Brown
Miller, Devyn Miller, Rebecca	Jason Gothan
Mongrain, Krista	Eric Curtis
Monic, Courtney	Scott Foremaster
Newton, Amaya	Patrick McNeely
Nucum, Kyle	Eric Curtis
	Patrick McNeely
Oliva, Daisy	Bryan Orr
Orozco, Perdo	Jason Gothan
Paulin, Tianna	Jason Edmonson
Penrod, Neil	Kevin Dach
Perez, Alejandro	
Perez, Elena	Stephen Burns Deputy Heather Hobbesiefken
Perez, Faustino	
Perez, Josiah	Ken Gallop
Perez-Gonzalez, Cesar	Patrick McNeely

Picazo, Jeimi	Patrick McNeely
Ponce, Belen	Kevin Dach
Pina, Mario	Jason Edmonson
Ramirez, Emily	Jason Gothan
Ramirez, Itzel	FBI John Ginocchio
Ramos, Omar	Detective Mcneely
Ramos, Johnathan	Stephen Burns
Rempel, Alyssa	FBI Chad Simkins
Rodarte, Jose	Jason Gothan
Rodriguez, Victor	Detective Thelin
Rubio, Leo	Detective Thelin
Rudeen, Jordan	Ken Gallop
Saldana, Samuel	FBI Chad Simkins
Schabert, Nadine	FBI Chad Simkins
Schulthess, Casey	FBI Paul Hales
Serna, Valerie	Jason Edmonson
Silvia, Andrew	Stephen Burns
Slaten, Terry "TJ"	FBI George Cholico
Sloan, Seth	K. Dach/FBI T. Tonkin
Souders, Brandon	Jason Edmonson/ J. Digesti
Stankevicius, Julias	Ken Gallop
Tanner, Noah	Jason Gothan
Theall, Andrew	Jason Gothan
Thompson, Andrew	Deputy Joseph Digesti
Toller, Ian	FBI Glenn Booth/ J. Edmonson
Tong, Isaac	Kevin Dach
Turner, Trace	Bryan Orr
Villalobos, Gerardo	Stephen Burns
Vizcarria, Jennifer	Jason Gothan
Washington, Nainoia	Mike Brown
White, Elijah	FBI Chris Johnson
Wing, Thomas	Jason Gothan



Name	DOB	Interviewed	by whom
Allen, Catherine		5th grade teacher	Kevin Dach
Aulston, Terry		6th grade teacher	Dorothy Peterson
Baker, Shawna		2nd grade teacher	Kevin Dach
Bartlett, christine		4 & 5th grade teacher	Kevin Dach
Berry, Katherine		(Teacher)	Andy Schreiber
Brandt, Natashia		Speech Therapist	Pat McNeely
Burgarello, Louis Sr.		Security Guard	Deputy Heather Hobbesiefken
Callaghan, Roben		3rd grade teacher	Kevin Dach
Cates, Danielle		Orchestra teacher	Kevin Dach
Cooper, Stacey	-	(Principal)	Mike Brown/ Kevin Dach
Crowley, Kim		6th grade teacher	Kevin Dach
Diez, Rosa		PIF-Agnes Risley	Kevin Dach
Dufva, Sue		7th grade spec. ed	Dorothy Peterson
Endres, Jerry		(V. Principal)	Mike Brown/ Kevin Dach
Ferguson, Judith		(PE teacher)	Jason Gothan
Francisco Mandujano		Jose Reyes-Mandujano's cousin	Jace Thelin
Hanson, John		Kamerer's surgeon	Bernard Lamere
Hints, Karen		6th grade Special ed	Kevin Dach
Hirsch, Karolyn		substitute teacher	Kevin Dach
Hunter, Russell		History teacher	Andy Schreiber
Joy, Sonia		2nd grade teacher	Dorothy Peterson
Kersey, Judy		5th/6th grade Speech therapist	Kevin Dach
Lenshyn, Gary		Teacher	Shawn Congdon
Lorenzetti, Kelly		4th grade teacher	Kevin Dach
McDaniel, Sheila		(Math teacher)	Andy Schreiber
Mieres, Carrie		STEM Specialist	Kevin Dach
Morales, Jair		school psychologist	Kevin Dach
Parker, Kristie		STEM Specialist	Kevin Dach
Perez, Eric		Teacher	Deputy Heather Hobbesiefken
Quinonez, Pilar		ESL teacher	Dorothy Peterson
Quintero, Teresa		Tamale lady	Kevin Dach
Schweickert, Tiffany		2011/2012 counselor	Dorothy Peterson
Tucker, Benjamin		(Math teacher)	Mike Brown
Veil, Nicole		Leasing office	Jason Edmonson
Veil, Nicole		Village of Wildcreek apts	Jason Edmonson
Wilson, Andrea		Special Ed teacher	Pat McNeely



FD-302a (Rev. 05-08-10)

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Ontinuation of FD-302 of Interview of Josh Malafu - Juvenile On 10/21/2013 Page 2 of 3

white top. Malafu heard two shots. The first shot he heard he described as a warning shot fired by Reyes and the second shot was the shot fired at Mr. Landsbury.

Malafu advised the police came into the school and began to evacuate the school. Malafu recalled a teacher in the principle's office looking up Jose Reyes' file. The same teacher showed a picture to Malafu whom Malafu identified as the shooter, Jose Reyes.

Malafu advised he knew Reyes from sitting next to him in 5th grade at the Sun Valley Elementary School. Reyes introduced Malafu to the 5th grade class after Malafu switched schools. When they graduated to 6th grade they were in different classes. According to Malafu, Reyes was quiet.

Malafu advised Reyes got mad very easily. When they were in 5th grade together, Malafu recalled other students teasing Reyes and making fun of him. They said things like, "you're too stupid to be here". Malafu was not aware of any problems with teachers or other students at the middle school. Malafu recently saw Reyes talking to other students at the school that included three males but couldn't recall when that took place.

Malafu described Reyes as follows:

Clothing: Wearing khaki pants, a long sleeve green polo shirt with Sparks written on it (school uniform), white sneakers, and carrying a orange and grey backpack.

Race: Hispanic

Hair: black hair

Height: Tall

FD-302a (Rev. 05-08-10)

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ontinuation of FD-302 of Interview of Josh Malafu - Juvenile

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Case Number:

13-9953

Scene(s):

n

10/21/2013 7:18:00 AM 2275 18TH STREET

Person(s):

Barcode Q88233	Item # q88233	Current Status LARGE	Description q88233-ONE CD ROM PRINT(S) FOR INVESTIGTION FILMS CONTROLS 1129791016-0 20 NEGS, 1129791297-0 172 NEGS, 1129791724-0 143 NEGS, 1129858229-0 27 NEGS, 1129866062-0 51 NEGS, 1129875478-0 293 NEGS, 1129876144-0 355 NEGS, 1130332929-0 47 NEGS
Barcode Q90915	Item # q90915	Current Status LARGE	Description Swabs of: #1) red staining on the sidewalk – east of the fence gate; #2) red staining on the sidewalk – east of the red staining #1; Water control.
Barcode Q91989	Item #	Current Status LARGE	Description One (1) "Ruger", SR9c, 9mm hand gun (Serial #332-04142) containing one (1) yellow metal "R-P 9mm LUGER" casing and one (1) ten (10) round capacity magazine containing one (1) yellow metal "R-P 9mm LUGER" hollow point cartridge - from o the ground at the Suspect's feet on the west side basketball court / placard #8. CONTROL # 272291 FOR FUNCTION TEST)
Barcode	Item#	Current Status	Description
Q91990		LARGE	One (1) red stained, orange / black "Ful" backpack containing: TOP ZIPPER POUCH - one (1) white metal ring with three (3) white metal keys attached; SIDE ZIPPER POUCH - one (1) student schedule for "Reyes Urtiz, Jose H" "Student #2139429 MIDDLE MAIN ZIPPER POUCH - miscellaneous red stained school-type papers with handwriting and one (1) red stained "Brothers in Arms" paperback book by Paul Langant and Ben Alirez; and BACK MAIN ZIPPER POUCH - one (1) loose pencione (1) black nylon / mesh binder pencil pouch with three (3) erasers, two (2) dry erase markers, and one (1) pair of scisson one (1) camouflage and white metal "Vaultz" hard case with miscellaneous pencils, pens, erasers, protractor, and a cardboard toilet paper tube with string attached; multiple loose blank ruled pieces of notebrook paper; one (1) "Rotary International" calculator with "Jose Reyes" handwritten on the front cover; and one (1) red stained, green binder with multiple red stained, school related papers in the front cover sleeve; "Jose H. Reyes Urtiz" handwritten on the interior front cover; multiple school related papers, five (5) Student Summary Reports for "Jose H. Reyes Urtiz Jr", and a Notification of English Language Development Program Continuing Placeme for Jose Reyes Urtiz, one (1) wooden ruler in the interior binde back, two (2) loose composition notebooks with handwriting, one (1) Sparks Middle School Student Handbook / Organizer 2013 / 2014 with handwriting, one (1) Math Dictionary workbor and multiple pieces of blank notebook paper in the ring section from on the back of Jose Reyes / placard #10.



Case Number:

Barcode Q91991	Item # Q9199 1	Current Status LARGE	Description Q91991-two (2) black/red San Discs from the top zipper pouch of a red stained, orange/black "ful" backpack/from Jose Reyes (control Q91990) marked as PM3 by Detective Mcneely
Barcode Q91993	Item#	Current Status LARGE	Description One (1) "Daisy" "Red Ryder" 750BB, BB cal 4.5mm, metal tin with a defect in the lid and containing / approximately 7/8 full o white metal BBs - from the top zipper pouch of the red stained orange / black "Ful" backpack (Control #Q91990).
Barcode Q91994	Item#	Current Status LARGE	Description One (1) "Angry Birds" spiral notebook with handwriting on two (2) pages: One (1) entitled "Dear Mom and dad" and one (1) entitled "Dear teachers and students" - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990)
Barcode Q91995	Item#	Current Status LARGE	Description One (1) black plastic "Ruger" hand gun box with "R3749-10" handwritten on the outside edge and an orange sticker with "Serial No. 332-04142 / Catalog No. KSR9C / Caliber 9 x 19m / Model 03313 / STAINLESS STEEL" on the same outside ed and containing an instruction manual for "Ruger SR9c" hand gun - from the main zipper pouch of the orange / black "Ful" backpack (Control #Q91990).
Barcode Q91996	Item #	Current Status LARGE	Description One (1) empty, black metal "Ruger" SR9, 9 x 19mm seventee (17) round capacity magazine with a white piece of tape with "SR9" handwritten on it on the bottom of the magazine - from the sidewalk on the west end of the south courtyard / placard #12. (SENT TO LAB FOR FUNCTIONALITY TEST CONTROW272291)
Barcode Q92037	Item#	Current Status LARGE	Description Swabs: #1 - red stain to the wall / placard #7; #2 - red stain to the ground / placard #5; and H2O / water control.



Case Number: 13-9953

Barcode	Item#	Current Status	Description
Q92038		LARGE	<ul> <li>One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge – placard #1;</li> <li>One (1) yellow metal "R-P 9mm LUGER" casing – placard #2;</li> <li>One (1) yellow metal "R-P 9mm LUGER" casing – placard #3;</li> <li>One (1) yellow metal "R-P 9mm LUGER" casing – placard #6;</li> <li>One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge – placard #11;</li> <li>One (1) yellow metal "R-P 9mm LUGER" casing – placard #13;</li> <li>One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge – placard #14;</li> <li>One (1) yellow metal "R-P 9mm LUGER" casing – placard #15;</li> <li>One (1) yellow metal "R-P 9mm LUGER" hollow point cartridge – placard #17;</li> <li>One (1) white metal projectile – placard #20;</li> <li>One (1) copper colored jacketing – placard #21;</li> <li>One (1) white metal projectile – placard #23; and</li> <li>One (1) white metal projectile – placard #24.</li> </ul>
Barcode Q92039	Item#	Current Status LARGE	Description  One (1) "Smith & Wesson" double action revolver box with product information sticker on the outside "Smith & Wesson Model 581 .357 caliber Serial No. AEB9553" containing: One (1) stained white with green stripe towel wrapped around one (1) empty, black metal "Smith & Wesson" .357 magnum caliber, six (6) shot revolver (Serial #AEB9553); and "Smith & Wesson" paper work to include: two (2) Safety & Instructional material, Authorized Warranty Service Stations, Holsters for K-frame revolver, and Parts List / Instructions for Use / Maintenance / Specifications for Model 581 - from the cupboard above the refrigerator / by Detective Gallop.
Barcode Q92040	Item#	Current Status LARGE	Description  One (1) piece of white, lined, notebook paper with handwriting with "Hitman Absolut" highlighted in red - from atop the entertainment center in the southwest bedroom / by Detective Burns.
Barcode Q92041	Item#	Current Status LARGE	Description  One (1) piece of yellow / goldenrod paper with handwriting: "Grade 6" "Handout 1A: My Hopes, Plans, and Challenges" bearing the handwritten name "Jose Reyes" - from the second floor landing closet / by Detective Schreiber.
Barcode Q92042	Item#	Current Status GUN SHELF	Description One (1) empty, black metal "Daisy", Red Ryder Model 1938B, B-B caliber 4.5mm, B-B gun / rifle with wooden stock and forestock - from atop the bed in the southwest bedroom / by Detective Gallop.

Case Number:

Barcode	Item#	Current Status	Description
Q92043		LARGE	One (1) red / black backpack containing twenty-eight (28) magazines:  •Four (4) Military History;  •Four (4) Military Heritage Presents: WWII History;  •Two (2) Gettysburg;  •Three (3) Military Heritage;  •One (1) Civil War Quarterly;  •Four (4) World War II;  •One (1) Vikings – Their Myths and Legends;  •One (1) Military Heritage Presents: Warfare History;  •Three (3) WWII Quarterly;  •One (1) Life – The Power and the Glory;  •One (1) The Story of the Star-Spangled Banner – by the Dawn's Early Light;  •One (1) Time – Special Ops; and  •One (1) Military Channel – Extreme Military Machines –  • from under the bed in the southwest bedroom / by Detective Schreiber.
Barcode	Item#	Current Status	Description
Q93079	q93079	LARGE	(1) One red stained white plastic body bag originally containing suspect REYES – from the hands of Technician K. Jessop.
Barcode	Item#	Current Status	Description
Q93080	q93080	LARGE	Brown paper bags from the left and right hands of suspect REYES – from the hands of Technician K. Jessop.
Barcode	Item#	Current Status	Description
Q93081	q93081	LARGE	(1) One pair of white "Nike" size 8 shoes; (1) One pair of grey/black "Puma" socks; (1) One pair of red stained grey/blac "Fruit of the loom" boxer briefs; (1) One pair of red stained gremesh "Sparks Bears" shorts; (1) One pair of red stained tan "Dickies" pants 30x32 with a black (with white metal "Dickies" buckle) belt attached; (1) One grey red stained t-shirt bearing the name "Reyes"; (1) One green red stained "Sparks Middle School" polo-style shirt size L; (1) One red stained grey sweatshirt "Sparks" - collected from suspect REYES – from the hands of Technician K. Jessop.
Barcode	ltem#	Current Status	Description
Q93083	q93083	LARGE	(1) One Gun Shot Residue Kit collected from the left and right hands of suspect Reyes at approximately 1444 hours.
Barcode	Item#	Current Status	Description
Q93221	q93221	LARGE	One (1) green polo shirt with "Sparks Middle School" logo, two (2) defects on the lower front, red staining and "Gildan" clothin tag. Size XL (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.

Case Number: 13-9953

Barcode	Item#	Current Status	Description
Q93222	q93222	LARGE	One (1) pair of tan shorts with red staining and Nike clothing logo. Size XL (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Barcode	Item#	Current Status	Description
Q93223	q93223	LARGE	One (1) grey dress tie with red staining and "APT-9" clothing label. (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Barcode	Item#	Current Status	Description
Q93224	q93224	LARGE	One (1) pair of grey tennis shoes with "Noxious" brand label. Size 11 One (1) pair of white ankle socks. (Victim M. Kamerer) Collected from the hand of SPD Detective K. Dach at 1055 hours.
Barcode	Item #	Current Status	Description
Q93225	q93225	LARGE	One (1) damaged/white and grey/zip front/hooded sweatshirt with "No Boundries" clothing label, red staining and a defect of top of the upper left sleeve/shoulder. (Victim K. Guerrero) (red transport bag included) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Barcode	Item#	Current Status	Description
Q93226	q93226	LARGE	One (1) damaged/grey/pullover sweatshirt with "Sparks" imprinted on the front, red staining and a defect on the back of the upper left shoulder. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Barcode	Item#	Current Status	Description
Q93227	q93227	LARGE	One (1) damaged green polo shirt with "Sparks Middle Schoologo, defect on the top of the left sleeve, red staining and "Gildan" clothing tag. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Barcode	Item#	Current Status	Description
Q93228	q93228	LARGE	One (1) pair of tan pants with "Dickies" clothing tag and a bla belt. (Victim K. Guerrero)  Collected from the hand of SPD Detective K. Dach at 1040 hours.

Case Number:

Barcode	Item#	Current Status	Description
Q93229	q93229	KAÈLIN GUERRERO	One (1) black wallet containing: One (1) temporary "Sparks Middle School" ID card, bearing the name Kaelin Guerrero; One (1) "Virginia Palmer" ID card, bearing the name Kaelin Guerrero; One (1) library card; One (1) sheet of paper with a phone number list. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.
KAELIN G	UERRERO	DET DACH	######################################
Barcode	Item#	Current Status	Description
Q93230	q93230	LARGE	One (1) pair of blue plaid boxer shorts with "Hanes" clothing label. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Barcode	Item #	Current Status	Description
Q93231	q93231	LARGE	One (1) pair of grey tennis shoes. Size 12 One (1) pair of white and grey ankle socks. (Victim K. Guerrero) Collected from the hand of SPD Detective K. Dach at 1040 hours.
Barcode	Item #	Current Status	Description
Q93696	q93696	LARGE	Evidence tape sealed manila envelopes bearing the name "Reyes-Urtiz, Jose" labeled: Pubic hair, Axillary hair, Scalp hair; Right fingernail clippings, Left fingernail clippings; Residue from the left side of the face; seal 0001660. Swabs bearing the name Reyes-Urtiz, Jose labeled: Rectal swabs, Penile swabs, Oral swabs, nasal swabs – from the hands of Technician K. Jessop.
Barcode	ltem #	Current Status	Description
Q93709	q93709	LARGE	Evidence tape sealed manila envelopes bearing the name "Landsberry, Michael" and labeled Pubic hair, Axillary hair, Facial hair; Seal 0000380; Left fingernail clippings, Right fingernail clippings; Swabs bearing the name "Landsberry, Michael" and labeled nasal swab, rectal swab, oral swab, penile swab— from the hands of Technician K. Jessop.
Barcode	Item#	Current Status	Description
Q93710	q93710	LARGE	(1) One Gun Shot Residue Kit collected from the left and right hands of victim LANDSBERRY at approximately 1548 hours.
Barcode	Item#	Current Status	Description
Q93711	q93711	LARGE	Brown paper bags collected from the left and right hands of victim LANDSBERRY – from the hands of Technician K. Jessop



Case Number:

Barcode	Item #	Current Status	Description
Q93712	q93712	LARGE	(1) One white plastic red stained body bag originally containing victim LANDSBERRY – from the hands of Technician K. Jessop
Barcode	Item#	Current Status	Description
Q93713	q93713	LARGE	<ol> <li>(1) One pair of brown/black "Keen" boots;</li> <li>(1) One pair of blue red stained boxer style underwear;</li> <li>(1) One pair of grey cargo style "Kuhl" size 36x30 pants with a black woven belt attached;</li> <li>(1) One black/white cut, red stained and with defects "Loose, LG" polo style shirt;</li> <li>(1) One black red stained with defects ("USMC" on back with image, size XL) hooded sweatshirt;</li> <li>- collected from victim LANDSBERRY – from the hands of Technician K. Jessop.</li> </ol>
Barcode	Item #	Current Status	Description
S035394	JT1	LARGE	JT1-BLACK KYOCERA ODEL C5155 CELL PHONE WITH BATTERY DEC:268435462500 550 195 HEX:A0000041086533
Barcode	item#	Current Status	Description
S035435	SB1	COMPUTER SHELF	SB1-TOSHIBA LAPTOP S/N 9C218239R PART #PSKFLU- 00E006 W/POWER CORD
Barcode	ltem#	Current Status	Description
S035436	SB2	COMPUTER SHELF	SB2-NABI TABLET S/N A121113-001362 WHITE IN COLOR W/RED NARI CASE
Barcode	Item#	Current Status	Description
S035437	SB3	COMPUTER SHELF	SB3-XBOX 360 120 GB HDD S/N 105198493905 PRODUCT #02098212105198493905 W/POWER CORD
Barcode	Item#	Current Status	Description
S035440	MB1	LARGE	MB1-DVD INTERVIEW W/JOHN AND MYRNA DUNN
Barcode	Item#	Current Status	Description
S035441	SB4	LARGE	SB4-ONE LARGE BLACK WILSON DUFFLE BAG CONTAINING THREE NINTENDO DS GAMES, TWO DREAMCAST GAMES, ONE WII GAME, THREE PLAYSTATION 2 GAMES, FIVE PC GAMES, THREE DVD'S, ONE DVD W/OUT CASE, AND 69 XBOX 360 GAMES
Barcode	Item#	Current Status	Description
S035442	BO1-4	LARGE	BO1-CDR INTERVIEW W/PEDRO OROZCO BO2-CDR INTERVIEW W/ELOISA AGUINO BO3-CDR INTERVIEW JORDI CRUZ BO4-CDR INTERVIEW W/TRACE TURNER
Barcode	Item#	Current Status	Description
S035443	BO5	LARGE	BO5-ONE HANDWRIITTEN NOTE BY TRACE TURNER

Case Number: 13

Barcode	Item #	Current Status	Description AS1-CD OF 911 CALLS TO REMSA AS2-REMSA RADIO TRAFFIC (12 PAGES) AS3-SIX WRITTEN STATEMENTS FROM STUDENTS
S035454	AS1-3	LARGE	
Barcode	Item#	Current Status	Description AS4 - 1 COFFEE MUG FROM CRIME SCENE BELONGING TO M LANDSBERRY AND WASHOE COUNTY SCHOOL POLICE EVIDENCE ENVELOPE
S035456	AS4	LARGE	
Barcode	Item#	Current Status	Description PM1 - CD INTERVIEWS W/OLIVA, PICAZO, PEREZ, AND COSTELLO - PM2 - CD INTERVIEWS W/KELLY, AND NEWTON
S035457	PM1-2	LARGE	
Barcode	Item #	Current Status	Description AS5 - 1 LIST OF STUDENTS FROM N-5 W/YELLOW PAPER LISTING N-5 - AS6 - STATEMENTS WRITTEN BY STUDENTS
S035464	AS5-6	LARGE	
Barcode	Item#	Current Status	Description KG1 - 1 CD JOSIAH PEREZ - KG2 - 1 CD JULIUS STANKEVICIOUS - KG3 - 1 CD DAIZY CORNEJO - KG4 - 1 CD LISSETH GUZMAN - KG5 - 1 CD LUIS ARENAS - KG6 - 1 CD PHILLIP DEES - KG7 - 1 CD KELSEY FAJARDO - KG8 - 1 CD JORDAN RUDEEN
S035465	KG1-8	LARGE	
Barcode	Item #	Current Status	Description  JT2-SIX CD'S CONTAINING VIDEO SURVEILLANCE OF SMS DURING INCIDENT
S035471	JT2	LARGE	
Barcode	Item #	Current Status	Description PM4-DVD INTERVIEW W/NATASHIA BRANDT PM5-DVD INTERVIEW W/ANDREA WILSON
S035524	PM4-5	LARGE	
Barcode	Item #	Current Status	Description CLB1-"TDK" BRAND CD-R OF INTERVIEW W/MICHELLE HERNANDEZ CLB2-"TDK" BRAND CD-R OF INTERVIEW W/BERENICE ESTRADA CLB3-"TDK" BRAND CD-R OF INTERVIEW W/ALEX MAGDELANO
S035561	CLB1-3	LARGE	
Barcode	Item#	Current Status	Description JT3-DVD INTERVIEW W/FRANCISCO MANDUJANO AND MICHAELA TREJO
S035573	JT3	LARGE	
Barcode	Item#	Current Status	Description KG9-CD CONTAINING 14 VIDEOS FROM ONLINE NEWS SOURCES
S035583	KG9	LARGE	

Case Number:

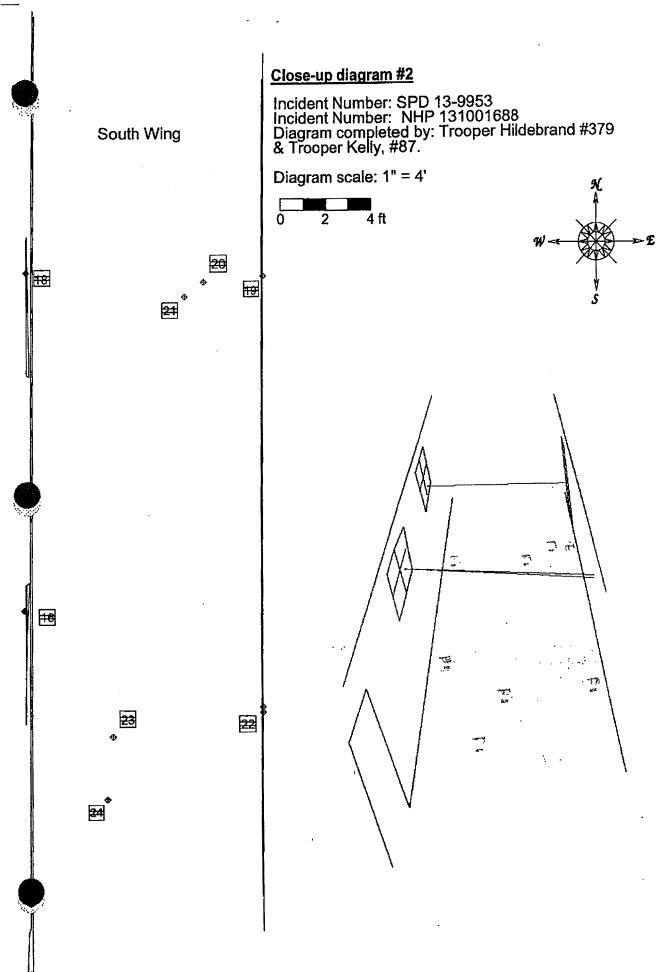
Barcode	Item#	Current Status	Description
\$035608	JT4-5	LARGE .	JT4-WCSD RECORDS (PHOTOCOPIES) PERTAIING TO JOSE REYES, KAELIN GUERRERO, MASON KAMERER, AND MICHAEL LANDSBERRY JT5-WCSD RECORDS (PHOTOCOPIES) OF DOCUMENTS REFERRED TO IN DET. THELIN SUPPLEMENT REGARDING JOSE REYES
Barcode	Item#	Current Status	Description
\$035651	KLD2-6	LARGE	KLD2-CD INTERVIEW W/MASON KAMERER, INTERVIEW 1 AND 2. KLD3-CD INTERVIEW W/KAELIN GUERRERO KLD4 CD INTERVIEW W/SETH SLOAN KLD5-CD INTERVIEW W/DANIELLE CATES KLD6-TWOMAP SHOWING WHERE KAELIN WAS STANDING AT SCHOOL AND WHERE HE WAS AS OPPOSED TO JOSE R.
Barcode	Item#	Current Status	Description
\$035652	kld7-9	LARGE	KLD7-DVDS 'IT'S TIME TO TAKE A STAND NO BULLY' VIDEO SHOWN IN CLASS KLD8-PAPERWORK ON ANTI- BULLYING AND REWARDING STUDENTS WHO DO GOOD THINGS. THERE IS AN EXAMPLE OF A PERMISSION SLIP INCLUDED KLD9-CD CONTAINING DIGITAL PHOTOS OF THE STUDENTS AT SPARKS MIDDLE SCHOOL BY LIFE TOUCH
Barcode	Item#	Current Status	Description
S035653	KLD14- 18	LARGE	KLD14-TWO CDS CONTAINING INTERVIEW W/JOSE REYES MANDUJANO AND A JOINT INTERVIEW W/LILIANA URTIZ KLD15-CD INTERVIEWS DONE BY FBI WITH AYALA, CURROLA, HINCHBERGER AND AVERY KLD16-CD INTERVIEW W/STACEY COOPER KLD17-CD INTERVIEW W/TERESA QUINTERO KLD18-CD INTERVIEW W/KRISTIE PARKER
Barcode	Item#	Current Status	Description
S035666	KLD10- 13	LARGE	KLD10-TYPED STATEMENT FROM CATES (IEP FOR JOSE REYES) AND EMAILS FROM CATES TO WILSON KLD11-CD CONTAINING AUDIO/VIDEO INTERVIEW W/KAELIN GUERRERO CONDUCTED ON 10/29/13 KLD12-CD AND A PRINTED COPY OF A GPS DIAGRAM SHOWING THE SCHOOL AND WHERE THE EVIDENCE WAS LOCATED KLD13-CD CONTAINING AN AUDIO/VIDEO INTERVIEW W/KAROLYN HIRSCH

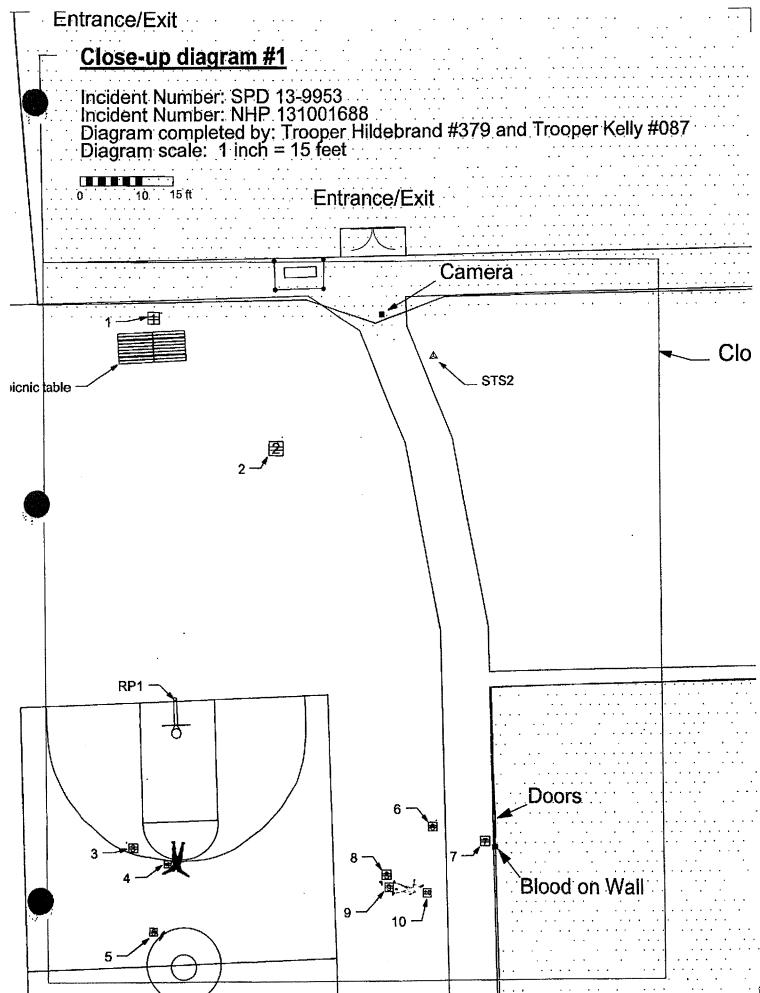
Case Number:

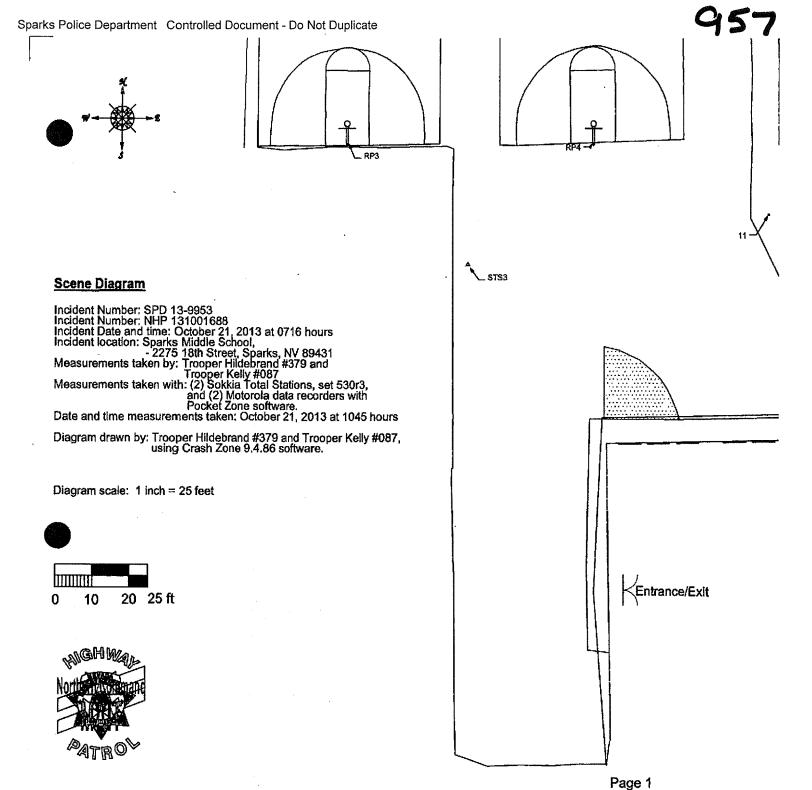
Barcode	Item#	Current Status	Description DJP1-DVD INTERVIEW W/MOM LILIANA URTIZ DJP2-CD INTERVIEW W/WITNESS JAQUELIN AMBRIZ DJP3-CD INTERVIEW W/WITNESS TERRY AULSTON DJP4-CD INTERVIEW W/WITNESS SUE DUFVA DJP5-MEDICAL EVA NCLB FOR JOSE REYES DJP6-DVD 2ND INTERVIEW W/LILIANA URTIZ DJP7-DVD PARENTAL MEETING WITH JOSE AND LILIANA URTIZ DJP8-DVD INTERVIEW W/JOSE REYES MANDUJANO 10/21/13 DJP9-DVD INTERVIEW W/TIFFANY SCHWEICHERT
S035669	DJP1-9	LARGE	
Barcode	Item #	Current Status	Description DJP10-PACKET CONTAINING HOSPITAL MEDICAL RECORDS FOR MASON AND KAILEN (JUVENILE VICTIMS)
S035670	DJP10	LARGE	
Barcode	Item #	Current Status	Description KLD1-911 CALLS AND RADIO TRAFFIC FROM SPARKS DISPATCH
S036051	KLD1	LARGE	
Barcode S036052	Item # KLD19- 23	Current Status LARGE	Description KLD19-CD CONTAINING AN AUDIO INTERVIEW W/KIM CROWLEY, 6TH GRADE TEACHER FOR JOSE REYES KLD20-CD CONTAINING AN AUDIO INTERVIEW W/KAREN HINTZ, SPECIAL ED 6TH GRADE TEACHER FOR JOSE REYES KLD21-CD CONTAINING AN AUDIO INTERVIEW W/JUDY KERSEY, JOSE REYES' SPEECH TEACHER AT AGNES RISLEY KLD22-CD CONTAINING AN AUDIO INTERVIEW W/CATHERINE ALLEN, REYES' 5TH GRADE TEACHER KLD23-CD CONTAINING AN AUDIO INTERVIEW W/ROSE DIEZ, AGNES RISLEY PARENT INVOLVEMENT FACILITATOR
Barcode S036053	Item # KLD24- 28	Current Status LARGE	Description  KLD24-ONE PNY 8GB STORAGE DRIVE CONTAINING VIDEO SURVEILLANCE OF STACEY COOPER AND JOSE REYES AT SPARKS MIDDLE SCHOOL KLD25-CD CONTAINING AN AUDIO INTERVIEW W/KELLY LORENZETTI KLD26-CD CONTAINING AN AUDIO INTERVIEW W/CHRISTY BARTLETT KLD27-CD CONTAINING AN AUDIO INTERVIEW W/ROBEN CALLAHA KLD28-CD CONTAINING AN AUDIO INTERVIEW W/SHAWN BAKER

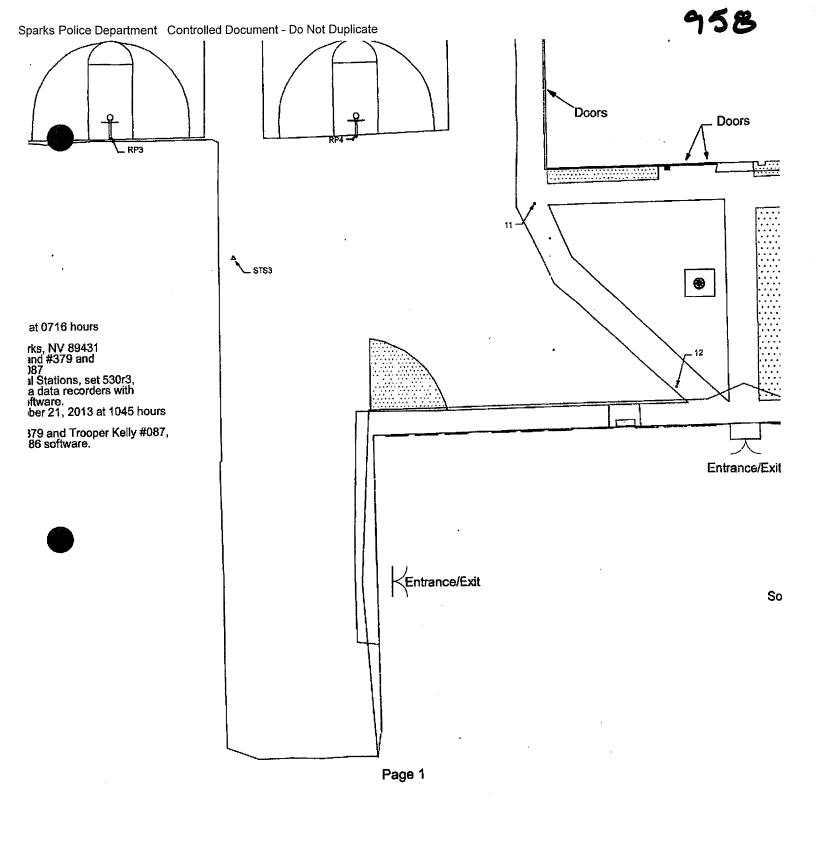
Case Number:

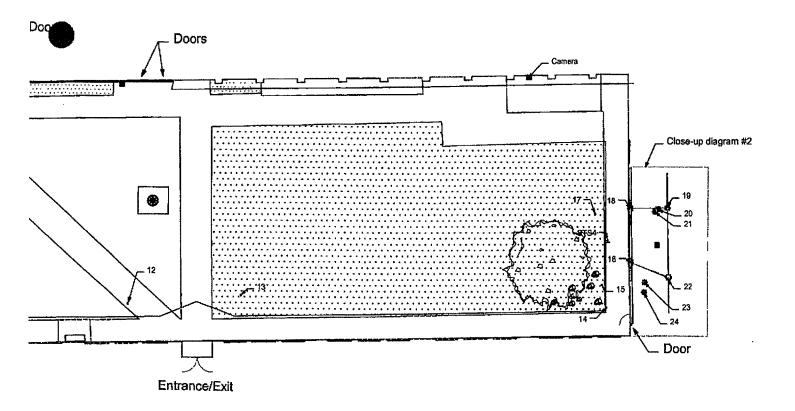
Barcode	item#	Current Status	Description
S036054	KLD29- 32	LARGE	KLD29-14 COLOR PHOTOS FROM RPD SHOWING KAELINGUERRERA AND MASON KAMERER WHEN THEY WERE BROUGHT TO THE HOSPITAL KLD30-SPARKS MIDDLE SCHOOL ROSTER ON CD KLD31-CD SHOWING VIDEO TAKEN FROM RAVEN ON 10/21/13 KLD32-8 CD'S CONTAINING AUDIO INTERVIEWS FROM THE FBI-INTERVIEWED I. RAMIREZ, H. COKER, A. ANDERSON, N. SCHABERT, D. BALDWIN, A. REMPEL, S. SALDANA AND A AGUILERA
Barcode S036091	Item # DJP11- 12	Current Status LARGE	Description DJP11-CDR INTERVIEW W/PILAR QUINONEZ DJP12-CDF INTERVIEW W/SONYA JOY
Barcode	Item#	Current Status	Description
S036298	KG9- 10	LARGE	KG9-DVD OF CELL PHONE AND COMPUTER REPORTS KG10-DVD OF FTK COMPUTER REPORTS
Barcode	Item#	Current Status	Description
S036552	PM6	LARGE	PM6-CD INTERVIEWS W/ ANALICIA HERNANDEZ AND OMAR RAMOS
Barcode	ltem#	Current Status	Description
S036567	KLD33- 34	LARGE	KLD33-CD INTERVIEW W/ISSAC TONG KLD34-CD OF RADIO TRAFFIC FROM SCHOOL POLICE
Barcode	Item #	Current Status	Description
S036626	JT6	LARGE	JT6-CD AUDIO RECORDING INTERVIEW W/RONALD BOMER
Barcode	Item#	Current Status	Description
S036733	DJP11	LARGE	DJP11-CD OF SECONDARY INTERVIEW W/JACQULINE AMBRIZ
Barcode	Item#	Current Status	Description
S036828	EC1	LARGE	EC1-CD OF AUDIO RECORDINGS WITH SPARKS MIDDLE SCHOOL STUDENTS KYLE NUCUM, CARLOS MANCIA, KAYLEE COOK, BRANDON CAMPO, ANIBAL GONZALEZ, KRISTA MONGRAIN, JAMES ENGLAND, SARA HERNAND RAPHAEL ANDRADE
Barcode	!tem#	Current Status	Description
S036985	CLB4-6	LARGE	CLB4-"TDK" BRAND CD-R OF MICHAEL FERRO INTERVIE CLB5-"TDK" BRAND CD-R OF ANA CORRAL INTERVIEW CLB6-"TDK" BRAND CD-R OF SPENCER HOLTSHOUSER INTERVIEW











South Hall



## SPARKS POLICE DEPARTMENT

**Brian Allen** Chief of Police

## **Suspect (Deceased):**

Jose H. Reyes-Urtiz Date of Birth Social Security Number:

in Sparks, NV 89434 Residence:

Parents: Jose Reyes-Mandujano and Liliana Urtiz

Student: 7<sup>th</sup> grader at Sparks Middle School

CB

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: 13-9953

Date/Time of Supplement: 03/07/14 @ 1230hrs // Detective: Bellamy #008

Approving Supervisor Date: 3/12/14

#### **Details of Supplement:**

On 02/05/14 I was asked to assist with additional investigation in reference to this case. I was informed that there were several witnesses that had not been interviewed on the day of the incident. Upon receipt of this information, Detectives John VASQUEZ, Jace THELIN and I went to Sparks Middle School and met with multiple students.

When we arrived on scene we met with school Principal Stacy TING-SENINI. TING-SENINI was given a list of the students that needed to be interviewed, and she had each of them brought to the office for interviews.

The interviews were audio recorded and CD-R'S of the interviews were booked into the Sparks Police evidence section. The following information is not meant to be interpreted as verbatim. For exact information refer to the CD-R recording of the interview.

### Spencer HOLTSHOUSER Interview:

HOLTSHOUSER was interviewed on 02/05/13 at approximately 0851hrs. HOLTSHOUSER attends Sparks Middle School, and he is currently in the 7<sup>th</sup> grade. He walked to school from his residence on the day of the incident. When he arrived on school property, he went to the north side of the school and stood outside.

When HOLTSHOUSER reached the north side of the school, he heard a loud sound that he described as a "pop". Immediately after he heard that sound, he saw several students running toward him. As the students ran past him he observed a student with a gun in his hand. That same student fired several shots, but HOLTSHOUSER did not see the bullets strike anything. HOLTSHOUSER did not recognize the student, but he noticed that he was wearing a Sparks Middle School uniform.

After seeing the student fire the weapon, HOLTSHOUSER ran in the opposite direction away from the shooter.

Case #13-9953
Bellamy #008
Homicide, Attempted Homicide

## **Ana CORRAL Interview:**

CORRAL was interviewed on 02/05/14 at approximately 0915hrs. CORRAL attends Sparks Middle School, and she is currently in the 8<sup>th</sup> grade. She rode the school bus to school on the day of the incident and exited the bus in front of the school. Once she was off the bus she walked to the outdoor basketball courts.

When CORRAL reached the basketball courts she sat on a bench and shortly thereafter heard a loud sound. When she looked toward the sound, CORRAL observed a student with a gun in his hand. That same student pointed the gun at a teacher and shot him. When the teacher fell to the ground, CORRAL ran away from the scene and eventually went in a nearby classroom. CORRAL did not know the shooter prior to the incident.

#### Michael FERRO Interview:

FERRO was interviewed on 02/05/14 at approximately 0942hrs. FERRO attends Sparks Middle School, and he is currently in the 8<sup>th</sup> grade. FERRO was driven to school by his father on the day of the incident, and exited the vehicle in front of the school. Once he exited the vehicle he walked to the basketball courts. Shortly after he arrived, he heard a loud "pop", and saw several other students running away from the sound.

When he looked toward the sound, FERRO observed a student with a gun in his hand. That same student pointed the gun at a teacher and shot him. When the teacher fell to the ground, FERRO began running in the opposite direction until he reached the south hall of the school.

Just minutes after his arrival outside of south hall, FERRO saw the same armed student pointing the gun at other students. The subject did not fire any rounds, and left in an unknown direction seconds later.

No additional details.

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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 2/5/4. The time is 0942W. The following will be an
interview with MICHAEL FERRO
date of birth, social security number
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at 505
Present during this interview are 1.
2. M. Foado
3. STACY TING SEMMI
4
Time interview concluded 095 2 WIS
<u>Involve</u>
Sex: M Race: W Ht: 56 Wt: Build: Hair: Bu Eyes: Blo
Residence Address:
Residence Phone: Business Phone:
Business Name/Add: SANUS MIONE SCHOOL
Occupation: 8th 6 more Days Off: 5A. Su Work Hrs:

YES PER CHARLE



# Sparks Police Department TAPED INTERVIEW FORMAT

	Today's date is 3514. The time is 085141. The following will be an
	interview with HolTs Housen, spencen
	date of birth
•	This interview will be in reference to Sparks Police case number 13-9953
•	This interview is being conducted at Sparks more school
	Present during this interview are 1 Nd. Bellow 1
	2. Sporter HartsHauler
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# Sparks Police Department TAPED INTERVIEW FORMAT

Today's date is 25 4. The time is 0915. The following will be an
interview with Connol, And
date of birth
This interview will be in reference to Sparks Police case number 13-9953
This interview is being conducted at Sparks Missole School
Present during this interview are 1 Set Sellowy
2. FAR CONTAL
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Time interview concluded 0935425
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# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-9953

Date/Time of Supplement: 4-2-14 @ 1400 hrs.

Detective: GALLOP #047

Approving Supervisor:

Date: <u>4/2/14</u>

# Evidence

KG-12 Excel documents: Chrome History, IE-10 History and Parsed Search Queries

# **Details of Supplement**

On 2-5-14, I viewed the contents of evidence items KG-9 and KG-10: reports, extraction reports, photos and data that Reno PD Detective Tyler CLARKE had obtained in a forensic manner pursuant to a search warrant discussed in prior supplements. The purpose of viewing the data was to identify any information relevant to this case.

The following is a summary of relevant data contained in the suspect's Kyocera cell phone and a Toshiba laptop used by the suspect. Both items were seized during this investigation. This list is *not* all-inclusive of the data contained in the aforementioned reports, nor is this a complete list of the data contained in each electronic device.

# Kyocera cell phone

The cell phone extraction report completed by Det. CLARKE indicates 2,006 images were contained on the Kyocera cell phone. I found that nearly all of the images appear to be screen shots of videos found on the internet. There is no date/time associated to the images. The general theme is: violent/nonviolent RPG (roll playing games), actual school shootings, violence, children's entertainment, videogames, movies and self-portraits of the suspect. Some of the images are:

GTA/GTA-V screen shots (game)

Dark Knight (movie)

Fight scene from the movie 300

Annoying Orange (comedy series w/Orange as the character)

Dylan Kleebold and Eric Harris (Columbine school shooting April 20, 1999)

Image from the Machinist (movie)

Women Behind Bars (true life biography women in U.S. prisons)

Clockwork Orange (movie about culture of extreme youth violence)

Marlton Johnson a history (Call of Duty-game)

Makarov a history (Call of Duty-game)

Sex scenes (video game)

Clay Allen Duke (Panama City School Board Shooting December 14, 2010)

TJ Lane (Chardon High School shooting Chardon, Ohio February 27, 2012)

Shooting/death scenes (video games)

56 Self-portraits (Suspect)

Actual photos of GTA-5 (videogame)

sold set in

COS

# Xbox 360 gaming console

Nothing remarkable

# Toshiba Satellite laptop

The "potential evidence" discovered by Det. CLARKE on the laptop hard drive was the result of searching keywords/phrases: shoot, shot, shooting, gun, guns, bullet, bullets, school, schools, bully, bullying, bullies, revenge, murder, kill, killer, hate, police, shootout, violence, cop, cops, plan, school shooting, violent game, etc. This list is not all-inclusive of what was searched. The results of the search are identified as "Recovered Artifacts" and Det. CLARKE placed those results into a "portable case file" for later viewing with IEF.

I viewed the Recovered Artifacts in the Portable Case File using IEF (Internet Evidence Finder) Report Viewer v6.1.0.0380. This data is contained on discs marked as evidence items KG-9 and KG-10. The following is a summary of the total items contained in the report of recovered artifacts from the Toshiba laptop hard drive:

IEF Re	fined Results			
	Classified URLs	•		896
	Dating Sites	•		2
	Facebook URLs	•		7955
	Parsed Search Querio	es		5223
	Rebuild Webpages			517
	Social Media URLs	ē		91
	Web Chat URLs	•	-	27
<u>Chat</u>				
	Chat QQ .	•	•	281
<u>Media</u>				
	Web Video Fragmer	nts	•	202
Peer to	o Peer			
	Ares Search Keywor	ds	•	8
Social	Networking			
	Facebook chat.		•	214
	Facebook Pages		•	341
	Facebook Pictures	•	•	1632
	Facebook Status Up	dates	•	920
Web R	<u>elated</u>			
	Browser Activity			1552
	Chrome Archived W	/eb		1295
	Chrome Autofill	•		51

# Web Related (cont.)

Chrome Cache Records	s.	2668
Chrome Cookies .	•	1599
Chrome Favicons .		2923
Chrome History Index	•	2583
Chrome Keyword Sear	ch Terms	345
Chrome Top Sites .	•	6
Chrome Web History	,	5975
Chrome 360/Safe Brov	vser .	3857
Craigslist Ads		1
Google Maps		1
Google Maps Tiles .	•	41
IE InPrivate/Recovery	URLs	7229
IE 10 Carved Content		28183
IE 10 Carved History		23342
IE 10 Content		9876
IE 10 Cookies .		888
IE 10 History .		14154
IE Cookie Records .		6
IE Cookies		6997
IE History		5
IE Redirected Records	•	4
IE Typed URL's .		1

# Overview of search terms found on Toshiba laptop

The "Parsed Search Queries" results are search terms that were conducted through various search engines and web browsers with the Toshiba laptop prior to being seized as evidence. The searches were done by user(s) of the Toshiba laptop. The following is a summary/overview (not all inclusive) of actual "Search Term" word(s) that had been searched on the internet using the Toshiba laptop from 4-28-13 through 10-21-13, along with a brief explanation of the search result(s):

### April 2013

gta war mod (videogame, video trailers, walkthroughs)
gta war (videogame, video trailers, walkthroughs, websites)
gta warm coffee (videogame, mod, walkthrough, videos, websites)
easter bunny sex (videos, websites, images)
gta war battlezone (videogame, trailers, walkthroughs, websites)
gta civil war (videogame, trailers, walkthroughs, websites)
gta ww2 mod (videogame, trailers, walkthroughs, websites)
call of duty walkthrough (videogame, trailers, walkthroughs, websites)
call of duty elite (videogame, trailers, walkthroughs, websites)
gta prison break (videogame, trailers, walkthroughs, websites)
red dead revolver (videogame, trailers, walkthroughs, websites)
law enforcer gameplay (videogame, video trailers, walkthroughs, websites)
call of duty Stalingrad (videogame, video trailers, walkthroughs, websites)

# April 2013 (cont)

top 10 enemies in call of duty (videogame, video trailers, walkthroughs, websites)

007legends walkthrough (videogame, video trailers, walkthroughs, websites)

wwl dinosaurs (websites, videos, images, articles)

top 10 evil dictator(s) (websites, articles, images, videos)

deadliest catch (series, video, images, websites)

top 10 evil children (Children who kill, movies, images, articles)

top 10 evil children youtube (Children who kill, videos)

top 10 biggest army (videos)

top 10 evil characters (call of duty, videos, game)

gta mexico city (videogame)

homefront (videogame)

easter eggs in homefront (video game walkthroughs)

homefront trailers (videogame preview videos)

call of duty (videogame walkthroughs, cheats, trailers)

# May 2013

Call of duty (videogame walkthroughs, trailers, cheats)

great battles (videogame walkthroughs, trailers, cheats)

walking dead (videogame walkthroughs, trailers, cheats)

first squad (animated war movie clips, scenes, trailers)

top 10 evil dictator(s) (Videos, websites, links, articles: top dictators, brutal dictators, how to, top 10

in order of kill count, worst humans, etc.)

walking dead game (videogame walkthroughs, trailers, cheats)

what if nazi won ww2 (videos, websites, links, articles)

war front turning point (videogame walkthroughs, trailers, cheats)

# youtube ("Bully" youtube video walkthroughs for Bully RPG)

call of duty (videogames walkthroughs, trailers, cheats)

dead island riptide walkthrough (videogame walkthroughs, trailers, cheats)

max payne 3 walkthrough (videogame walkthroughs, trailers, cheats)

top 10 evil characters (Call of Duty videogame walkthroughs, trailers, cheats)

nuketown zombies (videogame walkthroughs, trailers, cheats)

red dead redemption (videogame walkthroughs, trailers, cheats)

sex games (links to adult sex-based games)

war games (links to websites, articles, videogames, walkthroughs, trailers, cheats)

gta 4 cops vs biker (videogame walkthroughs, trailers, cheats)

mafia war (videogame walkthroughs, trailers, cheats)

gta the bad assassin (videogame walkthroughs, trailers, cheats)

gta 4 (videogames walkthroughs, trailers, cheats)

red ants vs black ants (videogames, videos, websites, articles of red ants & black ants)

top 10 evil children (Children who kill, movies, images, articles)

empire total war (videogames, walkthroughs, trailers, cheats)

men of war (videogames, walkthroughs, trailers, cheats)

bullying (searched on Brainpop.com)

# June 2013

soldiers of fortune (videogames, walkthroughs, trailers, cheats) red dead redemption (videogames, walkthroughs, trailers, cheats) gta (various video game trailers, cheats, walkthroughs) gta 4 how to be a president (videogames, walkthroughs, videos) soldiers of fortune payback (videogame, walkthroughs, videos) red dead revolver USA vs Mexico (videogame, walkthroughs, videos) empire total war mexico (videogame, walkthroughs, videos) world war 1 dinosaur (videogame, walkthroughs, videos, articles, websites) empire total war biggest battle ever (videogame, walkthroughs, videos, articles, websites) empire total war French and indian war (videogame, walkthroughs, videos) napoleon total nazi mod (videogame, walkthroughs, videos) civil war games (videogame, walkthroughs, videos) gta 4 war battle (videogame, walkthroughs, videos, websites, articles) wolfenstein the new order gameplay (videogame, walkthroughs, videos) top 10 world war 2 games (videogame, walkthroughs, videos) ubersoldier walkthrough (videogame, walkthroughs, videos) gta san andreas war mod (videogame, walkthroughs, videos) world war 1 document (videos, articles, websites) world war 1 history channel (videos, articles, websites) why did germans hate jews (videos, articles, websites) Germany vs jews (videos, articles, websites) one day matisyahu (Song-The song expresses a hope for an end to violence and a prayer for a new

top 10 evil children (Children who kill, videos, websites, articles, images)

# July 2013

gta world war 2 (videogame, videos, walkthroughs, websites, articles) shogun 2 total war fall of the samurai biggest army (videogame, videos, websites) gta 4 western mod (videogame, videos, websites, articles) super columbine massacre rpg (RPG Columbine school shooting- videos, sites, articles, images)

era of peace and understanding, music videos, song lyrics, websites)

# <u>August 2013</u>

August 1, 2013 Bullying video (searched on Bing-websites, videos, articles, images)

# October 2013

Oct. 6, 2013 shooting games (videogames, videos, articles, websites)
Oct. 7, 2013 war games (videogames, videos, articles, websites)
Oct. 7, 2013 sniper games (videogames, videos, articles, websites)
Oct. 12, 2013 super columbine massacre RPG (school shooting, videos)
Oct. 12, 2013 war games (videos, websites, articles)
Oct. 12, 2013 top 5 russians in gaming (videos, websites, articles)
Oct. 13, 2013 foster the people pumped up kicks (videos: music & columbine school shooting)

Oct. 13, 2013 foster the people pumped up kicks (videos: music & columbine school shooting)

Case# 13-9953

Detective Gallop #047

Murder/Attempted Murder

# October 2013 (cont.)

Oct. 13, 2013 se	chool shooting pumped u	p kicks	(music videos,	school s	hooting videos)	)
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Oct. 13, 2013 frontier middle school shooting (school shooting videos, school violence videos)

Oct. 13, 2013 war games (videogames, videos, articles, websites)

Oct. 13, 2013 school shooting (searched on brainpop.com)

Oct. 13, 2013 sniper games (videogames, videos, articles, websites)

Oct. 13, 2013 gta 5 shootout (videogame, video trailers, videos, police shootout in-game, websites)

Oct. 14, 2013 gta 5 shootout (videogame, video trailers, videos, police shootout in-game, websites)

Oct. 15, 2013 gta 5 shootout (videogame, video trailers, videos, police shootout in-game, websites)

Oct. 18, 2013 univision.com comprendiendo el autsmo/diagnosis (multiple times)

Oct. 18, 2013 autismo en espanol (Bing search)

Oct. 18, 2013 Causas Del Autismo (Bing search)

Oct. 18, 2013 Que Causa El Autismo (Bing search)

Oct. 18, 2013 como ayudar a mi hijon de 12 anos q es autista (Bing search)

Oct. 18, 2013 como ayudar a mi hijo el acaba de ser diagnosticado con autism (Bing search)

# Toshiba laptop Filtered Artifact search

I narrowed my search of the aforementioned Recovered Artifacts to the last two weeks of activity/content for 10-7-13 through 10-21-13. I saved and exported the results of my narrowed search of the Recovered Artifacts within the date range from IEF (Internet Evidence Finder) to a Microsoft Excel document. This process lists all the activity from the narrowed keyword/phrase search performed by Det. CLARKE.

I printed and attached the 5 page Parsed Search Queries along with the 72 page Internet Explorer 10 (IE10) Content. The Parsed Search Queries report indicates the actual search terms searched, the URL and the date/time the term(s) were searched. The IE10 Content report indicates the URL and date/time visited. The printed lists are for demonstrative purposes to show the actual activity.

# **Bookmarks**

The total list of bookmarks is 2,056. The bookmark function of IEF allows the user to mark relevant items making it easy to locate, view and print those relevant items/artifacts. Bookmarked items:

Bookmarked Artifacts	<u>Items</u>
Parsed Search Queries	1123
Chrome History Index	683
Chrome Web History	2
Internet Explorer 10 Cookies	4
Internet Explorer 10 History	244

Using IEF, I exported the Bookmarked Artifacts to Microsoft Excel documents, which were placed on CD marked as evidence item KG-11. I printed the Parsed Search Queries, Chrome History Index and Internet Explorer 10 History. The lists show all the "Search Terms", web URL and the dates/times the webpages were accessed. See attached lists.

974

Case# 13-9953 Detective Gallop #047 Murder/Attempted Murder

# Conclusion

Web browser content and search terms that were identified and bookmarked from the hard drive (HD) of the Toshiba laptop are similar in nature to the context of the images found in the suspect's Kyocera cellphone. This conclusion is based upon identifying the video content related to a majority of images from the Kyocera cellphone, and comparing that content with the actual search terms and results found on the HD of the Toshiba laptop. The general common theme of data from the suspect's cellphone, and the Toshiba laptop the suspect used is:

Violent and nonviolent videogame footage, walkthroughs and trailers School shooting videos/footage Violent RPG (role playing games) RPG-playing the role of a school shooter

Nothing further.

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### **EXAMINATION REPORT**

### **SYNOPSIS**

On 10/23/13, I received computer media from Detective Ken Gallop (SPD) for exam in connection with a murder case. The computer media had been obtained through a search warrant obtained by Detective Ken Gallop. During the course of the exam, I located internet browser history and indicia of ownership. The report detailing this information was created and placed on a report disc.

All evidence in this case along with a copy of this report was returned to Detective Ken Gallop for final disposition.

### **EVIDENCE SUBMITTED**

On 10/23/13, the following evidence was submitted for examination:

- A Toshiba Satellite laptop computer bearing serial number 9C218239R. The computer contained one (1) hard drive identified as the following: Toshiba MK6475GSX, bearing serial number 62P6YHM with a capacity of 640 GB.
- An XBOX 360 gaming console bearing serial number 105198493905. The gaming console contained one (1) hard drive identified as the following: Seagate ST9120315AS, bearing serial number 5VBo7N8E with a capacity of 120 GB.

### REQUEST

On 10/23/13, Detective Gallop requested that the computer media be examined based on a search warrant. It was requested that the computer media that was submitted be examined for any images, documents, emails, and internet browser history dealing with school shootings.

### **FORENSIC IMAGING PROCESS**

All forensic imaging and analysis was done on government owned equipment with licensed software purchased by the same.

### Item 001:

On 10/23/13, I obtained a forensic image of the TOSHIBA MK6475GSX hard drive, serial number 62P6YHM using AccessData's FTK Imager. This program was designed for use in computer forensic examinations. The image was saved on a USSS owned computer hard drive previously prepared for this purpose (forensically sterile).

Prior to any imaging, the hard drive was connected to a Digital Intelligence UltraBlock device, which is a physical write protection device that prevents writes by the Operating System (OS) on the forensic computer to the evidence drive, ensuring continuity and the integrity of the original evidence. This process is designed to not alter or modify the original hard drive contents. The

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Detective T.S. Clarke	2776	01/08/201/	4



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software creates an evidence file (disk image) in which the suspect drive is copied bit by bit, sector by sector, in a forensic environment.

I created the following image for the Toshiba lap top computer: "Toshiba 640 GB HD.E01", during the acquisition on 10/23/13. The drive image spanned over one hundred twenty (286) files: Toshiba 640 GB HD.E01-EHD. The drive was hashed using MD5, creating a signature of the drive information. The acquisition hash of the hard drive, b20782a8b6b1e2df0d1bf6ab3cadde6f was verified as the same as the verification hash, b20782a8b6b1e2df0d1bf6ab3cadde6f.

This acquisition hash and verification hash is a comparison of the information read from the Toshiba hard drive and the information on the image created from the Toshiba hard drive.

### Item 002:

On 11/03/13, I obtained a forensic image of the Seagate ST9120315AS hard drive, serial number 5VB07N8E using AccessData's FTK Imager. This program was designed for use in computer forensic examinations. The image was saved on a USSS owned computer hard drive previously prepared for this purpose (forensically sterile).

Prior to any imaging, the hard drive was connected to a Digital Intelligence UltraBlock device, which is a physical write protection device that prevents writes by the Operating System (OS) on the forensic computer to the evidence drive, ensuring continuity and the integrity of the original evidence. This process is designed to not alter or modify the original hard drive contents. The software creates an evidence file (disk image) in which the suspect drive is copied bit by bit, sector by sector, in a forensic environment.

I created the following image for the Xbox gaming console: "Seagate 120 GB HD.E01", during the acquisition on 11/03/13. The drive image spanned over ninety-six (13) files: Seagate 120 GB HD.E01-E13. The drive was hashed using MD5, creating a signature of the drive information. The acquisition hash of the hard drive, fcd4c549bb299630a07767d7dfe32cd7 was verified as the same as the verification hash, fcd4c549bb299630a07767d7dfe32cd7.

This acquisition hash and verification hash is a comparison of the information read from the Seagate hard drive and the information on the image created from the Seagate hard drive.

Note: The MD5 hash value is in essence a "digital fingerprint" of a computer file. Because of the number of different possible hash values, it is improbable that any two non-identical files would have the same MD5 hash value. Thus, a known file can be reliably identified through its hash value.

After the completion of the imaging process the image files were archived.

This process allows the forensic examination to proceed without altering any of the original files from the original computer media seized. From the forensic images taken of the original hard drive, I conducted an examination of the contents of the drive.

### **EXAMINATION**

			<u> </u>
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Detective T.S. Clarke	2776	01/08/2014	
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# Examination of the media revealed the following:

# Potential evidence files:

During the course of the examination of the Toshiba laptop, I located internet browser history regarding the following topics; bullying, school shootings, super columbine massacre (computer first person shooter game), multiple video game "Youtube" video searches, all of which pertained to first person shooter game walkthroughs such as Grand Theft Auto, and other violent first person shooter games. These videos were created by individuals (not the suspect) that were actively playing each of the games. I also located internet browser searches pertaining to Eric Harris and Dylan Klebold.

Google Chrome Web History showed on 05/31/2013 there were three searches completed at the following times:

05/31/2013 06:34:04 PM

http://www.brainpop.com/search/search/.weml?keyword=Bullying

05/31/2013 06:34:09 pm

http://www.brainpop.com/health/personalhealth/bullying/

05/31/2013 06:36:31 PM

http://www.brainpop.com/search/search/.weml?keyword=Bullying

The internet browser history showed on 07/06/2013 two Chrome Favlcons were created. "Favlcon" is short for Favorite Icon also known as a shortcut icon to a page URL (Uniform resource locator) also known as a web address. This Favicon was a desktop shortcut to the following two URL:

http://www.brainpop.com/search/search/.weml?keyword=Bullying

http://www.brainpop.com/health/personalhealth/bullying/

Internet Explorer 10 history showed the following activity:

08/01/2013 12:51:18 PM

http://www.bing.com/search?q=bullying+video&form=TOSBTX&pc=MATBJS&mkt=enus&pq=bullving+video&sc=8-9&sp=-1&qs=n&sk=

08/01/2013 12:53:10 PM

http://www.bing.com/search?q=bullying+video&form=TOSBTX&pc=MATBJS&mkt=enus&pq=bullying+video&sc=8-9&sp=-1&qs=n&sk

The internet browser history showed on 10/13/13 there were two searches using the search terms school+shooting. Both using the Bing search engine.

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Also on this date there were three Youtube searches using the following Google search queries; "frontier middle school shootin", "frontier middl", and "school shooting p".

### 10/13/2013 08:20:41 AM

http://www.youtube.com/results?search\_query=school+shooting+pumped+up+kicks &oq=school+shooting+p&gs\_l=youtube.1.1.0l5j0i5l5.1118176.1129778.0.1133187.1 7.11.0.6.6.0.391.1398.9j0j1j1.11.0...0.0...1ac.1.11.youtube.v1-C41uh7kw

### 10/13/2013 08:26:2013

http://www.youtube.com/results?search\_query=frontier+middle+school+shooting&o\_q=frontier+middl&gs\_l=youtube.1.0.0l7.27585.298176.0.300265.51.22.5.5.5.7.423.2898.14j3j0j31.21.0...0.0...1ac.1.11.youtube.owBGcXAEak8

### 10/13/2013 08:30:07 AM

http://www.youtube.com/results?search\_query=frontier+middle+school+shooting+documentary&oq=frontier+middle+school+shooting&gs\_l=youtube.1.1.0l2.18603.18603.0.21056.1.1.0.0.0.0.178.178.0j1.1.0...0.0...1ac.1.11.youtube.CKphDum7o6o

### 10/13/2013 01:03:35 PM

http://www.bing.com/search?q=school+shooting&form=TOSBTX&pc=MATBJS&scope=&mkt=en-us&pq=school+sh&sc=8-9&sp=1&qs=AS&sk=

# 10/13/2013 01:03:35 PM

http://www.bing.com/videos/search?q=school+shooting&FORM=HDRSC3

The reports containing these results were created and placed onto a report disc which was turned over to Detective Gallop for final disposition.

No items of evidentiary value were located on the Xbox gaming console.

# **Documentation Photographs:**

Prior to analysis, photographs of the computers and media were taken. These photographs are included on the report disc in a folder named "Documentation Photographs".

### END OF EXAM.

The image files, analysis files and all reports were archived and are being maintained at the USSS Northern Nevada Computer Forensic Laboratory. The original evidence was released to the Case Agent with a copy of this report.

Examiner:	I.D. #:		Date of Report:
Detective T.S. Clarke	2776		01/08/2014
		The transfer of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second sec	

Case Summary	
Case Information	
File Overview	
Evidence List	
Bookmarks Tyler Clerke	
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Bullying	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
School Shooting Search	*,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Super Columbine Massacre	
Video Game Videos	
Web Eric Harris and Dylan Klebold	
Variable and a second	

Sparks Police Department Controlled Document - Do Not Duplicate



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# Case Summary

1/9/2014

Time zone for display: Local Machine Time Zone Settings

# Case Information

1/9/2014

Time zone for display: Local Machine Time Zone Settings

Version	AccessData Forensic Toolkit Version: 3.4.1.34295	
Case Owner	Tyler Clarke	
Case Name	Jose P	
Case Reference	SPD 13-9953	
Case Description	Toshiba Laptop computer	
Report Created	Thursday January 09 2014 07:48:13 AM	

Agency/Company	
Investigator's Name	
Address	
Phone	
Fax Email	
Comments	

# File Overview

1/9/2014

**Evidence Groups** Ungrouped: 947287

# File Items

Evidence Items: 1 Checked Items: 4

Unchecked Items: 947283

### File Category Archives: 650

Databases: 1018 Documents: 88501 Email: 102 Executable: 40673 Folders: 50171 Graphics: 258252 Internet/Chat Files: 0

Mobile Phone Data: 0 Multimedia: 2859

OS/File System Files: 13705 Other Encryption Files: 8214 Other Known Types: 96669 Presentations: 4

Slack/Free Space: 201984

Spreadsheets: 4

Steganography Applications: 0 Unknown Types: 184221

User Types: 260

# File Status

Page 2 of 8

Bad Extensions: 47713 Data Carved Files: 265862

Decrypted Files: 0 Deleted Files: 170260 Duplicate Items: 499343 Email Attachments: 0

Email Related Items (From Email): 8285

Encrypted Files: 0 Flagged Ignore: 0 Flagged Privileged: 0 From Recycle Bin: 45 KFF Alert Files: 1556 KFF Ignorable: 21380 OCR Graphics: 0 OLE Subitems: 87637 User-Decrypted Files: 0

### Labels

### **Email Status**

Email Attachments: 0

Email Related Items (From Email): 8285

Email Reply: 0
Forwarded Email: 0

# **Evidence List**

1/9/2014

Display Name: Toshiba 640 GB HD.E01

Evidence Path: H:\Evidence\SPD 13-9953\Toshiba 640 GB HD.E01

ID Number/Name:

Evidence Type: Disk Image

Comments:

Time Zone: America/Los\_Angeles

# All Bookmarks

1/9/2014

Time zone for display: Local Machine Time Zone Settings

# Tyler Clarke

# **Bookmark: Bullying**

1/9/2014

Comments: Search at brainpop.com/health/personalhealth/bullying

Creator: Tyler Clarke

File Count: 1

### **Files**

File Comments

Name

History

Physical Size

2166784 B

Logical Size

2166784 B

Created Date

3/19/2013 7:09:11 PM (2013-03-20 02:09:11 UTC) 7/8/2013 6:41:18 PM (2013-07-09 01:41:18 UTC)

Modified Date

3/19/2013 7:09:11 PM (2013-03-20 02:09:11 UTC)

Accessed Date Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Google/Chrome/User Data/Default/History

Exported as

files\History.sqlite (HTML link)

# Bookmark: School Shooting Search

1/9/2014

Comments: www.brainpopjr.com/search/?keywordschool shooting

Creator: Tyler Clarke

File Count 1

# Files

File Comments

Name

{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}{3808876b-c176-4e48-b7ae-04046e6cc752}

**Physical Size** 

2785017856 B

Logical Size

2785017856 B

Created Date

10/13/2013 6:02:45 AM (2013-10-13 13:02:45 UTC) 10/19/2013 6:19:02 PM (2013-10-20 01:19:02 UTC)

Modified Date

10/19/2013 6:19:02 PM (2013-10-20 01:19:02 01C)

Accessed Date

10/13/2013 6:02:45 AM (2013-10-13 13:02:45 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/System Volume Information/{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}{3808876b-c176-4e48-

b7ae-04046e6cc752}

Exported as

files\{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}{3808876b-c176-4e48-

b7ae-04046e6cc752}

# Bookmark: Super Columbine Massacre

August 1

1/9/2014

Comments: Found in text refering to video games.

Creator, Tyler Clarke

File Count: 1

### Files

File Comments

Name

History Index 2013-04

Physical Size

2740224 B

Logical Size Created Date 2740224 B 3/31/2013 5:07:41 PM (2013-04-01 00:07:41 UTC)

**Modified Date** 

7/8/2013 9:14:24 AM (2013-07-08 16:14:24 UTC) 3/31/2013 5:07:41 PM (2013-04-01 00:07:41 UTC)

Accessed Date Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Google/Chrome/User Data/Default/History Index 2013-04

Exported as

files\History Index 2013-04.sqlite (HTML link)

# Bookmark: Video Game Videos

1/9/2014

Comments:

Creator: Tyler Clarke

File Count 6

### Files

**File Comments** 

Name

videoplayback[1].mp4

Physical Size

346165248 B

Logical Size

346164376 B

Created Date

4/12/2013 12:00:14 PM (2013-04-12 19:00:14 UTC) 4/12/2013 12:16:57 PM (2013-04-12 19:16:57 UTC)

Modified Date
Accessed Date

4/12/2013 12:00:14 PM (2013-04-12 19:00:14 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content.IE5/YWTUM7F3/videoplayback[1].mp4

Exported as

files\videoplayback[1].mp4.mpg

**File Comments** 

Name

videoplayback[2].mp4

**Physical Size** 

47624192 B

Logical Size

47624177 B

**Created Date** 

4/23/2013 8:06:17 AM (2013-04-23 15:06:17 UTC)

**Modified Date** 

4/23/2013 8:08:12 AM (2013-04-23 15:08:12 UTC) 4/23/2013 8:06:17 AM (2013-04-23 15:06:17 UTC)

Accessed Date Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content\_IE5/B9SY13ID/videoplayback[2].mp4

Exported as

files\videoplayback[2].mp4.mpg

File Comments

Name

videoplayback[2].mp4

Physical Size

329662464 B

Logical Size

329660240 B



Created Date

4/3/2013 8:35:42 PM (2013-04-04 03:35:42 UTC)

Modified Date
Accessed Date

4/3/2013 8:38:59 PM (2013-04-04 03:38:59 UTC) 4/3/2013 8:35:42 PM (2013-04-04 03:35:42 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content.IE5/CJNDAPCK/videoplayback[2].mp4

Exported as

files\videoplayback[2].mp4[320459].mpg

**File Comments** 

Name

videoplayback[2].mp4

Physical Size

15724544 B

Logical Size

15723925 B 4/4/2013 5:20:31 PM (2013-04-05 00:20:31 UTC)

Created Date Modified Date

4/4/2013 5:20:43 PM (2013-04-05 00:20:43 UTC) 4/4/2013 5:20:31 PM (2013-04-05 00:20:31 UTC)

Accessed Date Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content, IE5/H74B96G1/videoplayback[2].mp4

Exported as

files\videoplayback[2].mp4[323549].mpg

**File Comments** 

Name

videoplayback[4].mp4

Physical Size

3006464 B

Logical Size

3005482 B

Created Date
Modified Date

4/27/2013 9:36:27 AM (2013-04-27 16:36:27 UTC) 4/27/2013 9:36:36 AM (2013-04-27 16:36:36 UTC) 4/27/2013 9:36:27 AM (2013-04-27 16:36:27 UTC)

Accessed Date Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content.IE5/B9SY13ID/videoplayback[4].mp4

Exported as

files\videoplayback[4].mp4.mpg

**File Comments** 

Name

videoplayback[5].mp4

Physical Size Logical Size 2682880 B 2680560 B

Logical Size
Created Date

4/24/2013 8:11:29 PM (2013-04-25 03:11:29 UTC) 4/24/2013 8:11:59 PM (2013-04-25 03:11:59 UTC)

Modified Date
Accessed Date

4/24/2013 8:11:29 PM (2013-04-25 03:11:29 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/

Users/lilianaurtiz/AppData/Local/Microsoft/Windows/Temporary Internet Files/Low/

Content.IE5/UMMC6WNU/videoplayback[5].mp4

Exported as

files\videoplayback[5].mp4.mpg

# Bookmark: Web Eric Harris and Dylan Klebold

1/9/2014

Comments:

Creator: Tyler Clarke

File Count: 1

Files

File Comments

Name

History Index 2013-06

**Physical Size** 

4685824 B

Logical Size

4685824 B

**Created Date Modified Date**  5/31/2013 6:29:21 PM (2013-06-01 01:29:21 UTC) 7/7/2013 9:28:14 PM (2013-07-08 04:28:14 UTC)

**Accessed Date** 

5/31/2013 6:29:21 PM (2013-06-01 01:29:21 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[root]/Windows.old/ Users/lilianaurtiz/AppData/Local/Google/Chrome/User Data/Default/History Index 2013-06

Exported as

files\History Index 2013-06.sqlite (HTML link)

# Bookmark: Youtube seach

1/9/2014

Comments: www.youtube.com/results?search\_query=super+columbine+massacre+rpg&gs

Creator: Tyler Clarke

File Count 1

# **Files**

**File Comments** 

Name

msil\_presentationframework.resources\_31bf3856ad364e35\_4.0.9200.20520\_ru-

ru 2ea6fa3e38d411bb.manifest

**Physical Size** 

4096 B

Logical Size

1549 B

**Created Date** 

7/14/2013 5:58:09 PM (2013-07-15 00:58:09 UTC) 9/19/2012 5:59:36 AM (2012-09-19 12:59:36 UTC)

**Modified Date Accessed Date** 

7/14/2013 5:58:09 PM (2013-07-15 00:58:09 UTC)

Path

Toshiba 640 GB HD.E01/Basic data partition (4)/TI10648300K [NTFS]/[orphan]/ msil\_presentationframework.resources\_31bf3856ad364e35\_4.0.9200.20520\_ru-

ru\_2ea6fa3e38d411bb.manifest

**Exported** as

files\msil\_presentationframework.resources\_31bf3856ad364e35\_4.0.9200.20520\_ru-

ru\_2ea6fa3e38d411bb.manifest

Bookmarks, 4-7
Bullying, 4
History, 4
School Shooting Search, 4
{49dd53c5-2f53-11e3-be7d-4c72b9ad1c27}
{3808876b-c176-4e48-b7ae-04046e6cc752}, 4
Super Columbine Massacre, 4
History Index 2013-04, 5
Video Game Videos, 5
videoplayback[1].mp4, 5
videoplayback[2].mp4, 5
videoplayback[2].mp4, 5
videoplayback[2].mp4, 6
videoplayback[4].mp4, 6
videoplayback[5].mp4, 6
Web Eric Harris and Dylan Klebold, 6
History Index 2013-06, 6
Youtube seach , 7
msil_presentationframework.resources_31bf3856a d364e35_4.0.9200.20520_ru-
ru_2ea6fa3e38d411bb.manifest, 7
Case Information, 2-2
Address, 2
Agency/Company, 2
Case Description, 2
Case Name, 2
Case Owner, 2 Case Reference, 2
Comments, 2
Email, 2
Fax, 2
Investigator's Name, 2
Phone, 2
Report Created, 2
Version, 2
File Overview, 2-3
Email Status, 3
Email Attachments, 3
Email Related Items (From Email), 3
Email Reply, 3
Forwarded Email, 3
Evidence Groups, 2
Ungrouped, 2
File Category, 2
Archives, 2
Databases, 2
Documents, 2
Email, 2
Executable, 2
Folders, 2
Graphics, 2
Internet/Chat Files, 2
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444	http://www.youtube.com/results?search_query=shogun+2+total+war+bigges	shogun 2 total war biggest battle ever - YouTube	07/08/2013 09:27:29 AM	
452	http://www.youtube.com/user/theRadBrad	theRadBrad - YouTube	07/08/2013 09:42:19 AM	
459	http://reno.cralgslist.org/apa/3751868187.html	3 bedroom, 2 bath, 2 car garage in NW Renol	05/01/2013 09:45:22 PM	
467	http://reno.craigslist.org/apa/3778081540.html	Curti Ranch 4 bedroom 2 bath 3 car single story house for rent	05/01/2013 09:48:51 PM	
	http://wn.com/biggest_total_war_army_ever!		07/08/2013 09:48:32 AM	ļ
474	http://www.youtube.com/watch?v=8nAWhxgDM64	Total War Shogun 2 HD Online Commentary Battle Video 51 Spam a	07/08/2013 09:49:07 AM	
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488	http://www.buildabear.com/shopping/productCategory.jsp?categoryId=cat110	Sale Den - Build-A-Bear Workshop US	06/01/2013 05:28:46 PM	
514	http://reno.craigslist.org/apa/3777284426.html	Nice home for lease available July 1st	05/01/2013 10:12:09 PM	ļ
526	http://video.search.yahoo.com/video/play;_ylt=A0S00Mtmoa5RkzYAmm_7w	Gummy Bear Song - Remixed hehehe	06/04/2013 07:25:07 PM	
529	http://reno.craigslist.org/apa/3776998703.html	4br 2bath 3car - 8750 Sopwith BLVD Blvd.	05/01/2013 10:16:32 PM	<del></del>
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568	http://us.yhs4.search.yahoo.com/yhs/search;_ylt=A0oGdOWdO9tRN2kAalwl	kaelyn bray - Babylon Yahool Search Results	07/08/2013 03:41:26 PM	
571	http://reno.cralgslist.org/apa/3750490922.html	BEAUTIFUL SINGLE LEVEL HOME	05/01/2013 10:43:34 PM	
574	http://reno.craigslist.org/apa/3770785242.html	North West Reno home for rent	05/01/2013 10:44:38 PM	
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597	http://reno.craigslist.org/apa/3775930532.html	Great neighborhood and schools	05/01/2013 10:53:12 PM	
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610	http://www.youtube.com/watch?v=hxR4WIPQExw	Red Dead Redemption USA vs Mexico Pt 1 - YouTube	06/04/2013 08:47:07 PM	
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644	http://www.quotev.com/stories/the++town+that++never+sleeps		06/07/2013 10:44:40 AM	
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692	http://www.polyvore.com/cgi/set?id=81108982	Untitled #103 - Polyvore	06/07/2013 11:32:41 AM	
693	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	abcmouse.com - Babylon Yahool Search Results	05/02/2013 03:32:32 PM	
696	http://www.abcmouse.com/landing/brand:bing?utm_source=adcenter&utm_r	ABCmouse: Kids Learning, Phonics, Educational Games, Preschool-K	05/02/2013 03:32:36 PM	
704	http://www.quotev.com/story/3115651/Breaking-Zayn-A-Zayn-Malik-Story/4/	Breaking Zayn (A Zayn Malik Story) - ~4~   Story   Quotev	06/07/2013 12:08:26 PM	
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736	http://www.girlsgogames.com/game/berry_cheesecake_saras_cooking_class	Play Berry Cheesecake: Sara's Cooking Class for free online   Cooking	06/07/2013 01:33:12 PM	
742	http://greengamesandham.com/landing/?ip=2867&game_id=chic-school-girls	Green Games And Ham >	06/07/2013 01:47:16 PM	
745	http://www.youtube.com/watch?v=astISOttCQ0	The Gummy Bear Song - Long English Version - YouTube	06/07/2013 01:49:22 PM	
749	http://www.youtube.com/watch?v= okLSeWfwTE	Gummy Bear All Song - YouTube	06/07/2013 01:49:49 PM	
751	http://www.youtube.com/watch?v=INIExyMeGUQ	Bubble Up (Mixwell Edison Remix) Gummibär Remix Contest gummy		
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776	http://www.abcya.com/math_facts_game.htm	ABCyal Math Facts Practice   Addition, Subtraction, Multiplication and		
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791	http://www.abcya.com/kids_make_a_gingerbread_house.htm	ABCyal Make a Gingerbread House ABCyal Elementary Computer Activities & Games - Grade Level first	05/02/2013 04:22:32 PM	
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817	http://www.youtube.com/watch?v=272su64Co0w	One Direction - Morning After Interlude - Take Me Home Tour - YouTu		. <u></u> .
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824	http://www.girlsgogames.com/game/back_to_school_makeover.html	Play Back To School Makeover for free online   Makeover Games for		
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827	http://www.quotev.com/search?s=your+one+direction++bf	Popular One Direction Bf Quizzes & Stories   Quotev	06/10/2013 10:36:31 AM	
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839	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	top 10 evil dictator - Babylon Yahoo! Search Results	05/02/2013 08:16:19 PM	
840	http://video.search.yahoo.com/video/play?p=top+10+evil+dictator&tnr=21&vi	Yahoo! Video Detail for Top 10 Most Evil people of the 20th Century	05/02/2013 08:16:34 PM	
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1311 http://video.search.vahoo.com/video/play: vit=A0S00MtMZoZR9H0Aldr7w80Yahoo! Video Detail for Toy Soldiers Trailer   05/05/2013 07:01:56 AM		
1318 http://www.youtube.com/watch?y=aZbziki42w Classic Game Room HD - DARKEST OF DAYS review Xbox 360 - You05/05/2013 07:08:01 AM		
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1327 http://www.youtube.com/watch?v=cOplezeNW_A Classic Game Room HD - MIRROR'S EDGE for PS3 review part 1 - Y(05/05/2013 07:21:40 AM		
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1355 http://www.youtube.com/watch?v=Zipix3CSp68 Classic Game Room HD - DANTE'S INFERNO review - YouTube 05/05/2013 07:42:32 AM		
1358 http://www.youtube.com/watch?v=5ydPubviGL4 Classic Game Room - SPLINTER CELL CONVICTION review - YouTu05/05/2013 07:43:03 AM		
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1382	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hs/mp=yhs-00	empire total war biggest battle ever - Babylon Yahool Search Results	06/12/2013 10:23:43 AM
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	http://www.quotev.com/story/3041245/My-Kryptonite/16/	My Inspiration - ★Chapter 11★   Story   Quotev	06/12/2013 12:57:06 PM
	http://www.quotev.com/story/3041245/My-Kryptonite/17/	My Inspiration - ★Chapter 12★   Story   Quotev	06/12/2013 01:01:39 PM
	http://www.quotev.com/story/3041245/My-Kryptonite/18/	My Inspiration - ★Chapter 13★   Story   Quotev	06/12/2013 01:06:13 PM
	http://www.quotev.com/story/3041245/My-Kryptonite/19/	My Inspiration - ★Chapter 14★   Story   Quotev	06/12/2013 01:15:33 PM
	http://www.quotev.com/story/3041245/My-Kryptonite/20/	My Inspiration - ★Chapter 15★   Story   Quotev	06/12/2013 01:22:13 PM
1521	http://www.quotev.com/story/3041245/My-Kryptonite/21/	My Inspiration - ★Chapter 16★   Story   Quotev	06/12/2013 01:27:20 PM
1524	http://www.coolmath-games.com/0-fireboy-watergirl-forest-temple/index.html	Fireboy and Watergirl in The Forest Temple - Play it now at Coolmath	-08/13/2013 10:37:23 AM
1526	http://us.yhs4.search.yahoo.com/yhs/search;_ylt=A0oGdOYfBrpR0kMAEYcF	kidz - Babylon Yahool Search Results	06/13/2013 10:49:54 AM
1529	http://www.youtube.com/results?search_query=kld+shows+goes+wild&oq=k	kid shows goes wild - YouTube	05/05/2013 07:16:26 PM
1532	http://papaloule.com/game_pizzerla.html	Papa's Pizzeria   Free Flash Game   Flipline Studios	06/13/2013 10:50:57 AM
	http://www.youtube.com/watch?v=JmL9Zx9stQw&list=UUN9wHzrHRdKVzC		05/05/2013 07:16:38 PM
	http://www.youtube.com/results?search_query=psy+gentleman+music+video		05/05/2013 07:28:44 PM
1548	http://coolmath-games.com/0-crazy-taxi-m12/index.html	Cool Math Car Games - Crazy Taxl M12 - ONLY at Coolmath-Games.	
1552	http://www.youtube.com/results?search_query=quinceanera+surprise+dance	quinceanera surprise dance 2013 - YouTube	06/13/2013 01:02:19 PM
1554	http://www.youtube.com/watch?v=07rBm2oTK7o	Best Surprise Father Daughter Dance (Quinceanera) - YouTube	06/13/2013 01:02:44 PM
	http://www.youtube.com/watch?v=lQ44SM6EZJE	Battle of Shiloh Toy Soldier Playset - New for 2012 - YouTube	05/05/2013 07:37:11 PM
	http://www.youtube.com/watch?v=EIUOBukNEnY	Soldatini Italeri Tomeo Medievale - YouTube	05/05/2013 07:40:02 PM
	http://www.youtube.com/watch?v=tffWfOvDotc	Random Fun With Kaelyn & Katelyn!!! - YouTube	06/13/2013 01:53:16 PM
	http://www.youtube.com/watch?v=EbO37oJ09UQ	Shy Suzie VS Glamourous Gretchen - YouTube	06/13/2013 02:08:01 PM
	http://www.youtube.com/watch?v=GNaL0izuz5c	How to Escape Doing Homework! - YouTube	06/13/2013 02:08:12 PM

1586	http://www.youtube.com/watch?v=kAr8Du8BgLE	Dangers of Being a Girly Girll - YouTube	06/13/2013 02:13:33 PM
1589	http://www.youtube.com/watch?v=Wen2CvG4lf8	Kaelyn's Awesome Coke Machinel - YouTube	06/13/2013 02:41:33 PM
1591	http://www.youtube.com/watch?v=VXk4nOzGtHc	One Direction - I Would (Lyrics) - YouTube	05/05/2013 08:02:39 PM
1596			06/13/2013 02:44:53 PM
1601	http://www.youtube.com/results?search_query=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+style+lyrics&oq=gangnam+st	gangnam style lyrics - YouTube	06/13/2013 02:45:28 PM
1604	http://www.voutube.com/watch?y=fow84LZFXpk&list=PLA1F1E697EC4DDD	Tom - One Direction (LYRICS + PICTURES) - YouTube	05/05/2013 08:32:10 PM .
1606	http://www.youtube.com/watch?v=HqNX6iHh734&list=PLA1F1E697EC4DDD	One Direction - I Want ( Lyrics+ Pictures ) - YouTube	05/05/2013 08:32:37 PM
	http://www.youtube.com/watch?v=1DB2EP3 zsl	One Direction Dance Party - YouTube	05/05/2013 08:38:16 PM
	http://www.youtube.com/watch?v=WegrNKt0Kb4		06/13/2013 02:47:22 PM
	http://answers.yahoo.com/guestion/index?gid=20120924141138AA9NjbH	What channel is The CW on for Charter Communications in Reno, NV	05/05/2013 08:58:23 PM
	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00		05/05/2013 08:59:52 PM
	http://www.voutube.com/results?search_query=girl+on+fire+choreography&o		06/13/2013 02:50:22 PM
	http://www.youtube.com/results?search_query=glrl+on+fire+choreography+s		06/13/2013 02:50:28 PM
	http://www.youtube.com/watch?v=OQsp1Kp_lzc	Alicia Keys 'Girl on Fire' - Dancers: Alexis Evans & Brittany Witte - You	
	http://www.youtube.com/watch?v=HIIUXUkksyl	Contagious Love Dance Tutorial - YouTube	06/13/2013 02:53:43 PM
	http://www.youlube.com/watch?v=QIGEQs7hvlo	EXCLUSIVE: Zendaya Shows You How to Dancel - YouTube	06/13/2013 03:00:20 PM
	http://www.youtube.com/results?search_query=wings+little+mix+how+to+dai		06/13/2013 03:00:55 PM
1654	http://video.search.yahoo.com/yhs/search;_ytt=A0oGdObsU4hRITUANFkPxt	don us the heach. Veheel Video Search	05/06/2013 06:08:01 PM
1004	http://video.search.yahoo.com/yins/search;_yit=A00G005804fiRfT0ANPRPX http://video.search.yahoo.com/video/play;_yit=A0S00MrxU4hRbkoAW737w8	Value Video Detail for "The Beach" Den Ve	05/06/2013 06:08:31 PM
1656	Intp://video.search.yanoo.com/video/piay;_yii=AUSUUM/XU41/RDKOAVV73/Wo	Tanooi viceo Detali loi The Beach - Dan Vs.	06/13/2013 03:24:26 PM
	http://www.youtube.com/results?search_query=mirrors+choreography&oq=n		
	http://www.youtube.com/watch?v=8IGbjPqFFvA	Stalin speech - November 7, 1941[English subtitles] - YouTube	05/06/2013 06:18:27 PM
	http://www.youtube.com/watch?v=CXIZs3WzYGU	Hitter and Stalin the roots of evil (part 1 of 5) - YouTube	05/06/2013 06:18:36 PM
	http://www.youtube.com/watch?v=4IP2uF05650	Hitler and Stalin the roots of evil (part 2of 5) - YouTube	05/06/2013 06:21:49 PM
1669	http://www.youtube.com/watch?v=nUYi0w8hwNs	Hitter and Stalin the roots of evil (part 3 of 5) - YouTube	05/06/2013 06:21:55 PM
1672	http://www.youtube.com/watch?feature=endscreen&v=yYBJBJx1vmo&NR=1	25 of History's Deadliest Dictators - YouTube	05/06/2013 06:28:03 PM
1673	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	papa's freezeria - Babylon Yahoo! Search Results	D6/13/2013 03:39:02 PM
1676	http://armorgames.com/play/12067/papas-freezeria	Papas Freezeria   Arcade Games   Play Free Games Online at Armor	(06/13/2013 03:39:06 PM
1678	http://www.youtube.com/watch?v=IVRGGZOjc2w	10 Most Evil Dictator of The History - YouTube	05/06/2013 06:29:35 PM
1683	http://www.flipline.com/games/papasfreezeria/index.html?utm_source=prom	Papa's Freezeria   Free Flash Game   Flipline Studios	06/13/2013 03:40:53 PM
1684	http://www.youtube.com/results?search_query=monster+high&oq=monster+	monster high - YouTube	05/06/2013 07:58:35 PM
	http://www.flipline.com/games/papalouie2/index.html	Papa Louie 2: When Burgers Attack!   Free Flash Game   Flipline Stud	06/13/2013 03:58:15 PM
1692	http://www.youtube.com/results?search_query=gta+mexico+war&oq=gta+mexico		05/06/2013 08:09:52 PM
1696	http://www.amazon.com/Disney-Wheres-My-Water-Free/dp/B006OBWGHO	Amazon com: Where's My Water? Free: Appstore for Android	06/13/2013 05:18:04 PM
	http://www.youtube.com/watch?v=CKr6Tqb_8Fc	Army of Two: The Devil's Cartel Final Mission + Ending (Confrontation	
	http://www.youtube.com/watch?v=7jZFHYicGNo	Army of Two: The Devil's Cartel - Walkthrough Part 9 Mission 8 (Narce	
	http://www.google.com/search?q=gta+4+war&channel=linkdoctor	ota 4 war - Google Search	05/07/2013 06:25:54 AM
1709	http://www.youlube.com/results?search_query=max+payne+3+walkthrough-		05/07/2013 06:26:29 AM
	http://www.youtube.com/watch?v=pwPRUyacmEA	Max Payne 3 Walkthrough - Part 32 [Chapter 13] A Fat Bald Dude Wit	
1744	http://www.youtube.com/watch?v=gwPROyachEA http://www.youtube.com/watch?v=gb2-zECqZN0&list=SP85E3047CF917B8	Max Payre 3 Walkinguigh - Part 1 (Chanter 1) At at Date Date in the	05/07/2013 06:27:40 AM
1714	http://www.youtube.com/watch?v=gbz-ze_GzNualist=SP65E3047CF917B6	Max Payre 3 Walkthrough - Part 1 [Chapter 1] Something Rotter in the	05/07/2013 00:27:40 AW
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1717	http://www.youtube.com/watch?v=CGrrbSnu9GM&list=SP85E3047CF917B8	Max Payne 3 Walktinrough - Part 10 [Chapter 5] Alive it Not Actually W	05/07/2013 05:25:33 AM
1719	http://www.youtube.com/watch?v=1c-k-6E3rkg&list=SP85E3047CF917B89E	Max Payne 3 Walkthrough - Part 13 [Chapter 6] A Dame, A Dork, & A	05/07/2013 06:29:03 AM
	http://www.youtube.com/watch?v=OyRSgfsRUms&list=SP85E3047CF9178		
	http://www.youtube.com/watch?v=ij1oLZBAA	Gta sa the pacific part 2 2 - YouTube	05/07/2013 06:38:25 AM
	http://video.search.yahoo.com/video/play;_ylt=A0S00M3aEllRy0EAPV_7w80		05/07/2013 07:34:19 AM
	http://www.youtube.com/watch?v=KcZoOeR9HQ8	TOP 10 EVIL CALL OF DUTY CHARACTERS - YouTube	05/07/2013 07:34:22 AM
1735	http://www.youtube.com/watch?v=b14TVCjtObw	Black Ops 2 "ARMS RACE" - New Game mode LIVE w/ Ali-A! - (Cali of	
1752	http://www.youtube.com/watch?v=zzaVSj0omXo&list=PL7CD8C2AABB7A0	Nuketown Zombles Traller - Official Call of Duty: Black Ops 2 Video - `	\05/07/2013 07:42:07 AM
1755	http://www.voutube.com/watch?v=zzaVSi0omXo&list=PL7CD8C2AABB7A0	Nuketown Zombies Trailer - Official Call of Duty: Black Ops 2 Video - '	05/07/2013 07:42:36 AM
1757	http://www.youtube.com/watch?v=NzrYBl2iZIA&list=PL7CD8C2AABB7A053	Behind the Scenes of "Surprise" - Official Call of Duty: Black Ops 2 Vi	05/07/2013 07:42:42 AM
1759	http://www.voutube.com/watch?v=4wi7p_E2CxQ&list=PL7CD8C2AABB7A0	"Surprise" - Official Call of Duty: Black Ops 2 Live-Action Trailer - You	105/07/2013 07:42:47 AM
1761	http://www.youtube.com/watch?v=4wIZp_E2CxQ&list=PL7CD8C2AABB7A0	"Surprise" - Official Call of Duty: Black Ops 2 Live-Action Trailer - You	105/07/2013 07:42:49 AM
	http://www.hellokittygamesplay.com/hello-kitty-flower-shop.php	Helio Kitty Flower Shop - Helio Kitty Games - Play A Helio Kitty Game	06/13/2013 06:54:33 PM

1765	http://www.hellokitty-rollenescue.com/		06/13/2013 07:02:31 PM	
1767	http://www.hellokittygamesplay.com/hello-kitty-bubbles.php		06/13/2013 07:02:39 PM	
1771	http://www.youtube.com/watch?v=HlmeYKSHmvk&list=PL7XV3_gWpjM-NJ6	I'M ON MY PERIOD! - Alloe: Madness Returns - Part 5 - YouTube	05/07/2013 07:46:06 AM	
1772	http://www.youtube.com/watch?v=ljBOq2xW26l&llst=UU-IHJZR3Gqxm24_Vc	Ducks - YouTube	05/07/2013 07:46:25 AM	
1774	http://www.voutube.com/watch?v=rSrelt1o5sM&list=UU-IHJZR3Ggxm24 Vd	I BECAME A BUTTERFLY! - Alice: Madness Returns - Part 10 - YouT(	05/07/2013 07:47:22 AM	
1776	http://www.youtube.com/watch?v=YntiLgpigiA&list=UU-IHJZR3Ggxm24_Vd_	CAN YOU SPOT THE OCTOPUS? - Alice: Madness Returns - Part 11	05/07/2013 07:48:13 AM	
1778	http://www.voulube.com/watch?v=8CQL/wwS-e4&list=UU-IHJZR3Ggxm24_V	SCP MONSTER?! - Alice: Madness Returns - Part 12 - YouTube	05/07/2013 07:49:01 AM	
1780	http://www.youtube.com/watch?v=zAg74xXeLJg&list=UU-IHJZR3Ggxm24_V	A Normal Day in Sweden YouTube	05/07/2013 07:49:46 AM	
1782	http://www.youtube.com/watch?v=R4wPnk9Pw9A&list=UU-IHJZR3Gqxm24	WHERE IS PEWDIEPIE?! - YouTube	05/07/2013 07:51:52 AM	
		Red Dead Redemption Revolution Trailer - YouTube	05/07/2013 08:08:20 AM	
1794	http://www.voutube.com/watch?v=cerolmhit9s&NR=1&feature=endscreen		05/07/2013 08:09:40 AM	
	http://www.youtube.com/watch?v=y9L5Jng5MYs	I Know You (Good Choices) - Stranger Mission - Red Dead Redemption	05/07/2013 08:10:47 AM	
		American Appetites (Bad Choices) - Stranger Mission - Red Dead Red		
		JMKit.com : Dress Up : Kitty Makeover	06/13/2013 10:45:05 PM	
1823	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00		06/14/2013 12:37:38 PM	
1824	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	cool math games - Babylon Yahool Search Results	06/14/2013 12:37:59 PM	
	http://coolmath-games.com/0-b-cubed/index.html	B-Cubed - Play it now ONLY at Coolmath-Games.com	08/14/2013 12:38:45 PM	
	http://www.youtube.com/watch?v=hfZTKBIVHiY	Biographies and Lies - Survivor Mission - Red Dead Redemption: Und		
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		Missing Souls - Survivor Mission - Red Dead Redemption: Undead Nig		
1829	http://coolmath-games.com/0-rotate-and-roll/index.html		06/14/2013 12:46:21 PM	
	http://coolmath-games.com/0-fireboy-watergirl-3-ice-temple/index.html	Fireboy and Watergirl 3 in The Ice Temple - Play It now at Coolmath-G		
1831 1832		Nerd Permadeath - Red Dead Redemption: Undead Nightmare - Part		
	http://www.youtube.com/watch?v=rEXDjug3fsY		06/14/2013 01:16:39 PM	
1833	http://coolmath-games.com/0-snail-bob-2/index.html	Red Dead Redemption Undead Nightmare Bigfoot Sasquatch HD 720		
1836	http://www.youtube.com/watch?v=YXM7SVArizKU	Cat Shmat - Play it now at Coolmath-Games.com	06/14/2013 01:36:46 PM	
1837	http://coolmath-games.com/0-cat-shmat/index.html	Red Dead Redemption Undead Nightmare Sasquatch/Bigfoot Hunting		
	http://www.youtube.com/watch?v=5HulNISRkkc	GTA 4 - Final Mission / Revenge Ending - Out of Commission (1080p)	05/07/2013 03:09:31 FM	
1843	http://www.youtube.com/watch?v=EHhnnymXZn0	The Plate of the Commentation Maxement - Charles Mission (1000p)	05/07/2013 04:00:10 PM	
1847	http://www.youtube.com/watch?v=OmHE20V-I-A&list=SP1AD33879418FA2	The Birth of the Conservation Movement - Survivor Mission - Red Dead	05/07/2013 04:00.37 PM	
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	http://www.youtube.com/watch?v=xqSoq8iCC7w&list=SP1AD33679418FA2I			
1852	http://www.girlsgogames.com/	Games for Girls, Girl Games, Play Girls Games Online!	06/14/2013 01:55:29 PM	
	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	war games - Babylon Yahoo! Search Results	05/07/2013 04:50:44 PM	
1854	http://greengamesandham.com/landing/?lp=2867&game_id=chic-school-girls	Green Games And Ham > Chic School Girls > Free Casual Games	06/14/2013 01:55:48 PM	
1855	http://topwargames.com/warlords-heroes	Warlords: Heroes   Top War Games	05/07/2013 04:51:03 PM	
1859	http://onlinesnipergames.org/santastrike	Sante-Strike   Online Sniper Games	05/07/2013 04:53:26 PM	
1861	http://onlinesnipergames.org/sniper-duty	Sniper Duty   Online Sniper Games	05/07/2013 04:54:34 PM	
1863	http://onlinesnipergames.org/rabbit-sniper	Rabbit Sniper   Online Sniper Games	05/07/2013 04:56:38 PM	
1866	http://www.girlgames.com/	Girl Games - Play Dress Up, Cooking and Decorating Games	06/14/2013 01:59:11 PM	
1867	http://onlinesnipergames.org/save-the-witness	Save the Witness   Online Sniper Games	05/07/2013 05:01:02 PM	
1868	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	selena gomez date rush game - Babylon Yahool Search Results	06/14/2013 01:59:52 PM	<u> </u>
1869	http://onlinesnipergames.org/target-barbarossa	Target Barbarossa   Online Sniper Games	05/07/2013 05:02:18 PM	
1872	http://onlinesnipergames.org/sift-heads	Sift Heads   Online Sniper Games	05/07/2013 05:04:36 PM	
1882	http://www.arcadesafari.com/	ArcadeSafari™ - Wildly Fun Games! Play Free Online Games and Fu		
1883	http://www.youtube.com/watch?v=x9jHN6pmw	GTA IV MATRIX: Action Scene [1/11] - YouTube	05/07/2013 05:08:38 PM	
1884	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	beauty and the beast - Babylon Yahoo! Search Results	06/14/2013 02:35:12 PM	
1888	http://www.youtube.com/results?search_query=qta+the+bad+assassin+epise	gta the bad assassin episode 5 - YouTube	05/07/2013 05:10:42 PM	
1893	http://us.yhs4.search.yahoo.com/yhs/search;_ytt=A0oGdMSKjLtRjEsAvnMP	how to dance hip hop - Babylon Yahoo! Search Results	06/14/2013 02:36:19 PM	
1895	http://www.youtube.com/watch?y=Anfob10Nwg0	Grand Theft Auto IV: Bloops & Outtakes Episode 4 (GTA 4 Machinima	05/07/2013 05:13:45 PM	
1896	http://www.youtube.com/watch?v=GYwHAX2BEbw	The Escape (GTA IV Machinima) - YouTube	05/07/2013 05:14:02 PM	
1898	http://www.youtube.com/watch?v=f4DgacY2tNo	Venus: Episode 2 (Grand Theft Auto IV Machinima) - YouTube	05/07/2013 05:26:00 PM	
	http://www.youtube.com/results?search_query=the+annoying+orange&oq=th		05/07/2013 05:44:17 PM	
1901		Annoying Orange - YouTube	05/07/2013 05:44:20 PM	
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1902	http://www.youtube.com/watch?v=ti5JRkpE6qo&list=PLF7804CA8F551DF96	Annoying Orange - Iron Apple (Iron Man 3 Spoof) - YouTube	05/07/2013 05:44:34 PM
1904	http://www.youtube.com/watch?v=e_txQTdyHl8&list=PLF7804CA8F551DF96	Annoying Orange - Beauty and a Beet (Beauty and a Beat Justin Blebe	05/07/2013 05:48:33 PM
1905	http://www.youtube.com/watch?v=KDONctxgl8g	Dancing To "Troublemaker" - Olly Murs - YouTube	06/14/2013 02:39:20 PM
1907	http://www.youtube.com/watch?v=F3BqVie9UzA	Just Dance 4 (DLC)- Katy Perry-Part Of Me(Full Gameplay Wii) - YouT	06/14/2013 03:06:28 PM
1911	http://www.youtube.com/watch?v=2glEFDoxbaQ	Kaelyn's Epic Room Tourl - YouTube	05/07/2013 08:38:53 PM
1912	http://www.youtube.com/results?search_query=+What+hapind++with++kaely	What hapind with kaelyn dog and WHY - YouTube	05/07/2013 07:24:42 PM
1919	http://www.youtube.com/watch?v=ahzv-6lNxx0		05/07/2013 08:02:44 PM
1922	http://www.youtube.com/watch?v=jlL1qboJ-Hk	Can You Spot The Differences - YouTube	05/07/2013 08:17:40 PM
	http://www.youtube.com/results?search_query=monster+high&oq=monster+		05/08/2013 06:42:15 AM
1926	http://www.youtube.com/watch?v=k67d-9p7CQs		06/14/2013 03:22:10 PM
1927	http://www.youtube.com/watch?v=U3fVTBtZfHU&list=UUMoWQ_bBWARyM	Monster High™: Ghouls Rule! Extended Trailer - YouTube	05/08/2013 06:42:56 AM
	http://www.youtube.com/watch?v=0igRgcsYzxE&list=UUMoWQ_lvBWARyM	Monster High™ - Beast Ghoulfriends - YouTube	05/08/2013 06:43:48 AM
1933		Moon - Wikipedia, the free encyclopedia	05/08/2013 07:09:05 AM
1950		Empire Total War French and Indian War Machinima Part 1 - YouTube	
1951	http://www.youtube.com/watch?v=YVwI4bHsfSU	The Four Horses of the Apocalypse - Mythical Creatures - Red Dead F	
	http://www.youtube.com/watch?v=N1eQ8nwf5_l&list=SP0E9EDFD895CCEC		
	http://www.youtube.com/watch?v=I4Xvdxgl8EA&list=SP0E9EDFD895CCEC		05/08/2013 08:21:14 AM
1957	http://www.youtube.com/watch?v=4DhyTxXvh1U&list=SP0E9EDFD895CCE		
	http://www.youtube.com/watch?v=yRvQuQddztU&list=SP0E9EDFD895CCE		
1959	ntip://www.youtube.com/watch/v=yRvQuQdoZtO&iist=SPUE9EDFD895CCE	Busting In, Part 1 - Mission #03 - Bully, Scholarship Edition - Tourible	05/08/2013 06:23:24 AM
1961	http://www.youtube.com/watch?v=7g6Td8p6U6o&list=SP0E9EDFD895CCE	Complete Maynem - Mission #66 - Bully, Scholarship Edition - 100100	105/00/2013 06:25:37 AM
	http://www.youtube.com/watch?v=Xv9Bu7lYmok&list=SP0E9EDFD895CCE		
1965	http://www.youtube.com/watch?v=vT8MNK5QHxY&list=SP0E9EDFD895CC		05/08/2013 08:32:06 AM
1966	http://www.youtube.com/watch?v=wkMCQ16onyA	Napoleon Total War - Nazl Germany - (Machinima) - YouTube	06/14/2013 05:27:44 PM
1967	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00		05/08/2013 03:40:18 PM
1968	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	civil war games - Babylon Yahool Search Results	06/15/2013 09:47:54 AM
	http://video.search.yahoo.com/yhs/search;_ylt=A0oGdOKymrxRfikAwLsPxQ		06/15/2013 09:47:57 AM
1971	http://www.youtube.com/watch?v=hojwgHkw3J8	GTA IV PC LCPDFR 0.95 Patrol Part 52 - FIB Patrol - YouTube	05/08/2013 03:56:20 PM
1973	http://video.search.yahoo.com/video/play;_ylt=A0S00Mu1mrxRGk8Axvj7w80		06/15/2013 09:48:23 AM
1974	http://www.youtube.com/watch?v=06j_eXpPTus	Mafia II WWII Chapter - YouTube	05/08/2013 03:58:21 PM
1978	http://www.youtube.com/results?search_query=the+bad+assassin+episode+		05/08/2013 04:16:36 PM
1980	http://www.youtube.com/watch?v=IOZD7Dqmsew	The Last Samural - Shogun 2 Total War (Machinima) - YouTube	06/15/2013 10:10:30 AM
1981	http://www.youtube.com/watch?v=3vb_bXAPBB0	Bad Assassin Episode 4 (Grand Theft Auto IV Machinima) - YouTube	05/08/2013 D4:16:41 PM
1983	http://www.youtube.com/watch?v=OH6FukhtLZw	X-Ray Attack: Kitana vs Shiranuli by dhim (Mortal Kombat Machinima)	05/08/2013 04:17:01 PM
1987	http://www.youtube.com/watch?v=Zxy61SuNy1c	Venus; Episode 1 (Grand Theft Auto IV Machinima) - YouTube	05/08/2013 D4:17:40 PM
1991	http://www.youtube.com/watch?NR=1&feature=endscreen&v=w0YfkmC6Ox	Last Stand (GTA IV Machinima) - YouTube	05/08/2013 04:18:42 PM
1996	http://www.youtube.com/watch?y=5Mty70fMBDI	HOW TO BECOME A VAMPIRE??!! - YouTube	05/08/2013 07:25:20 PM
1999	http://www.youtube.com/watch?v=T8Gelw0wMu8	Roma Surrectum 2 - Roma vs Egitto - YouTube	06/15/2013 02:14:29 PM
2000	http://www.youtube.com/watch?NR=1&v=2glEFDoxbaQ&feature=endscreen		05/08/2013 07:25:56 PM
2002	http://www.voutube.com/watch?feature=endscreen&v=oMh3Jag09_w&NR=		05/08/2013 07:26:05 PM
2004		Help Kaelyn Shop! - YouTube	05/08/2013 07:26:24 PM
2005	http://www.youtube.com/watch?feature=endscreen&NR=1&v=2glEFDoxbaQ		05/08/2013 07:26:45 PM
	http://www.youtube.com/watch?NR=1&v=oMh3Jag09_w&feature=endscreen	Kaelyn Receives a Surprisel - YouTube	05/08/2013 07:27:12 PM
2007	http://www.youtube.com/watch?v=yAbtLf-2MzA	Napoleon: Total War Ultra Big Army! - YouTube	06/15/2013 02:15:22 PM
	http://www.youtube.com/watch?NR=1&v=n5xX0GyiPEg&feature=endscreen		05/08/2013 07:27:30 PM
2009	http://www.youtube.com/watch?v=BXToDfiNX4o	Third Age Total War; The last stand of the Nazgûl - YouTube	06/15/2013 02:35:50 PM
	http://www.youtube.com/watch?v=bx1oDijnx4o http://www.youtube.com/watch?NR=1&v=wh1i-b-TX1g&feature=endscreen	Malatah hayu um ayd yayur haraga ant. YouTuba	05/08/2013 02:35:50 PM 05/08/2013 08:36:03 PM
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2019	http://www.youtube.com/watch?v=F8PMqj6aKSQ&list=PLB19E228D8D5BA		05/08/2013 08:37:14 PM
2025	http://www.youtube.com/watch?v=JctwsVj2W5o&llst=PL2A710EC72DB5890		05/08/2013 08:39:58 PM
2026	http://www.youtube.com/watch?v=38UWj9kgHG8&list=PL2A710EC72DB58		05/08/2013 08:40:05 PM
2027	http://www.youtube.com/watch?v=GpGdgx4iLFg&list=PL2A710EC72DB589		05/08/2013 09:00:03 PM
2031	http://www.youtube.com/results?search_query=gta+ww2&page=2	gta ww2 - YouTube	05/09/2013 07:06:09 AM
2033	http://www.youtube.com/results?search_guery=gta+ww2&page=3	gta ww2 - YouTube	05/09/2013 07:06:23 AM

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2001	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00		06/16/2013 09:06:57 AM	
			06/16/2013 09:07:03 AM	
2039	http://www.youtube.com/results?search_query=gta+4+ww2&oq=gta+4+ww2		05/09/2013 07:06:59 AM	
2040	http://www.youtube.com/watch?v=L89cctL0NaE	Silent Hell (Grand Theft Auto IV Machinima) - YouTube	06/16/2013 09:08:16 AM	
2041	http://www.youtube.com/watch?v=1q7F10vpPsI		05/09/2013 07:07:37 AM	
2044	http://www.youtube.com/watch?v=xgDTU0w39Nc	Heavy Rain in Liberty City: Episode 2 (Grand Theft Auto IV Machinima	06/16/2013 09:09:10 AM	
2045	http://www.youtube.com/watch?v=eeoKz-3lx7g	Heavy Rain in Liberty City: Episode 3 (Grand Theft Auto IV Machinima	06/16/2013 09:09:15 AM	1
2047	http://www.youtube.com/watch?feature=endscreen&v=xgDTU0w39Nc&NR=	Heavy Rain in Liberty City: Episode 2 (Grand Theft Auto IV Machinima	06/16/2013 09:10:54 AM	1
	http://www.youtube.com/watch?v=8zh78iopgXA		06/16/2013 09:13:15 AM	
2053	http://www.youtube.com/watch?v=tsfU7wzNRGQ	La La La I Love You (NRG Mix) by Gummibär (the gummy bear) - Y	06/16/2013 05:18:25 PM	1
	http://www.youtube.com/watch?v=NhIJ3S3XR7Y	GTA SAN ANDREAS DYOM MOD HITLER VS STALIN FIGHT - YOUT	05/09/2013 07:17:59 AM	
	http://www.youtube.com/watch?v=YEHynnGgrsk		05/09/2013 07:19:55 AM	1
	http://www.youtube.com/watch?v=PkunSzuFkXA		05/09/2013 07:26:34 AM	
	http://www.youtube.com/results?search_query=gta+4+ww2&oq=gta+4+ww2		05/09/2013 08:24:04 AM	
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	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00		06/21/2013 01:15:33 PM	<b></b>
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	http://www.youtube.com/watch?v=zXy9hNzlx28	Top 10: World War II Video Games - YouTube	05/09/2013 04:29:51 PM	<del></del>
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2105	http://www.youtube.com/watch?v=rirywPSdrWk	Red Orchestra 2: An Introduction to the Game by Gamersdissent - You		<u> </u>
2108	http://video.search.yahoo.com/video/play;_ylt=A0S00M3jt8RRkDMA.3f7w8Q	Top 10 World War 2 Video Games Part 1/3	06/21/2013 01:30:43 PM	
	http://www.youtube.com/watch?v=nR7Xc5dCSit&list=PL708A271E0359654F		05/09/2013 04:38:50 PM	
2110	http://www.youtube.com/watch?v=_aU1B9ZORx0&list=PL708A271E035965	LEGO Call of Duty - Battle of Stalingrad - YouTube	05/09/2013 04:38:54 PM	
2111	http://www.youtube.com/watch?v=svSxrxxlxvw	Top 10 World War 2 Video Games Part 1/3 - YouTube	06/21/2013 01:30:51 PM	
2112	http://www.youtube.com/results?search_query=ubersoldier+2+walkthrough&	ubersoldier 2 walkthrough - YouTube	06/21/2013 01:37:22 PM	
	http://www.youtube.com/watch?v=H-d_y_U1P7E	UberSoldier Walkthrough Part 01 - YouTube	06/21/2013 01:37:30 PM	
	http://www.youtube.com/watch?v=irTTn-HWCFA	GTA san andreas - DYOM mission # 32 - Civil war ( HD ) - YouTube	05/09/2013 06:13:33 PM	
	http://www.youtube.com/watch?v=IMfNJ65EvCM	GTA SA Gang War - Mod Test - YouTube	06/21/2013 01:41:08 PM	
	http://www.youtube.com/results?search_query=max+payne+3+walkthrough+		05/09/2013 06:16:33 PM	<del> </del>
	http://www.youtube.com/watch?v=U3V98fB6Fvo		06/21/2013 01:53:54 PM	<u> </u>
2126	http://video.search.yahoo.com/yhs/search;_ylt=A0oGdNKnMcdRHSUADgoP	world war 1 donumentary - Vahool Video Search Decute	06/23/2013 10:34:45 AM	<del>                                     </del>
2128	http://video.search.yahoo.com/video/play;_ylt=A0S00MyrMcdRV0IAaBv7w80	World War 1 Documentary	06/23/2013 10:35:23 AM	
	http://www.youtube.com/watch?v=JFvUoNyUFDs	Iron Front 1944 First Look Let's Play Walkthrough Part 1 [HD] - YouTu		
		LEGO D-DAY 2 PARATROOPERS (Blender 2.48) - YouTube	05/09/2013 06:17:33 PM	<del></del>
	http://www.youtube.com/watch?v=izp4V6RJSD4			ļ
	http://www.youtube.com/watch?v=Vq7fOMBc9SI	Darkest Of Days Game Play - Episode 11 - Prisoner! - YouTube	05/09/2013 06:20:22 PM	
	http://www.youtube.com/watch?v=JFeGRKrGx4M	Darkest Of Days Game Play - Episode 12 - The Final Battle - YouTube		<b></b>
	http://www.youtube.com/results?search_query=gta+ww2+mod&page=2	gta ww2 mod - YouTube	05/09/2013 06:21:20 PM	
	http://www.youtube.com/watch?v=yeBJ5nWQDpE	Hell Raisers: Episode 1 - GTA IV Machinima - YouTube	05/09/2013 06:21:22 PM	ļ
	http://www.youtube.com/watch?v=Q0HxJJ3YGLA	Shepherd - GTA IV machinima - YouTube	05/09/2013 06:21:35 PM	
	http://us.yhs4.search.yahoo.com/yhs/search;_ytt=A0oGdMT0XYxRCzEAYwl		05/09/2013 07:40:07 PM	
	http://www.youtube.com/watch?v=nvfejaHz-o0	One Direction - Gotta Be You - YouTube	05/09/2013 07:40:11 PM	
	http://www.youtube.com/watch?v=HA5oCT55Oq4	World War I in Colour full length documentary - 01/08 - Catastrophe p		
2151	http://www.youtube.com/watch?v=egVNegDKFmQ&list=RD02nvfejaHz-o0	One Direction - Na Na Na (full) lyrics in description - YouTube	05/09/2013 08:16:30 PM	
2152	http://www.youtube.com/watch?v=VC3S9RgDIDs	World War I: Trench Warfare Begins 1/4 - YouTube	06/23/2013 10:39:50 AM	
2153	http://www.youtube.com/watch?v=KyTRLocKx-Q&list=RD02nvfejaHz-o0	One Direction - Forever Young ( Lyrics + Pictures ) - YouTube	05/09/2013 08:19:49 PM	
	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00		05/10/2013 08:08:22 AM	
	http://www.youtube.com/watch?v=7Y7pOB8uRIU	GTA: TLAD - PC - Side Mission - Gang War 25/25 - YouTube	05/10/2013 08:08:27 AM	
	http://www.youtube.com/results?search_query=gremany+vs+jews&oq=grem		06/23/2013 10:41:29 AM	t
	http://www.youtube.com/watch?v=ifGph5vfiV8	GTA IV Justin Bieber Mod (GTA 4 / GTA 5) - YouTube	05/10/2013 08:17:30 AM	
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2163	http://www.youtube.com/watch?v=Z5efJlzM6-A	gta 4 Superman, Batman, Spiderman, Iron man, Predator, Joker, Tony	05/10/2013 08:18:58 AM
2164	http://www.youtube.com/watch?v=sHcJtU9dr6l	Band of Brothers- Liberation of Concentration Camp - YouTube	06/23/2013 11:15:30 AM
2168	http://www.youtube.com/watch?v=n3lfFWbxwyU	GTA 4 PC 2012 MOD - YouTube	05/10/2013 08:20:25 AM
2173	http://www.youtube.com/watch?v=JBPgTsX4g0U&list=PL035D86061EF8476	GTA 4 IV NISSAN SKYLINE GT-R34 CRASH TESTING HD - YouTub	05/10/2013 08:25:49 AM
2174	http://www.youtube.com/watch?v=g-uirkenHo	most evil children in history? - YouTube	06/23/2013 11:24:26 AM
2175	http://www.youtube.com/results?search_query=monster+high&oq=mon&gs_		05/10/2013 08:26:29 AM
			08/23/2013 11:38:35 AM
			06/23/2013 11:41:01 AM
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2186	http://us.yhs4.search.yahoo.com/yhs/search?hspart=Babylon&hsimp=yhs-00	top 10 evil dictator - Babylon Yahoo! Search Results	05/10/2013 06:20:45 PM
2189	http://www.google.com/webhp?source=search_app#sugexp=cmk_timedisco	brainpop - Google Search	06/23/2013 10:04:56 PM
	http://www.youtube.com/watch?v=cbsxs9NzilE&ilst=RD02fbU_ZCPNkuY	One Direction- Sexy Moments - YouTube	05/10/2013 07:51:49 PM
2208	http://www.youtube.com/watch?v=vHHpkBnWNmM&list=RD02fbU_ZCPNku	Na Na Na - One direction lyric video with pictures - YouTube	05/10/2013 07:52:06 PM
	http://www.starsue.net/	Star Sue   Monster High   Winx Club   My Little Pony   Girl Games	05/11/2013 09:05:50 AM
	http://www.starsue.net/game/Equestria Girls Twilight Sparkle.html	Equestria Girls Twilight Sparkle - Pony - Girl Games	05/11/2013 09:05:59 AM
	http://www.starsue.net/online-games/Hairdresser_Games.html		05/11/2013 09:10:35 AM
	http://www.starsue.net/online-games/DressUp_Games.html	Dress Up Games - Girl Games - StarSue.Net	05/11/2013 09:11:40 AM
			05/11/2013 09:11:52 AM
		Play High School First Kiss on gamerclick	05/11/2013 09:11:52 AM
	http://www.gamerclick.com/game/26998/High_School_First_Kiss/	Equestria Girls Pinkie Ple - Pony - Girl Games	05/11/2013 09:12:05 AM
	http://www.starsue.net/game/Equestria_Girls_Pinkie_Pie.html	One Direction - Live While We're Young - YouTube	05/11/2013 09:17:07 AM
2232	http://www.starsue.net/online-games/Polly_Pocket_Games.html		05/11/2013 09:17:33 AM 05/11/2013 09:17:58 AM
		Z6 - Free Online Online Games, Play Flash Games Online	
			05/11/2013 09:29:13 AM
	http://www.starsue.net/game/Equestria_Girls_Fluttershy.html		05/11/2013 09:31:58 AM
	http://www.youtube.com/watch?v=-pSUbrq84aE&list=RD02A6qcTa1x_0w	Rock Me - One Direction (BEST LYRIC VIDEO) (HQ) - YouTube	05/11/2013 09:36:39 AM
	http://www.starsue.net/game/Equestria_Girls_Applejack.html	Equestria Girls Applejack - Pony - Girl Games	05/11/2013 09:46:39 AM
	http://www.starsue.net/game/Equestria_Girls_Rainbow_Dash.html	Equestria Girls Rainbow Dash - Pony - Girl Games	05/11/2013 09:49:47 AM
	http://www.starsue.net/online-games/Princess_Games.html	Princess Games - Girl Games - StarSue.Net	05/11/2013 09:54:49 AM
	http://www.starsue.net/game/Pet_Talents_Show.html	Pet Talents Show - Pets - Girl Games	05/11/2013 09:55:05 AM
	http://www.starsue.net/game/Adopt_a_Rabbit.html	Adopt a Rabbit - Pets - Girl Games	05/11/2013 10:01:54 AM
	http://www.starsue.net/online-games/My_Little_Pony.html	Pony Games - Girl Games - StarSue.Net	05/11/2013 10:06:40 AM
2247	http://www.starsue.net/game/Hello_Kitty_Memory.html	Hello Kitty Memory - Pets - Girl Games	05/11/2013 10:08:31 AM
2248	http://www.starsue.net/online-games/Pet_Games.html	Pets Games - Girl Games - StarSue.Net	05/11/2013 10:15:01 AM
		Pets Games [ Page 2 ] - Girl Games - StarSue Net	05/11/2013 10:15:22 AM
2250	http://www.starsue.net/game/Angry_Birds_Matching.html	Angry Birds Matching - Pets - Girl Games	05/11/2013 10:15:32 AM
2252	http://www.youtube.com/watch?v=MUG_Flfe0Mc	GTA: San Andreas WWII weapon addon by AnonigunZ (Igotmylunchb	05/12/2013 06:26:18 AM
2256	http://www.youtube.com/watch?v=mgzBstH9TsM&list=UUMoWQ_lvBWARy	Monster High™ - Unearthed Day - YouTube	05/12/2013 06:30:27 AM
2257	http://www.youtube.com/watch?v=Td2rAcmMKxE&list=UUMoWQ_lvBWARy	Monster High® - A Perfect Match - YouTube	05/12/2013 06:31:50 AM
		First Squad - The Sacred War AMV - YouTube	05/12/2013 06:36:02 AM
2265	http://www.youtube.com/watch?v=19bxBvW1NNA	venom headcrab - YouTube	05/12/2013 11:49:56 AM
	http://www.youtube.com/watch?v=X5YaihAtnC4	Ant colony raids a rival nest - Natural World - Empire of the Desert Ant	05/12/2013 11:50:40 AM
	http://www.youtube.com/watch?v=8sXWcx4j4Dc	Ant Wars: Red Vs. Black - Ants go marching on (sound Choice) - You	05/12/2013 11:52:57 AM
	http://www.youtube.com/watch?v=q9LlBdhjASo	Red Vs Black - YouTube	05/12/2013 11:56:06 AM
	http://www.youtube.com/watch?v=kAggi3egYhg	Monster Bug Wars- Jumping Jack Ants vs. Huntsman Spider - YouTul	
	http://www.youtube.com/watch?v=XgKrFsS8AwM	10 Dictators Who Died Violentiv - YouTube	05/12/2013 12:14:23 PM
2277	http://www.youtube.com/watch?v=f5iHTqzpB2o&iist=PL3AD9104513E64089		05/12/2013 12:17:56 PM
2278	http://www.youtube.com/watch?v=GdPXEqxVz2M&list=SP3AD9104513E640	Top 10 Influential Political Leaders of the Last Century - YouTube	05/12/2013 12:21:04 PM
2279	http://www.youtube.com/watch?v=1suwni8E3-o&list=SP3AD9104513E6408	Saddam Hussein: Life and Execution of the Iragi Dictator - YouTube	05/12/2013 12:21:25 PM
2280	http://www.youtube.com/watch?v=WelSza-JQD4&list=SP3AD9104513E640	Che Guevara: Life of the Argentine Revolutionary - YouTube	05/12/2013 12:23:19 PM
	http://www.youtube.com/watch?v=U8u32WMtt1w&llst=SP3AD9104513E640		05/12/2013 12:24:31 PM
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	http://www.youtube.com/watch?v=m-uj_1-tEE	Empire total war: Most Devastating Weapons - YouTube	05/12/2013 12:45:57 PM
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811	empire total war battle in bunker hill	<del> </del>	THE ANGLE OF THE PROPERTY OF THE ANGLE OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE	Clote	Browser Adhyty	1223		-
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378	gla warm coffee		http://www.youtube.com/results?search_query=pla+warm+coffee&oq=pla+war	None found ***	Æ inPrivate/Racover	VILLON		1-
879	gla warm coffee	pla warm	http://www.youtube.com/results?search_query=gta+warm+coffse&oq=gta+war	to the found to	E inPrivate/Recover			<b>⊣</b> —
192	army men toy war	L	http://www.blog.com/search?g=army+men+loy+war&form=TOSBTX&pc=MAT	TT Hone found TT	IE InPrivate/Recover	7 775		+
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148	pla warm coffee		http://xx.vhs4.search.vahop.pom/vhs/search; vit=A0oGdNe2.31RikwAVYyl87U	Firm None found	IE InPrivate/Recove	ry 4818		
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3700 war front turning point ending		war front turning point ending	http://www.youtube.com/results?search_query=war+front+turning+point+  war front turning point ending - \1	190	05/04/2013 02:54:27 PM
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3426 top 10 world war 2 gemes		<del> </del>	http://www.yd.delta-search.com/?q=top+10+world+war+2+games&babsrc top 10 world war 2 games - Bab 52		<del>                                     </del>
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4703 top 10 world war 2 games	- Value	<del> </del>	http://wideo.search.yahoo.com/yhs/search;_yit=AOoGdNXft8RRp1oAOasP top 10 world war 2 games - Yahi 21	06 106/21/2013 01:30:37 PM	
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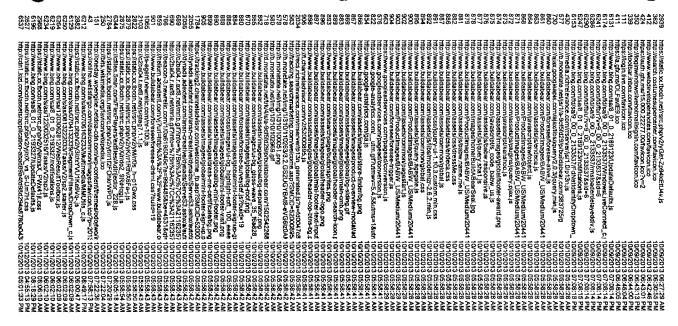
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# INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013

Record	LIRI	I ast Visited Date/Time - /UTC-8:00) (MI	W/ Creation Date/Time - (UTC-8:00) (MM/dd/yyyy)
92	http://bgca.org/favicon.ico	10/07/2013 07:13:31 PM	10/07/2013 07:13:30 PM
360 329	http://www.bgctm.org/favicon.ico https://tools.usps.com/go/favicon.ico	10/07/2013 07:15:10 PM 10/07/2013 07:17:08 PM	10/07/2013 07:15:10 PM 10/07/2013 07:17:08 PM
3537	http://s.ytimg.com/yts/cssbin/www-embed-player-vfiF6amMN.css	10/07/2013 07:17:47 PM	10/04/2013 03:50:53 PM 10/06/2013 04:10:13 PM
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367 403	http://www.bgca.org/favicon.ico	10/07/2013 07:20;12 PM 10/07/2013 07:26:57 PM	10/07/2013 07:20:12 PM 10/07/2013 07:26:57 PM
9480	http://static.citrine.synacor.com/assets/res.php?s;toshiba/toshiba-new;	10/07/2013 07:28:20 PM	10/03/2013 05:58:38 PM
9493 9502	http://static.citrine.synacor.com/assets/res.php?j;toshiba/toshiba-new; http://static.citrine.synacor.com/assets/res.php?s;toshiba/toshiba-new;	10/07/2013 07:28:20 PM 10/07/2013 07:28:45 PM	19/03/2013 05:58:38 PM 10/03/2013 05:59:05 PM
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5426 3098	http://www.gstatic.com/bg/8qxFA1f16wViu4PH2juAl0PyVi52loiIRNiF1j	10/07/2013 07:33:45 PM 10/07/2013 07:35:11 PM	10/03/2013 06:17:10 PM
3042	https://static.xx.fbcdn.net/rsrc.php/v2/yB/r/9cXA-2QRvPK.css http://platform.twitter.com/widgets/tweet_bufton.1380844203.html	10/07/2013 07:35:17 PM 10/07/2013 07:35:17 PM	10/04/2013 03:55:25 PM 10/04/2013 04:02:21 PM
5414	http://s7.addthis.com/static/r07/core103.js	10/07/2013 07:35:17 PM	10/04/2013 03:55:19 PM
	http://s7.addthis.com/static/r07/auth014.js https://static.xx.fbcdm.net/rsrc.php/v2/ys/r/pk_AxCPqM99.js	10/07/2013 07:35:17 PM 10/07/2013 07:35:18 PM	10/04/2013 03:55:24 PM 10/04/2013 03:55:25 PM
2926	https://static.xx.fbcdn.net/rsrc.php/v2/yr/r/BwpXPN6abfQ.js	10/07/2013 07:35:18 PM	10/04/2013 03:55:25 PM 10/04/2013 03:55:25 PM
6146	https://static.xx.fbcdn.net/rsrc.php/v2/y/r/hxFZLljqZhQ.js http://www.bing.com/sa/8_01_0_2183322/UpdateDefaults.js	10/07/2013 07:35:18 PM 10/07/2013 08:21:39 PM	10/05/2013 06:21:13 PM
6103	http://www.bing.com/sa/8_01_0_2183322/notifications.js https://static.xx.fbcdn.net/rsrc.php/v2/y2/r/qrCwYQ7g6lK.css	10/07/2013 08:21:40 PM 10/07/2013 08:29:56 PM	10/05/2013 06:21:14 PM 10/03/2013 06:26:39 PM
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2720 2662	https://static.xx.fbcdn.net/rsrc.php/v2/yb/r/FNxTaQKuPtF.css https://static.xx.fbcdn.net/rsrc.php/v2/yl/r/5MVQnTivI-v.js	10/07/2013 08:39:06 PM 10/07/2013 08:39:21 PM	10/03/2013 06:37:30 PM 10/03/2013 06:37:04 PM
2664	https://static.xx.fbcdn.net/rsrc.php/v2/y3/r/27e2iGkZblh.css https://static.xx.fbcdn.net/rsrc.php/v2/yW/r/_MH6FrZPCbn.js	10/07/2013 08:39:21 PM 10/07/2013 08:39:21 PM	10/03/2013 06:37:04 PM 10/03/2013 06:37:04 PM
2869	https://static.xx.fbcdn.net/rsrc.php/v2/yN/r/Gq9qygTCN2M.js	10/07/2013 08:39:21 PM	10/03/2013 06:37:04 PM 10/03/2013 06:37:04 PM
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3023	https://static.xx.fbcdn.net/rsrc.php/v2/y6/r/TIQ9EDtgnOJ.js	10/07/2013 08:39:30 PM 10/07/2013 08:39:30 PM	10/03/2013 07:02:40 PM 10/03/2013 06:37:33 PM
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2802 2 <del>9</del> 11	https://static.xx.fbcdn.net/rsrc.php/v2/yt/r/s0-8MkB02DY.css https://static.xx.fbcdn.net/rsrc.php/v2/yA/r/C-kvHNL0bx.css	10/07/2013 98:41:26 PM 10/07/2013 08:41:46 PM	10/03/2013 07:06:19 PM 10/03/2013 07:49:04 PM
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2960 2979	https://static.xx.fbcdn.net/rsrc.php/v2/yH/r/1yjgCCqVqeH.js https://static.xx.fbcdn.net/rsrc.php/v2/yE/r/J8lfZ6Ggu4A.css	10/08/2013 05:11:57 PM 10/08/2013 05:11:57 PM	10/07/2013 08:34:11 PM 10/07/2013 08:34:11 PM
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2807 280 <del>9</del>	https://static.xx.fbcdn.net/rsrc.php/v2/yG/t/QyEGq6hleWD.js https://static.xx.fbcdn.net/rsrc.php/v2/y0/r/xV58QcyqMOz.js	10/08/2013 05:11:59 PM 10/08/2013 05:11:59 PM	10/07/2013 08:34:13 PM 10/07/2013 08:34:13 PM
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2831 2836	https://static.xx.fbcdn.net/rsrc.php/v2/y1/r/qMiwTpdThk5.js https://static.xx.fbcdn.net/rsrc.php/v2/y-/r/Zx-kZ0ue_T5.css	10/08/2013 05:11:59 PM 10/08/2013 05:11:59 PM	10/07/2013 08:34:13 PM 10/06/2013 07:17:29 PM
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2944 2963	https://static.xx.focdn.net/rsrc.php/v2/yu/r/S83GEEs1ye5.js https://static.xx.focdn.net/rsrc.php/v2/yR/r/37Ne1Lck21b.js	10/08/2013 05:11:59 PM 10/08/2013 05:11:59 PM	10/07/2013 08:34:13 PM 10/07/2013 08:34:13 PM
2974	https://slatic.xx.fbcdn.net/rsrc.php/v2/yi/r/uH8w5J8Nkm7.js	10/08/2013 DS:11:59 PM	10/07/2013 08:34:13 PM 10/07/2013 08:34:13 PM
3004 3014	https://static.xx.fbcdn.net/rsrc.php/v2/ys/r/c297rNLegZX.js https://static.xx.fbcdn.net/rsrc.php/v2/yB/r/t/GDDGa6jbb.js	10/08/2013 05:11:59 PM 10/08/2013 05:11:59 PM	10/07/2013 08:34:13 PM
3028 6134	https://static.co.focdn.net/rsrc.php/v2/yW/r/zFaR21mLvgs.js http://www.bing.com/sa/8_01_0_2186645/UpdateDefaults.js	10/08/2013 05:11:59 PM 10/08/2013 06:33:55 PM	10/07/2013 08:34:13 PM 10/07/2013 08:29:54 PM
6152	http://www.bing.com/sa/8_01_0_2186645/notifications.js	10/08/2013 D6:33:55 PM	10/07/2013 08:29:54 PM 10/08/2013 08:57:08 PM
214 219	http://www.buttonbass.com/bbico.lco http://wiki.audacityteam.org/favicon.lco	10/08/2013 08:57:08 PM 10/08/2013 09:00:38 PM	10/08/2013 09:00:38 PM
7072 7073	http://zor.fyre.co/wjs/v3.0.1380854891/jevascripts/livefyre_mod_main. http://zor.fyre.co/wjs/v3.0.1380854891/jevascripts/livefyre_base.js	10/08/2013 09:01:20 PM 10/08/2013 09:01:20 PM	10/04/2013 08:31:07 PM 10/04/2013 08:31:07 PM
7074	http://zor.fyre.co/wis/v3.0.1380854891/css/livefyre_main.css	10/08/2013 D9:01:20 PM	10/04/2013 08:31:07 PM 10/04/2013 08:31:08 PM
5481 5482	http://w.sharethis.com/share4x/js/st_e4e3060ecca8488866b752540fbt http://w.sharethis.com/button/css/buttons.20a85a6a67053717023e8d	10/08/2013 09:01:21 PM	08/09/2013 01:44:35 PM
7075 7076	http://zor.fyre.co/wjs/v3.0.1380854891/css/editor.css http://zor.fyre.co/wjs/v3.0.1380854891/javascripts/livefyre_mod_edito	10/08/2013 09:01:21 PM	10/04/2013 08:31:08 PM 10/04/2013 08:31:08 PM
7085	http://edge.sharethis.com/share4x/index.9f4442b1d8b039e3bcd66c27	' 10/08/2013 09:01:21 PM	10/04/2013 08:31:08 PM
258 29 <b>2</b>	https://www-secure.symantec.com/premium_services/helpware/3.0/pa https://www-secure.symantec.com/premium_services/helpware/3.0/pa	3 10/09/2013 06:22:23 PM	10/09/2013 06:22:22 PM 10/09/2013 06:22:23 PM
292 312 270	https://www-secure.symantec.com/premium_services/helpware/3.0/pa	10/09/2013 06:22:23 PM	10/09/2013 06:22:23 PM 10/09/2013 06:24:19 PM
323	https://www-secure.symantec.com/premium_services/helpware/3.0/pr http://liveupdate.symantecliveupdate.com/upgrade/peComponents/Pn	t 10/09/2013 06:25:48 PM	10/09/2013 06:25:48 PM
32 <b>4</b> 19	http://liveupdate.symantecliveupdate.com/upgrade/peComponents/Printtp://www.costumesupercenter.com/favicon.ico	(10/09/2013 06:25:48 PM 10/09/2013 06:27:14 PM	10/09/2013 06:25:48 PM 10/09/2013 06:27:14 PM
2793	https://static.xx.fbcdn.net/rsrc.php/v2/yi/r/vGLcs0ns8UG.js	10/09/2013 06:27:26 AM	10/08/2013 06:06:45 PM



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### INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013



### INTERNET EXPLORER 10 CONTENT
Oct. 10, 2013 Intrough Oct. 21, 20

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#### INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013



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5202	http://feeds.videosz.com/custom/18andabused300x250-17/js/cycle.all	10/17/2013 06:27:29 AM	10/16/2013 06:23:55 AM
3622	http://cdn1.static.pomhub.phncdn.com/css/large.css?cache=20131009		10/16/2013 06:23:54 AM
2465	http://cdn1.ads.brazzers.com/ads/design4/assets/AC_RunActiveConte		10/16/2013 06:23:55 AM
5200	http://feeds.videosz.com/custom/mult/300x250/js/jquery.easing.1.3.js	10/17/2013 06:35:31 AM	10/16/2013 06:24:22 AM
5201		10/17/2013 06:35:31 AM	10/16/2013 05:24:22 AM
5497	http://media.trafficjunky.net/flash/js/swfobject.js	10/17/2013 06:38:10 AM	10/16/2013 06:25:35 AM
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3624	http://cdn1.slatic.pomhub.phncdn.com/css/commons.css?cache=2013	10/17/2013 06:39:30 AM	10/16/2013 06:23:53 AM
3625	http://cdn1.static.pomhub.phncdn.com/js/comments.js?cache=201309	10/17/2013 06:39:30 AM	10/16/2013 06:25:34 AM
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3643	http://cdn1.static.pomhub.phncdn.com/css/medium.css?cache=20131	10/17/2013 06:39:30 AM	10/16/2013 06:25:34 AM
3644	http://cdn1.static.pomhub.phncdn.com/css/header.css?cache=201310	10/17/2013 06:39:30 AM	10/16/2013 06:23:53 AM
3645	http://cdn1.static.pomhub.phncdn.com/css/community.css?cache=201		10/16/2013 06:23:53 AM
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3629	http://ajax.googleapis.com/ajax/libs/jqueryui/1.10.2/jquery-ui.min.js	10/17/2013 06:39:30 AM	10/16/2013 06:23:53 AM 10/16/2013 06:23:54 AM
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3649	https://ajax.googleapis.com/ajax/libs/jquery/1.6.4/jquery.min.js	10/17/2013 06:39:35 AM	10/13/2013 05:47:18 PM
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5204 604	http://feeds.videosz.com/custom/18andabused300x250-6/js/jquery.ea:		10/16/2013 06:29:11 AM
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3327	https://online.wellsfargo.com/das/common/scripts/util.js?p=2013.03.0.	10/17/2013 07:05:08 PM	10/16/2013 07:51:29 PM
3328	https://online.wellsfargo.com/das/common/styles/mm.css?p=2013.03.	10/17/2013 07:05:08 PM	10/16/2013 07:51:29 PM
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3337	https://enline.wellsfargo.com/das/common/styles/vudu.css?p=2013.03	101 1720 13 07 .03.00 FWI	10/16/2013 07:51:29 PM
3338	https://online.wellsfargo.com/das/common/scripts/jquery.js?p=2013.0: https://online.wellsfargo.com/das/common/scripts/dialog.js?p=2013.0:	10/17/2013 07:05:00 PM	10/16/2013 07:51:29 PM
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679 745 671	https://lih6.googleusercontent.com/-all_zieHlm20k/AAAAAAAAA/AAA/AAA/AAA/AAA/AAAAAAAAAA	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:58 PM	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM
679 745 671 667	https://linb.googleusercontent.com/-dL2jeHlm2OiAAAAAAAAAAA/AAA https://lin4.googleusercontent.com/-hFxEr8OHn/MAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:58 PM 10/17/2013 07:28:59 PM	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:59 PM
679 745 671 667 674	https://lh6.googleusercomtent.com/-dL2jeHIm2QiAAAAAAAAAAA/AA/ https://lh4.googleusercomtent.com/-FRE/ERGH-ImM/AAAAAAAAA/IAA- http://s.ytlmg.com/yts/jsbin/www-vfliENEkm/www_common_mod.js http://s.ytlmg.com/yts/jsbin/www-vfliENEkm/www_results_mod.js http://s.ytlmg.com/yts/jsbin/www-searchbox-vflgY3VBJ.g	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:58 PM 10/17/2013 07:28:59 PM 10/17/2013 07:28:59 PM	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:59 PM 10/17/2013 07:28:59 PM
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679 745 671 667 674	https://lh6.googleusercomtent.com/-dL2jeHIm2QiAAAAAAAAAAA/AA/ https://lh4.googleusercomtent.com/-FRE/ERGH-ImM/AAAAAAAAA/IAA- http://s.ytlmg.com/yts/jsbin/www-vfliENEkm/www_common_mod.js http://s.ytlmg.com/yts/jsbin/www-vfliENEkm/www_results_mod.js http://s.ytlmg.com/yts/jsbin/www-searchbox-vflgY3VBJ.g	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:58 PM 10/17/2013 07:28:59 PM 10/17/2013 07:28:59 PM	10/17/2013 07:28:57 PM 10/17/2013 07:28:57 PM 10/17/2013 07:28:59 PM 10/17/2013 07:28:59 PM

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2284 2287		10/17/2013 07:57:38 PM	10/12/2013 05:20:18 PM 10/16/2013 05:47:05 PM
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2330		10/17/2013 07:57:38 PM	10/12/2013 05:20:15 PM
2331 4298	http://www.costumesupercenter.com/js/jquery-ui-1.8,18.custom.min.js http://assets-origin.sii-r.com/r/mbos.jquery.widget.min.js	10/17/2013 07:57:38 PM	10/09/2013 06:30:57 PM
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6367 6628		10/17/2013 08:09:15 PM 10/17/2013 08:09:15 PM	10/09/2013 06:30:53 PM
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6680 6693		10/17/2013 08:23:57 PM 10/17/2013 08:23:57 PM	10/14/2013 10:43:38 AM
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6670	http://www.cartoonnetwork.com/tools/js/global/globalnav.js	10/17/2013 08:50:47 PM	10/14/2013 10:43:39 AM 10/14/2013 10:43:38 AM
6672 6674	http://www.cartoonnetwork.com/tools/js/cookies.js http://www.cartoonnetwork.com/tools/js/jquery/jquery.jcarousel.min.js	10/17/2013 08:50:47 PM	10/14/2013 10:43:39 AM
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6678	http://www.cartoonnetwork.com/tools/css/login.css	10/17/2013 08:50:47 PM	10/14/2013 10:43:39 AM 10/14/2013 10:43:39 AM
6679 6681	http://www.cartoonnetwork.com/tools/js/account/msiblnit.js	10/17/2013 08:50:47 PM 10/17/2013 08:50:47 PM	10/14/2013 10:43:39 AM
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6715	http://www.cartoonnetwork.com/tools/js/global/html5shim.js	10/17/2013 08:50:47 PM	10/14/2013 10:43:39 AM
6716 6717	http://www.cartoonnetwork.com/tools/js/Math.uuld.js	10/17/2013 08:50:47 PM 10/17/2013 08:50:47 PM	10/14/2013 10:43:39 AM 10/14/2013 10:43:39 AM
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6216 369	http://www.bing.com/s/as/1031200425/Rewards/RewardsBep.js http://www.gamesbox.com/favicon.ico	10/17/2013 09:14:30 PM 10/17/2013 09:19:07 PM	10/17/2013 09:19:07 PM
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6312	http://www.girlsgogames.com/15.86.8/js/headjs.js	10/18/2013 06:46:13 PM	10/04/2013 08:05:55 AM
6314	http://www.girtsgogames.com/15.86.8/js/page_all.js	10/18/2013 D6:46:13 PM	10/04/2013 08:05:56 AM
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6569	http://apiservices.krxd.net/user_data/segments/3?pubid=8bd746b8-ed	10/18/2013 06:46:14 PM	10/04/2013 03:52:22 PM 07/14/2013 08:01:53 PM
2608 6799		10/18/2013 06:50:04 PM	1D/13/2013 05:05:44 PM
5206	http://www.jmkit.com/css/master_home-master.css?135812486 http://webfonts.creativecloud.com/c/c8dB15/amatic-sc:n7.WWM:N:1/d	10/18/2013 06:51:32 PM	10/13/2013 05:05:44 PM
7888	http://assets.tumblr.com/assets/scripts/tumblelog.js?_v=ae2bec0bd30	10/18/2013 06:51:33 PM	10/13/2013 05:05:45 PM
3054	https://static.xx.fbcdn.net/rsrc.php/y2/yT/r/C20y9UFkYcx.js	10/18/2013 06:51:34 PM	10/18/2013 06:46:59 PM
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6801	http://www.jmkit.com/assets/pepper_pixie_balloons/edge_includes/jqu	10/18/2013 06:51:34 PM	10/13/2013 05:05:46 PM
9525	http://cdnjs.cloudflare.com/ajax/libs/jquery/1.9.1/jquery.min.js	10/18/2013 06:51:34 PM	07/18/2013 10:38:40 PM
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6796		10/18/2013 06:52:00 PM	10/04/2013 D3:55:19 PM
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213	http://mmotraffic.com/favicon.ico	10/18/2013 07:01:34 PM	10/18/2013 07:01:34 PM
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67		10/18/2013 07:03:03 PM	10/18/2013 07:03:03 PM
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5804	http://www.google-analytics.com/urchin.js	10/18/2013 07:07:40 PM 10/18/2013 07:08:36 PM	10/14/2013 07:58:31 AM
6636		10/18/2013 07:30:27 PM	07/30/2013 07:14:24 PM
9513	http://cdnx.tribalfusion.com/media/common/adChoice/tf_adChoice11.j:	10/18/2013 07:30:27 PM	07/30/2013 07:14:24 PM
2413	http://b.voicefive.com/c2/6000006/rs.js	10/18/2013 07:30:30 PM	10/18/2013 07:20:30 PM
404	http://www.4223.com/favicon.ico	10/18/2013 07:30:43 PM	10/18/2013 07:30:43 PM
408	http://www.yepi.com/faylcon.ico	10/18/2013 07:31:14 PM	10/18/2013 07:31:14 PM
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3393	http://www.autismspeaks.org/sites/all/themes/fusion/fusion_core/css/g	10/18/2013 08:07:22 PM	10/18/2013 08:05:11 PM
3394	http://www.autismspeaks.org/sites/atl/themes/autismspeaks/css/tocal.		10/18/2013 08:05:11 PM
3395	http://www.autismspeaks.org/sites/defautt/files/css/css_88dc34ac129t	10/18/2013 08:07:22 PM	10/18/2013 08:05:11 PM
3396	http://www.autismspeaks.org/sites/default/files/googleanalytics/ga.js?t	10/18/2013 08:07:23 PM	10/18/2013 08:05:12 PM
3736	http://translate.googleapis.com/translate_static/css/translateelement.c	10/18/2013 08:07:23 PM	10/04/2013 03:55:19 PM
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3738	http://translate.googleapis.com/translate_static/js/element/19/element	TU/16/2015 08:07:23 PM	10/04/2013 03:55:19 PM 10/18/2013 08:05:12 PM
	http://w.charethic.com/charesviselet-c22220047724609-64002404-00		الإا الكا ، لناك ، لناك عدو بوليورسو وس .
5479 5480	http://w.sharethis.com/share5x/js/st.c222808e77246f3e6190f3101e99 http://w.sharethis.com/share5x/js/stcommon.7571e3b4984836170052	10/18/2013 08:07:23 PM	10/18/2013 08:05:12 PM
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5480 5483	http://w.sharethis.com/share5x/js/stcommon.7571e3b4984836170052 http://w.sharethis.com/button/css/buttons.b53d53949b67e7eaDadacde	10/18/2013 08:07:23 PM 10/18/2013 08:07:23 PM	10/16/2013 06:05:08 PM



	5189	https://plus.googleapis.com/ /scs/apps-static/_/js/k=oz.cwdl.en_US.e/	10/18/2013 08:10:33 PM	10/17/2013 09:24:03 PM
<b>N</b>	5191	https://plus.googleapis.com/_/scs/apps-static/_/ss/k=oz.cwdl,1xf4sgxe	10/18/2013 08:10:33 PM	10/17/2013 09:24:03 PM
,	6459	INDUCOEU AD CONVANVSZZIASTTIS	10/18/2013 08:20:40 PM	10/04/2013 04:05:44 PM
•	4545	http://ajax.googleapis.com/ajax/lihs/jquery/1 8 3/jquery min is	10/18/2013 00:35:01 DM	10/16/2013 06:23:53 AM
	5403	http://univision.l.fithium.com/skins/850215/1EB10A91B2A446587C466	10/10/2010 00:05:01 014	
	5404	http://univision.i.lithium.com/skins/850215/1EB10A91B2A446587C466	: 10/10/2013 03:33:01 PM	10/18/2013 08:15:59 PM
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	5406	http://univision.il.tithium.com/t5/scripts/83075C8B96952709723DB4FF	10/18/2013 09:35:02 PM	10/18/2013 08:15:59 PM
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	7891	nup://widgets.outorain.com/outorain.js	10/18/2013 09:35:03 PM	10/18/2013 08:16:01 PM
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	3374	https://apis.google.com/_/scs/apps-static/_/is/k=oz.gapl.en.pWiwDLBg	10/10/2013 03:30:24 FW	10/18/2013 06:29:56 PM
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	5470	- 1100-2000-000-000-000-000-000-000-000-00	40/40/2013 OS:00:02 DM	10/12/2013 04:54:17 PM
	5471	mus.mocuri-diagon-a,akamaing.nevnphotos-ak-ash3/851585_21627/	10/19/2013 05:09:02 PM	10/12/2013 04:54:17 PM
	2704	INDS//Stand.xx.fpcon.net/fsrc.nnn/v//yF/f/off.fshRAPqffe ic	10/19/2013 05:09:03 PM	10/16/2013 06:56:14 AM
	2845	https://static.xx.fbcdn.net/rsrc.php/v2/yl/r/Mr-d_xx3iBv.js	10/19/2013 05:09:03 PM	10/03/2013 06:27:53 PM
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	7485	https://www.tacebook.com/ajax/typeanead/search/facebar/bootstran/?	10/19/2013 05:20:24 PM	10/19/2013 05:20:24 PM
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	3000	IIIIDS://Static.joc.rocgn.net/rsrc.php/v2/vk/r/pmx/2xNa23n1 is	10/19/2013 05:21:51 PM	10/14/2013 06:05:23 AM
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	1000	TRUS://dpps.facebook.com/alax/typeahead/search/facebar/bootstran/?	10/19/2013 05·26·28 PM	10/18/2013 06:22:19 AM
	7020	INUDS://apps.iacebook.com/ajax/typeahead/search/facehar/hontetran/?	10/19/2013 05:25:28 PM	10/18/2013 06:22:19 AM
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	5458	https://games.si3.kfactormedia.com/sonrisas/js/ail.js.php?f%580%5D:	10/10/2010 00/20/23 円間	10/18/2013 06:22:29 AM
		https://games.si3.kfactormedia.com/sonnsas/js/quick_friend_selector.	10/10/2010 ひひ.20.23 FM 10/10/2012 ひち:28:20 234	10/18/2013 06:22:29 AM
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				10/17/2013 06:18:54 AM
	000	- 1100-1100-11-00-110-8.2KBM2ING NP/NDM116-3K-NM2/1110601 100001	10/10/2013 RE-2E-31 DN	10/15/2013 03:55:30 PM
	0173	**************************************	10/10/2013 06:26:31 PM	10/07/2013 08:34:12 PM
		unbassinecin-brome-arakamaind.neunbrome-ak-ash2/1116835_10000;	10/19/2013 05:26:32 PM	10/13/2013 07:17:08 PM
	2112	IMPS://Static.xx.rbcqn.nevrsrc.php/y2/yb/r/BDEY6hPOilW.css	10/19/2013 05:26:36 PM	10/19/2013 05:26:36 PM
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	2910	mips://static.xx.tocan.net/rsrc.php/v2/vS/r/tRCwnkh_RVI ccc	10/10/2013 05・26・26 DM	10/19/2013 06:36:16 AM
	2455	https://fbcdn-photos-c-a.akamaihd.net/hphotos-ak-pm1/851585_6496+	10/19/2013 05:27:07 PM	10/16/2013 06:05:53 PM
	1001	https://www.facebook.com/ajax/typeahead/search/facebar/bootstrap/?	10/19/2013 05:27:08 PM	
	7442	https://www.facebook.com/ajax/typeahead/search/facebar/bootstrap/?	10/10/2013 05/27:08 FM	10/16/2013 06:03:05 AM
		https://www.facebook.com/ajax/typeanead/search/facebar/config.php?	10/10/2010 03,67:08 PM	10/15/2013 06:03:05 AM
				10/16/2013 06:03:05 AM
	7917	https://hodr.profile.p.pkpmoihd.put/2007/170/DUVpirtj.C58	10/19/2013 05:27:29 PM	10/17/2013 06:18:54 AM
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	0401	mps://pcdn-profile-a.akamaind.net/hprofile-ak-ash1/s32x32/371895	10/19/2013 06:31:22 PM	10/15/2013 06:05:45 PM
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	2111	TRP://web.crrine.synacor.com/api/hangar.php/c21hcnRicm9wOiE5Nic	10/19/2013 05:48:30 PM	10/18/2013 08:10:39 PM
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	6176	049://www.ping.com/s/as/1436447/en.is? =1382230108123	10/19/2013 05:48:31 PM	10/19/2013 05:48:31 PM
	6521	NRD://pagead2.googlesyndication.com/pagead/s/pageback is	10/10/2013 BS:48:33 DM	
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6206	htto://www.bing.com/s/as/1436447/en is? =1382230131116	10/19/2013 05:48:51 PM	10/19/2013 05:48:51 PM
6369	http://www.bing.com/s/as/1436447/en.js? =1382230131116 http://img1.video.s-msn.com/res/1.0.7014.02/css/HubStyles.css	10/19/2013 05:48:51 PM	10/14/2013 09:54:01 PM
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5657	http://ad.afy11.net/cdsad.is	10/19/2013 06:18:57 PM	10/03/2013 06:17:09 PM
6173 <del>9484</del>	http://www.bing.com/s/as/1436447/en.js?_=1382231955260	10/19/2013 06:19:15 PM	10/19/2013 06:19:15 PM 10/17/2013 06:18:42 AM
3405	http://static.citrine.synacor.com/assets/en_US/components/dcc/image. http://ds.serving-sys.com/BurstingRes//Site-11801/Type-11/16800960	10/19/2013 06:19:10 PM	10/18/2013 09:54:24 PM
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6150	http://ds.serving-sys.com/BurstingCachedScripts/ebBanner_2_6_2_3£ http://www.bing.com/s/as/0813233930/Multimedia/MmVert_SharedBu	10/19/2013 06:20:47 PM	10/04/2013 08:21:26 PM
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6133 6154	nttp://www.ping.com/s/as/10181/3649/Multimedia/MmVert SearchBo	10/19/2013 06:22:05 PM	10/04/2013 08:21:24 PM
6155	http://www.bing.com/s/as/0104044327/Multimedia/ImageVert_ImageR http://www.bing.com/fd/sa/0101221720/log/logD_c.js	10/19/2013 06:22:05 PM	10/18/2013 07:05:29 PM 07/17/2013 06:39:05 PM
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6171	http://www.bing.com/fd/sa/1104040508/Feedback/Badge_c.js	10/19/2013 06:22:05 PM	07/24/2013 06:58:50 PM
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6220 6226	http://www.bing.com/fd/sa/0103002807/PostContent.js http://www.bing.com/s/as/1018074754/Multimedia/MmVert_DropDowr	10/19/2013 06:22:05 PM	07/10/2013 07:01:08 PM 07/17/2013 06:39:05 PM
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6245	http://www.bing.com/s/as/1013001233/Multimedia/imageVert_DenseF	10/19/2013 06:22:05 PM	10/18/2013 07:05:31 PM
6255 6259	http://www.bing.com/s/as/1116062137/Multimedia/MmVert_FlagFeedl http://www.bing.com/fd/sa/1129103258/Feedback/Footer_c.js	10/19/2013 06:22:05 PM 10/19/2013 06:22:05 PM	07/17/2013 06:39:03 PM 07/24/2013 06:18:52 PM
6262	http://www.bing.com/s/ac/0707220828/Multimedia/MmVert_FlagFeedl		10/18/2013 07:05:29 PM
6289	http://www.bing.com/s/as/1006054007/Multimedia/MMUtils_c.js	10/19/2013 06:22:05 PM	10/17/2013 09:17:50 PM
2285	http://www.costumesupercenter.com/csc_inc/images/badges/creditcar	10/19/2013 06:25:24 PM	10/16/2013 05:46:53 PM
2289 22 <del>94</del>	http://www.costumesupercenter.com/images/framework/buttons/tweet- http://www.costumesupercenter.com/images/framework/buttons/faceb	10/19/2013 06:25:24 PM	10/16/2013 05:46:53 PM 10/16/2013 05:46:53 PM
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6812	http://cdn.powerreviews.com/repos/11370/pr/pwr/content/10/21/conter http://cdn.powerreviews.com/repos/11370/pr/pwr/content/00/82/conter		10/19/2013 06:27:26 PM
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2279 2311		10/19/2013 06:29:19 PM	10/17/2013 07:54:10 PM
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	3154	http://s0.2mdn.net/879365/flash_inpage_rendering_lib_200_24.js	10/19/2013 07:34:23 AM
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	3355	http://t3.gstatic.com/shopping?q=tbn:ANd9GcS6gl9NpqZxqi6us-vgbjF	10/13/2013 07:43:30 DM
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5921	http://cdnvideo.dollimg.com/cdn_assets/8f9b686abc27bbdb95fd802e0	10/20/2013 05:49:47 PM	10/20/2013 05:20:27 PM
5966	http://cdnvideo.doiling.com/cdn_assets/e02b612eb10eb68ba7111105	10/20/2013 05:49:4/ PM	10/20/2013 05:21:16 PM
3349	http://fonts.googleapis.com/css?famity=Skranji:400,700	10/20/2013 05:49:58 PM	10/20/2013 05:21:51 PM
5230	http://play.disney.com/html5/dwab_spl_puz_k9coaching/game.js.min	10/20/2013 05:49:58 PM	10/20/2013 05:49:58 PM
5231	http://play.disney.com/html5/dwab_spl_puz_k9coaching/assets/edge/	1 10/20/2013 05:49:58 PM	10/20/2013 05:49:58 PM
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5252	http://piav.gisnev.com/ntmi5/dameContig/isl.is	10/20/2013 05:48:56 PM	10/20/2013 05:21:51 PM
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4559	http://cdn2.dolimg.com/create/s/1r/0B/XLO86Ywy2jTxFL1mRaEOTvU	10/20/2013 05:56:51 PM	10/20/2013 05:56:51 PM
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3100		10/20/2013 05:58:01 PM	10/20/2013 05:21:18 PM
5365	http://a.dilcdn.com/a/adplayer-66ba58e07335.swf	10/20/2013 05:58:01 PM	10/20/2013 05:21:18 PM
5876	http://cdnvideo.dolimg.com/cdn_assets/2f16dc58d194494981e49c6201		10/20/2013 05;53;53 PM
3121		10/20/2013 05:58:02 PM	10/20/2013 05:21:19 PM
3150	http://s0.2mdn.net/3831509/grahamfulls_airdrop_smore_728x90.swf		10/20/2013 05:35:25 PM
5473	http://pubads.g.doubleclick.net/crossdornain.xml	10/20/2013 05:58:02 PM	10/20/2013 05:21:19 PM
6454	http://games.disney.com/games/syndication/iframeGame.html?techTy 1	10/20/2013 05:58:02 PM	10/20/2013 05:58:02 PM
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6509	http://a.doling.com/media/en-US/games/syndication/swf/as3Minigame	10/20/2013 05:58:03 PM	10/20/2013 05:26:02 PM
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5965	http://cdnvideo.dolimg.com/cdn_assets/186ab96ab4b0aceb5e0b9ec7i	10/20/2013 06:03:12 PM	10/20/2013 05:53:53 PM
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5834	http://cdnvideo.dolimg.com/cdn_assets/2eae5afb1c65f0741408de74b *	10/20/2013 06:03:38 PM	10/20/2013 05:20:05 PM
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5843	http://cdnvideo.dolling.com/cdn_assets/c1e530b37cbf3a59499930fdfa1	10/20/2013 06:03:38 PM	10/20/2013 05:20:27 PM
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5846	http://cdnvideo.dolimg.com/cdn_assets/cecd317ac5ede8fd80Bf0c89b+		10/20/2013 05:20:05 PM
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5850	http://cdnvideo.dolimg.com/cdn_assets/1300ecbe0bcc23e41a7ad47d(		10/20/2013 05:20:49 PM
5851	http://cdnvideo.dolimg.com/cdn_assets/4f8b1de0eaf4c3550f38612d74	10/20/2013 06:03:38 PM	10/20/2013 05:20:49 PM
5854	http://cdnvideo.dolimg.com/cdn_assets/58a47d8fc914c12e881cbc803	10/20/2013 06:03:38 PM	10/20/2013 05:20:05 PM
5856	http://cdnvideo.dolimg.com/cdn_assets/77b07729Bc39812a4df3ff1603	10/20/2013 06:03:38 PM	10/20/2013 05:20:05 PM
5861	http://cdnvideo.dolimg.com/cdn_assets/4d1180f6df9e66c3cfcde7323b	10/20/2013 06:03:38 PM	10/20/2013 05:20:05 PM
5870	http://cdnvideo.dolimg.com/cdn_assets/57317971fbbb3b0c5536bdb37	10/20/2013 06:03:38 PM	10/20/2013 05:20:05 PM
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5885	http://cdnvideo.dolimg.com/cdn_assets/48a8444014813d558f2f1f0bbt	10/20/2013 06:03:38 DM	10/20/2013 05:20:05 PM
5893	http://cdnvideo.dolimg.com/cdn_assets/8d061e7ac769156dd1ad5db2-	10/20/2013 00:03:30 T M	10/20/2013 05:20:05 PM
5894	http://edwirides.delime.com/eds_contest@04a32b277b4644a474a93a61	10/20/20/13 DG:03:30 DM	10/20/2013 05:20:06 PM
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5896	http://cdnvideo.dolimg.com/cdn_assets/c0ide39fe1343dbf5071338ed6	(0/20/2013 00:03:30 FM	10/20/2013 05:20:27 PM
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3481	https://registerdisney.go.com/css/DisneyID-fonts.css	10/20/2013 06:03:42 PM	08/01/2013 04:18:47 PM
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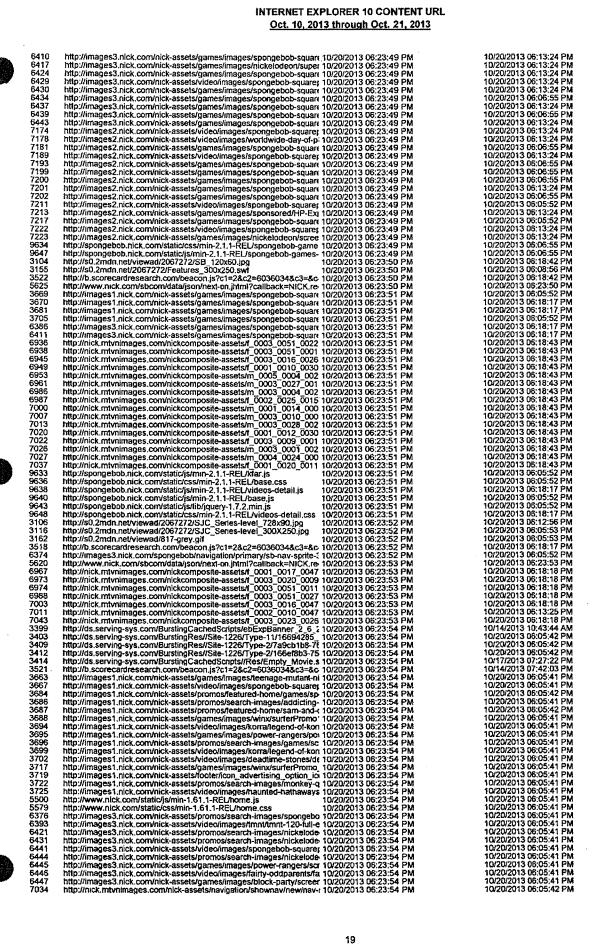
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5493	http://aplabal.go.com/staticonfigures/aliabicings/-isosof/allbook/^?	10/20/2013 00:03:42 F M	10/20/2013 05:20:07 PM
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9671	https://a.dilcdn.com/a/did-proxy-fd67353975fc.js	10/20/2013 06:03:42 PM	08/01/2013 04:18:47 PM
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3153	http://s0.2mdn.net/viewad/4140786/1-kids_kids_Jack_Flash_300x250	10/20/2013 06:03:43 PM	10/20/2013 05:48:45 PM
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2415	http://b.voicefive.com/c2/6035140/rs.js	10/20/2013 06:04:45 PM	10/20/2013 05:48:45 PM
3117	http://s0.2mdn.net/879366/lframe_buster_200_28.js	10/20/2013 06:04:45 PM	10/20/2013 05:48:45 PM
3142	http://s0.2mdn.neVads/richmedia/studio/5126210/24990581_2013091		10/20/2013 06:03:43 PM
3650	https://ajax.googleapis.com/ajax/libs/jquery/1.8.2/jquery.min.js	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
4341	http://www.channeldisneygames.com/css/bootstrap.min.css	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
4341 4342	http://www.channeldisneygames.com/js/rating_update.js	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
4343	http://www.channeldisneygames.com/templates/games/style.css	10/20/2013 06:04:49 PM	10/20/2013 08:04:49 PM
4344	http://www.channeldisneygames.com/js/bootstrap.min.js	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
4345	http://www.channeldisneygames.com/js/jquery.ul,widget,min.js	10/20/2013 08:04:49 PM	10/20/2013 06:04:49 PM
4346	http://www.channeldisneygames.com/js/jquery.ul.mouse.min.js	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
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4349	http://www.channeldisneygames.com/css/jquery.ui.ali.css	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
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4356	http://www.channeldisneygames.com/css/rating_style.css	10/20/2013 06:04:49 PM	10/20/2013 06:04:49 PM
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3073	http://platform.twitter.com/widgets.js	10/20/2013 05:04:51 PM	10/18/2013 06:46:58 PM
3084	http://platform.twitter.com/widgets/tweet_button.1382126667.html	10/20/2013 06:04:51 PM	10/18/2013 06:48:47 PM
4348	http://www.channeldisneygames.com/css/jquery.ui,theme.css	10/20/2013 06:04:51 PM	10/20/2013 06:04:51 PM
4351	http://www.channeldisneygames.com/css/jquery.ui.slider.css	10/20/2013 06:04:51 PM	10/20/2013 06:04:51 PM
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		http://www.nick.com/shcaps/data/san/head-sa-data-listing-tis-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-san-data-	こうにんにんじ いしいしいかく ドラ	10/20/2013 00:03:43 PM
		http://www.nick.com/sbcom/data/json/broadcast_day_listing.jhtml?call :	10/20/2013 05:05:44 PM	10/20/2013 06:05:44 PM
	3526	http://b.scorecardresearch.com/beacon.js?c1=2&c2=6036034&c3=&c	10/20/2013 06:05:52 PM	10/14/2013 07:42:09 PM
	9635	http://spongebob.nick.com/static/js/min-2.1.1-REL/home.js	10/20/2013 06:05:52 PM	10/20/2013 06:05:52 PM
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	3666	http://images1.nick.com/nick-assets/games/images/spongebob-squarr	10/20/2013 06:06:55 PM	10/20/2013 06:06:55 PM
	3704	http://images1.nick.com/nick-assets/games/images/spongebob-squart	10/20/2013 06:06:55 PM	10/20/2013 06:06:55 PM
		http://images1.nick.com/nick-assets/games/images/spongebob-square	10/20/2013 06:06:55 PM	10/20/2013 06:06:55 PM
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	6403	http://images3.nick.com/nick-assets/games/images/spongebob-square	10/20/2013 06:06:55 PM	10/20/2013 06:06:55 PM
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6939	http://nick.mtvnimages.com/nickcomposite-assets/m_0004_0001_002	10/20/2013 06:06:57 PM	10/20/2013 06:06:57 PM
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5580 3107	http://www.nick.com/sbcom/data/json/next-on.jhtml?callback=NiCK.re- http://s0.2mdn.net/viewad/2067272/THH_banner_728x90.jpg	10/20/2013 06:06:59 PM 10/20/2013 06:13:24 PM	10/20/2013 06:06:59 PM 10/20/2013 06:13:24 PM
3143	http://s0.2mdn.net/viewad/2067272/RI_Series_300X250.jpg	10/20/2013 06:13:24 PM	10/20/2013 06:10:56 PM
3525	http://b.scorecardresearch.com/beacon.js?c1=2&c2=6036034&c3=&c		10/20/2013 06:13:24 PM
3683	http://images1.nick.com/nick-assets/games/images/spongebob-square		10/20/2013 06:13:24 PM
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5508	http://www.nick.com/games/data/spongebob/spongebob-gone-missing	10/20/2013 06:14:09 PM	10/20/2013 06:14:09 PM
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5626	http://www.nick.com/sbcom/data/json/whats_on.jntml?callback=NICK.	10/20/2013 06:18:08 PM	10/20/2013 06:18:08 PM
7009	http://nick.mtvnimages.com/nickcomposite-assets/f_0003_0015_0025	10/20/2013 06:18:08 PM	10/20/2013 06:18:08 PM
5504 3137	http://www.nick.com/sbcom/data/json/broadcast_day_listing.jhtml?call http://s0.2mdn.net/3763131/Fruitsnackia_Larry_728x90a.swf	10/20/2013 06:18:09 PM 10/20/2013 06:18:17 PM	10/20/2013 06:18:09 PM 10/20/2013 06:18:17 PM
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3146	http://s0.2mdn.net/2067272/Features_728x90.swf	10/20/2013 06:18:42 PM	10/20/2013 06:05:53 PM
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5606 5618	http://www.nick.com/games/data/spongebob/spongebob-squarepants-		10/20/2013 06:19:15 PM
5518 5530	http://www.nick.com/garnes/data/spongebob/spongebob-squarepants- http://www.nick.com/garnes/data/spongebob/spongebob-squarepants-	10/20/2013 00:15,10 PM	10/20/2013 06:19:18 PM 10/20/2013 06:19:18 PM
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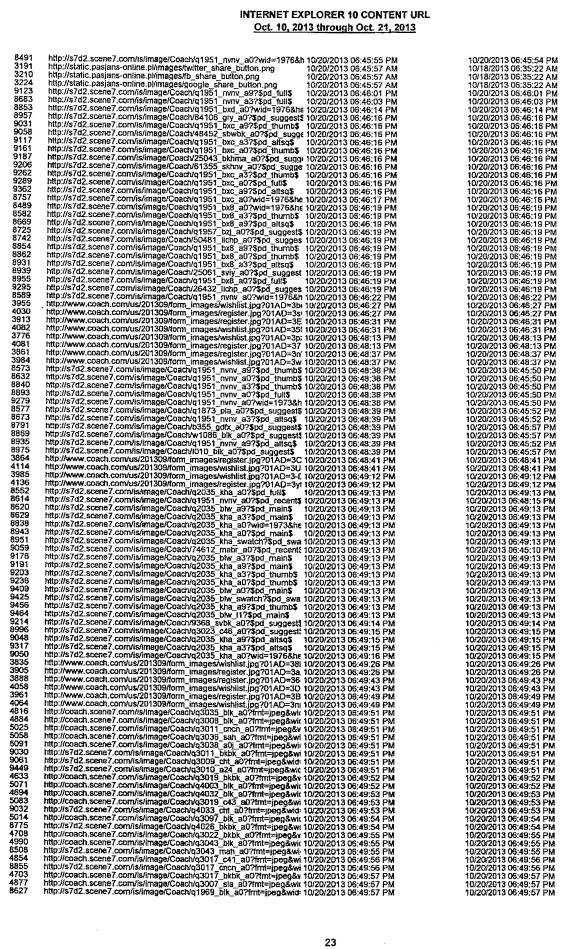
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31 <i>4</i> 5 3398	http://s0.2mdn.net/742422/1x1_transparent.gif http://ds.serving-sys.com/BurstingCachedScripts//Ad_2_8_2_0/ebStdt	10/20/2013 06:27:37 PM 10/20/2013 06:27:37 PM
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10/20/2013 06:23:59 PM 10/20/2013 06:27:38 PM

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3674 3675	http://images1.nick.com/nick-assets/games/images/power-rangers/PR	10/20/2013 06:28:44 PM	10/20/2013 06:28:44 PM
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7176	http://images2.nick.com/nick-assets/shows/images/rabbids/theme/rabl	10/20/2013 06:28:44 PM	10/20/2013 06:26:21 PM 10/20/2013 06:28:44 PM
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7005	http://nick.mtvnimages.com/nickcomposite-assets/f_0001_0018_0030 http://nick.mtvnimages.com/nickcomposite-assets/f_0001_0010_0026	10/20/2013 06:28:46 PM	10/20/2013 06:28:46 PM 10/20/2013 06:28:46 PM
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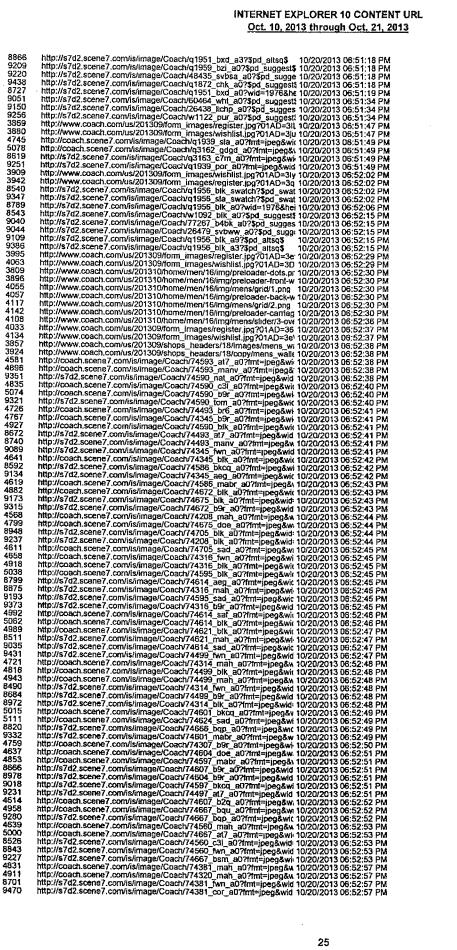
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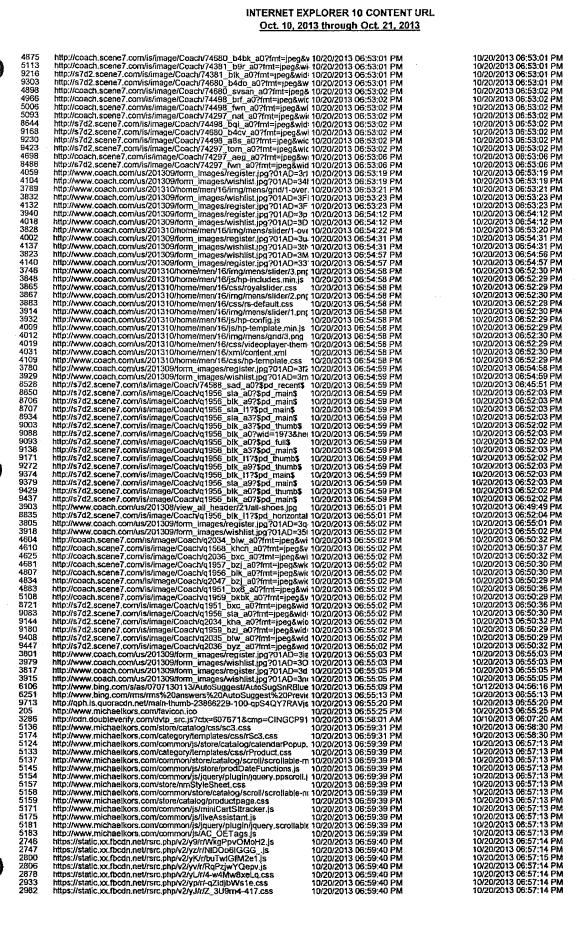


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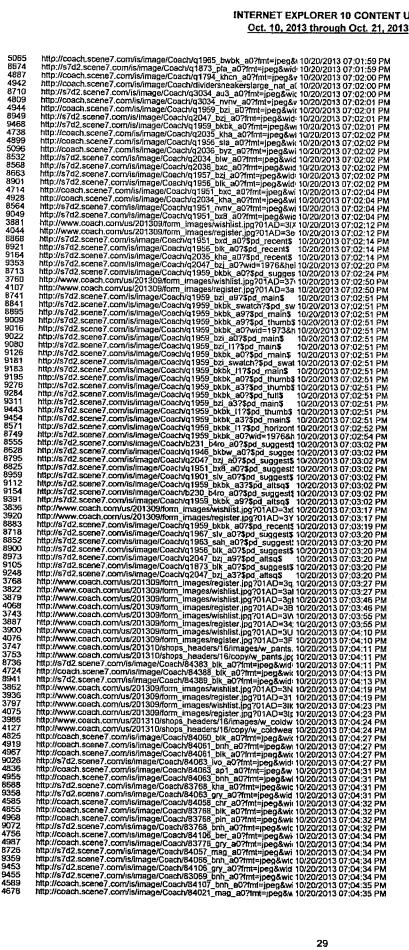




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## INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013

INTERNET EXPLORER 10 CON 18.11

Oct. 19, 2013 through Oct. 21, 20

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### INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013

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INTERNET EXPLORER 10 CONTENT
Oct. 10, 2013 through Oct. 21, 20

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7350	http://www.zappos.com/images/z/2/3/8/8/4/3/2388435-3-MULTIVIEW	40/20/2013 07:43:23 DM	10/20/2013 07:43:23 PM
7351	http://www.zappos.com/images/z/2/3/8/8/4/3/2388435-4-MULTIVIEW	10/20/2013 07:43.23 FW	10/20/2013 07:43:23 PM
9543	http://a3.zassets.com/images/z/1/0/0/3/2/4/1003249-t-THUMBNAIL.jp(	10/20/2013 07:43:23 PM	10/20/2013 07:43:23 PM
9575	http://a3.zassets.com/images/z/2/3/4/4/8/5/2344855-t-THUMBNAIL.jpi	10/20/2013 07:43:23 PM	10/20/2013 07:43:23 PM
6046	http://a2.zassets.com/images/z/2/3/8/8/4/3/2388435-2-MULTIVIEW.jp	10/20/2013 07:43:25 PM	10/20/2013 07:43:25 PM
9539	http://a3.zassets.com/images/z/2/3/8/8/4/3/2388435-3-MULTIVIEW.jp	10/20/2013 01:43:231 W	10/20/2013 07:43:27 PM
9542	http://a3.zassets.com/images/z/2/3/8/8/4/3/2388435-4-MULTIVIEW.jp	10/20/2013 07:43:28 PM	10/20/2013 07:43:28 PM
344	https://secure-www.zappos.com/favicon.ico	10/20/2013 07:43:41 PM	10/20/2013 07:43:41 PM
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4307	http://l4_zassets.com/images/z/2/3/8/8/4/3/2388435-1-MHTTIV/EW inc	10/20/2013 07:43:46 PM	10/20/2013 07:43:23 PM
3423	http://l4.zassets.com/images/z/2/3/8/8/4/3/2368435-1-MULTIVIEW.jpc http://ls1.mm.bing.net/th?id=H.4513711196340386&w=80&h=80&c=8	10/20/20 10 01,45,40 FM	10/20/2013 07:40:10 PM
3426	http://fis1.mm.bing.net/th?id=H.4818688217319920&w=80&h=80&c=8	10/20/2013 07:43:47 PW	10/20/2013 07:40:10 PM
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6115			
6135	http://www.hing.com/s/se/1220205125/http://www.dia/CuranCod/Licus	10/20/2013 07:43:47 PM	07/09/2013 08:32:47 PM 07/09/2013 08:32:47 PM
6140	http://www.bing.com/s/as/1229205125/Multimedia/SuperGridView2_c. http://www.bing.com/sa/0822041648/vthumb_c.js	10/20/2013 07:43:47 PM	
6159	http://www.bing.com/sa/1219120851/MMRichHoverInst_c.js	10/20/2013 07:43:47 PM 10/20/2013 07:43:47 PM	07/26/2013 11:13:22 PM 07/09/2013 07:51:48 PM
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6268	http://www.bing.com/s/as/0915070619/Multimedia/SuperGrid2_c.js	10/20/2013 07:43:47 FM	07/09/2013 08:32:47 PM
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6283	http://www.bing.com/sa/0719065237/VideoRichHover2_c.js	10/20/2013 07:43:47 PM 10/20/2013 07:43:47 PM	10/04/2013 08:06:17 AM
7273	http://www.zappos.com/search/clothing/filter/productTypeFacet/"Cloth		10/20/2013 07:40:22 PM
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4267	http://a1.zassets.com/images/z/2/3/8/8/4/0/2388406-p-MULTIVIEW_T	10/20/2013 07:44:13 FW	10/20/2013 07:41:45 PM
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9544	http://a3.zassets.com/images/z/2/3/8/8/4/0/2388406-2-MULTIVIEW_T	10/20/2013 07:44:13 PM	10/20/2013 07:41:45 PM
9570	http://a3.zassets.com/images/z/2/3/8/8/4/0/2388406-4-MULTIVIEW_T	10/20/2013 07:44:13 PM	10/20/2013 07:41:45 PM
4188	http://a1.zassets.com/images/z/2/3/8/8/4/0/2388405-I-THUMBNAIL.jpt	10/20/2013 07:44:14 PM	10/20/2013 07:40:45 PM
6020	http://a2.zassets.com/images/z/2/0/4/6/0/5/2046052-t-THUMBNAIL.jpt	10/20/2013 07:44:14 PM	10/20/2013 07:41:45 PM
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9622	http://a3.zassets.com/images/z/27/3/8/9/2/2239929-L-THUMBNAIL.jpx http://a3.zassets.com/images/z/27/3/8/9/2/299437-L-THUMBNAIL.jpx http://a3.zassets.com/images/z/27/19/0/4/3/2190437-L-THUMBNAIL.jpx http://a3.zassets.com/images/z/27/19/0/4/3/219940437-L-THUMBNAIL.jpx	10/20/2013 07:44:14 PM	10/20/2013 07:40:45 PM
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7337	http://www.zappns.com/imanes/z/2/3/8/8/4/0/2388408_n_k/i ii Tt\/IE\x(	10/20/2013 07・AA・26 DNA	10/20/2013 07:41:44 PM
4163	http://at.zassets.com/images/z/2/3/8/2/0/2/382072-n-i APGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
4164	http://a1.zessets.com/images/z/2/3/8/2/07/2382070-p-1 APGE_SEAD	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
4166	http://al.vassets.com/images/z/2/2/8/8/9/9/2288991-n-1 APCE SEAP	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
4168	http://a1.zassets.com/images/z/2/3/8/z/0/7/2382072-p-LARGE_SEAR- http://a1.zassets.com/images/z/23/8/z/0/7/2382070-p-LARGE_SEAR- http://a1.zassets.com/images/z/22/8/8/9/2288991-p-LARGE_SEAR- http://a1.zassets.com/images/z/22/8/8/9/2288991-p-LARGE_SEAR- http://a1.zassets.com/images/z/22/8/8/20/7/2382076-p-LARGE_SEAR- http://a1.zassets.com/images/z/22/8/8/20/7/2382076-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
4177	http://a1.zassets.com/images/z/2/3/8/8/4/0/2388408-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
4183	http://at.zassets.com/images/z/2/2/8/9/0/1/2289011_n_I ARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
4193	http://a1.zassets.com/images/z/2/2/8/9/0/1/2289011-p-LARGE_SEAR- http://a1.zassets.com/images/z/2/3/8/8/4/3/2388436-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
4195	http://a1.zassets.com/images/z/2/3/8/8/4/3/2388431-p-LARGE_SEAR	10/20/2013 07:44:20 PM	10/20/2013 07:40:23 PM
4198	http://a1.zassets.com/images/z/2/3/8/8/4/0/2388405-n-I ARCE SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
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4201	http://a1.zassets.com/images/z/2/3/8/8/4/0/2388406-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
4203	http://a1.zassets.com/images/z/2/2/8/9/0/2/2289028-p-LARGE_SEAR	10/20/20 13 07:44.20 FM	10/20/2013 07:40:22 PM
4227	http://a1.zassets.com/images/z/2/3/8/8/4/1/2388419-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
4234	http://a1.zassets.com/images/z/2/1/9/0/4/5/2190455-p-LARGE_SEAR	10/20/2013 D7:44:28 PM	10/20/2013 07:40:23 PM
4235	http://a1.zassets.com/images/z/2/3/8/8/4/1/2388417-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
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4246	http://at.zassets.com/images/z/2/3/8/8/4/3/2388433-n-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
4250	http://a1.zassets.com/images/2/2/3/8/8/4/2/2388420.a.i.ADGE_GEAD.	10/20/2013 07:44:38 DM	10/20/2013 07:40:23 PM
5994	http://a2 rassets.com/images/z/2/3/8/2/0/7/2382071-n-I APGE SEAP.	10/20/2013 01:77:201 M	10/20/2013 07:40:23 PM
5996	http://a2.zassets.com/images/z/2/2/8/9/0/0/2289003-n-I ARGE SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
601B	http://a1.zassets.com/images/z/2/3/8/8/4/3/2388433-p-LARGE_SEAR http://a1.zassets.com/images/z/2/3/8/8/4/3/2388433-p-LARGE_SEAR http://a1.zassets.com/images/z/2/3/8/8/4/2/2388420-p-LARGE_SEAR http://a2.zassets.com/images/z/2/3/8/2/07/2389207-1-p-LARGE_SEAR http://a2.zassets.com/images/z/2/2/8/9/0/0/2289003-p-LARGE_SEAR http://a2.zassets.com/images/z/2/3/8/2/0/2389264-p-LARGE_SEAR http://a2.zassets.com/images/z/2/3/8/2/0/2389264-p-LARGE_SEAR http://a2.zassets.com/images/z/2/3/8/8/4/2/2388423-p-LARGE_SEAR http://a2.zassets.com/images/z/2/3/8/8/4/2/2388429-p-LARGE_SEAR http://a2.zassets.com/images/z/2/2/8/8/9/2/2288967-p-LARGE_SEAR http://a2.zassets.com/images/z/2/2/8/8/9/2/2288967-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
6027	http://a2 zassets.com/images/z/2/3/8/2/0/6/2382064-p-I ARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 D7:40:22 PM
6028	http://a2.zassets.com/images/z/2/3/8/8/4/2/2388423-p-I ARGE SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
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6059	http://a2.zassets.com/images/z/2/4/2/4/5/2/2424529-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
6061	http://a2.zassets.com/images/z/2/2/8/8/9/5/2288957-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
6063			10/20/2013 07:40:22 PM
6079	http://a2.zassets.com/images/z/2/3/8/2/0/6/2382066-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/3/8/2/0/7/2382074-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
6082	http://a2.zassets.com/images/z/2/2/8/8/9/8/2288984-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
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9541	http://a3.zassets.com/images/z/2/2/9/9/9/3/2299930-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
9556	http://a3.zassets.com/images/z/2/3/8/8/4/2/2388421-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
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9581	http://a3.zassets.com/images/z/2/4/2/4/6/4/2424541-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
9587	http://a3.zassets.com/images/z/2/3/8/8/4/0/2388407-p-LARGE_SEAR-		10/20/2013 07:40:22 PM
9605	http://a3.zassets.com/images/z/2/1/9/0/4/3/2190436-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:23 PM
9607	http://a3.zassets.com/images/z/2/3/8/8/4/3/2388432-p-LARGE_SEAR	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
9627	http://a3.zassets.com/images/z/2/3/8/2/0/7/2382077-p-LARGE_SEAR-	10/20/2013 07:44:28 PM	10/20/2013 07:40:22 PM
4207	http://a1.zassets.com/images/z/2/2/9/9/9/5/2299955-I-THUMBNAIL.jog	1U/2U/2013 07:44:44 PM	10/20/2013 07:40:45 PM
4231	http://a1_zassets.com/images/z/2/4/2/4/5/2/2424529-1-MULTIVIEW_T	TU/20/2013 U/:44:44 PM	10/20/2013 07:44:44 PM
4248	http://a1.zassets.com/images/z/2/2/7/8/8/2227888-t-THUMBNAIL.jp;	10/20/2013 07:44:44 PM	10/20/2013 07:44:44 PM
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7311	http://www.zappos.com/images/z/2/4/2/4/5/2/2424529-p-MULTIVIEW http://www.zappos.com/images/z/2/4/2/4/5/2/2424529-1-MULTIVIEW	10/20/2013 01:44:44 PM	10/20/2013 07:44:44 PM
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9590	http://a3.zassets.com/images/z/2/1/9/9/0/0/2199000-1-THUMBNAIL.jpg	10/20/2013 07:44:44 DM	10/20/2013 07:41:12 PM
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4233	http://a1.zassets.com/images/z/8/3/5/83599-t-THUMBNAIL.jpg	10/20/2013 07:45:17 PM	10/20/2013 07:43:23 PM
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4208	http://a1.zassets.com/images/717/7170383/6219-773436-t.jpg	10/20/2013 07:45:48 PM	10/20/2013 D7:45:17 PM
4275	http://a1.zassets.com/images/z/2/3/8/3/7/0/2383703-t-THUMBNAIL.jpg		10/20/2013 07:45:16 PM
6029	http://a1.zassets.com/images/z/4/4/6/44680-t-THUMBNAIL.jpg	10/20/2013 07:45:48 PM	10/20/2013 07:45:17 PM
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7263	http://www.zappos.com/sites/default/files/zappos/promos/frye_promo.j	10/20/2013 07:45:48 PM	10/20/2013 07:45:16 PM
7267	http://www.zappos.com/sites/default/files/zappos/promos/value_promo	10/20/2013 07:45:49 PM	10/20/2013 07:45:16 PM
7282		10/20/2013 07:45:48 PM	10/20/2013 07:45:16 PM
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7293		10/20/2013 07:45:48 PM	10/20/2013 07:45:16 PM
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7339	http://www.zappos.com/sites/default/files/zappos/clarks 540x460.ipg	10/20/2013 07:45:48 PM	10/20/2013 07:45:16 PM
7342		10/20/2013 07:45:48 PM	10/20/2013 07:45:16 PM
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9620	http://a3.zassets.com/images/z/1/9/8/4/6/5/1984655-t-THUMBNAIL.jpr http://www.zappos.com/assets/hotspot/timeslot_images/12379_13711	10/20/2013 07:45:48 PM	10/20/2013 07:45:17 PM
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4171	Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/2306961-[-Tittp://di.zassets.com/mages/z/z/3/0/6/9/6/9/6/9/6/9/6/9/6/9/6/9/6/9/6/9/6	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
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4206	http://a1.zassets.com/images/z/1/8/6/0/1/9/1860193-t-THLIMBNAIL.inc	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
4266	http://a1.zassets.com/images/z/1/6/4/2/4/3/1642434-t-THUMBNAIL.jpt	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
5993	ntp3/a2.zassets.com/images/z/1/8/3/4/9/1/1834916-(-1HUMBNAIL, pt	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
6048	http://az.zassets.com/images/z/1/2/u/1/3/1/12U1319-t-1HUMBNAIL.jpt	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
6065	http://a2.zassets.com/images/z/2/3/0/5/0/3/2305037-t-THUMBNAIL.jpr	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
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7284	http://a2.zassets.com/images/z/2/4/6/4/7/1/12464713-t-THUMBNAIL.jp		10/20/2013 07:46:23 PM
729 <del>6</del>	http://www.zappos.com/boutiques/1043/Lacoste_main043013.jpg	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
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9533	http://a3.zassets.com/images/z/1/07/15/3/9/1075398-1-THUMBNAIL.jp	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM
9552	http://a3.zassets.com/images/z/2/3/0/8/8/5/2308850-t-THUMBNAIL.px http://a3.zassets.com/images/z/2/3/0/9/2/6/2309267-t-THUMBNAIL.px	10/20/2013 07:46:23 PM	10/20/2013 07:46:23 PM 10/20/2013 07:46:23 PM
9557	http://a3.zassets.com/images/z/1/3/6/3/2/2/1363229-t-THUMBNAIL.jp.	10/20/2013 07:40:23 FW	10/20/2013 07:46:23 PM
9594	http://a3.zassets.com/images/z/2/0/5/1/z/3/2051238-1-THUMBNAIL.jp	10/20/2013 07:40:23 FM	10/20/2013 07:46:23 PM
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4199	http://a1.zassets.com/images/z/2/4/5/3/36/245/3584-p-LARGE_SEAR http://a1.zassets.com/images/z/2/4/6/5/1/0/2465101-p-LARGE_SEAR http://a1.zassets.com/images/z/2/4/6/5/1/0/2465109-p-LARGE_SEAR http://a1.zassets.com/images/z/1/2/5/3/3/1/1253319-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
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4218	http://a1.zassets.com/images/z/2/4/6/5/1/0/2465102-p-LARGE_SEAR/	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
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6001	ntp://a2.zassets.com/images/z/2/4/6/5/1/0/2465103-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
6006	http://a1.zassets.com/images/z/2/3/05/03/2305037-p-LARGE_SEAR- http://a1.zassets.com/images/z/2/3/05/03/2305037-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/4/1/5/17/12415776-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/4/6/5/10/2465103-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/4/6/5/10/2465103-p-LARGE_SEAR-	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
6014	TIME MAZ. Zassels. COTTOTT LANGE SELECTION TO THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF	10/20/2013 U1:40.21 PW	10/20/2013 07:45:27 PM
6019 6025	http://az.zassets.com/images/z/z/z/u/6/8/z/z206829-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
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7324			10/20/2013 07:40:23 PM
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9559	http://a3.zassets.com/images/z/2/4/7/2/6/2/2472622-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
9562	http://a3.zassets.com/images/z/2/2/0/6/0/8/2206088-p-LARGE_SEAR-	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
9567	http://www.zappos.com/search/imgs/tmp-nv-checkbox.201310091620 http://a3.zassets.com/images/t2/4/s/33/6/5/453366-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/0/6/0/8//206090-p-LARGE_SEAR-http://a3.zassets.com/images/t2/4/5/3/2/2/453225-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/3/2/2/47622-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/0/6/0/8/2206088-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/0/6/0/8/2060861-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/3/0/8/8/6/2308861-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/1/4/17/1/2/14/1772-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/1/4/17/1/2/14/1772-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/24/53404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/24/53404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/24/53404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/24/53404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/24/53404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/24/53404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/4/5/4/0/2/5/4/0/2453404-p-LARGE_SEAR-http://a3.zassets.com/images/t2/2/4/5/4/4/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/4/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/4/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/4/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/2/5/4/0/4/5/4/0/2/5/4/5/4/0/2/5/4/0/4/5/4/0/2/5/4/5/4/0/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/5/4/4/	10/20/2013 07:46:27 PM	10/20/2013 07:45:27 PM
9582	mp://a3.zassets.com/images/z/2/3/0/8/8/6/2308861-p-LARGE_SEAR	10/20/2013 07:45:27 PM	10/20/2013 07:46:27 PM
9592	http://a3.zassets.com/images/z/2/4/1/4/7/7/2414772-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
9602			10/20/2013 07:46:27 PM
9608	http://a3.zassets.com/images/z/2/3/0/5/0/7/2305072-p-LARGE_SEAR-	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
9609	http://a3.zassets.com/images/z/2/4/5/3/4/1/2453418-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
9611	http://a3.zassets.com/images/z/1/3/4/3/8/3/1343831-p-LARGE_SEAR-	10/20/2013 07:45:27 PM	10/20/2013 07:46:27 PM
9613 9614	http://a3.zassets.com/images/z/2/4/6/5/1/2/2465127-p-LARGE_SEAR/	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
9618	http://a3.zassets.com/images/z/2/4/5/3/4/1/2453419-p-LARGE_SEAR		10/20/2013 07:46:27 PM
9623	http://a3.zassets.com/images/z/2/4/7/2/6/2/2472623-p-LARGE_SEAR/	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM 10/20/2013 07:46:27 PM
9629	http://a3.zassets.com/images/z/2/4/6/5/0/9/2465095-p-LARGE_SEAR	10/20/2013 07:46:27 PM	10/20/2013 07:46:27 PM
4165	http://a3.zassets.com/images/z/1/3/2/0/3/2/1320324-p-LARGE_SEAR- http://a1.zassets.com/images/z/1/9/7/6/0/7/1976076-p-LARGE_SEAR-	10/20/2013 07:40.27 FW	10/20/2013 07:46:28 PM
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7	4182	http://a1.zassets.com/images/z/2/4/3/3/7/3/2433732-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4185	IND.//a1.28556ts.com/images/2/2/4/1/5/6/5/2415656-p-LARGE_SEAR	! 10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4187	http://a1.zassets.com/images/zi/2/4/5/3/4/2/2453428-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4190	http://a1.zassets.com/images/z/2/4/5/3/4/2/2453428-p-LARGE_SEAR http://a1.zassets.com/images/z/2/0/5/6/4/2205641-p-LARGE_SEAR http://a1.zassets.com/images/z/1/4/2/9/6/9/1429695-p-LARGE_SEAR http://a1.zassets.com/images/z/2/3/0/5/0/3/3305350-p-LARGE_SEAR http://a1.zassets.com/images/z/2/3/0/5/0/3/3050535-p-LARGE_SEAR http://a1.zassets.com/images/z/2/3/0/5/2/6/2305262-p-LARGE_SEAR http://a1.zassets.com/images/z/2/3/0/5/2/6/2305731-p-LARGE_SEAR http://a1.zassets.com/images/z/2/4/5/3/6/2/2453629-p-LARGE_SEAR http://a1.zassets.com/images/z/1/2/5/3/2/6/1253620-p-LARGE_SEAR http://a1.zassets.com/images/z/1/2/5/3/2/6/1253320-p-LARGE_SEAR http://a1.zassets.com/images/z/1/2/5/3/2/6/1253320-p-LARGE_SEAR http://a1.zassets.com/images/z/1/2/5/3/2/2/1253320-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4217	http://a1.zassets.com/images/z/1/4/2/9/6/9/1429695-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	4222	http://a1.zassets.com/images/z/2/3/0/5/0/3/2305035-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	4237	http://a1.zassets.com/images/z/2/3/0/5/7/3/2305731-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	4255	http://a1.zassets.com/images/z/1/2/5/3/2/6/1253262-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4257	http://a1.zassets.com/images/z/1/2/5/3/3/2/1253320-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4260		10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	4270	http://a1.zassets.com/images/z/2/4/5/3/3/6/2453367-p-LARGE_SEAR- http://a1.zassets.com/images/z/2/3/015/7/9/2305798-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/3/015/7/4/55347-b-LARGE_SEAR- http://a2.zassets.com/images/z/2/3/015/7/4/55347-b-LARGE_SEAR-	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	4272	nup://a1.zassets.com/images/z/2/3/0/5/7/9/2305798-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	6002			10/20/2013 07:46:28 PM
	6003	http://a2.zassets.com/images/z/1/8/4/3/8/2/1843827-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	6007	- HUD HAZ 7855615 COMPRIDADES(7)7/211/0/9/5/77310955_6_1 ADCC - CEAD.	. 10/20/2013 07·46·29 (3M	10/20/2013 07:46:28 PM
	6016 6035	http://a2.zassets.com/images/z/2/4/5/3/37/1/2453370-p-LARGE_SEAR. http://a2.zassets.com/images/z/1/2/4/8/8/4/1248840-p-LARGE_SEAR. http://a2.zassets.com/images/z/2/4/15/7/3/2415733-p-LARGE_SEAR.	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	6040	http://az.zassets.com/images/zi/1/zi4/8/8/4/1248840-p-LARGE_SEAR	· 10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	6055	http://a2.zassets.com/images/z/z/4/1/5///3/2415/33-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	6062	http://a2.zassets.com/images/z/2/4/5/3/38/1/45338/7-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/3/0/5/0/7/2305074-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/3/0/5/0/7/2305073-p-LARGE_SEAR- http://a2.zassets.com/images/z/2/3/0/5/0/7/2305073-p-LARGE_SEAR-	· 10/20/2013 07:46;28 PM	10/20/2013 07:46:28 PM
	6068	http://ac.zassets.com/images/2/2/3/0/2/0/1/2/2020/4-p-LARGE_SEAR	10/20/2013 U7:46:28 PM	10/20/2013 07:46:28 PM
	6069	http://22.25eegte.com/images/2/2/0/0/0/1/2000/19-b-LARGE_SEAK	10/20/2013 07:46:28 PM	10/20/2013 07;46:28 PM
	6070	http://az.zassels.com/images/z/2/4/5/3/8/5/2453850-p-LARGE_SEAR. http://az.zassels.com/images/z/2/4/5/3/3/5/2453368-p-LARGE_SEAR. http://a2.zassels.com/images/z/2/4/1/4/70/2414702-p-LARGE_SEAR.	10/20/2013 07:40:20 FM	10/20/2013 07:46:28 PM
	6080	http://a2 zassets.com/images/z/2/4/1/4/7/02/4/4/702 A LADGE SEAD.	10/20/2013 07:40:20 FM	10/20/2013 07:46:28 PM
	70.40	http://www.zappos.com/search/is/search.p.20131009162006.js	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM 10/20/2013 07:40:23 PM
	9531	http://a3.zassets.com/imanes/z/1/2/5/3/3/1/1253318.o.LARGE_SEAR.	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	9534	http://a3.zassets.com/images/z/2/3/0/8/8/5/2308856-n-I ARGE SEAR.	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	9568	http://a3.zassets.com/images/z/1/2/3/4/6/6/1234666-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	9585	http://a3.zassets.com/images/z/2/4/1/5/6/5/2415659-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	9595	http://a3.zassets.com/images/z/1/5/5/3/1/7/1553170-p-LARGE_SEAR-	10/20/2013 07:46:28 PM	10/20/2013 07:45:28 PM
	9597	http://a3.zassets.com/images/z/2/4/1/5/5/34/17/2-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/3/0/8/8/5/2308856-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/3/0/8/8/5/2308856-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/2/0/5/9/5/2205956-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/15/3/3/6/2453389-p-LARGE_SEAR. http://a3.zassets.com/images/z/1/5/3/3/1/6/1553169-p-LARGE_SEAR. http://a3.zassets.com/images/z/1/2/3/4/6/6/1234666-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/1/4/7/02414701-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/1/3/6/5/2414569-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/1/5/6/3/1/7/1553170-p-LARGE_SEAR. http://a3.zassets.com/images/z/1/3/5/3/4/17/1553170-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/1/5/5/2414759-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/1/5/5/2414759-p-LARGE_SEAR. http://a3.zassets.com/images/z/2/4/1/1/5/2414759-p-LARGE_SEAR.	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	9603	mmp://a3.zassets.com/images/z/2/4/1/4/7/5/2414759-p-LARGE_SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
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	7241	THE THE TAXABLE SEAR THE THE TAXABLE SEAR	10/20/2013 07:46:28 PM	10/20/2013 07:46:28 PM
	7249	http://www.zappos.com/search/styles/brand.p.20131009162010.css	10/20/2013 07:46:51 PM	10/20/2013 07:46:23 PM
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	7264		10/20/2013 07:46:51 PM 10/20/2013 07:46:51 PM	10/20/2013 07:40:22 PM 10/20/2013 07:46:23 PM
	7277	http://www.zappos.com/search/imgs/stripeBGtan.20130910131855.pn	10/20/2013 07:46:51 PM	10/20/2013 07:40:23 PM
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	7307	http://www.zappos.com/search/imgs/spGlobalBlue.20130910131855.r	10/20/2013 07:46:51 PM	10/20/2013 07:40:23 PM
	7349	http://www.zappos.com/search/imgs/spFooter.20130910131855 png	10/20/2013 07:46:51 PM	10/20/2013 07:40:23 PM
	3658	http://apr.choicestream.com/instr/csanywhere.js	10/20/2013 07:46:52 PM	10/20/2013 07:46:24 PM
	6073	http://a2.zassets.com/images/z/2/3/0/5/0/7/2305070-t-THUMBNAIL.ipx	10/20/2013 07:46:52 PM	10/20/2013 07:46:24 PM
	7236	mip.//www.zappos.com/search/js/brand.p.20131009162009.js	10/20/2013 07:46:52 PM	10/20/2013 07:46:23 PM
	7303	http://www.zappos.com/search/js/tealeaf.p.20130910132017.js	10/20/2013 07:46:52 PM	10/20/2013 07:40:23 PM
	7327	http://www.zappos.com/search/imps/spSearch 20131009162001 ppg	10/20/2013 07:46:52 PM	10/20/2013 07:40:23 PM
	9617	http://a3.zassets.com/images/z/1/2/4/8/8/3/1248839-t-THUMBNAIL.ipt	10/20/2013 07:46:52 PM	10/20/2013 07:46:24 PM
	4173	mith.na 1.cassets.com/images/2/1/0/1/8/9/4/10/894-1-   HDWBNAIL.ibd	10/20/2013 07:46:53 PM	10/20/2013 07:41:12 PM
	4202	http://air.zassets.com/images/z/2/0/3/8/9/7/2038974-1-THUMBNAIL.jpc	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
	4205	http://ai.zassets.com/images/z/1/2/8/9/6/U/1289609-1-THUMBNAIL_ipc	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
	4236	http://a1.zassets.com/images/z/1/6/4/0/9/1/1640919-1-THUMBNAIL.jp.	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
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	4306	http://a1.zassets.com/images/z/9/4/4/944493-t-THUMBNAIL.jpg	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
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	6017	http://a2.zassets.com/images/z/1/3/3/9/2/2/1339224-t-THUMBNAIL.jpg	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	6084	http://az.zassets.com/images/z/2/3/8/8/4/0/2388408-t-THUMBNAIL.jp	10/20/2013 07:40:53 PM	10/20/2013 07:45:15 PM
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	7251	http://www.zappos.com/sites/default/files/zappos/promos/cinthing_shc	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7255	INITE://WWW.Zappos.com/sites/default/files/zappos/shopby3_09_1_ina_	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	1211	http://www.zappos.com/sites/default/files/zappos/promos/value_promt	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7272	mtp://www.zappos.com/sites/default/files/zappos/1-womensshop-s2-o	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7276	http://www.zappos.com/sites/default/files/zappos/girlsnight_3.jpg	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7288	mtp://www.zappos.com/sites/default/files/zappos/promos/zeta ip cloti	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7306	mmp://www.zappos.com/sites/default/files/zappos/sm it s a wrap en:	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7308	Intp://www.zappos.com/sites/default/files/zappos/mens_outerwear.jpg	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7316	mp://www.zappos.com/assets/hotspot/timeslot_images/12375_13711	10/20/2013 07:46:53 PM	10/20/2013 07:45:16 PM
	7319	http://www.zappos.com/sites/default/files/zappos/promos/Denim_Pron	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7320	http://www.zappos.com/sites/default/files/zappos/shopbyimages_11_1	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7321 7325		10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
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	7330	http://www.zappos.com/tot/styles/landingPage.p.20131001151126.css http://www.zappos.com/tot/styles/main.p.20130930102636.css	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	7336	http://www.zappos.com/tot/js/landingPage.p.20131001151122.js	10/20/2013 07:46:53 PM	10/20/2013 07:45;14 PM
	7340	http://www.zappos.com/sites/default/files/zappos/promos/Sweater_Pre	10/20/2013 07:46:53 PM 10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM 10/20/2013 07:45:14 PM
	7341	http://www.zappos.com/sites/default/files/zappos/images2_09_1.jpg	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	9555		10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	9564	http://a3.zassets.com/images/z/1/4/1/8/6/3/1418633-t-THUMBNAIL.jp/	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
	9566	http://a3.zassets.com/images/z/1/6/2/1621967-t-THUM8NAIL.ipg	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
	9571	http://a3.zassets.com/images/z/1/2/8/7/1/2/1287129-t-THUMBNAIL.lpc	10/20/2013 07:46:53 PM	10/20/2013 07:45:15 PM
	9573	http://ab.zassets.com/assets/notspot/timeslot_images/12399_137244;	10/20/2013 07:46:53 PM	10/20/2013 07:45:14 PM
	9576	http://a3.zassets.com/images/z/2/4/2/4/5/2/2424521-t-THUMBNAIL.ipx	10/20/2013 07:46:53 PM	10/20/2013 07:40:45 PM
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	9612	http://a3.zassets.com/images/z/2/3/8/8/4/3/2388436-t-THUMBNAIL.jp		10/20/2013 07:40:52 PM
9	3293 4180	http://www.googleadservices.com/pagead/conversion_async.js	10/20/2013 07:47:15 PM	10/20/2013 07:40:24 PM
7		http://a1.zassets.com/images/z/2/4/5/72/9/9/2452993-t-THÛMBNAIL.jpc	10/20/2013 07:47:10 PM	10/20/2013 07:47:15 PM
		http://a1.zassets.com/images/z/2/3/8/8/4/3/2388436-1-MULTIVIEW_T http://a1.zassets.com/assets/hotspot/timeslot_images/5569.png	10/20/2013 07:47:15 PM	10/20/2013 07:47:15 PM
	· · · <del>-</del>	hid	10/20/2013 07:47:15 PM	10/20/2013 07:40:23 PM

4209	http://a1.zassets.com/images/z/2/3/8/8/4/1/2388419-t-THUMBNAIL.jpg	10/20/2013 07:47:15 PM	10/20/2013 07:40:52 PM
4219	http://a1.zassets.com/images/z/2/2/9/9/1/2299919-t-THUMBNAIL.jpg	10/20/2013 07:47:15 PM	10/20/2013 07:40:45 PM
4220 4229	http://a1.zassels.com/images/z/2/3/8/8/4/0/2388406-t-THUMBNAIL.jpt		10/20/2013 07:40:52 PM 10/20/2013 07:47:15 PM
4245	http://a1.zassets.com/images/z/2/3/8/8/4/3/2388436-4-MULTIVIEW_T http://a1.zassets.com/images/z/2/3/8/8/4/1/2388418-t-THUMBNAIL.jpg	10/20/2013 07:47:15 PM	10/20/2013 07:40:52 PM
4254	http://a1.zassets.com/images/z/2/3/8/8/4/3/2388436-2-MULTIVIEW_T		10/20/2013 07:47:15 PM
6008	http://a2.zassets.com/images/z/2/3/8/8/4/3/2388431-t-THUMBNAIL.jpj	10/20/2013 07:47:15 PM	10/20/2013 07:40;52 PM
6022	http://a2.zassets.com/images/z/2/3/8/8/4/1/2388417-t-THUMBNAIL.jpj	10/20/2013 07:47:15 PM	10/20/2013 07:40:52 PM
6037	http://a2.zassets.com/images/z/2/3/8/8/4/3/2388436-p-MULTIVIEW.jp	10/20/2013 07:47:15 PM	10/20/2013 07:47:15 PM 10/20/2013 07:47:15 PM
6041 6043	http://a2.zassets.com/images/z/2/0/4/5/8/6/2045866-t-THUMBNAIL.jpi	10/20/2013 07:47.13 PM	10/20/2013 07:40:52 PM
6052	http://a2.zassets.com/images/z/2/3/8/8/4/2/2388420-t-THUMBNAIL.jpj http://a2.zassets.com/images/z/2/3/8/8/4/3/2388436-3-MULTIVIEW_T	10/20/2013 07:47:15 PM	10/20/2013 07:47:15 PM
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7137 7231		10/20/2013 07:47:15 PM 10/20/2013 07:47:15 PM	10/20/2013 07:40:23 PM 10/20/2013 07:40:45 PM
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7253 7254		10/20/2013 07:47:15 PM 10/20/2013 07:47:15 PM	10/20/2013 07:40;45 PM 10/20/2013 07:40:22 PM
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7290 7295		10/20/2013 07:47:15 PM	10/20/2013 07:40:45 PM 10/20/2013 07:40:45 PM
7304		10/20/2013 07:47:15 PM 10/20/2013 07:47:15 PM	10/20/2013 07:40:45 PM
7309		10/20/2013 07:47:15 PM	10/20/2013 07:47:15 PM
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7312	http://www.zappos.com/images/z/2/3/8/8/4/3/2388436-3-MULTIVIEW	10/20/2013 07:47:15 PM	10/20/2013 07:47:15 PM 10/20/2013 07:47:15 PM
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7326	http://www.zappos.com/images/z/2/3/8/8/4/3/2388436-p-MULTIVIEW_ http://www.zappos.com/img/bizrate_medal.gif	10/20/2013 07:47:15 PM	10/20/2013 07:40:22 PM
		10/20/2013 07:47:15 PM	10/20/2013 07:40:45 PM
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7353 9535		10/20/2013 07:47:15 PM	10/20/2013 07:40:45 PM 10/20/2013 07:40:52 PM
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9547	http://a3.zassets.com/images/z/2/2/9/9/1/2299918-t-THUMBNAIL.jp;		10/20/2013 07:40:45 PM
9549	http://a3.zassels.com/images/z/2/3/8/8/4/3/2388432-t-THUMBNAIL.jp;		10/20/2013 07:40:52 PM
9574 9583	http://a3.zassels.com/images/z/2/9/9/9/3/2299930-t-THUMBNAIL.jp/	10/20/2013 07:47:15 PM	10/20/2013 07:40:45 PM 10/20/2013 07:40:45 PM
9593	http://a3.zassets.com/images/z/1/4/0/14079-t-THUMBNAIL.jpg http://a3.zassets.com/images/z/2/5/2/0/6/9/2520691-t-THUMBNAIL.jpg	10/20/2013 07:47:15 PM 10/20/2013 07:47:15 PM	10/20/2013 07:47:15 PM
9599	http://a3.zassets.com/images/z/2/3/8/8/4/3/2388433-t-THUMBNAIL.jp.	10/20/2013 07:47:15 PM	10/20/2013 07:43:23 PM
6322	http://d7.zedo.com/img/bh.gif?n=1303&g=20&a=1&s=1&l=1&t=r&f=1		10/20/2013 07:46:28 PM
6323	http://d7.zedo.com/img/bh.gr/?n=826&g=20&a=633&s=1&l=1&t=i&t=1	10/20/2013 07:47:16 PM	10/20/2013 07:46:28 PM
6326 4189	http://d7.zedo.com/img/bh.git?n=826&g=20&a=2005&s=1&i=1&t=i&t=		10/20/2013 07:46:28 PM 10/20/2013 07:47:24 PM
9619	http://a1.zassets.com/images/z/2/3/8/8/4/3/2388436-2-MULTIVIEW.jp http://a3.zassets.com/images/z/2/3/8/8/4/3/2388436-4-MULTIVIEW.jp		10/20/2013 07:47:27 PM
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6474	https://secure-www.zappos.com/karakoram/js/main,559f133.js	10/20/2013 07:47:46 PM	10/20/2013 07:43:40 PM
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6476		10/20/2013 07:47:46 PM	10/20/2013 07:43:40 PM
6477 2342		10/20/2013 07:47:46 PM	10/20/2013 07:43:40 PM 10/20/2013 07:48:07 PM
2404	https://fbcdn-photos-f-a.akamaihd.net/hphotos-ak-ash3/851579_4894( https://fbcdn-creative-a.akamaihd.net/hads-ak-prn1/s110x80/735337_i		10/20/2013 07:48:07 PM
2780		10/20/2013 07:48:07 PM	10/15/2013 07:16:24 PM
5722	https://scontent-a-pao.xx.fbcdn.net/hphotos-ash3/s403x403/1378404	10/20/2013 07:48:07 PM	10/20/2013 07:48:07 PM
7650	https://fibexternal-a.akamaihd.net/safe_image.php?d=AQAsrIGC6dD3	10/20/2013 07:48:07 PM	10/20/2013 07:48:07 PM
7902	https://fbcdn-profile-a.akamaihd.net/nprofile-ak-pm2/s32x32/1116962		10/20/2013 07:48:07 PM 10/20/2013 07:48:07 PM
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8177	https://fbcdn-profile-a.akamaind.net/hprofile-ak-pm1/70321_10000194	10/20/2013 07:48:07 PM	10/20/2013 07:48:07 PM
8234	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-pm2/1118251 100000	10/20/2013 07:48:07 PM	10/20/2013 07:48:07 PM
8258	https://fbcdn-profile-a.akamaind.net/hprofile-ak-ash2/s32x32/1119545	10/20/2013 07:48:07 PM	10/20/2013 07:48:07 PM
8278 8201	https://fbcdn-profile-a.akamaihd.net/static-ak/rsrc.php/v2/y9/r/iB7NOFi	10/20/2013 07:48:07 PM	10/18/2013 06:22:34 AM 10/20/2013 07:48:07 PM
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8456	https://fbcdn-profile-a.akamaihd.net/nprofile-ak-ash3/s32x32/174498 https://fbcdn-profile-a.akamaihd.net/nprofile-ak-ash2/1118621_10000	10/20/2013 07:48:07 PM	10/20/2013 07:48:07 PM
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7415	https://www.facebook.com/ajax/typeahead/search/facebar/bootstrap/?	10/20/2013 07:48:08 PM	10/16/2013 06:02:55 AM
7490 7530	https://www.facebook.com/ajax/typeahead/search/facebar/bootstrap/?		10/16/2013 06:02:55 AM 10/16/2013 06:02:54 AM
7822	https://www.facebook.com/ajax/typeahead/search/facebar/config.php7 https://scontent-b-pao.xx.fbcdn.net/hphotos-pm1/p160x160/561961_3-	10/20/2013 07:48:10 PM	10/20/2013 07:48:10 PM
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8253	https://fbcdn-profile-a.akamaind.net/hprofile-ak-ash4/c12.41.156.156/s	10/20/2013 07:48:10 PM	10/20/2013 07:48:10 PM
8299	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-frc1/c25.0.81.81/s50xt	10/20/2013 07:48:10 PM	10/20/2013 07:48:10 PM 10/20/2013 07:48:10 PM
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7226		10/20/2013 07:48:17 PM	10/20/2013 07:48:17 PM
4333	http://www.intensedebate.com/js/genericCommentWrapperV2.js	10/20/2013 07:4B:18 PM	10/20/2013 07:48:18 PM
6791	http://www.afmedios.com/justicia/proteccion-civil-/51276-raymond-ya-	10/20/2013 07:48:18 PM	10/20/2013 07:48:17 PM
5467	http://www.google.com.mx/cse/inti/es/images/google_custom_search_		10/20/2013 07:48:22 PM 10/20/2013 07:48:25 PM
2591 2593	http://s.intensedebate.com/themes/universal/images/idc-grey-0926.pn http://s.intensedebate.com/idc/buttons/candy/idc-button-candy_red.png		10/20/2013 07:48:25 PM
2594	http://s.intensedebate.com/images/wordpress-logo.png	10/20/2013 07:48:25 PM	10/20/2013 07:48:25 PM
2595	http://s.intensedebate.com/images/twitter-favicon.ico	10/20/2013 07:48:25 PM	10/20/2013 07:48:25 PM
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2597 25 <del>9</del> 8	http://s.intensedebate.com/themes/universal/images/idc-bg-1223.png http://s.intensedebate.com/images/ajax-loader.gif	10/20/2013 07:48:25 PM 10/20/2013 07:48:25 PM	10/20/2013 07:48:25 PM 10/20/2013 07:48:25 PM
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8356	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-pm1/173587_1000060 https://fbcdn-profile-a.akamaihd.net/hprofile-ak-pm2/1076496_100006	10/20/2013 07:49.11 PW	10/20/2013 07:49:11 PM 10/20/2013 07:49:11 PM
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2725 2959	https://static.xx.fbcdn.net/rsrc.php/v2/ya/r/8FR2u902Bc2.js	10/20/2013 07:49:19 PM	10/20/2013 07:49:19 PM
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2278		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
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5468		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6100 6520		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM 10/17/2013 12:48:43 PM
6769	http://pagead2.googlesyndication.com/pagead/show_ads.js http://www.afmedios.com/templates/ja_teline_lii/css/colors/theme.css	10/20/2013 07:50:17 PM 10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6770		10/20/2013 07:50:17 PM	10/20/2013 07:50:17 PM
6771	http://www.afmedios.com/modules/mod_jamegamenu/assets/style.csa		10/20/2013 07:48:18 PM
6772	http://www.afmedios.com/templates/ja_tefine_iii/css/addons.css	10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6773 6774		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM 10/20/2013 07:48:18 PM
6775		10/20/2013 07:50:17 PM 10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6776	http://www.afmedios.com/plugins/content/ja_tabs/ja_tabs.js	10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6777	http://www.afmedios.com/modules/mod_jamegamenu/assets/script.js	10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6778		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6779 6780	http://www.afmedios.com/modules/mod_raxo_allmode/tmpl/allmode_t		10/20/2013 07:48:19 PM
6781		10/20/2013 07:50:17 PM 10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM 10/20/2013 07:48:18 PM
6782		10/20/2013 07:50:17 PM	10/20/2013 07:46:18 PM
6783	http://www.afmedios.com/templates/ja_teline_iii/css/mod_jamegamen		10/20/2013 07:48:18 PM
6784	http://www.afmedios.com/modules/mod_buaxua_floating/buaxua_float	10/20/2013 07:50:17 PM	10/20/2013 07:48:19 PM
6785		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6786 6787		10/20/2013 07:50:17 PM 10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM 10/20/2013 07:48:18 PM
6788	http://www.afmedios.com/plugins/content/rokcomments/rokcomments,		10/20/2013 07:48:18 PM
6789		10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6790	http://www.afmedios.com/media/system/js/caption.js	10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
6792	http://www.afmedios.com/templates/ja_teline_iii/css/layout.css	10/20/2013 07:50:17 PM	10/20/2013 07:48:18 PM
5412 5425		10/20/2013 07:50:18 PM	10/08/2013 09:00:31 PM 10/04/2013 03:55:19 PM
3541		10/20/2013 07:50:18 PM 10/20/2013 07:50:19 PM	10/17/2013 07:22:03 PM
3547	http://s.ytimg.com/yts/swfbin/watch_as3-vflFaN65K.swf	10/20/2013 07:50:19 PM	10/17/2013 07:22:04 PM
3552		10/20/2013 07:50:19 PM	10/17/2013 07:22:03 PM
6293	http://i0.poll.fm/images/white-grad.png	10/20/2013 07:50:19 PM	10/20/2013 07:48:21 PM
6723 3551	http://www.benchmarkemail.com/images/listbuilder/th10/sk1/images/h		10/20/2013 07:48:21 PM
6632		10/20/2013 07:50:20 PM 10/20/2013 07:50:20 PM	10/20/2013 07:48:21 PM 10/20/2013 07:48:22 PM
7150		10/20/2013 07:50:20 PM	10/20/2013 07:48:22 PM
7151		10/20/2013 07:50:20 PM	10/20/2013 07:48:22 PM
7152	http://i1.ytimg.com/vi/a-13X1QsCws/default.jpg	10/20/2013 07:50:20 PM	10/20/2013 07:48:22 PM
7153		10/20/2013 07:50:20 PM	07/10/2013 07:01:09 PM
7154 7156		10/20/2013 07:50:20 PM	10/20/2013 07:48:22 PM 10/20/2013 07:48:22 PM
3615	http://googleads.g.doubleclick.net/pagead/html/r20131015/r28130905.	10/20/2013 07:50:20 PM 10/20/2013 07:50:22 PM	10/16/2013 06:02:50 PM
6518	http://pagead2.googlesyndication.com/pagead/js/r20131015/r2013090	10/20/2013 07:50:22 PM	10/16/2013 04:07:35 PM
5411	http://s7.addthis.com/static/r07/sh138.html	10/20/2013 07:50:23 PM	10/04/2013 03:55;20 PM
5417		10/20/2013 07:50:23 PM	10/20/2013 07;48:25 PM
5420 5421		10/20/2013 07:50:23 PM	10/04/2013 03:55:24 PM 10/08/2013 09:00:31 PM
5424		10/20/2013 07:50:23 PM 10/20/2013 07:50:23 PM	10/04/2013 03:55:24 PM
6514		10/20/2013 07:50:23 PM	10/17/2013 12:48:43 PM
6515	http://pagead2.googlesyndication.com/pagead/render_ads.js	10/20/2013 07:50:23 PM	07/09/2013 07:04:16 PM
6534	http://pagead2.googlesyndication.com/pagead/expansion_embed.js	10/20/2013 07:50:23 PM	10/10/2013 08:35:18 PM
3838 4013	http://www.coach.com/wcsstore/Coach_US/images/search/header/chc http://www.coach.com/wcsstore/Coach_US/images/search/header/chc	10/20/2013 07:50:37 PM 10/20/2013 07:50:37 PM	10/20/2013 07:01:19 PM 10/20/2013 07:01:18 PM
4105	http://www.coach.com/wcsstore/Coach_US/images/search/header/chc		10/20/2013 07:01:19 PM
2469	https://www.coach.com/wcsstore/Coach_US/styles/pdpHeader.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2472	https://www.coach.com/wcsstore/Coach_US/styles/browserspecific/iel	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2473	https://www.coach.com/wcsstore/Coach_US/scripts/pinterest.js https://www.coach.com/wcsstore/Coach_US/scripts/jquery.expaNav.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2477 2479	https://www.coach.com/us/201309/form_images/thankyou.jpg	10/20/2013 07:50:38 PM 10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM 10/20/2013 07:01:22 PM
2482	https://www.coach.com/wcsstore/Coach_US/scripts/jquery.wresize.mi		10/20/2013 07:01:23 PM
2483	https://www.coach.com/wcsstore/Coach_US/scripts/jquery.custom-scr	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2484	https://www.coach.com/wcsstore/Coach_US/scripts/jgModal.min.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2485 2487	https://www.coach.com/wcsstore/Coach_US/styles/styleinclude.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2490		10/20/2013 07:50:38 PM 10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM 10/20/2013 07:01:22 PM
2491	https://www.coach.com/wcsstore/Coach_US/images/background/white		10/20/2013 07:01:23 PM
2492	https://www.coach.com/wcsstore/Coach_US/images/NEW%20coach-I	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2496	https://www.coach.com/wcsstore/Coach_US/styles/advancedflyout.csi	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2498 2499		10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
250D		10/20/2013 07:50:38 PM 10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM 10/20/2013 07:01:22 PM
2501		10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2504	https://www.coach.com/wcsstore/Coach_US/styles/largeimage.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2508	https://www.coach.com/wcsstore/Coach_US/styles/layout.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2511 2517	https://www.coach.com/wcsstore/Coach_US/scripts/jquery.mousewhe		10/20/2013 07:01:23 PM
2517 2518		10/20/2013 07:50:38 PM 10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM 10/20/2013 07:01:22 PM
2520	https://www.coach.com/wcsstore/Coach_US/scripts/coach_is	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2525	https://www.coach.com/wcsstore/Coach_US/scripts/GWT/com.brutant	10/20/2013 07:50;3B PM	10/20/2013 07:01:22 PM
2528	https://www.coach.com/wcsstore/Coach_US/scripts/myAccount.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2530	https://www.coach.com/wcsstore/Coach_US/scripts/include.js	10/20/2013 07:50:38 PM -	10/20/2013 07:01:22 PM

2537	https://www.coach.com/wcsstore/Coach_US/scripts/MiniCart.is	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2541	https://www.coach.com/us/201309/form_images/emailafriend.jpg	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2543	https://www.coach.com/wcsstore/Coach_US/scripts/jquery.customScri	10/20/2013 07:50:38 PM	10/20/2013 D7:01:23 PM
2545	https://www.coach.com/wcsstore/Coach_US/scripts/swfobject.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2547	https://www.coach.com/wcsstore/Coach_US/scripts/disableRightClick	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2548	https://www.coach.com/wcsstore/Coach_US/scripts/large_img_resize.	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2551	https://www.coach.com/wcsstore/Coach_US/styles/thickbox.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2554	https://www.coach.com/wcsstore/Coach_US/scripts/GWT/CoachGWT	10/20/2013 07:50:30 PM	10/20/2013 07:01:22 PM
2556	https://www.coach.com/westors/Coach_19/jonnefit/Connefit, v2/jonn	10/20/2013 07:50:30 PM	
2557	https://www.coach.com/wcsstore/Coach_US/iepngfix/iepngfix_v2/iepn	10/20/2013 07:50:30 PM	10/20/2013 07:01:23 PM
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2558 2559	https://www.coach.com/wcsstore/Coach_US/scripts/cookie_banner_si		10/20/2013 07:01:22 PM
2000	https://www.coach.com/wcsstore/Coach_US/scripts/topNav.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2565	https://www.coach.com/wcsstore/Coach_US/scripts/flexcroll-uncompri		10/20/2013 07:01:23 PM
2570	https://www.coach.com/wcsstore/Coach_US/scripts/TealeafSDKConfi-		10/20/2013 07:01:22 PM
2572	https://www.coach.com/wcsstore/Coach_US/styles/usTopNav.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2573	https://www.coach.com/wcsstore/Coach_US/scripts/jquery.url.packed.	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2576	https://www.coach.com/wcsstore/Coach_US/styles/text.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2578		10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
2581	https://www.coach.com/wcsstore/Coach_US/scripts/onUserExit.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
2587	https://www.coach.com/wcsstore/Coach_US/styles/skin.css	10/20/2013 07:50:38 PM	10/20/2013 07:01:22 PM
3652	https://ajax.googleapis.com/ajax/libs/webfont/1/webfont.js	10/20/2013 07:50:38 PM	10/20/2013 07:01:23 PM
3653	https://ajax.googleapis.com/ajax/libs/jquery/1,7,2/jquery.min.js	10/20/2013 07:50:38 PM	07/09/2013 09:10:19 PM
3655			10/20/2013 07:01:23 PM
4303	https://thomas.googleupsreptent.com/pietia/facto/fato/us/wi-full/10	10/20/2013 07:50:38 PM	
4304	https://themes.googleusercontent.com/static/fonts/lato/v6/zLhfkPOm_!		10/20/2013 07:01:24 PM
4004 E200	https://themes.googleusercontent.com/static/tonts/lato/v6/nQhiC-wSiJ;	10/20/2013 U7:50:38 PM	10/20/2013 07:01:24 PM
5389	https://fonts.googleapis.com/css?family=Lato:300,400,700⊂=la	10/20/2013 07:50:38 PM	10/20/2013 07:01:24 PM
6637	https://cdn.strcst.net/4f5f69326859d0176a000001/h/p_core.js	10/20/2013 07:50:38 PM	10/20/2013 D6:43:32 PM
2466	https://www.coach.com/wcsstore/Coach_US/images/error/please_take		10/20/2013 07:01:26 PM
2458	https://www.coach.com/css/us/social-footer.png	10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2470	https://www.coach.com/wcsstore/Coach_US/images/nav-icons.png	10/20/2013 07:50:39 PM	10/20/2013 07:01:26 PM
2486	https://www.coach.com/wcsstore/Coach_US/scripts/GWT/deferredjs/5	10/20/2013 07:50:39 PM	10/20/2013 07:01:26 PM
2494	https://www.coach.com/wcsstore/Coach_US/images/loadingAnimation	10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2519	https://www.coach.com/css/us/usSideNav_WP.css	10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2521	https://www.coach.com/wcsstore/Coach_US/images/checkout/checkor	10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2529	https://www.coach.com/wcsstore/Coach_US/images/checkoutBGTop.	10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2553		10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2553 2560	https://www.coach.com/wcsstore/Coach_US/images/checkoutBGBotto		10/20/2013 07:01:24 PM
2562	https://www.coach.com/wccatore/Coach_UD/IIII/GGG/GGGGGGGGGGGGGGGGGGGGGGGGGGGG	40/20/2013 07:50:33 FW	10/20/2013 07:01:25 PM
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2585		10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2500		10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
2589	https://www.coach.com/wcsstore/Coach_US/images/checkout/shoppir	10/20/2013 07:50:39 PM	10/20/2013 07:01:24 PM
3497	https://assets.pinterest.com/js/pinit.js	10/20/2013 07:50:39 PM	10/20/2013 07:01:25 PM
3508	https://www.googleadservices.com/pagead/conversion.js	10/20/2013 07:50:39 PM	10/20/2013 06:44:43 PM
6329	https://connect.facebook.net/en_US/all.js	10/20/2013 07:50:39 PM	10/18/2013 06:22:29 AM
6838	https://coach.needle.com/needle_service.js?201201251010	10/20/2013 07:50:39 PM	10/20/2013 07:01:26 PM
2471	https://www.coach.com/wcsstore/Coach_US/images/checkout/orderRe	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2475	https://www.coach.com/wcsstore/Coach_US/images/shop_more_info	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
247B	https://www.coach.com/wcsstore/Coach_US/images/error/error_bullet	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2480	https://www.coach.com/wcsstore/Coach_US/images/checkout/new_cu	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2481	https://www.coach.com/wcsstore/Coach_US/images/checkout/editMin	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2488	https://www.coach.com/wcsstore/Coach_US/scripts/GWT/deferredjs/5	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2493	https://www.cnarh.com/wcsctore/Coach_Us/souplaset/rhackout/order@c	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2495	https://www.coach.com/wcsstore/Coach_US/images/checkout/orderRi https://www.coach.com/wcsstore/Coach_US/images/checkout/shipme	10/20/20 13 07 .30.40 P M	
2503	https://www.cooch.com/wcsstore/Coach_US/images/cieccou/silipine	10/20/20 13 07 30,40 PM	10/20/2013 07:01:27 PM
	https://www.coach.com/wcsstore/Coach_US/images/checkout/billing	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2505		10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2506	https://www.coach.com/wcsstore/Coach_US/images/checkout/paymer	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2507	https://www.coach.com/wcsstore/Coach_US/images/checkout/credit_c	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2510	https://www.coach.com/wcsstore/Coach_US/images/checkout/Amex_U	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2513	https://www.coach.com/wcsstore/Coach_US/images/buttons/btn_save	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2514	https://www.coach.com/wcsstore/Coach_US/images/buttons/btn_conti	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2515	https://www.coach.com/wcsstore/Coach_US/images/checkout/use_a_	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2523	https://www.coach.com/wcsstore/Coach_US/images/checkout/paymer	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2524	https://www.coach.com/wcsstore/Coach_US/images/checkout/shoppir	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2527	https://www.coach.com/wcsstore/Coach_US/images/checkout/what_is	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2532	https://www.coach.com/wcsstore/Coach_US/images/checkout/sign_in	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2534	https://www.coach.com/wcsstore/Coach_US/images/checkout/email_a		10/20/2013 07:01:27 PM
2535	https://www.coach.com/wcsstore/Coach_US/images/checkout/shipme	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2539	https://husev.coach.com/westere/Coach_LC/impacc/medal.clamental.	10/20/2013 07:50:40 1 (4)	
2561	https://www.coach.com/wcsstore/Coach_US/images/modal-elements/i	10/20/2010 01:00:40 PW	10/20/2013 07:01:27 PM
2563	https://www.coach.com/wcsstore/Coach_US/images/buttons/bin_sign_	10/20/2010 01:00:40 PM	10/20/2013 07:01:27 PM
2564	https://www.coach.com/wcsstore/Coach_US/images/checkout/checkout/	10/20/2013 01:30/40 PM	10/20/2013 07:01:27 PM
2566 2566	https://www.coach.com/wcsstore/coach_US/images/buttons/btn_subh_	10/20/2013 07.30:40 PM	10/20/2013 07:01:27 PM
	https://www.coach.com/wcsstore/Coach_US/images/buttons/bin_subnittps://www.coach.com/wcsstore/Coach_US/images/checkout/edit/inittps://www.coach.com/wcsstore/Coach_US/images/checkout/shipme	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2567	mipanywww.coaun.commwcsstore/coach_u5/mages/checkout/shipme	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2568	https://www.coach.com/wcsstore/Coach_US/images/checkout/register https://www.coach.com/wcsstore/Coach_US/scripts/GWT/deferredjs/5	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2577	https://www.coach.com/wcsstore/coach_US/scripts/GWT/deferredjs/5	10/20/2013 U/ 30/4U PM	10/20/2013 07:01:26 PM
2580	https://www.coach.com/wcsstore/Coach_US/images/checkout/add_ne https://www.coach.com/wcsstore/Coach_US/images/checkout/sign_in https://www.coach.com/wcsstore/Coach_US/images/checkout/paymer	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2582	nups.//www.coacn.com/wcsstore/Coacn_US/images/checkout/sign_in_	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2583	nups://www.coacn.com/wcsstore/Coach_US/images/checkout/paymer	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2586	nttps://www.coach.com/wcsstore/Coach_US/images/checkout/VISA_[	10/20/2013 07:50:40 PM	10/20/2013 D7:01:27 PM
2588	https://www.coach.com/wcsstore/Coach_US/images/checkout/select_	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
6570	https://www.paypalobjects.com/en_US/i/btn/btn_pallo_xowpp_silver_r	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
6571	https://www.paypaiobjects.com/en_US/i/logo/PayPal_mark_60x38.gif	10/20/2013 07:50:40 PM	10/20/2013 07:01:27 PM
2489	https://www.coach.com/wcsstore/Coach_US/images/checkout/choose	10/20/2013 07:50:41 PM	10/20/2013 07:01:28 PM
2502	https://www.coach.com/wcsstore/Coach_US/images/buttons/btn_store	10/20/2013 07:50:41 PM	10/20/2013 07:01:28 PM
2540	https://www.coach.com/wcsstore/Coach_US/images/wishtist/btn_add_	10/20/2013 07:50:41 PM	10/20/2013 07:01:28 PM
2552	https://www.coach.com/wcsstore/Coach_US/images/buttons/btn_gift_i	10/20/2013 07:50:41 PM	10/20/2013 07:01:28 PM
6876	https://a248.e.akamai.net/f/248/9086/10h/origin-d2.scene7.com/is/ima	10/20/2013 07:50:41 PM	10/20/2013 07:01:29 PM
6893	https://a248.e.akamai.net/t/248/9086/10h/origin-d2.scene7.com/is/ima	10/20/2013 07:50:41 PM	10/20/2013 07:37:22 PM
6921	https://a248.e.akamal.net/1/248/9086/10h/origin-d2.scene7.com/is/ima	10/20/2013 07:50:41 PM	10/20/2013 07:34:58 PM
6855	https://a248.e.akamai.net/l/248/9086/10tvorigin-d2.scene7.com/is/ima	10/20/2013 07:50:42 PM	10/20/2013 07:37:22 PM
6858	https://a248.e.akamai.net/i/248/9086/10h/origin-d2,scene7.com/is/ima	10/20/2013 07:50:42 DM	10/20/2013 07:37:22 FM
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#### INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013

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4450 4451	http://www.pandora.com/img/bg_search_input.png http://www.pandora.com/img/right-promo.png	10/20/2013 08:25:28 PM 10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM 10/20/2013 08:25:28 PM
4452		10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4456	http://www.pandora.com/img/pandora-logo-splash-538x110.png?cach-	10/20/2013 0B:25:28 PM	10/20/2013 08:25:28 PM
4459	http://www.pandora.com/img/content-area/replaywatermark.png	10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4462	http://www.pandora.com/img/player-controls/btn_play.png	10/20/2013 DB:25:28 PM	10/20/2013 08:25:28 PM
4471	http://www.pandora.com/img/dots/dot-normal.png	10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4473 4476		10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
44/6 4482	http://www.pandora.com/img/menu-arrow-right-inactive-station.png	10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM 10/20/2013 08:25:28 PM
4485		10/20/2013 08:25:28 PM 10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4492	http://www.pandora.com/img/station-list/shuffle-icon.png	10/20/2013 08:25:28 PM	10/20/2013 08:25:2B PM
4497	http://www.pandora.com/img/bg-fauxCol-2.gif	10/20/2013 D8:25:28 PM	10/20/2013 0B:25:28 PM
4500	http://www.pandora.com/img/content-area/smallthumbs/background.pi	10/20/2013 DB:25:28 PM	10/20/2013 DB:25:28 PM
4505	http://www.pandora.com/img/content-area/nay-home.png	10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4507		10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4508 4509	http://www.pandora.com/img/content-area/muted-watermark.png	10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4515		10/20/2013 D8:25:28 PM 10/20/2013 D8:25:28 PM	10/20/2013 08:25:28 PM 10/20/2013 08:25:28 PM
4518		10/20/2013 08:25:28 PM 10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
4524		10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
9524	http://connect.facebook.net/en_US/fp.js	10/20/2013 08:25:28 PM	10/20/2013 08:25:28 PM
3105	http://s0.2mdn.net/1917241/plcr 2721432 0 1380045755922.js	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
3158	http://s0.2mdn.net/ads/richmedia/studio/5035203/25005273_2013092	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
3172	http://s0.2mdn.net/879366/flash_expanding_rendering_lib_200_29.js	10/20/20 10 Vo.25;50 PM	10/08/2013 05:48:18 AM

3506	http://motifcdn2.doubleclick.net/NAM/motif339/dartjavascript/globalWr	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4373	http://www.pandora.com/img/content-area/drag.png	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4401	http://www.pandora.com/img/content-area/icon-share.png	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4427	http://www.pandora.com/img/close1_btn.png	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4465	http://www.pandora.com/img/content-area/icon-autoshare-off.png	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4489	http://www.pandora.com/img/content-area/arrow-dropdown.png	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4504	http://www.pandora.com/img/content-area/icon-cart.png	10/20/2013 08:25:30 PM	10/20/2013 08:25:30 PM
4301	http://r12sn-o097znle.c.2mdn.net/videoplayback/id/2fe0ededd2d986		10/20/2013 08:25:30 PM
3401	http://ds.serving-sys.com/BurstingCachedScripts//Ad_2_8_2_0/ebBan	10/20/2013 08:25:49 PM	10/14/2013 06:33:04 AM
2416	http://b.voicefive.com/c2/6036053/rs.js	10/20/2013 08:25:50 PM	10/20/2013 08:25:50 PM
3408	http://ds.serving-sys.com/BurstingRes/CustomScripts/OAD_Comscore	10/20/2013 08:25:50 PM	10/20/2013 08:25:50 PM
3415 3417	http://ds.serving-sys.com/BurstingRes//Site-23294/Type-2/e1651500-a		10/20/2013 08:25:50 PM
4410	http://ds.serving-sys.com/BurstingRes//Site-23294/Type-2/d7edd5fc-e		10/20/2013 08:25:50 PM 10/20/2013 08:25:50 PM
4495	http://www.pandora.com/img/showmore_up.png http://www.pandora.com/img/showmore_down.png	10/20/2013 08:25:50 PM	10/20/2013 08:25:50 PM
8179	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-ash2/s32x32/1076669	10/20/2013 08:25:50 PM	10/20/2013 08:26:25 PM
3612	http://il.andomedia.com/crossdomain.xml	10/20/2013 08:26:30 PM	10/20/2013 08:25:29 PM
6647	http://it150.tritondigital.com/it?guid=VEQzMn42OWQxYjEyYS05OTBI		10/20/2013 08:26:30 PM
6657	http://ft150.tritondigital.com/crossdomain.xml	10/20/2013 08:26:30 PM	10/20/2013 08:25:29 PM
7645	https://fbextemal-a.akamaihd.net/safe_image.php?d=AQ84yTKxQQA;		10/20/2013 07:49:42 PM
2399	https://fbcdn-creative-a.akamaihd.net/hads-ak-pm1/s110x80/735332_/		10/20/2013 08:26:31 PM
7411	https://www.facebook.com/ai.php?aed=AQIg1rDL2zrkJdymvpvP2tCoF	10/20/2013 08:26:31 PM	10/20/2013 08:26:31 PM
4375	http://www.pandora.com/static/promo/img/concerts.ipg	10/20/2013 08:27:27 PM	10/20/2013 08;27:27 PM
4527	http://www.pandora.com/static/promo/demo7.html?cachebuster=1382	10/20/2013 08:27:27 PM	10/20/2013 08:27:27 PM
6656	http://fi150.tritondigital.com/lt?guid=VEQzMn42QVVQxYjEyYS05QTBII	10/20/2013 08:27:30 PM	10/20/2013 08:27:30 PM
6653	http://ii150.tritondigital.com/it?guid=VEQzMn42OWQxYjEyYS05OTBII		10/20/2013 08:28:30 PM
4439 6303	http://www.pandora.com/json/music/artist/huracanes-del-norle?explicit	10/20/2013 08:28:35 PM	10/20/2013 08:28:55 PM 10/20/2013 08:29:24 PM
6661	http://stats.pandora.com/v2?callback=jQuery17105594313763952689 http://lt150.tritondigital.com/lt?guid=VEQzMn42OWQxYjEyYS05OTBli	10/20/2013 05:29:24 FM	10/20/2013 08:29:30 PM
4385		10/20/2013 08:29:42 PM	10/20/2013 08:29:42 PM
4532	http://www.pandora.com/static/promo/demo6.html?cachebuster=1382	10/20/2013 08:29:42 PM	10/20/2013 08:29:42 PM
4494	http://www.pandora.com/appstamp.txt7cachebuster=1382326227308		10/20/2013 08:30:27 PM
6655	http://ft150.fritondigital.com/lt?guid=VEQzMn42OWQxYjEyYS05OTBli	10/20/2013 D8:30:31 PM	10/20/2013 08:30:31 PM
4374		10/20/2013 08:31:15 PM	10/20/2013 08:31:15 PM
4394	http://www.pandora.com/img/player-controls/btn_skip_hover.png	10/20/2013 08:31:15 PM	10/20/2013 08:31:15 PM
4331	http://cont-sy5-1.pandora.com/images/public/amz/9/2/5/2/5099920772	10/20/2013 08:31:16 PM	10/20/2013 08:31:16 PM
4332	http://cont-sv5-1.pandora.com/images/public/amz/3/2/7/2/8014721127	10/20/2013 08:31:16 PM	10/20/2013 08:31:16 PM
4381		10/20/2013 08:31:16 PM	10/20/2013 08:31:16 PM
4384	http://www.pandora.com/images/no_album_art.jpg	10/20/2013 08:31:16 PM	10/20/2013 08:31:16 PM
4423	http://www.pandora.com/img/player-controls/btn_down_indicator.png	10/20/2013 08:31:16 PM	10/20/2013 08:31:16 PM
4483 5485	http://www.pandora.com/img/player-controls/btn_down_indicator_hove	10/20/2013 08:31:16 PM	10/20/2013 08:31:16 PM
5810	http://cont-2.p-cdn.com/images/public/amz/4/2/0/3/602537203024_50/		10/20/2013 08:31:16 PM 10/20/2013 08:31:16 PM
6557	http://www.google-analytics.com/utm.gif?utmwv=5.4,5&utms=3&utn http://secure-us.imrworldwide.com/cgi-bin/m?ci=us-104040h&cg=0&ci		10/20/2013 08:31:16 PM
4453	http://www.pandora.com/radioAdEmbed.html?cb=1382326276509354	10/20/2013 00:31:10 1 M	10/20/2013 08:31:17 PM
4458		10/20/2013 08:31:17 PM	10/20/2013 08:31:17 PM
9695	http://ad.doubleclick.net/adj/N3148.Pandora/B7208583.2;dick=http://a		10/20/2013 08:31:17 PM
9699	http://ad.doubleclick.net/ad/pand.default/prod.radio;index=3;interactio		10/20/2013 08:31:17 PM
3114		10/20/2013 08:31:18 PM	10/08/2013 05:48:18 AM
3152	http://s0.2mdn.net/ads/richmedia/studio/22861066/24021669_201305		10/20/2013 08:31:18 PM
3153	http://s0.2mdn.net/ads/richmedia/studio/22861066/24021669_201305:	10/20/2013 08:31:18 PM	10/20/2013 08:31:18 PM
3166	http://s0.2mdn.net/2679278/plcr_2728477_0_1380318920436.js	10/20/2013 08:31:18 PM	10/20/2013 08:31:18 PM
3279	http://cdn.doubleverify.com/dvtp_src.js?ctx=525748&cmp=7208583&s	10/20/2013 08:31:18 PM	10/20/2013 08:31:18 PM
6291	http://lps30.doubleverify.com/visit.js?ctx=525748&cmp=7208583&ipo:		10/20/2013 08:31:18 PM
6543	http://secure-us.imrworldwide.com/cgi-bin/m?ci=ENT21188&am=1&m		10/20/2013 08:31:18 PM
6546	http://secure-us.imrworldwide.com/ocr/e?aHR0cHM6Ly93d3cuZmFjZ		10/20/2013 08:31:18 PM
6550 6560	http://secure-us.imrworldwide.com/cgi-bln/m?ci=ENT21188&am=1&m		10/20/2013 08:31:18 PM 10/20/2013 08:31:18 PM
7140	https://www.gstatic.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth://nivel.adsateprotected.com/2anid=5/938.com/doubleclick/studio/innovation/multisurvey/multithth/multithth/multithth/multithth/multithth/multith/multithth/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/multith/		10/20/2013 08:31:18 PM
7143	http://pixel.adsafeprotected.com/?anid=5092&campld=cmp89079&pla http://pixel.adsafeprotected.com/jload?anid=5092&campld=cmp8907\$		10/20/2013 08:31:18 PM
7146	http://pixel.adsafeprotected.com/dt?asId=3f28bec6-3a01-11e3-8c65-0		10/20/2013 08:31:18 PM
9693	http://ad.doubleclick.net/activity;src=2679278;met=1;v=1;pid=9214152		10/20/2013 08:31:29 PM
6662	http://lt150.tritondigital.com/lt?guid=VEQzMn42OWQxYjEyYS05OTBII		10/20/2013 08:31:30 PM
9694	http://ad.doubleclick.net/activity;src=2679278;met=1;v=1;pid=9214152	10/20/2013 08:31:38 PM	10/20/2013 08:31:38 PM
6300	http://stats.pandora.com/v2?callback=jQuery17106694313763962689	10/20/2013 08:31:46 PM	10/20/2013 08:31:46 PM
4393		10/20/2013 08:31:57 PM	10/20/2013 08:31:57 PM
4399	http://www.pandora.com/static/promo/business.html?cachebuster=138		10/20/2013 08:31:57 PM
9687	http://ad.doubleclick.net/activity;src=2679278;met=1;v=1;pid=9214152		10/20/2013 08:32:09 PM
6650	http://it150.tritondigital.com/it?guid=VEQzMr42OWQxYjEyYS05OTBI		10/20/2013 08:32:30 PM
9700	http://ad.doubleclick.net/activity;src=2679278;met=1;v=1;pid=9214152		10/20/2013 08:33:18 PM 10/20/2013 08:33:30 PM
6646 4425	http://it150.tritondigital.com/it?guid=VEQzMn42OWQxYjEyYS05OTBII http://www.pandora.com/img/player-controls/btn_up_hover.png	10/20/2013 00:33:30 FM	10/20/2013 08:33:53 PM
4479	http://www.pandora.com/img/player-controls/btn_pause_hover.png	10/20/2013 08:33:53 PM 10/20/2013 08:33:53 PM	10/20/2013 08:33:53 PM
4389		10/20/2013 08:33:54 PM	10/20/2013 08:33:54 PM
5812	http://www.google-analytics.com/_ulm.gif?ulmwv=5.4.5&ulms=4&uln		10/20/2013 08:33:54 PM
6551	http://secure-us.imrworldwide.com/cgi-bin/m?ci=us-104040h&cq=0&a	10/20/2013 08:33:54 PM	10/20/2013 08:33:54 PM
9659	http://player.ooyala.com/player.swf?version=2&embedType=nuplayer.	10/20/2013 08:33:54 PM	10/20/2013 08:33:54 PM
9661	http://player.ooyala.com/static/cacheable/9588120db04ce5ed82138ce	10/20/2013 08:33:54 PM	10/20/2013 08:33:54 PM
9707	http://ad.doubleclick.net/pfadx/pand.default/prod.tunervideo;index=1;fa	10/20/2013 08:33:54 PM	10/20/2013 08:33:54 PM
9709	http://ad.doubleclick.net/crossdomain.xml	10/20/2013 08:33:54 PM	10/20/2013 08:33:54 PM
5119	http://cdn-api.ooyala.com/crossdomain.xml	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
5652 9650	http://ak.c.ooyala.com/crossdomain.xml	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
9651	http://player.com/static/modules/analytics-e65af3cc0d6a1c05d		10/20/2013 08:33:55 PM 10/20/2013 08:33:55 PM
965 <b>2</b>	http://player.ooyala.com/sas/authorized?timestamp=13823264353518 http://player.ooyala.com/nuplayer?autoplay=1&playerBrandingId=4a7		10/20/2013 08:33:55 PM
9653	http://player.ooyala.com/crossdomain.xml	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
9654	http://player.ooyala.com/static/modules/closed_caption-4f7dbc00a026		10/20/2013 08:33:55 PM
9655	http://player.ooyala.com/static/modules/start_screen-5fba6a0ab88600	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
9656	http://player.ooyala.com/static/modules/ads-644f3da81a389b196ce04		10/20/2013 08:33:55 PM
9657	http://player.ooyala.com/static/modules/controls-ff3ad30721b3f30659t	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
9660	http://player.ooyala.com/static/modules/ui-5bd29cf629c42b6d8165d34	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
9662	http://player.ooyala.com/static/modules/playback-3583a8bf5191eaaa3	10/20/2013 08:33:55 PM	10/20/2013 08:33:55 PM
3291	http://l.coyala.com/errors/report?log=bXNnPTU2MiUyMFdBUk5JTkcll	10/20/2013 08:33:56 PM	10/20/2013 08:33:56 PM
3292	http://l.ooyala.com/crossdomain.xml	10/20/2013 08:33:56 PM	10/20/2013 08:33:56 PM
3490	http://cp76677.edgefcs.net/crossdomain.xml	10/20/2013 08:33:56 PM	10/20/2013 08:33:56 PM
3491 4696	http://cp76677.edgetcs.net/fcs/ident	10/20/2013 08:33:56 PM	10/20/2013 08:33:56 PM
4526 5472	http://www.pandora.com/img/content-area/whyads.png http://pubads.g.doublerlick.pad/pagead/adviser/2giz-R037DogRet#3705	10/20/2013 08:33:56 PM 10/20/2013 08:33:56 PM	10/20/2013 08;33:56 PM 10/20/2013 08;33:56 PM
5651	http://pubads.g.doubleclick.net/pagead/adview?ai=B0tXDoqBkUtXCF, http://ak.c.ooyala.com/x5c2w4ZjoTQ8XhO78XWhxzhJPh Oxt,7f/3Gdu		10/20/2013 08:33:56 PM
3148	http://s0.2mdn.net/3178163/asset_73599.jpg	10/20/2013 08:33:57 PM	10/20/2013 08:33:57 PM
3290	http://l.coyala.com/errors/report?iog=dXJsPWh0dHAIMDEIMkYIMkZ3c		10/20/2013 08:33:57 PM
4444	http://www.pandora.com/radioAdEmbed.html?cb=1382326436584762		10/20/2013 08:33:57 PM
4496	http://www.pandora.com/static/promo/gift.html?cachebuster=1382326-	10/20/2013 08:33:57 PM	10/20/2013 08:33:57 PM

6305	http://stats.pandora.com/v1?type=banner_impression_tracker&dfp_ad 10/20/2013 08:33:57 PM	10/20/2013 08:33:57 PM
7167 9658	http://cdn.atdmt.com/images/pixel.gif 10/20/2013 08:33:57 PM http://player.coyala.com/static/modules/end_screen-7299b7eb2a477a 10/20/2013 08:33:57 PM	10/17/2013 12:22:57 PM 10/20/2013 08:33:57 PM
9692	http://ad.doubleclick.net/activity;src=2679278;met=1;v=1;pid=921415210/20/2013 08:33:57 PM	10/20/2013 08:33:57 PM
6297 4414	http://stats.pandora.com/v2?callback=jQuery17106694313763962689 10/20/2013 08;34:24 PM http://www.pandora.com/json/music/artist/la-arrolladora-banda-el-limo 10/20/2013 08;34:28 PM	10/20/2013 08:34:24 PM 10/20/2013 08:34:28 PM
4522 6659	http://www.pandora.com/station/play/5518321971618801087 10/20/2013 08:34:28 PM http://it150.tritondigital.com/lt?guid=VEQzMn420WQxYjEyYS050TBII 10/20/2013 08:34:30 PM	10/20/2013 08;34:28 PM
6301	http://stats.pandora.com/v2?caliback=jQuery17106694313763962689 10/20/2013 08:34:57 PM	10/20/2013 08:34:30 PM 10/20/2013 08:34:57 PM
4415 6638	http://www.pandora.com/appstamp.txi?cachebuster=1382326527294 10/20/2013 08:35:27 PM http://lt150.tritondigital.com/lt?guid=VEQzMn42OWQxYjEyYS05OTBII 10/20/2013 08:35:30 PM	10/20/2013 08:35:27 PM 10/20/2013 08:35:30 PM
4426	http://www.pandora.com/static/promo/demo1.html?cachebuster=1382:10/20/2013:08:35:57 PM	10/20/2013 08:35:57 PM
4376 4490	http://www.pandora.com/img/ads/generictile.png 10/20/2013 08:36:02 PM http://www.pandora.com/radioAdEmbed.html?cb=1382326562290659 10/20/2013 08:36:02 PM	10/20/2013 08:36:02 PM 10/20/2013 08:36:02 PM
5803 6547	http://www.google-analytics.com/utm.gif?utmwv=5.4.5&utms=5&utn 10/20/2013 08:36:02 PM	10/20/2013 08:36:02 PM
4488	http://secure-us.imrworidwide.com/cgi-bin/m?ci=us-104040h&cg=0&ci 10/20/2013 08:35;02 PM http://www.pandora.com/json/music/artist/banda-sinaloense-ms-de-se 10/20/2013 08:35;03 PM	10/20/2013 08:36:02 PM 10/20/2013 08:36:03 PM
9682 9704	http://ad.doubleclick.net/adj/pand.default/prod.radio.index=4;p1n=1;int 10/20/2013 08:36:03 PM http://ad.doubleclick.net/adj/N5271.Pandora.com/B7657225.3;click=ht 10/20/2013 08:36:03 PM	10/20/2013 08:36:03 PM 10/20/2013 08:36:03 PM
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#### INTERNET EXPLORER 10 CONTENT URL Oct. 10, 2013 through Oct. 21, 2013

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4162	https://oautn.googleusercontent.com/gadgets/js/core:rpc:shindig.randc	10/20/2013 09:16:53 PM	10/20/2013 09:16:50 PM
4534	http://www.facebook.com/plugins/like.php?href=https%3A%2F%2Fww.	10/20/2013 09:16:53 PM	10/20/2013 09:16:53 PM
			10/20/2013 09:16:53 PM
4535	http://www.facebook.com/plugins/like.php?action=like&api_key=1291-	10/20/20 10 03, 10:00 F M	
5122		10/20/2013 D9:16:53 PM	10/20/2013 09:16:52 PM
5402	http://cmap.uac.ace.advertising.com/um.ashx?site=820741&rCode=1	10/20/2013 09:16:53 PM	10/20/2013 09:16:53 PM
6486	http://o.aolcdn.com/os/moat/prod/MessageSenderV2.swf	10/20/2013 09:16:53 PM	10/20/2013 09:16:50 PM
			10/07/2013 D6:26:59 AM
6497		10/20/2013 09:16:53 PM	
6499		10/20/2013 09:16:53 PM	10/07/2013 05:28:32 AM
6539	http://api.screenname.aol.com/auth/getToken?devId=ao1URIk021Pkd		10/20/2013 09:16:53 PM
6633	http://creative.mathads.com/0001/d6/57/9c/e0/6734a025b4629085caz		10/20/2013 09:16:53 PM
	http://org.mantada.com/sival.e20a=00 ==00=============================	10/20/2012 00:16:63 713	10/20/2013 09:16:53 PM
6764	http://apx.moatads.com/pixel.gif?e=0&q=0&ak=http%3A%2F%2Fbanr	10/20/2013 09. 10.03 PM	
6765	http://apx,moatads.com/pixel.gif?e=17&l=AOL2&bg=2&f=0&o=3&t=13	10/20/2013 U9:16:53 PM	10/20/2013 09:16:53 PM
7148	http://tags.mathtag.com/ad/js/547/530?pmp=3883&click=http://r1.ace.	10/20/2013 09:16:53 PM	10/20/2013 09:16:53 PM
9514	http://api.games.aol.com/games/into/mygame?c=jQuery18102950711	10/20/2013 D9:16:53 PM	10/20/2013 09:16:53 PM
	With the transfer of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state		

9517	http://api.games.aol.com/games/token/115633?accessToken=0_chk8i		10/20/2013 09:16:53 PM
9519	https://accounts.google.com/o/oauth2/postmessageRelay?parent=http		10/20/2013 09:16:50 PM
2996 3053	https://static.xx.fbcdn.net/rsrc.php/v2/yQ/r/GFCkTO7AlgY.js	10/20/2013 09:16:54 PM	10/17/2013 07:07:14 PM
3350	https://static.xx.fbcdn.net/rsrc.php/v2/yl/r/emOmmWgG54X.png http://horizon.games.com/horizon/track?r=8808&url=http%3A%2F%2F	10/20/2013 09:16:54 PM	10/20/2013 09:16:54 PM 10/20/2013 09:16:54 PM
3357		10/20/2013 09:16:54 PM	10/20/2013 09:16:54 PM
3358		10/20/2013 09:16:54 PM	10/20/2013 09:16:54 PM
4321		10/20/2013 09:16:54 PM	10/20/2013 09:16:54 PM
5455	http://embed.5min.com/crossdomain.xml	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
5495	http://tacoda.at.atwola.com/rtx/r.js?cmd=ACZ&si=16769π=L&xs=3&		10/20/2013 09:16:54 PM
5499 6336	http://cdn.at.atwola.com/_media/uac/tcode3.html	10/20/2013 09:16:54 PM	10/07/2013 06:27:02 AM 10/15/2013 06:20:59 AM
6337	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibGadgetsLayer http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibSmartSkin3_2	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6338	http://cfiles.5min.com/FlexPlayers/modules/ExtLibFonts_229.swf	10/20/2013 09:16:54 PM	10/13/2013 07:15:34 PM
6339	http://cfites.5min.com/FlexPlayers/modules/ExtLibRelatedVideosBusir		10/13/2013 07:15:34 PM
6340	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibSlideBarSkin3	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6341 6342	http://cfiles.5min.com/FlexPlayers/modules/ExtLibExternalInterface_2;		10/13/2013 07:15:34 PM
6343	http://cfiles.5min.com/FlexPlayers/extfiles/AdInjector_229.js http://cfiles.5min.com/FlexPlayers/modules/ExtLibServerData_229.sw	10/20/2013 09:16:54 PM	10/10/2013 08:35:19 PM 10/13/2013 07:15:33 PM
6345	http://cfiles.5min.com/FlexPlayers/modules/ExtLibDynamicLayer_229.	10/20/2013 09:16:54 PM	10/13/2013 07:15:33 PM
6346	http://cfiles.5min.com/FlexPlayers/modules/ExtLibGadgetsLayer_229.	10/20/2013 09:16:54 PM	10/13/2013 07:15:34 PM
6347	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibTabToolSkin3	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6348 6349	http://cfiles.5min.com/FlexPlayers/modules/reports/ExILibReportSyste		10/13/2013 07:15:34 PM
6350	http://cfiles.5min.com/FlexPlayers/modules/languages/ExtLibLangENL	10/20/2013 09:10:54 PM	10/13/2013 07:15:33 PM 10/15/2013 06:20:59 AM
6352	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibToolTipsSkin3 http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibInitItemsSkin3	10/20/2013 09:10:54 PM	10/15/2013 06:20:59 AM
6353	http://cfiles.5min.com/FlexPlayers/modules/ExtLibButtons_229.swf	10/20/2013 09:16:54 PM	10/13/2013 07:15:34 PM
6354	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibCustomization	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6355	http://cfiles.5min.com/FlexPlayers/modules/ExtLibViewsBusiness_225 http://cfiles.5min.com/FlexPlayers/modules/reports/ExtLibReportSyste	10/20/2013 09;16:54 PM	10/13/2013 07:15:33 PM
6356 6357	http://chies.5min.com/FlexPlayers/modules/reports/ExtLibReportSyste	10/20/2013 09:16:54 PM	10/13/2013 07:15:34 PM 10/15/2013 06:20:59 AM
6358	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibGeneralItems/ http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibVideoControlC	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6360	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibRelatedVideo	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6362	http://cfiles.5min.com/FlexPlayers/modules/reports/ExtLlbReportSyste		10/15/2013 06:20:59 AM
6363	http://cfiles.5min.com/FlexPlayers/modules/reports/ExtLibReportSyste	10/20/2013 09:16:54 PM	10/15/2013 06:20:59 AM
6506	http://o.aolcdn.com/gamescomnew/assets/52761bfc/jguery-ui/css/bas-	10/20/2013 09:16:54 PM	10/20/2013 09:16:50 PM
6747 6760	http://apx.moatads.com/pixel.gif?e=0&q=0&ak=http%3A%2F%2Fcrea http://apx.moatads.com/pixel.gif?e=17&i=AOL2&bq=2&f=0&o=3&t=13	10/20/2013 09:16:54 PM	10/20/2013 09:16:54 PM 10/20/2013 09:16:54 PM
9670		10/20/2013 09:16:54 PM	10/20/2013 09:16:54 PM
9723	http://adm.fwmm.net/p/5min_live/AdManager.swf?logLevel=VERBOS		10/20/2013 09:16:54 PM
9727	http://adm.fwmm.net/crossdomain.xml	10/20/2013 09:16:54 PM	10/20/2013 06:05:56 PM
4317	http://2a86.v.fwmmn.net/ad/l/17s=b135&n=10886%3B10886%3B8714		10/20/2013 09:16:55 PM
4564	http://spc.cegddfjgfdegchjfgedgoghh.vast2as3.aol-pubnet.usa.telemeti	10/20/2013 09:16:55 PM	10/20/2013 09:16:55 PM
6361 7227	http://cfiles.5min.com/FlexPlayers/modules/skin3/ExtLibScrollBarSkin3/http://pthumbnails.5min.com/crossdomain.xml	10/20/2013 09:16:55 PM 10/20/2013 09:16:55 PM	10/15/2013 06:20:59 AM 10/20/2013 09:16:55 PM
7228		10/20/2013 09:16:55 PM	10/20/2013 09:16:55 PM
7728	http://b.aol.com/ping?vid_title=The%20Game&vid_player_action=star		10/20/2013 D9:16:54 PM
7730	http://b.aol.com/ping?vid_title=The%20Game&vid_player_action=data	10/20/2013 09:16:55 PM	10/20/2013 09:16:54 PM
9664	http://l.5min.com/URL?sid=577&sKey=209&proTy=0&h=521cb545ca3	10/20/2013 09:16:55 PM	10/20/2013 09:16:54 PM
9665 9667	http://i.5min.com/EVV7flashVer=WIN%2011,9,900,117&osVer=1&bro	10/20/2013 09:16:55 PM	10/20/2013 09:16:54 PM 10/20/2013 09:16:55 PM
9668	http://l.5min.com/SGMT?seg=50962,51183,53038,55616,56624,5666 http://l.5min.com/El?flashVer=WIN%2011,9,900,117&osVer=1&broVe	10/20/2013 09:16:55 PM	10/20/2013 09:16:54 PM
9669	http://i.5min.com/ECS?flashVer=WIN%2011,9,900,117&osVer=1&bro		10/20/2013 09:16:55 PM
9724	http://adm.fwmm.net/p/5min_live/VastTranslator.sw/	10/20/2013 09:16:55 PM	10/20/2013 09:16:55 PM
9728	http://adm.fwmm.net/p/5min_live/VPAIDAdRenderer.swf	10/20/2013 09:16:55 PM	10/20/2013 09:16:55 PM
3503 3504	http://cdn455.telemetryverification.net/tv2n/content/ji/aveeno_aveenon	10/20/2013 09:16:56 PM	10/20/2013 09:16:56 PM
3505	http://cdn455.telemetryverification.net/tv2n/content/jj/aveeno_aveenon http://cdn455.telemetryverification.net/crossdomain.xml		10/20/2013 09:16:56 PM 10/20/2013 09:16:56 PM
3735	http://m2.feiwei.tv/g/lib/template/sandbox.html	10/20/2013 09:16:56 PM 10/20/2013 09:16:56 PM	10/07/2013 06:28:35 AM
4318	http://2a86.v.fwmrm.net/ad/l/1?metr=959&s=b135&n=10886%3B1088	10/20/2013 09:16:56 PM	10/20/2013 09:16:56 PM
4319	http://2a85.v.fwmm.net/ad/l/1?metr=0&s=b135&n=10886%3B108869		10/20/2013 09:16:56 PM
9666	http://l.5min.com/EAdl?osVer=1&broVer=1&broVerN=10&dType=pc&	10/20/2013 09:15:56 PM	10/20/2013 09;16:56 PM
9702 9726	http://ad.doubleclick.net/ddm/trackimp/N8340,7859,AOL-ADVERTISIN	10/20/2013 09:15:56 PM	10/20/2013 09:16:56 PM 10/20/2013 09:16:56 PM
2335	http://adm.fwmmn.net/p/5min_live/ExternalHTMLAdRenderer.swf http://a.telemetrytaxonomy.net/600027/?c=20&r=http://www.games.co	10/20/2013 09:16:56 PM	10/20/2013 09:16:57 PM
2336		10/20/2013 09:16:57 PM	10/20/2013 09:16:57 PM
6095	http://static.adsafeprotected.com/skeleton.gif	10/20/2013 09:16:57 PM	10/20/2013 08:33:57 PM
6096		10/20/2013 09:16:57 PM	10/17/2013 09:43:11 PM
6794 7141	http://cdn4.telemetryverification.net/tv2n/content/jj/aveeno_aveenomoi	10/20/2013 09:16:57 PM	10/20/2013 09:16:57 PM 10/20/2013 09:16:57 PM
7229	http://pixel.adsafeprotected.com/rjss/st/20965/1491736/skeleton.js http://b.telemetrytaxonomy.net/600027/?c=20&r=http://www.games.co	10/20/2013 09:16:57 PM 10/20/2013 09:16:57 PM	10/20/2013 09:16:57 PM
7230	http://b.telemetrytaxonomy.net/crossdomain.xml	10/20/2013 09:16:57 PM	10/20/2013 09:16:57 PM
9703	http://ad.doubleclick.net/ddm/trackimp/N8340.7859.AOL-ADVERTISIN	10/20/2013 09:16:57 PM	10/20/2013 09:16:57 PM
4313	http://2a86.v.fwmmn.net/ad/V17metr=959&ct=4&et=i&cn=firstQuartile8		10/20/2013 09:17:00 PM
7139 4320	http://pixel.adsafeprotected.com/dt?ssid=9fc66c46-3a07-11e3-b389-0		10/20/2013 09:17:02 PM 10/20/2013 09:17:04 PM
4322	http://2a86.v.fwmrm.net/ad/i/17metr=959&ct=3&et=i&cn=midPoint&s= http://2a86.v.fwmrm.net/ad/i/17metr=959&ct=3&et=i&cn=thirdQuartile/		10/20/2013 09:17:08 PM
4314	http://2a86.v.fwmrm.net/ad/l/1?metr=959&ct=3&et=i&cn=complete&s=		10/20/2013 09:17:11 PM
4315	http://2a86.v.fwmm.net/ad/l/17s=b135&n=10886%3B10886%3B8714	10/20/2013 09:17:11 PM	10/20/2013 09:17:11 PM
4316	http://2a86.v.fwmm.net/ad/l/1?init=1&ct=0&metr=959&et=i&cn=adEnc	10/20/2013 09:17:11 PM	10/20/2013 09:17:11 PM
6493 6494	http://o.aolcdn.com/gamescomnew/cdn/css?&z=UUuzTUUzTUQztZQ		10/07/2013 06:28:52 AM 10/07/2013 06:28:52 AM
6496	http://o.aolcdn.com/os_merge/?file=/aol/iquery-1.8.1.min.js http://o.aolcdn.com/gamescomnew/cdn/js?&z=U0uzTU0zTDQ2tzTQdl	10/20/2013 09:17:12 PM 10/20/2013 09:17:12 PM	10/07/2013 06:28:52 AM
9515	http://api.games.aoi.com/games/rooms/summary/115633?accessToke	10/20/2013 09:17:12 PM	10/20/2013 09:17:12 PM
9516	http://api.games.aol.com//games/info/mygame?fromCanvas=1&f=json		10/20/2013 09:17:12 PM
9663	http://www.gamescanvas.com/canvas/115633?	10/20/2013 09:17:12 PM	10/20/2013 09:17:12 PM
3178		10/20/2013 09:17:13 PM	10/15/2013 06:21:19 AM
3179 3180		10/20/2013 09:17:13 PM 10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM 10/13/2013 05:53:11 AM
3181		10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM
3192	http://static.pasjans-online.pl/images/safari.png	10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM
3194	http://static.pasjans-online.pl/images/sound.png	10/20/2013 09;17;13 PM	10/15/2013 06:21:18 AM
3199 3207		10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM
3207 3209		10/20/2013 09:17:13 PM 10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM 10/15/2013 06:21:18 AM
3212		10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM
3219	http://static.pasjans-online.pl/images/ind.gif	10/20/2013 09:17:13 PM	10/15/2013 06:21:18 AM
3228	http://static.pasjans-online.pl/images/bottom_info.png	10/20/2013 09:17:13 PM	10/15/2013 06:21:19 AM
3245 3255		10/20/2013 09:17:13 PM	10/13/2013 05:53:11 AM 10/15/2013 06:21:18 AM
3257		10/20/2013 09:17:13 PM 10/20/2013 09:17:13 PM	10/13/2013 05:53:11 AM
3261	http://static.pasjans-online.pl/images/backgrounds/classic_old/backgrt	10/20/2013 09:17:13 PM	10/15/2013 06:21:20 AM
3263	http://static.pasjans-online.pl/images/backgrounds/classic_old/empty.j	10/20/2013 09:17:13 PM	10/15/2013 06:21:20 AM

3382	https://apis.google.com/_/scs/apps-static/_/js/k=oz.gapi.en.HCz7sBG)	10/20/2013 09:17:13 PM	10/19/2013 07:05:27 PM
3391	https://apis.google.com/js/client.js	10/20/2013 09:17:13 PM	10/19/2013 07:05:27 PM
3620		10/20/2013 09:17:13 PM	10/20/2013 09:17:13 PM
5496		10/20/2013 09:17:13 PM	10/20/2013 09:17:13 PM
5814	http://www.google-analytics.com/ga.js	10/20/2013 09:17:13 PM	10/03/2013 05:58:45 PM 10/18/2013 06:47:08 PM
6542 9523		10/20/2013 09:17:13 PM 10/20/2013 09:17:13 PM	10/20/2013 07:25:02 PM
5647		10/20/2013 09:17:14 PM	10/18/2013 08:47:08 PM
3195		10/20/2013 09:17:15 PM	10/15/2013 06:21:21 AM
3206		10/20/2013 09:17:15 PM	10/13/2013 05:53:15 AM
3213	http://static.pasjans-online.pl/images/cards/classic_old/As.png?v=4	10/20/2013 09:17:15 PM	10/20/2013 09:17:15 PM
3248		10/20/2013 09:17:15 PM	10/15/2013 06:21:21 AM
3253		10/20/2013 09:17:15 PM	10/13/2013 05:53:14 AM 10/15/2013 06:21:21 AM
3266	http://static.pasjans-online.pl/images/info.png http://static.pasjans-online.pl/images/backs/classic_old/preview.png?v	10/20/2013 09:17:15 PM	10/15/2013 06:21:21 AM
3267 3182		10/20/2013 09:17:13 PM	10/15/2013 06:21:22 AM
3183		10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3185		10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3193	http://static.pasjans-online.pt/images/games/spider-four-suits.jpg	10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3215	http://static.pasjans-online.pl/images/games/double-klondike-tum-one	10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3216		10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3217		10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM 10/15/2013 06:21:22 AM
3220 3226	http://static.pasjans-online.pl/mages/star_gray.png http://static.pasjans-online.pl/images/games/double-klondike-tum-thre	10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3231	http://static.pasjans-online.pl/images/radio_checked_true.png	10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3232		10/20/2013 09:17:16 PM	10/15/2013 05:21:22 AM
3254		10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3259	http://static.pasjans-online.pl/images/star.png	10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
3262	http://static.pasjans-online.pl/images/checkbox_checked_true_min.png	10/20/2013 09:17:16 PM	10/15/2013 06:21:22 AM
2388	https://bcdn-creative-a.akamaihd.net/hads-ak-frc3/s110x80/1354181_	10/20/2013 09:17:31 PM	10/20/2013 09:17:31 PM 10/20/2013 09:17:31 PM
2391 7368	https://fbcdn-creative-a.akamaihd.net/hads-ak-pm1/s110x80/735352_i https://www.facebook.com/al.php?aed=AQKGvzpvpc05wPleONgU2oi	10/20/2013 03:17:31 FM	10/20/2013 09:17:31 PM
3223	http://static.pasjans-online.pl/images/cards/classic_old/6d.png?v=4	10/20/2013 09:18:07 PM	10/20/2013 09:17:14 PM
3487		10/20/2013 09:21:20 PM	10/20/2013 06:44:01 AM
6478	http://o.aolcdn.com/os/ads/adchoicesl.png	10/20/2013 09:21:20 PM	10/17/2013 07:12:58 AM
6744	http://apx.moatads.com/pixel.gif?e=9&q=8&ak=http%3A%2F%2Fcrea	10/20/2013 11:21:49 PM	10/20/2013 11:21:49 PM
415	https://iecvlist.microsoft.com/IE10/1152921505002013023/iecompatvi	10/21/2013 06:29:51 AM	10/07/2013 07:29:20 PM
5121		10/21/2013 06:29:52 AM	10/07/2013 06:26:57 AM 10/21/2013 06:29:55 AM
6763 3203	http://apx.moatads.com/pixel.gil?e=9&q=9&ak=http%3A%2F%2Fcrea http://static.pasjans-online.pl/images/cards/classic_old/9c.png?v=4	10/21/2013 06:30:27 AM	10/20/2013 09:17:14 PM
3202		10/21/2013 06:31:28 AM	10/15/2013 06:21:19 AM
3260		10/21/2013 06:31:30 AM	10/15/2013 06;21:19 AM
6754	http://apx.moalads.com/pixel.gif?e=17&i=AOL2&bq=2&f=0&o=3&t=13		10/21/2013 06:31:51 AM
3237	http://static.pasjans-online.pl/images/cards/ctassic_old/8d.png?v=4	10/21/2013 06:33:16 AM	10/20/2013 09:17:14 PM
3252		10/21/2013 06:33:25 AM	10/15/2013 06:21:19 AM 10/21/2013 06:33:51 AM
6731	http://apx.moatads.com/pixel.gif?e=17&i=AOL2&bq=2&f=0&o=3&t=13	10/21/2013 0b:33:51 ARVI	10/07/2013 06:28:56 AM
3233 3200		10/21/2013 06:34:22 AM 10/21/2013 06:34:32 AM	10/20/2013 09:17:14 PM
3268		10/21/2013 06:34:58 AM	10/07/2013 06:28:55 AM
3258		10/21/2013 06:35:03 AM	10/20/2013 09:17:14 PM
3190	http://static.pasjans-online.pi/images/cards/classic_old/Jc.png?v=4	10/21/2013 06:35:06 AM	10/20/2013 09:17:14 PM
3204		10/21/2013 06:35:15 AM	10/15/2013 06:21:19 AM
3188	http://static.pasjans-online.pl/images/cards/classic_old/4c.png?v=4	10/21/2013 06:35:23 AM	10/20/2013 09:17:14 PM
9696	http://ad.doubleclick.net/adj/N2998.159462.7724395940621/B724144	10/21/2013 06:35:51 AM	10/21/2013 06:35:51 AM 10/10/2013 06:29:13 PM
2419 3169		10/21/2013 06:35:52 AM 10/21/2013 06:35:52 AM	10/21/2013 06:35:52 AM
6634	http://s0.2mdn.net/3891772/160x600_VZW_AQ_100_OFF_TABLETS http://d.agkn.com/pixel/1869/!?che=5107483055&plaid=00013600788	10/21/2013 06:35:52 AM	10/21/2013 06:35:52 AM
6635	http://d.agkn.com/pixel!t=650!?ct=US&st=NV∾=775&zp=89502&bw	10/21/2013 06:35:52 AM	10/21/2013 06:35:52 AM
6728	http://apx.moatads.com/pixel.gif?e=0&q=0&ak=http%3A%2F%2Fs0.2i		10/21/2013 06:35:52 AM
6735	http://apx.moatads.com/pixel.gif?e=17&i=AOL2&bq=2&f=0&o=3&t=13	10/21/2013 06:35:52 AM	10/21/2013 06:35:52 AM
7749	http://servedby.adxpose.com/partners/PSA/adoption_160x600.jpg	10/21/2013 06:35:52 AM	10/21/2013 06:35:52 AM
7750	http://servedby.adxpose.com/adxpose/alt_tags/14579544_55785042.t	10/21/2013 06:35:52 AM	10/21/2013 06:35:52 AM 10/07/2013 06:28:54 AM
3218		10/21/2013 06:35:53 AM 10/21/2013 06:36:56 AM	10/07/2013 06:28:55 AM
3198 3249	http://static.pasjans-online.pl/images/cards/classic_old/10d.png?v=4 http://static.pasjans-online.pl/images/cards/classic_old/3d.png?v=4	10/21/2013 06:36:56 AM	10/20/2013 09:17:14 PM
3196		10/21/2013 06:37:00 AM	10/15/2013 06:21:19 AM
3208		10/21/2013 06:37:02 AM	10/07/2013 06:28:55 AM
3244	http://static.pasjans-online.pl/images/cards/classic_old/Ah.png?v=4	10/21/2013 06:37:26 AM	10/20/2013 09:17:15 PM
3214		10/21/2013 06:37:28 AM	10/07/2013 06:28:55 AM
3236		10/21/2013 06:37:30 AM	10/20/2013 09:17:14 PM 10/07/2013 06:28:56 AM
3177 3243	http://static.pasjans-online.pl/images/cards/classic_old/Kc.png?v=4 http://static.pasjans-online.pl/images/cards/classic_old/Js.png?v=4	10/21/2013 06:37:51 AM 10/21/2013 06:37:51 AM	10/20/2013 09:17:14 PM
4358	http://ad-ace.doubleclick.net/ady/N3880.doublclick.net/87531518.46;di		10/21/2013 06:37:51 AM
9688	http://ad.doubleclick.net/adi/N8334.272756.AOL-ADVERTISING/8769	10/21/2013 06:37:51 AM	10/21/2013 06:37:51 AM
3103	http://s0.2mdn.net/dynamic/2/1208135/motifcdn2.doubleclick.net/NAM	10/21/2013 06:37:52 AM	10/21/2013 06:37:52 AM
3126	http://s0.2mdn.net/ads/richmedia/studio/21705293/23358117_201306		10/21/2013 06:37:52 AM
3128	http://s0,2mdn.net/dynamic/2/1208135/motifcdn2,doubleclick.net/NAM	10/21/2013 06:37:52 AM	10/21/2013 06;37;52 AM 10/21/2013 06;37;52 AM
3132	http://s0.2mdn.net/dynamic/2/1208135/molificdn2.doublectick.net/NAM	10/21/2013 00:3/:32 AW 40/31/2013 05:37:62 AM	10/21/2013 05:37:52 AM
3161 3164	http://s0.2mdn.net/ads/richmedia/studio/21705293/23358117_201306 http://s0.2mdn.net/879366/flash_inpage_rendering_lib_200_23.js	10/21/2013 00:37:52 AM	10/21/2013 06:37:52 AM
6751	http://apx.moatads.com/pixel.gif?e=0&q=0&ak=http%3A%2F%2Fs0.2	10/21/2013 06:37:52 AM	10/21/2013 06:37:52 AM
6757	http://apx.moatads.com/pixel.gif?e=17&i=AOL2&bq=2&f=0&o=3&t=13	10/21/2013 06:37:52 AM	10/21/2013 06:37:52 AM
6727	http://apx.moatads.com/pixel.git?e=9&q=0&ak=http%3A%2F%2Fs0.2	10/21/2013 06:37:53 AM	10/21/2013 06:37:53 AM
6740	http://apx.moatads.com/pixel.gif?e=5&q=0&ak=http%3A%2F%2Fs0.2		10/21/2013 06:37:53 AM
6753	http://apx.moatads.com/pixel.gif?e=9&q=1&ak=http%3A%2F%2Fs0.2		10/21/2013 06:37:54 AM 10/21/2013 06:37:55 AM
3131	http://s0.2mdn.net/dynamic/2/1208135/motifcdn2.doubleclick.net/NAM http://s0.2mdn.net/dynamic/2/1208135/motifcdn2.doubleclick.net/NAM		10/21/2013 06:37:57 AM
3124 6729	http://apx.moatads.com/pixel.gif7e=9&q=3&ak=http%3A%2F%2Fs0,2	10/21/2013 D6:38:00 AM	10/21/2013 06:38:00 AM
9711	http://ad.doubleclick.net/activity;src=4084970;met=1;v=1;pid=1002096	10/21/2013 06:38:02 AM	10/21/2013 06:38:02 AM
6759	http://apx.moatads.com/pixel.git?e=9&g=4&ak=http%3A%2F%2Fs0.2	10/21/2013 06:38:09 AM	10/21/2013 D6:38:09 AM
9708	http://ad.doubleclick.net/activity.src=4084970;met=1;v=1;pid=1002096	10/21/2013 D6:38:12 AM	10/21/2013 06:38:12 AM
6750	http://apx.moatads.com/pixel.gif?e=9&g=5&ak=http%3A%2F%2Fs0.2	10/21/2013 06:38:25 AM	10/21/2013 06:38:25 AM
9681	http://ad.doubleclick.net/activity;src=4084970;met=1;v=1;pid=1002096	10/21/2013 00:38:42 AM 10/21/2013 06:38:67 AM	10/21/2013 06:38:42 AM 10/21/2013 06:38:57 AM
6725 3230	http://apx.moatads.com/pixel.gil?e=9&q=6&ak=http%3A%2F%2F%2Fs0.2 http://static.pasjans-online.pl/images/cards/classic_old/8s.png?v=4	10/21/2013 06:35:57 AM 10/21/2013 06:39:23 AM	10/20/2013 09:17:14 PM
3197	http://static.pasjans-online.pl/images/cards/classic_old/Ad.png?v=4	10/21/2013 06:39:28 AM	10/20/2013 09:17:15 PM
3187	http://static.pasjans-online.pl/images/cards/classic_old/9h.png?v=4	10/21/2013 06:39:29 AM	10/15/2013 D6:21:19 AM
3227	http://static.pasjans-online.pl/images/cards/classic_old/6s.png?v=4	10/21/2013 06:39:31 AM	10/15/2013 D5:21:19 AM
3201	http://static.pasjans-online.pl/images/cards/classic_old/7h.png?v=4	10/21/2013 06:39:35 AM	10/20/2013 08:17:14 PM
3184	http://static.pasjans-online.pl/images/cards/classic_old/8h.png?v=4	10/21/2013 06:39:39 AM	10/20/2013 09:17:14 PM
	teten distribute a salama author intrarer - de sed det e e e e la bad e e e e		
3235	http://static.pasjans-online.pl/images/cards/classic_old/9d.png?v=4	10/21/2013 06:39:41 AM 10/21/2013 06:39:41 AM	10/20/2013 09:17:14 PM 10/20/2013 09:17:14 PM
	http://static.pasjans-online.pl/images/cards/classic_old/9d.png?y=4 http://static.pasjans-online.pl/images/cards/classic_old/10h.png?v=4 http://static.pasjans-online.pl/images/cards/classic_old/2d.png?v=4	10/21/2013 06:39:41 AM 10/21/2013 06:39:41 AM 10/21/2013 06:39:41 AM	10/20/2013 09:17:14 PM 10/20/2013 09:17:14 PM 10/20/2013 09:17:14 PM



	http://static.pasjans-online.pl/images/cards/classic_old/10c.png?v=4	10/21/2013 06:39:48 AM	10/20/2013 09:17:14 PM
ř	http://apx.moatads.com/pixel.gif?e=17&i=AQL2&bq=2&f=0&o=3&t=13	10/21/2013 06:30:51 AM	10/21/2013 06:39:51 AM
٠.	http://ad.doubleclick.net/activity;src=4084970;met=1;v=1;pid=1002098	10/21/2013 00:03:51 AM	10/21/2013 06:39:51 AM
1	http://apx.moatads.com/pixel.gif?e=0&q=0&ak=http%3A%2F%2Fbanr		10/21/2013 06:39:52 AM
;	http://apx.moatads.com/pixel.gif?e=9&q=0&ak=http%3A%2F%2Fbanr		10/21/2013 06:39:52 AM
ī	http://apx.moalads.com/pixel.gif?e=5&q=0&ak=http%3A%2F%2Fbanr		10/21/2013 06:39:53 AM
į	http://apx.moatads.com/pixel.gif?e=9&q=1&ak=http%3A%2F%2Fbanr	10/21/2013 00:35:33 AW	10/21/2013 06:39:54 AM
í	http://apx.moatads.com/pixel.gif?e=25&q=2&ak=http:%3A%2F%2Fbar	10/21/2013 00:35:54 AM	10/21/2013 06:39:56 AM
,			10/15/2013 06:21:19 AM
	http://apx.moatads.com/pixel.gif?e=9&q=3&ak=http%3A%2F%2Fbanr		10/21/2013 06:40:00 AM
(	http://apx.moatads.com/pixel.gif?e=9&q=4&ak=http%3A%2F%2Fbanr		10/21/2013 06:40:08 AM
		10/21/2013 06:40:17 AM	10/07/2013 06:28:55 AM
	http://apx.moatads.com/pixel.gif?e=9&q=5&ak=http%3A%2F%2Fbanr		10/21/2013 06:40:24 AM
			10/07/2013 06:28:56 AM
			10/07/2013 06:28:56 AM
3			10/07/2013 06:28:55 AM
	http://static.pasjans-online.pi/images/cards/classic_old/9s.png?v=4		10/15/2013 06:21:19 AM
			10/20/2013 09:17:14 PM
•	http://apx.moatads.com/pixel.git?e=9&q=6&ak=http%3A%2F%2Fbanr		10/21/2013 06:40:56 AM
			10/21/2013 06:41:51 AM
:			07/09/2013 08:43:15 PM
:	http://apx.moatads.com/pixel.gif?e=17&i=AOL2&bq=2&f=0&o=3&t=13		10/21/2013 06:41:51 AM
-	http://ad.doubleclick.net/adj/N5643.280341.AOL.COM/B7752987.12;s		10/21/2013 06:41:51 AM
	http://apx.moatads.com/pixel.gif?e=0&q=0&ak=http%3A%2F%2Fs0.2	10/21/2013 D6:41:52 AM	10/21/2013 06:41:52 AM
•	http://apx.moatads.com/pixel.gif?e=5&q=0&ak=http%3A%2F%2Fs0,2		10/21/2013 06:41:53 AM
•	http://apx.moatads.com/pixel.gif?e=9&q=0&ak=http%3A%2F%2Fs0,2		10/21/2013 06:41:53 AM
•			10/15/2013 D6:21:19 AM
	http://static.pasjans-online.pl/images/cards/classic_old/4d.png?v=4		10/15/2013 D6:21:19 AM
	http://apx.moatads.com/pixel.gif?e=9&q=1&ak=http%3A%2F%2Fs0.2		10/21/2013 06:41:54 AM
1			10/20/2013 09:17:14 PM
	http://apx.moatads.com/pixel.gif?e=9&q=3&ak=http%3A%2F%2Fs0.2		10/21/2013 06:42:00 AM
			10/20/2013 09:17:15 PM
			10/20/2013 09:17:14 PM
,	http://apx.moatads.com/pixel.gif?e=9&q=4&ak=http%3A%2F%2Fs0.2		10/21/2013 06:42:08 AM
	http://static.pasjans-online.pl/images/cards/classic_old/4s.png?v=4		10/15/2013 06:21:19 AM
			10/07/2013 06:28:54 AM
			10/20/2013 09:17:14 PM
			10/20/2013 09:17:14 PM
	http://apx.moatads.com/pixel.gif?e=9&q=5&ak=http%3A%2F%2Fs0.2		10/21/2013 06:42:24 AM
			10/20/2013 09:17:14 PM
			10/20/2013 09:17:14 PM
•	http://apx.moatads.com/pixel.gif?e=9&q=6&ak=http%3A%2F%2FsD.2		10/21/2013 06:42:57 AM
			10/03/2013 06:28:28 PM
			10/18/2013 07:51:28 PM
	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-ash2/c5.5.65.65/s50x6		10/07/2013 08:34:13 PM
	https://fbcdn-profile-a.akamaihd.nel/hprofile-ak-prn2/274931_1000067		10/20/2013 07:49:13 PM
	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-pm1/49851_10000127		10/20/2013 07:49:39 PM
			10/15/2013 07:10:29 PM
	https://focdn-profile-a.akamaihd.net/hprofile-ak-pm1/161975_1405029		10/21/2013 06:43:14 AM
			10/16/2013 06:05:46 PM
			10/21/2013 06:43:15 AM
			10/03/2013 06:28:27 PM
			10/18/2013 07:51:28 PM
			10/19/2013 05:11:56 PM
	https://scontent-b-pao.xx.fbcdn.net/hphotos-ash3/s851x315/622_2378		10/21/2013 06:43:16 AM
	https://scontent-b-pao.xx.fbcdn.net/hphotos-ash4/s403x403/1375901_		10/21/2013 06:43:16 AM
	https://scontent-b-pao.xx.fbcdn.net/hphotos-ash4/p173x172/1375686	10/21/2013 06:43:16 AM	10/21/2013 06:43:16 AM
	https://scontent-b-pao.xx.fbcdn.net/hphotos-frc3/s370x247/1377536_2	10/21/2013 06:43:16 AM	10/21/2013 06:43:16 AM
	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-pm2/1118373_100002		10/21/2013 05:43:16 AM
	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-pm2/27636Z_1588564	10/21/2013 06:43:10 AM	10/17/2013 11:54:05 AM
	https://dx.di-profile-a.akamaing.neunprofile-ak-ash1/3/2868_1/0502/	10/21/2013 05:43:75 AM	10/21/2013 06:43:16 AM
	https://fbcdn-profile-a.akamaihd.net/nprofile-ak-ash1/372868 170502' https://fbcdn-profile-a.akamaihd.net/nprofile-ak-pm2/s32x32/274631 https://sconlent-a-pac.xx.fbcdn.net/hphotos-frc3/s403x403/1395352_5	10/21/2013 06:43:16 AM	10/21/2013 06:43:16 AM
	https://scontent-a-pao.xx.rocun.net/nphotos-frc3/s403x403/1395352_5	10/21/2013 06/43/34 AM	10/21/2013 06:43:34 AM
	https://fbcdn-profile-a.akamaihd.net/hprofile-ak-ash2/s32x32/1116920		10/21/2013 06:43:34 AM 10/21/2013 06:43:34 AM
•	https://fbcdn-profile-a,akamaihd.net/hprofile-ak-pm1/s32x32/371933_	10/2 //2013 00:43:34 AM	10/2 1/2013 UG.43.34 AM

Resord	Search Term	Search Engine	URL	Artifact ID	Date/Time - (UTC-8:00)
	Boys and Girls Club Reno NV	Bing	http://www.bing.com/local/details.a	137	10/07/2013 07:20:09 PM
34	boys and girls club	Bing	http://www.bing.com/search?q=bo		10/07/2013 07:20:59 PM
37	boys and girls club sign in	Bing	http://www.bing.com/search?q=bo		10/07/2013 07:27:49 PM
39	kizi	Bing	http://www.bing.com/search?q=kiz		10/07/2013 07:39:35 PM
41	erika martinez	Facebook	https://www.facebook.com/search/		10/07/2013 08:33:03 PM
42	elblogdelnarco	Bing	http://www.bing.com/search?q=elt		10/07/2013 08:46:45 PM
43	elblogdelnarco	Bing	http://www.bing.com/videos/searcl		10/07/2013 08:46:53 PM
44	Rafael Caro Quintero	Bing	http://www.bing.com/videos/searcl		10/07/2013 08:48:21 PM
45	poptrapica	Bing	http://www.bing.com/search?q=po		10/08/2013 08:24:22 AM
12	poptrapica	Bing	http://www.bing.com/search?q=po-		10/08/2013 08:36:27 AM
49	gamesgamess.com	Bing	http://www.bing.com/search?q=ga		10/08/2013 06:28:31 PM
51	kizi.com	Bing	http://www.bing.com/search?q=kiz		10/08/2013 07:26:22 PM
52		-			10/08/2013 08:50:43 PM
53	cool math games buttonbeats	Bing	http://www.bing.com/search?q=co http://www.bing.com/search?q=bu		10/08/2013 08:56:57 PM
53 54		Bing			10/08/2013 09:01:41 PM
	buttonbeats	Bing	http://www.bing.com/search?q=bu		10/09/2013 04:26:11 PM
46 55	pandora	Bing	http://www.bing.com/search?q=pa		
55 56	cool math game	Bing	http://www.bing.com/search?q=co		10/09/2013 05:17:26 PM
56 57	cool math game papas milkshake	Bing	http://www.bing.com/search?q=co		10/09/2013 05:18:34 PM
57	fiji	Bing	http://www.bing.com/search?q=fijii:		10/09/2013 06:27:29 PM
58	fiji games	Bing	http://www.bing.com/search?q=fiji-		10/09/2013 06:27:41 PM
60	R		http://search.costumesupercenter.		10/09/2013 06:31:35 PM
62	R		http://search.costumesupercenter.		10/09/2013 06:35:45 PM
63	R		http://search.costumesupercenter.		10/09/2013 06:39:54 PM
64	hotmail.com login email	Bing	http://www.bing.com/search?q=ho:		10/09/2013 06:43:51 PM
65	Log in for Hotmail	Bing	http://www.bing.com/search?q=Lo		10/09/2013 06:44:23 PM
66	Hotmail Password	Bing	http://www.bing.com/search?q=Hc		10/09/2013 06:46:33 PM
67	R		http://search.costumesupercenter.		10/09/2013 06:49:47 PM
68	R		http://search.costumesupercenter.	244	10/09/2013 06:58:51 PM
69	R		http://search.costumesupercenter.		10/09/2013 07:00:32 PM
7.0-	R		http://search.costumesupercenter.	248	10/09/2013 07:01:42 PM
$i \rightarrow i$	R		http://search.costumesupercenter.	251	10/09/2013 07:04:56 PM
61~ ′	Q		http://search.costumesupercenter.	218	10/09/2013 07:07:49 PM
59	party city halloween costumes	Bing	http://www.bing.com/search?q=pa	208	10/09/2013 07:09:13 PM
72	boys and girls club	Bing	http://www.bing.com/search?q=bo	264	10/10/2013 07:22:27 AM
73	Boys and Club of America	Bing	http://www.bing.com/search?q=Bc	266	10/10/2013 07:23:27 AM
76	how to make roshel from monster high	Bing	http://www.bing.com/videos/searcl	271	10/10/2013 06:33:36 PM
78	emma monster high makeup tutorial	Bing	http://www.bing.com/videos/search	273	10/10/2013 06:54:46 PM
77	emma monster high makeup tutorial	Bing	http://www.bing.com/search?q=en	272	10/10/2013 08:35:40 PM
75	how to make roshel from monster high	Bing	http://www.bing.com/search?q=ho	270	10/10/2013 08:35:48 PM
74	how to make roshel	Bing	http://www.bing.com/search?q=ho		10/10/2013 08:35:52 PM
80	prince royce songs	Bing	http://www.bing.com/search?q=pri	291	10/10/2013 08:50:00 PM
81	prince royce	Bing	http://www.bing.com/search?q=pri		10/10/2013 08:50:13 PM
82	prince royce	Bing	http://www.bing.com/videos/searcl		10/10/2013 08:50:17 PM
83	top 5 russians in gaming	Bing	http://www.bing.com/search?q=tor		10/12/2013 09:37:21 AM
84	top 5 russians in gaming	Bing	http://www.bing.com/videos/searcl		10/12/2013 09:37:36 AM
85	super columbine massacre rpg	Youtube	http://www.youtube.com/results?sr		10/12/2013 10:26:09 AM
86	brainpop	Bing	http://www.bing.com/search?q=bra		10/12/2013 02:06:58 PM
24	war games	Bing	http://www.bing.com/search?q=wz		10/12/2013 02:13:27 PM
87	facebook	Bing	http://www.bing.com/search?q=fac		10/12/2013 04:54:16 PM
89	emma	Bing	http://www.bing.com/search?q=err		10/12/2013 05:22:14 PM
90	emma monster high makeup tutorial	Bing	http://www.bing.com/search?q=err		10/12/2013 05:22:19 PM
91	emma monster high makeup tutorial	Bing	http://www.bing.com/videos/searcl		10/12/2013 05:23:19 PM
92	gymnastics	Bing	http://www.bing.com/search?q=gyi		10/12/2013 07:14:06 PM
93	gymnastics classes	Bing	http://www.bing.com/search?q=gyi		10/12/2013 07;14:36 PM
94	gymnastics classes in reno nv	Bing	http://www.bing.com/search?q=gyi		10/12/2013 07:15:35 PM
95	one direction games	Bing	http://www.bing.com/search?q=on		10/12/2013 07:17:20 PM
96	one direction games	Bing	http://www.bing.com/search?q=on		10/12/2013 07:17:57 PM
97	R	Unig	http://search.costumesupercenter.		10/12/2013 07:42:24 PM
98	jinafire skelita	Bing	http://www.bing.com/search?q=jina		10/12/2013 07:43:01 PM
_	jinafire skelita dolls	Bing	http://www.bing.com/search?q=jin:		10/12/2013 07:45:11 PM
9	emma monster high makeup tutorial	Bing	http://www.bing.com/search?q=en		10/12/2013 07:45:18 PM
101	the darbie show	Youtube			10/12/2013 07:43:14 PM
101	LIC UNIDIC SHOW	routube	http://www.youtube.com/results?sr	200	10/12/2010 00:40.04 FW



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### PARSED SEARCH QUERIES Oct. 10, 2013 through Oct. 21, 2013

4168	tbn:ANd9GcSCyvvUtH4XoJbT095RVwY		http://t0.gstatic.com/shopping?q=t 9630	10/19/20
	play pool party in littleest pets shop	Bing	http://www.bing.com/search?q=pla 793	10/19/20
1128	play pool party in littleest pets shop	Bing	http://www.bing.com/videos/olasyr 6266	10/19/20
216		Bing	http://www.bing.com/videos/searcl 794	10/19/20
217	play pool party in littleest pets shop in yo	Bing	http://www.bing.com/search?q=pla 795	10/19/20
1127	play pool party in littleest pets shop in yo		http://www.bing.com/videos/olasyr 6178	10/19/20
218	play pool party in littleest pets shop in yo		http://www.bing.com/videos/searcl 796	10/19/20
219	guinea pig	Bing	http://www.bing.com/search?q=gu 798	10/19/20
220	guinea pig	Bing	http://www.bing.com/images/searc 799	10/19/20
221	Cute Baby Guinea Pigs	Bing	http://www.bing.com/images/searc 800	10/19/20
222	Dog	Bing	http://www.bing.com/images/searc 801	10/19/20
223	Funny Dogs	Bing	http://www.bing.com/images/searc 802	10/19/20
224		Bing	http://www.bing.com/search?q=ga 809	10/19/20
225	one direction dance party	Bing	http://www.bing.com/search?q=on 810	10/19/20
118	poptropica	Bing	http://www.bing.com/search?q=po 419	10/20/20
226	disney channel games	Bing	http://www.bing.com/search?q=dis 816	10/20/20
227		Bing	http://www.bing.com/search?q=dis 818	10/20/20
228	disney channel games online	Bing	http://www.bing.com/search?q=dis 821	10/20/20
164	nickelodeon	Bing	http://www.bing.com/search?q=nic 602	10/20/20
230-	michael kors	Bing	http://www.bing.com/search?q=mi 876	10/20/20
229	coach outlet store online	Bing	http://www.bing.com/search?q=co 838	10/20/20
231	rock revival	Bing	http://www.bing.com/search?q=rot 918	10/20/20
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1181	games	Bing	http://api.bing.com/qsonhs.aspx?fc7107	10/20/20
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1180	gamesgames.	Bing	http://api.bing.com/qsonhs.aspx?fi7106	10/20/20
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DISPOSITION:

0 - HOLD

1 - RELEASE TO OWNER

2 - HOLD FOR FORFEITURE

3 - RELEASE TO DMV

TYPE:
C - CONFISCATED
E - EVIDENCE
F - FOUND
SK - SAFEKEEPING

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY



# **CHAIN OF CUSTODY**

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0 - HOLD

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2 - HOLD FOR FORFEITURE

3 - RELEASE TO DMV

4 - RELEASE TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

	SPARKS POLICE DEPAI CASE UPDATE / MODIFY	// CHANGE		-9953
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	NGES OR NOTE OTHER CHANGES NEEDED (PROPERTY, ET	MANA.		
	014 Evidence Tech. L BROWN notified			
	vo separate entries. The evidence she	eets now read DJP13 is t	ne secondary intervie	w with
Jaqueline An	IBRIZ. No further.			



#### Peterson, Dorothy

From:

Brown, LB

Sent:

Wednesday, April 02, 2014 8:59 AM

To:

Peterson, Dorothy

Subject:

**SPARKS MIDDLE 13-9953** 

DJP WHILE REVIEWING THE ITEMS IN THIS CASE I SEE THAT YOU HAVE 2 DJP11'S. I WOULD LIKE TO CHANGE DJP11-CD SECONDARY INTERVIEW OF JASQUELINE AMBRIZ TO DJP13. IT WAS BOOKED IN ON 2/20/14 WHILE THE OTHER DJP11-12 WAS BOOKED IN ON 12/23/13 (INTERVS W/PILAR AND SONJA). YOU WILL NEED TO SUPPLEMENT THE CHANGE. AND I WILL C HANGE THE TAG/ENV DOWN HERE. LB

#### Brown, LB

From:

Peterson, Dorothy

Sent:

Tuesday, April 08, 2014 8:53 AM

To: Subject:

Brown, LB

13-9953

#### Good morning Linda B!

May I please get a copy of DJP5 (Medical Eval NCLB)? And thank you for the item # fixes for the other cases. That's what happens when I get a bunch of the same case.... hahaha

#### Detective Dorothy Peterson

1701 E. Prater Way Sparks, NV 89434 775-353-2241 (ex. 524) 775-690-0221 cell

> Jane 4-8-14

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#### SPARKS POLICE DEPARTMENT - NARRATIVE/TEXT REPORT

SUPPLEMENTAL

SPARKS CASE NO. 13-9953

TYPE OF CASE

Homicide

04/16/14

TIME RPT. 0900

On 10-21-13, at 0716am, dispatch advised they were receiving phone calls of a shooting at Sparks Middle School, located at 2275 18th Street. Dispatch said they were receiving several calls, and at one point advised there was possibly a teacher down on the basketball courts.

I responded code 3 to the school, and on arrival saw several officers from different agencies arriving on scene. I took up a position in the main parking lot on 18th Street, at the southeast corner of the school. Sgt. Dyer was at the set of double doors on the southeast corner, and I saw packs of kids running out of those doors, and I started directing them to an apartment complex across the street. I did not want kids running in all different directions, and wanted them directed to one place if possible for accountability and reunification purposes after the immediate threat was over. Deputy Chief Brian Miller advised he was going to try and set up a room inside Agnes Risley Elementary for a place to send the kids that were being evacuated from the Middle School.

During this time, several police agencies were responding and arriving on scene, as were command staff from those agencies. I continued to maintain my position, directing officers of where to go and what to do as they arrived on scene as best as I could. As command staff was arriving in the parking lot where I was, a Command Post was established in the main parking lot on 18th Street. I had REMSA personnel close by, and directed officers who had wounded individuals to the paramedics. Officers continued to search the building and grounds of the school, and found what they believed to be the suspect, and a teacher dead from gunshot wounds on the basketball courts on the west side of the school.

I then met with Lt. Dugan from the Reno Police Department, and he advised that he had Reno SWAT Officers coming, and we discussed plans for them to do a slow, methodical search of the school and grounds once the initial search was completed, and we felt the immediate threat was over.

I stayed on scene with command staff at the Command Post, and we began organizing the initial parts of the investigation with an array of investigators from different agencies. I also worked with the media and Washoe County School Administrators to keep them apprised of what was happening. I stayed on scene until the incident was ready to go into an investigative mode, and then secured from the school.

Litt

13-9953



Brian Allen Chief of Police

## 1117

## SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, NV. 89434

#### **FAX COVER LETTER**

Detective Section Fax
Detective Section Telephone
Communications/Dispatch

(775) 353-1614 (775) 353-2225 (775) 353-2231

	Date: 10 13	
To: Renown Miledical	Perads From: Det. 1	J. Peterson
[ ] For your information	[ ] As we discussed	[ ] As requested
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SPD CASE # 13.9953		A STATE OF THE STA

pages were transmitted, including this cover letter. If you do not receive all the pages sent, please call one of the above numbers as soon as possible.

The information contained in this facsimile message may be confidential and/or privileged information intended only for the use of the individual or entity named above. If the reader of this message is not the intended recent, you are hereby notified that copying, dissemination or distribution of confidential or privileged information is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone and we will arrange for return of this facsimile. Thank you.



JOHN DOTSON
Chief of Police

determine payment.

## SPARKS POLICE DEPARTMENT

1701 E. Prater Way Sparks, Nevada 89434 Tel (775) 353-2279 Fax (775) 353-2436

#### Authorization for Release/Disclosure of Protected Health Information

Notice to the individual making this authorization:

- 1. After your medical records (PHI) are released by your authorization, the possibility exists that your PHI will no longer be subject to the protection of federal privacy regulations and may be redisclosed by the recipient.
- You may revoke this authorization at any time in writing. Your written revocation will become effective upon receipt, but will not apply to any PHI released prior to that date or to the extent that this facility has taken action in reliance upon this authorization.

This authorization will expire when the requested release of information has taken place or six months from date of signature,

Patient name: MASKIN KAMIN (Date of	of births Social Socurity Number.
Address:	Phone:
City, State, Zip: SONK, NU	896/3/ Fax:
I authorize Outh	to release/disclose my medical records (PHI) to: of the Sparks Police Department located at 1701 East Prater Way,
Sparks, NV 89434, phone	fax
Description of information to be released for the	he following dates of treatment/scrvice:
History/Physical Exam Operative report/s  History/Physical Exam Diagnostic	: imaging Consultation report/s
Discharge summary Other (description)	mbe)ust initial for psychotherapy notes. A check mark is insufficient.
understand that my medical records (PHI) ma Orug and/or alcohol abuse history, diagnosis, t	Ay contain information about:
Psychiatric history, diagnosis, treatment; AIDS/HIV, sexually transmitted diseases, heps	atitis and/or other infectious disease history, diagnosis, treatment.
	osure of my medical records even if it contains information regarding
Signature of Patient or representative:	Mr. A the Date: 10/2/13
rint name of personal representative:	Representative's authority:
	be conditioned on my signing this authorization; although exceptions will be ment, which has the nurpose of creating protected health information for a

"Tillean Commence Come Ting"

third party, such as pre-employment physicals, and (c) except for psychotherapy notes, for health plans who condition enrollment or on an authorization requested prior to enrollment, or where payment is conditioned on an authorization to use PHI to



JOHN DOTSON Chief of Police

# SPARKS POLICE DEPA

1701 E. Prater Way Sparks, Nevada 89434 Tel (775) 353-2279 Fax (775) 353-2436

#### Authorization for Release/Disclosure of Protected Health Information

Notice to the individual making this authorization:

- 1. After your medical records (PHI) are released by your authorization, the possibility exists that your PHI will no longer be subject to the protection of federal privacy regulations and may be redisclosed by the recipient.
- 2. You may revoke this authorization at any time in writing. Your written revocation will become effective upon receipt, but will not apply to any PHI released prior to that date or to the extent that this facility has taken action in reliance upon this authorization.

This authorization will expire when the requested release of information has taken place or six months from date of signature,

Patient name: Melin GUEY YEMate of bir	th: Social Security Number:
Address-	Phone:
City, State, Zip. Sun Valley NV 8	39433 Fax:
I authorize RENOWN MEDICAL	to release/disclose my medical records (PHI) to:
DETECTIVES	of the Sparks Police Department located at 1701 East Prater Way,
Sparks, NV 89434, phone	fax
Description of information to be released for the fo	ollowing dates of treatment/service
Physician generated data History/Physical Exam ER documents	
Operative report/s Discharge summary Other (describe	aging \(\frac{1}{2}\). Consultation report/s
Psychotherapy notes (initial) Note: You must	initial for psychotherapy notes. A check mark is insufficient.
Reason for this request:Continuity of Care	Legal Patient Request Other (describe)
I understand that my medical records (PHI) may concern and/or alcohol abuse history, diagnosis, means Psychiatric history, diagnosis, treatment; AIDS/HIV, sexually transmitted diseases, hepatitis	
the above listed types of information within the me	
Signature of Patient or representative:	Date: 1013113
Print name of personal representative: Melic	Sa Merse Representative's authority:
Note: Federal law provides that treatment may not be up	ouditioned on my signing this authorization; although exceptions will be

made for (a) research related treatment, (b) for treatment, which has the purpose of creating protected health information for a third party, such as pre-employment physicals, and (c) except for psychotherapy notes, for health plans who condition enrollment or on an authorization requested prior to earollment, or where payment is conditioned on an authorization to use PHI to determine payment.

kd

## **SPARKS POLICE DEPARTMENT Supplemental or Continuation Report**

Type of Report: Murder/ Attempted Murder	Case: 13-9953
Date/Time of Supplement: 4/16/14 @ 1600hrs	Detective: Dach, K. #034
Approving Supervisor // 090	Date:

#### **Details of Supplement:**

As I was reviewing the case I noticed Julius STANKEVICIUS'S name was mis spelled in the case. The correct spelling is Julius STANKEVICIUS. I have updated the involved supplement as well.

No Further, K. Dach

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## **SPARKS POLICE DEPARTMENT**Supplemental or Continuation Report

Type of Report: Murder, Attempted Murder Case: 13-9953

Date/Time of Supplement: 4-21-14 1145 hours Detective: Triplett 004

Approving Supervisor Date: 4/23/14

#### **Details of Supplement:**

During a review of the information provided in the law enforcement reports, some key points were identified that needed clarification.

On the morning of the incident, RPD Officer COFFEY and RPD Detective FOLLETT responded to Renown Medical Center to obtain the status of Mason KAMERER and Kaelin GUERRERO and to speak with both victims. Officer COFFEY stated in his report, that Kaelin GUERRERO suffered a gunshot injury to the upper right back. Detective FOLLETT stated in his report that Kaelin GUERRERO suffered a gunshot injury to the right shoulder. To clarify, Kaelin GUERRERO suffered a gunshot injury to the left, front shoulder area.

In my original supplement, I stated that Liliana URTIZ and Jose REYES-MANDUJANO went to the Reno Police Department after leaving Sparks Middle School on October 21, 2013. In actuality, after Jose REYES-MANDUJANO spoke to RPD Sgt. SALTER at the school, Liliana URTIZ joined him there. They travelled to the Sparks Police Department from Sparks Middle School and did not travel to the Reno Police Department.

#### **Disposition:**

kd

## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: 13-9953

Date/Time of Supplement: 04-21-14 @ 0740hrs

Detective: Dach, K. #034

Approving Supervisor

Date: 4/22/14

#### **Details of Supplement:**

On 4/17/14, I was reviewing the case file and noticed FBI Agents SIMKINS and GINOCCHIO supplements included a copy of the audio interview but did not detail what was discussed in the interview. I reviewed 8 interviews of the following student interviews and summarized them; Adrian AGUILERA, Alexandra ANDERSON, Heaven COKER, Itzel RAMIREZ, Alyssa REMPEL, Samuel SALDANA, Nadine SCHABERT, and Diego BALDWIN.

#### Adrian AGUILERA (Interviewed by Agent GINOCCHIO):

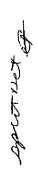
Adrian took the bus to school on 10/21/13. He stood near the gym doors with 5 of his friends. Adrian heard a loud bang, he saw a Hispanic male juvenile (possibly a 7<sup>th</sup> grader) holding a gun. The gun was silver on top and black on the bottom. He looked and saw Mr. TUCKER and Mr. LANDSBERRY trying to calm down the shooter. He heard Mr. LANDSBERRY say "calm down, calm down". Adrian ran towards East Hall. When Adrian got to East Hall the door was locked. He hid with other students near East Hall. The shooter fired approximately 3 shots into the windows near where he was hiding. He was then let into the school by Police.

#### Alexandra ANDERSON aka "Alex" (Interviewed by Agent GINOCCHIO):

Alexandra got a ride to school with Nadine SCHABERT. They stood near the basketball courts and talked to Mr. TUCKER and Mr. LANDSBERRY. Alexandra heard a shot near North Hall and saw a student holding a gun pointed at the ground. She did not know the student but described him as wearing a school uniform average height and build with dark hair. The shooter walked up to Mr. LANDSBERRY with his arm out straight and shot Mr. LANDSBERRY in the chest. Alexandra ran into the South Courtyard and hid behind an electrical box. Alexandra was let into the school and called Police. She was transferred to REMSA and her friend talked with Medics.

#### **Heaven COKER (Interviewed by Agent GINOCCHIO):**

On 10/21/13, Heaven and MacKyla EDWARDS walked to school together. Heaven was standing near McKenzie HIGHLINE and Courtney MONIC at the west side of North Hall when the shooting started. Heaven knew Jose REYES from strings class. They were partners in strings during the first



Detective: Dach, K. #034

Homicide, Attempted Homicide

part of the school year. Heaven heard Jose yelling at "KJ" but she could not remember what words he yelled, but said, she heard "get down". Heaven heard the shot but thought it was fake because she did not see any blood on KJ's white sweatshirt. Some kids were saying, that is a fake gun and Jose shot again into the air. Heaven froze for a minute near the gym. She saw KJ sit down after he was shot. Jose contacted Mr. LANDSBERRY who was walking towards him. Jose shot Mr. LANDSBERRY in the chest. Mr. LANDSBERRY sat down and laid back on the basketball court. Heaven walked north and was let into North Hall by Mr. ENDRES.

Heaven said Jose was a nice guy and she has never seen him being bullied. Heaven said Jose seemed upset at KJ but she could not describe why. She said it may have something to do with a video shown in Mrs. Nancy BERDROW'S class approximately 3 weeks prior to the school break showing a student shooting 20 people at a school. Heaven said since the shooting, she has not been able to hear out of her right ear.

#### **Itzel RAMIREZ (Interviewed by Agent GINOCCHIO):**

Itzel was standing near South Hall when she heard what she described as fireworks. A total of 8 fireworks were heard, 4 during one sequence and then another 4 approximately 30 seconds later. Itzel heard screaming and ran into the South Courtyard. She stood in a small alcove where the school doors were locked. She did not know the shooter, but said he pointed a gun at the group of people in this alcove and said "you guys ruined my life, so I am going to ruin yours". Itzel was let into the school by Mr. Derek GRADILLAS and Mrs. PARKER.

Itzel described the shooter as a Hispanic male juvenile with a black Mohawk wearing an orange backpack, school uniform and carrying a silver and black gun. She had never met the shooter or ever witnessed anything, but thought he was getting bullied.

#### Alyssa REMPEL Interviewed by Chad SIMKINS):

Alyssa is an 8<sup>th</sup> grade student who was standing near South Hall when she heard a gunshot. Alyssa has been shooting before and that is how she recognized the noise but she dismissed the noise as fireworks. She saw a teacher on the ground, but did not know his name. She said he is a male math teacher. Alyssa ran to an alcove in the South Courtyard, she crouched down and covered her face. Alyssa said the shooter who she does not know cornered them in the alcove and pointed the gun at the group. The shooter said "you ruined my life" and maybe more but she does not remember. He then left and went into the South Courtyard towards a different group of kids.

Alyssa described the shooter as wearing a school uniform, black belt, orange backpack and carrying a black gun. Mrs. PARKER opened the door and allowed Alyssa and the rest of the group into the

Detective: Dach, K. #034

Homicide, Attempted Homicide

school. Alyssa thought this may have something to do with two videos the students were shown, one on bullying and one on a school shooting.

#### **Diego BALDWIN (Interviewed by Chad SIMKINS):**

Diego is a 7<sup>th</sup> grade student. When Diego arrived at school he walked towards South Hall. He heard a shot and looked to the north and saw "KJ" on the ground. KJ was shot in the left arm and Diego could see a small amount of blood. Diego saw the shooter, who was facing away from him, and described him as a male wearing gray, possibly a school uniform carrying a black pistol. He did not see the shooters face.

Diego ran south through the gate and kept running. He heard more shots but did not see anyone get shot. The shots got faint as he kept running. Diego saw the police and ran to them.

Diego assumed the shooter was a student from Vaughn Middle School, named Alex Garcia. Diego did not elaborate on why he thought this.

#### Nadine SCHABERT (Interviewed by Chad SIMKINS):

Nadine is an 8<sup>th</sup> grade student and came to school with Alexandra ANDERSON aka Alex. Nadine talked to Mr. TUCKER and afterwards stood near the gym. She heard two shots. She saw Mr. LANDSBERRY trying to calm the shooter down. She ran into the South Courtyard and hid behind big machines. She was hiding with approximately 20 other students including Alex, and Elaina. Nadine assisted Alex and Elaina in calling 911 until the shooter came to where they were hiding.

Nadine described the shooter as 5'3" tall, gray jacket, khaki pants (possibly a school uniform), carrying a black gun and possibly a black bag.

Mr. PEREZ let the students into the building and let them hide in his classroom.

#### Samuel SALDANA (Interviewed by Chad SIMKINS):

Samuel is an 8<sup>th</sup> grade student and took the bus to school on 10/21/13. Samuel went to the cafeteria and had breakfast. As he was walking outside he heard a shot and saw students running. Samuel could see his friend Justin standing behind but near the shooter. Samuel did not know the shooter well but knew his name from PE class. Samuel said he heard from Justin that Jose would cry in the corner during PE on occasion.

Jose shot the gun a second time in the air. Samuel said Jose pointed the gun at another student

Detective: Dach, K. #034

Homicide, Attempted Homicide

named, Andrew CABRERA, but did not shoot him. He walked south and Mr. LANDSBERRY tried to take the gun away from him while holding his coffee cup in the other hand. Mr. LANDSBERRY was shot and fell to the ground. Samuel ran back to North Hall and went into the cafeteria.

#### Video Teen Truth-shown on 9/13/13:

A couple of students mentioned watching bullying videos in the recent past prior to the shooting. I contacted Washoe County School Counselor Nancy BERDROW who told me they show videos during the months of September and October to attempt to reduce bullying in schools. These videos are professionally produced by Horizon Entertainment. The video shown to students on 9/13/13 is named Teen Truth. A passive permission slip had already been given to the parents. This video discussed the pressure to fit in and to feel accepted by other students. It talked about people pushing their opinions on others. Some common issues were weight, clothing, physical appearance, or where a person lived prior.

During the video it showed pictures and video of the Columbine High School Shooting. The video appeared to be from video surveillance at the school. There were photos shown of the crime scene and of grieving people at Columbine High School. There were 911 calls from the Columbine High School Shooting on the video.

The video talked about connecting with people who are "lost" and helping your peers. The video discussed knowing the consequences specifically for a school shooting. The video encouraged students to report bullying to an adult.

The video came with exercises which have the students write about the video they saw and to answer questions such as; do you feel pressure at school or home? Can you turn to family member, friend, teacher for help? These exercises were not given to the students in Jose REYES' class, but Enrichment Teacher Andrea WILSON believes they had a class discussion about the movie. I asked Nancy BERDROW if she has any of the exercises and she did not receive any from the classes. Jose was present on 9/13/13 and would have seen the video.

The video "Teen Truth" and exercise packet was booked into Sparks Police Evidence as KLD-35. The audio interview with Andrea WILSON regarding showing the video to the students in her class was booked into Sparks Police Evidence as KLD-37.

#### **Interview with Justin GIPSON:**

On 4/22/14, at approximately 0900hrs, I conducted an audio interview with student Justin GIPSON at Sparks Middle School. The reason for the interview was because a student told the Police that

Detective: Dach, K. #034

Homicide, Attempted Homicide

GIPSON had seen Jose crying in PE class. GIPSON told me he did have PE with Jose and he heard the rumor that Jose had cried on one occasion in PE class, but he could not remember who told him that. GIPSON said this occurred around the second quarter of school, but could not give a date. GIPSON did not see Jose Crying and did not see anyone tease or bully Jose. GIPSON said Jose was usually quiet and you only heard him when he was laughing. Jose played basketball during PE class. The audio interview was put onto a CD and booked into Sparks Evidence as KLD-36.

No Further, K. Dach, #034.

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DISPOSITION:

4 - RELEASE.TO OTHER (SPECIFY IN "NOTATIONS") 6 - DESTROY

10 - HOLD
1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

RECEIVED BY

# Sparks Middle School



Stacey Ting-Senini
Principal

*Jerry Endres* Assistant Principal <u>Patti Allyn</u> Assistant Principal

# Fax Cover Sheet

To:	Levin Dack	
ttention:	Sparks PD.	•

Fax Number 353-1614

Date: 4-21-19
From: NBMW

2275 18th Street Sparks, NV 89431

Phone: (775) 353-5770 Fax: (775) 353-5585

Gudarce Jessons From September -Oct 13 (before break) Friday Enrichment: Make a Difference

(10 mins) Video ce 6
1130 MsPull

Introduction: Last year, a group of students decided to form a club to look at ways they could improve things here at Sparks Middle School. They were particularly interested in improving the way people treat one another. These students are identified today by their tie-dyed shirts, which we created together last week, and their slogan: Make a Difference.

Starting today, these students will be looking for people around school who are being kind or who are helping another person. If you are given a pink make a difference certificate, please see Ms. Berdrow in the office before or after school, during lunch, or on Fridays at the Sparks Star Store. People with these certificates will receive a special reward for helping to make our school a better place.

In the future, we will be looking at including other students in the group, in planning more school-wide activities, and in doing other things that help make this school a safe and positive place for all students.

Deil Michelle, Desiree, Caurer, & Nadere - Leaders

Video clips: Go online to <a href="http://bullyfreezone.nv.gov/">http://bullyfreezone.nv.gov/</a> - Students in the spotlight (bottom right) -

videos (bottom left)

Watch the following clips.

- 1. Flip the Script Female
- 2. Flip the Script Male
- 3. Let's Get Real
- 4. Stop Bullying Be More Than A Bystander or Be a Hero

After each clip discuss: What did you see? Was it realistic? What could people do to help?

Writing Contest for Individual prizes (this is your ticket out of 6th period)

Prompt:

TALK ABOUT SOMETHING THAT YOU WOUKD LIKE TO DO TO MAKE A DIFFERENCE IN YOUR LIFE OR IN THE LIFE OF OTHERS—this can be anything.

All essays are to be turned into Ms. Berdrow at the end of the period. Essays will only be read by her.

Winning essays: thoughtful, good effort, honest, effort to include good writing skills.

Tracker check for Sparks Stars

### **Popularity?**

#### Objective:

To explore what it means to be "popular" – "widely liked or appreciated" vs. respected – "being admired for abilities, qualities, or achievements"

<u>Video:</u> The Popularity Game (15 mins)

#### Discussion:

Name people in our society who are popular? What makes them popular?

Name people in our society who are respected? What is it about them that people respect?

Is it more important to be liked or to be respected?

Are people in the "popular crowd" at our school always liked? Respected?

#### We want to focus on people who contribute and deserve our respect:

On the top half of a sheet of paper, please write the name of one student at Sparks Middle School who you respect and WHY.

On the other half of the paper, please write what you think it should mean to "be popular."

Please turn into NB

#### Tracker check for Sparks Stars

{Personal/Social: Standard A - Acquire Self-knowledge}

Name:	6th Period Teacher: Mrs. Barker Avid
	Berdrow at the end of the period. Essays will only be read by thoughtful, show good effort, be honest, and reflect your
Prompt #1: Write the name of one stude explain WHY.	dent at Sparks Middle School who you respect and
The person T p	espect will have to be Claudia
- Canmona Lezema be	cause She has the biggest beant
ever She will atu	lays be there for you at your
hardest times plus?	the will support you in angular.
Claudia - is kinda 1	ite a Sturred warm bear
with dimples because	c you would already s whent to
be around and s	metanes you write Wish She
	plus I low her so much gyos
52 MM 46 Frank	
Prompt #2: What does, "being popular" me response.	ean to you? Use experiences from your life to support your
Berry popular	- to me is always having
	ack prock, having the
•	postly having all the Priends.
	n 6th grade T went to
and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s	y Witch is up the his by
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Received Time Ann 21 52014 1.50PM No. 40	nd the nice cody bair, plos

# How others see me...

We have been looking at popularity, respect, actions that make a difference in your own lives or the lives of others.

Today, we are going to focus on how others would see and describe you.

You are going to fill in your obituary, which is written about you when you are no longer around.

Teachers will read over the template, brainstorming about descriptive words and phrases you might want to use.

This is an opportunity for you to reflect about how you would wish to be remembered. If there are things that concern you, this is a time to begin to make some changes.

After people have completed them, you can take a few minutes to decorate and personalize your form.

Students who wish to share with their group may do so.

Please turn into NB – I will remove the name and post the forms throughout the school, so people can see, and appreciate the differences and special things about each person at this school. If you do not wish to have yours displayed, please write that on the bottom of the form.

**Tracker check for Sparks Stars** 

Name
This person was born in
and lived with these family members:
He/she was described by friends as
But one thing people didn't know was that
A perfect day for this person would include
But one of their biggest struggles was
The person who was most important to him/her was
because
One thing he/she wanted to do in life was
The one word that best describes him/her would have to be:

1135

#### What is Bullying?

#### Definition:

Bullying is aggressive behavior

It is behavior designed to harm another person

It is carried out repeatedly over time.

There is often an imbalance of power – one person is perceived as stronger, more popular, prettier, older etc.

Video: Bullying (30 minutes)

#### Discussion:

- You are walking down the half and someone you have never seen before calls you "fake." Bullying? no a mean comment that is not acceptable, but it is not occurring over time.
- Someone is constantly texting you and saying that you'd better watch your back.
   Bullying? yes aggressive, designed to make the person afraid and possibly hurt, repeated over time.

#### Ways to deal with bullying:

- Stay calm tell the student you don't want any problems walk away
- If it persists, tell a trusted adult. Don't ignore bullying it does not usually stop on its own. Bullying that continues is a crime.
- Support a student who is being bullied take them away from a bad situation.
- Think about what you post online keep your password secret
- Stay away from people or places where bullying occurs.
- Don't be a bystander take a stand against bullying by helping the person being bullied or treated badly. It could easily be you.

Any student who would like to help make this school a safer and more positive place for everyone, please let your teacher know. We are looking for more people to be involved in our M.A.D club

#### Tracker check for a sparks star

#### Teen Truth – An inside look at Bullying and School Violence

<u>Objective</u>: Today we will look at the relationship between bullying and school violence.

Bullying can include: following someone, returning to their property without consent, making repeated phone calls or text messages, spreading rumors, excluding someone from activities, sending notes pretending to be someone else, calling someone names, physical violence — tripping, pushing etc

#### Video (23 mins)

#### **Discussion**

Have students answer "T" or "F" for each question

- 1. You can tell if a teen is struggling with personal problems by the way he or she looks
- 2. A majority of teens report feeling pressured to look or act a certain way.
- 3. Nearly 75% of teens report feeling lonely.
- Purposely excluding someone from your activities doesn't count as bullying.
- 5. 30% of all teens have been involved in bullying, either as a bully, a target, or both.
- 6. Bullying Includes spreading rumors, Intimidation, and teasing.
- Being rejected by peers makes teens feel sad and depressed, but not angry.
- 8. More than 50 students have been killed in school shootings in the past 10 years.
- 9. An important part of problem-solving is considering the consequences of each possible solution.
- 10. There is no need to tell anyone if a friend threatens to hurt someone because he or she is probably joking.

11.

#### **Tracker check for Sparks Stars**

#### Student Check-In forms to be left in classroom

{Personal/Social: Standard C - Acquire Personal Safety Skills}S

#### **BULLY PROJECT (2 days)**

Video: Bully Video (99 mins) - start at 12:10

→Dîscussion:

What were your reactions to the video; what else can our school do?

School district bullying website: http://www.washoecountyschools.net/bullying

<u>Españ</u>

#### What is Bullying?

Bullying is characterized aggressive behavior that is intentional and that involves an imbalance of power or strength and is typically repeated over time.

Reporting an incident online will be directed to the school where the incident took place. The school administrator or his/her designee will respond within I school day or 24 school working hours. Note: As required by Family Educational Rights and Privacy Act (FERPA) student information will only be released to a parent/legal guardian and the student to protect the privacy of student education records.

If this is an emergency outside of school working hours and you need immediate support please call 911 or call one of the following agencies:

Erisis Center: 1-800-273-8255 or 775-784-8090

Local law enforcement:

- o: Reno Police Department: (775) 334-2175
- o Sparks Police Department: (775) 353-2231
  - Washoe County Sheriff Department: (775) 328-3001
- Secret Witness: (775) 329-6666 or text to 274637 Enter TIP725 + message
- WCSD Counseling Administration: (775) 721-5284

#### Other methods of reporting a bullying incident:

- Go to the school administration office
- Fill out a Student Complaint Report and deliver to the school administration office http://washoecountyschools.org/students/complaints-student

#### Helpful Resource

Bullying Prevention Tips and Resources <a href="http://washoecountyschools.org/schools/safe-and-drug-free-schools/bullying-prevention-tips">http://washoecountyschools.org/schools/safe-and-drug-free-schools/bullying-prevention-tips</a>

#### Incident Information

<sup>\*</sup> \_\_\_\_\_\_ired. Please be sure to fill out the form completely before clicking the send report button.

<sup>\*</sup>Who is the target of the bullying? (First Name, Last Name)

First Name			Last Nam	e		
*1: Did the offe	nder (person/s) do i	his on purpose?	~			
*2. Is the Bullyin	ng:					
*3. is this a repe	sated offense?	3				
*School		<u> </u>				
*Please provide	a description of the	incident. Please inc	lude where and wh	en the incident	took place, the r	name of the
person/s who is	doing the bullying a	nd if there were an	y possible witnesse	s.		
	<u></u>					
						Washoe County School District
Optional Info	rmation					
Your personal inform	mation is optional and	always confidential				
First Name			Last Name			
Email Address						
'Identification						
höne:				San San San San San San San San San San		
	:		· · · · · · · · · · · · · · · · · · ·	٠ .		

Please type the letters/numbers you see in the Image in the box below.

Send the Report

Dear	Pare	nt(s)
------	------	-------

On Friday, we will be showing a **documentary video called "Bully"** during our 6<sup>th</sup> period enrichment class. This film is rated PG -13 because it depicts real-life stories that include sensitive topics, such as suicide and depression.

If you DO NOT want your child to participate in watching the video, please return this form to the school before Friday 6<sup>th</sup> period. We will offer your child an alternative activity that will not affect their grade.

I do not want my child mentioned above.	to watch the video
Signed:	

Discussed movie - PG 13 Bully - at. Oct 1st admin meeting 9:00 Admised by admin to send home a passive parent permission slip ci

#### SPARKS POLICE DEPARTMENT

**Supplemental or Continuation Report** 

Type of Report: Homicide Case: 13-9953

**Date/Time of Supplement**: 4/21/14 at 1243 hours **Detective:** PETERSON #104

Approving Supervisor: TEPLET COL Date: 4-22-14

#### INTERVIEW SUPPLEMENT

Name:

Jose RAMIREZ

Date of Birth:

Date of Interview: 12/26/13

Time Started:

1043 hours

Time Ended:

1113 hours

The following is a summary of the interview. It is not meant to be verbatim and not meant to be a transcript. For specific details of the interview please see the interview transcript and/or DVD recordings of the interview.

#### **Details of Interview:**

On 12/26/13 I interviewed Jose RAMIREZ reference his friendship with Jose REYES, Detective DACH and I had learned RAMIREZ was a friend of Jose REYES's beginning when the two were in elementary school.

I escorted RAMIREZ into interview room #202 where he and I began speaking, RAMIREZ spoke freely and did not appear to have issues with dialog. I introduced myself and explained what my job was at the police department. We completed the information sheet with RAMIREZ providing much of the information. I found RAMIREZ at times would need further prompting if asked a question needing more than one reference answer. This first became evident when asked what his address was. RAMIREZ gave the apartment building address, but did not give the apartment number until asked directly. As I filled out the information sheet RAMIREZ stated his middle name was Guillermo. This was the name given to us by the family coordinator at Agnes Risley Elementary School. I went over the rules and established RAMIREZ understood each one and knew the difference between truth and a lie.

I asked RAMIREZ if he knew why he was at the police department. He stated "not much." I asked him to tell me about being friends with REYES. RAMIREZ informed me that he hung out with REYES at lunch time on most days. He and REYES met while they were attending 5<sup>th</sup> grade at Agnes Risley Elementary. They would play soccer together and both be on the defensive side.

Case #13-9953
Detective PETERSON #104
Homicide

RAMIREZ and REYES did not have any classes together in the 6<sup>th</sup> grade; however, in the 7<sup>th</sup> they had PE together. RAMIREZ recalled being in the locker room with a couple other boys. He overheard REYES telling some unknown boys to stop pulling his pants down. RAMIREZ stated this occurred approximately three times, but he could not be sure. REYES was said to have had plenty of opportunity to tell the teacher; however, he chose not to. I asked if he tried to help at all. RAMIREZ stated no, he did not and REYES would not act any differently, as he would just walk away.

REYES and RAMIREZ did not spend any time at each other's house, nor did they celebrate birthdays together. Their mothers had met while they were in school and they were friendly if they were to see each other in public; however, the two families did not socialize with each other. REYES would talk about helping his family at their family owned restaurant and things he wanted to do when he grew up. REYES did not speak of any problems within the family or with anyone at school either. For the most part he was said to have liked all of his teachers and he didn't talk about issues with those individuals either.

I asked RAMIREZ if he was worried about anything. He stated he was worried that this would happen again by other children that have been bullied. I asked him why he thought REYES had been bullied. RAMIREZ recalled Oswaldo, who is another 7<sup>th</sup> grade classmate, borrowing money from REYES on occasions, but not paying it back. REYES would not tell anyone, nor would he get upset. He would just walk away. He also said there were times when people would poke REYES in the side and REYES would get angry, but again nothing was said. RAMIREZ did not name any of the people that would poke REYES, as they would be random in the hallway.

RAMIREZ stated sometimes REYES would act odd and that he didn't know what was going on around him. He would also laugh at random times and didn't appear to "get it" like the other children. There were times where REYES would talk and RAMIREZ didn't know what he was talking about. RAMIREZ stated these however were limited. RAMIREZ never saw REYES upset or crying and if he was angry for any reason REYES would walk off and be alone. RAMIREZ would not try to help him. He would just let him cool down and when REYES felt better he would return and be "all happy."

As RAMIREZ had no other information regarding REYES being unhappy at school or at home, nor being bullied at school, we ended the interview. I thanked him for coming in and asked if I had other questions if he would come back. RAMIREZ stated he would. I escorted him back to the lobby where his parents were waiting and he left at that time.

No further information.

#### **Sparks Middle School Table of Contents**



#### Binder One

- Case Timeline and Overview
- Initial case
- Victim info
- Suspect info
- Previous Case
- List of People Interviewed and who Interviewed Them
- Witness List
- Involved Supplements (civilian personnel then by agency)
- SPD Detective Supplements (In Order from Dach, Peterson, then in order from Major to Minor).
- SPD Officer Supplements (Management then Alphabetical Order by Last Name)

#### **Binder Two**

- Outside agency Supplements (Order by Agency then by Major and Minor).
- Warrants/returns
- Consent forms
- Maps
- Call Log
- SPD Evidence
- Washoe County Forensic Investigative Services (WCFIS)
- Coroner's Report
- Medical records
- School records
- Reno Police Photos
- Media

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- Reno Police Photos
- Media

Name	DOB	interviewed	by whom	
Afu, Vehekite			FBI David Hearn	
Aguilera, Adrian			FBI John Ginocchio	
Alcaraz, Jennifer	حسته		Mike Brown	
Allen, Xena			FBI Paul Hales	
Anderson, Alexandra			FBI John Ginocchio	
Andrade, Raphael	9 20 33		Eric Curtis	
Anquiano, Gustavo			FBI David Hearn	
Aquino, Eloisa			Bryan Orr	
Arenas, Luis			Ken Gallop	
Arias-Cruz, Rashel			Mike Brown	
Avery, Dean	1		FBI Erron Terry	
Ayala, Amairani	+		FBI Erron Terry	
Baldwin, Diego			FBI Chad Simkins	
Baltazar, Anthony			Mike Brown	
Bates, Katarina			Jason Gothan	
Bomer, Ronald	THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE P		Detective Thelin	
Cabrera, Andrew			Detective Vasquez	
Cabrera, Luisa	7		Deputy Heather Hobbesiefken	
Campo, Brandon			Eric Curtis	
Carillo, Clarissa			Deputy Joseph Digesti	
Castaneda, Anthony	***************************************		Mike Brown	
Cazares, Jose			Mike Brown	
Clark, Kelly			Deputy Heather Hobbesiefken	
Coker, Heaven			FBI John Ginocchio	
Collier, Kristina			Mike Brown	
Cook, Kaylee	THE PERSON NAMED IN COLUMN 1		Eric Curtis	
Cornejo, Daizy			Ken Gallop	
Corral, Ana			Detective Bellamy	
Costello, Andrew			Patrick McNeely	
Cruz, Jordi			Bryan Orr	
De Vera, Al-Francis		-	Mike Brown	
De Vera, Al-francisco			Jason Gothan	
DeCasas, Seth	٠		FBI David Hearn	
Dees, Phillip			Ken Gallop	
Delgado-Garcia, Leslie			Mike Brown	
Dickson, Kaitlyn			Mike Brown	
Dingley, Sean			Jason Gothan	
England, James			Eric Curtis	
Estrada, Verenice	4	<u> </u>	Clinte Bellamy	
Fajardo, Kelsey			Ken Gallop	
Ferro, Michael Angelo			FBI Glen Lovedahl	
Flores, Bianca			Detective Vasquez	
Fuller, Cluryce			Jason Edmondson	
Gipson, Justin			Stephen Burns	
Gomez, Alexa			Mike Brown	
Gonzalez, Jorge				
Worklands, JOI 85			FBI Glen Lovedahl	

Gonzalez-Rivera, Anibal	Eric Curtis
Gurrola, Christopher	FBI Erron Terry
Guzman, Lisseth	Ken Gallop
Henderson, Daisha	RPD Scott Foremaster
Hernandez, Analicia	Detective McNeely
Hernandez, Michelle	Clinte Bellamy
Hernandez, Sara	Eric Curtis
Hernandez, Vanessa	Jason Gothan
Highline, Mackenzie	Mike Brown
Hill, Jonathan	Deputy Heather Hobbesiefken
Hinchberger, Seth	FBI Erron Terry
Holtshouser, Spencer	Detective Bellamy
Jaquez, Korrine	Deputy Joseph Digesti
Kamerer, Mason	Kevin Dach
Kelly, Alexis	Patrick McNeely/ Hobbesiefken
Kunkel, Karina	Jason Gothan
LaClaire, Hailee	Jason Edmonson
Lax, Jacob	Jason Gothan
Long, Elizabeth	Jason Gothan
Lopez-Aguilar, Omar	FBI Glenn Booth
Loredo, Alize	Deputy Heather Hobbesiefken
Madera, Jose	RPD Scott Foremaster
Magdaleno, Alexander	Clinte Bellamy
Malafu, Josh	FBI Chris Johnson/J. Edmonson
Mancia, Carlos	Eric Curtis
Martinez, Jorge	FBI Chris Johnson
Mata Martinez, Ivan	RPD Scott Foremaster
Mata-Garcia, Oswaldo	Kevin Dach
Mcgee, Orion	Mike Brown
Mcleod, William	FBI Timothy Tonkin
Mendoza, Marvin	FBI FIIIIOCHY FORKIII
Miller, Devyn	Mike Brown
Miller, Rebecca	Jason Gothan
Mongrain, Krista	Eric Curtis
Monic, Courtney	RPD Scott Foremaster
Montesano, Devin	Jason Gothan
Newton, Amaya	
Nucum, Kyle	Patrick McNeely Eric Curtis
Oliva, Daisy	Patrick McNeely
Orozco, Perdo Paulin-Cagle, Tianna	Bryan Orr
Penrod, Neil	Jason Gothan
Perez, Alejandro	Jason Edmonson
	Kevin Dach
Perez, Elena	Stephen Burns
Perez, Faustino	 Deputy Heather Hobbesiefken
Perez, Josiah	Ken Gallop

Perez-Gonzalez, Cesar	Patrick McNeely
Picazo, Jeimi	Patrick McNeely
Pina, Mario	Jason Edmonson
Ponce, Belen	Kevin Dach
Ramirez, Emily	Jason Gothan
Ramirez, Itzel	FBI John Ginocchio
Ramos, Johnathan	Stephen Burns
Ramos, Omar	Detective Mcneely
Rempel, Alyssa	FBI Chad Simkins
Rodarte, Jose	Jason Gothan
Rodriguez, Victor	Detective Thelin
Rubio, Leo	Detective Thelin
Rudeen, Jordan	Ken Gallop
Saldana, Samuel	FBI Chad Simkins
Schabert, Nadine	FBI Chad Simkins
Schulthess, Casey	FBI Paul Hales
Serna, Valerie	Jason Edmonson
Silvia, Andrew	Stephen Burns
Slaten, Terry "TJ"	FBI George Cholico
Sloan, Seth	K. Dach/FBI T. Tonkin
Souders, Brandon	Jason Edmonson/ J. Digesti
Stankevicius, Julias	Ken Gallop
Tanner, Noah	Jason Gothan
Theall, Andrew	Jason Gothan
Thompson, Andrew	Deputy Joseph Digesti
Toller, lan	FBI Glenn Booth/ J. Edmonson
Tong, Isaac	Kevin Dach
Turner, Trace	Bryan Orr
Villalobos, Gerardo	Stephen Burns
Vizcarria, Jennifer	Jason Gothan
Washington, Nainoa	Mike Brown
White, Elijah	FBI Chris Johnson
Wing, Thomas	Jason Gothan

kd

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Homicide, Attempted Homicide Case: 13-9953

Date/Time of Supplement: 04-22-14 @ 1500hrs Detective: Dach, K. #034

Approving Supervisor | Raplett COM | Date: 4.22.14

#### **Details of Supplement:**

#### **Oswaldo MATA GARCIA:**

On 4/22/14, at approximately 1403hrs, I conducted an audio interview with Oswaldo MATA GARCIA at Sparks Middle School located at 2275 18<sup>th</sup> Street in the conference room. I left a message for Oswaldo's mother earlier in the day to tell her about the interview.

Prior to beginning the interview, Oswaldo called his mother again and left a message in Spanish. Oswaldo told me he was near the tennis courts on 10/21/13 when he heard the gun shots. He ran westbound and left school property and went to his friend, Gabriel's house.

Oswałdo knew Jose REYES from Agnes Risley Elementary School and would sit at the same table as him during lunch. They would talk about video games. Jose and Oswaldo may have had one class together in 4<sup>th</sup> grade. During 5<sup>th</sup> grade Jose purchased a \$10.00 book for Oswaldo. Oswaldo paid him back \$15.00. They never played outside of school together and they did not play video games online because Oswaldo does not have an online account.

During 7th grade they did not have any classes together and only saw each other at lunch. During the school year Oswaldo borrowed \$1.00 from Jose on three or four differnt occasions. Jose did not mind this but when other kids saw this, they would ask for money as well and this made Jose upset.

During the beginning of the school year Oswaldo said an unknown student told Jose he looked like a "retarded Michael Jackson". Oswaldo told me this was because of Jose's facial features. Oswaldo stood up for Jose and said "shut the hell up" and they went outside.

The audio recording was put onto a CD and booked into Sparks Police Evidence as KLD-38.

No Further, K. Dach

	SPARKS POLICE DEPARTMENT INVOLVE SUPPLEMENT										Ī	13-9953 DATE AND TIME OF SUPPLEMENT				
						<del></del>		<b></b>				1/22/14	@ 17	700	<u> </u>	
	SUBPOENA RETURNED	JC TRIAL .	PRELIM	GJ	DC TRIAL	EV	CODE			· · · WIT	NESS	VICTIM		RMATION	<u> </u>	
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# Sparks Police Department TAPED INTERVIEW FORMAT

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## **SPARKS POLICE DEPARTMENT Supplemental or Continuation Report**

Type of Report: Murder/Attempted Murder

Case: #13-9953

Date of Report: October 21, 2013

Officer: Dach

Victim: #1: Michael LANDSBERRY

Location: Sparks Middle School

#2: Kaelin GUERRERO

2275 18<sup>th</sup> Street Sparks

#3: Mason KAMERER

#4: Eric PEREZ

Date/Time of Supplement: 5-5-14 1200 hours

Approving Supervisor:\_\_\_

\_ Date: \_ 5/i/14/

## Officers Involved and Assignment:

#### • Sparks Police Detectives

1. Detective DACH: Case Agent: Reviewed 911 calls and anti-bullying videos, collected roster and photos of the students at Sparks Middle School, conducted interviews.

#### Victims:

Kaelin GUERRERO Mason KAMERER

#### Teachers and Staff:

Danielle CATES
Jerry ENDRES

Karolyn HIRSCH

Stacey COOPER

Carrie MIERAS Teresa QUINTERO

Kristie PARKER Karen HINTZ Kim CROWLEY

Catherine ALLEN

Judy KERSEY Rosa DIEZ

Kelly LORENZETTI

Jair MORALES

Christine BARTLETT

Roben CALLAGHAN

Shawna BAKER

Nancy BERDROW

Students:

Oswaldo MATA-GARCIA

Suspect's Father:

Isaac TONG Alejandro PEREZ

Justin GIPSON

Jose REYES-MANDUJANO

Belen PONCE Seth SLOAN

2. Detective PETERSON: Co-Case Agent: Collected medical records for Mason KAMERER and Kaelin GUERRRERO, conducted interviews, reviewed developmental progress of suspect.

#### Suspect's Mother:

Liliana URTIZ.

Teachers and Staff:
Terry AULSTON
Sue DUFVA
Tiffany SCHWEICKERT
Sonya JOY
Pilar QUINONEZ

Students:

Jaquelin AMBRIZ-Suspect's cousin

Jose RAMIREZ

Dr. Garen MIRZAIAN.

3. Detective GALLOP: Conducted an overview of the information located in searches of electronic equipment to include; Toshiba Laptop, NABI Android Tablet, X-Box and Virgin Mobile Kyocera Cell phone.

Collected media related to incident, assisted in the search of the REYES home, conducted interviews.

Students:

Josiah PEREZ

Phillip DEES

Julius STANKEVICIUS

Kelsey FAJARDO

Daizy CORNEJO

Jordan RUDEEN

Lisseth GUZMAN

Luis ARENAS

4. Detective THELIN: Collected and summarized school records, collected and reviewed video surveillance of incident, conducted interviews.

Suspect's Family Members:

Francisco MANDUJANO

Michaela TREJO

Students:

Ronald BOMER

Leobardo RUBUIO-BEREMUN

Victor RODRIGUEZ

5. Detective BROWN: Searched suspect's backpack, collected notes, corroborated gun trace information and conducted interviews.

Students:

Anthony CASTANEDA Rashel ARIAS-CRUZ

Jennifer ALCARAZ
Kaitlyn DICKSON

Al-Francisco DEVERA Orion MCGEE

Mackenzie HIGHLINE

Nainoa WASHINGTON

Devyn MILLER Alexa GOMEZ

Jose CAZARES

Kristina COLLIER Leslie DELGADO-GARCIA

Anthony BALTAZAR

Witnesses re: Weapon Trace:

John DUNN Myrna DUNN

6. Detective BURNS: Documented evidence collected in search of the REYES home, conducted interviews. Searched suspect's school locker with Detective SCHREIBER.

#### Students:

Johnathan RAMOS
Elena PEREZ
Justin GIPSON
Andrew SILVA
Gerardo VILLALOBOS.

7. Detective VAUGHT: Obtained consent to search Liliana URTIZ'S vehicle, interview.

#### Suspect's Father:

Jose REYES-MANDUJANO.

8. Detective SCHREIBER: Developed a witness list of students that had been interviewed, interviewed tactical medic. Searched suspect's school locker with Detective BURNS.

Teachers:

Shelia MCDANIEL Russell HUNTER

Katherine BERRY

Tactical Medic:

Teachers Staff:

Stacey COOPER

Jerry ENDRES

Benjamin TUCKER

Matt DIXON

9. Detective MCNEELY: Attended autopsy of Michael LANDSBERRY, conducted interviews.

#### Students:

Daisy OLIVA

Amaya NEWTON

Jeimi PICAZO

Omar RAMOS

Cesar PEREZ

Analicia HERNANDEZ

Andrew COSTELLO

Jesus VASQUEZ

Alexis KELLY

#### Teachers:

Natashia BRANDT Andrea WILSON

10. Detective EDMONSON: Searched Liliana URTIZ's vehicle, conducted interviews.

#### Students:

Hailee LACLAIRE

Ian TOLLER

Mario PINA

**Brandon SOUDERS** 

Neil PENROD

Valerie SERNA

Cluryce FULLER

Nicole VEIL

Josh MALAFU

11. Detective ORR: Conducted interviews.

#### Students:

Pedro OROZCO

Trace TURNER

Eloisa AGUINO

Jordi CRUZ

12. Detective GRANIER: Conducted surveillance of REYES residence.

13. Detective CONGDON: Reviewed 911 calls logs, conducted interview.

#### Teacher:

**Gary LENSHYN** 

14. Detective BELLAMY: Assisted with interviews.

#### Students:

Verenice ESTRADA Alex MAGDALENO Michelle HERNANDEZ Spencer HOLTSHOUSER Ana CORRAL Michael FERRO

15. Detective VASQUEZ: Assisted with interviews.

#### Students:

Marvin MENDOZA Bianca FLORES Andrew CABRERA

16. Detective CURTIS: Assisted with interviews.

#### Students:

Kyle NUCUM Krista MONGRAIN
Carlos MANCIA James ENGLAND
Kaylee COOK Sara HERNANDEZ
Brandon CAMPO Raphael ANDRADE

Anibal GONZALEZ

- 17. Detective CHAVEZ: Translated a recording with Liliana URTIZ and Jose REYES-MANDUJANO.
- 18. Detective Sgt. LEARY: Supervised investigation, coordinated with outside agencies for assistance.
- 19. Detective Sgt. TRACY: Supervised crime scene investigation.
- 20. Detective Lt. TRIPLETT: Assisted in supervising the investigation.

#### • Reno Police Detectives

- 1. Detective Sgt. SALTER: Initial interview with Jose's father Jose REYES-MANDUJANO at Sparks Middle School.
- 2. Detective R. FIELD: Escorted Jose REYES-MANDUJANO and Liliana URTIZ to the Sparks Police Department from school. Assisted with surveillance of the REYES residence.
- 3. Detective G. FOLLETT: Collected personal information of Mason KAMERER and Kaelin GUERRERO at the hospital. Collected Mason KAMERER'S shirt and gave it to SPD Detective DACH.
- 4. Detective S. FOREMASTER: Assisted in searching the school and escorting people out of the school, interviewed witnesses.

#### Students:

Courtney MONIC
Jose MADERA
Ivan MATA-MARTINEZ
Daisha HENDERSON.

- 5. Detective S. JONES: Escorted Jose REYES-MANDUJANO and Liliana URTIZ to the Sparks Police Department from the school. Assisted with surveillance of the REYES residence.
- 6. Detective B. LAMERE: Assisted in directing potential witnesses to Agnes Risley Elementary School. Obtained and provided medical status of victims Mason KAMERER and Kaelin GUERRERO from hospital.
- 7. Detective B. PIERCZYNKI: Assisted in directing potential witnesses to Agnes Risley Elementary School. Witnessed preliminary interview between SPD Detective DACH and Mason KAMERER.

#### • Washoe County Detectives

- 1. Detective D. FRANKEL: Recorded the evidence collected by Washoe County FIS.
- 2. Detective J. DIGESTI: Assisted with interviews.

#### Students:

Korrine JAQUEZ Clarissa CARRILLO Brandon SOUDERS Andrew THOMPSON

- 3. Detective M. DIAZ: Spoke to Jose REYES-MANDUJANO at school who told him "I think my son is involved" and a gun was missing from their home. Searched school, started crime scene log and put up barriers around the bodies on the basketball court.
- 4. Detective H. HOBBESTIEFKEN: Assisted with interviews.

Students:

Jonathan HILL

Teacher: Eric PEREZ

Alexis KELLY
Faustino PEREZ

Luisa CABRERA

Alize LOREDO

Kelly CLARK

#### Witness:

Louis BURGARELLO.

#### • Parole and Probation Officers

1. Probation Officer J. GOTHAN: Assisted with interviews.

#### Students:

Andrew THEALL Al-Francisco DEVERA Jacob LAX Katarina BATES **Emily RAMIREZ Devin MONTESANO** Noah TANNER Vanessa HERNANDEZ Rebecca MILLER Jennifer VIZCARRIA Jose RODARTE Thomas WING Sean DINGLEY Elizabeth LONG Tianna PAULIN Karina KUNKEL

#### Teachers:

Judith FERGUSON

#### • Federal Bureau of Investigation Special Agents

1. Special Agent G. LORENZO-CHOLICO: Assisted with interviews.

#### Students:

Terry SLATEN Seth SLOAN William MCLEOD

2. Special Agent J. GINOCCHIO: Assisted with interviews.

#### Students:

Itzel RAMIREZ Heaven COKER Adrian AGUILERA Alexandra ANDERSON

3. Special Agent P. HALES: Assisted with interviews.

#### Students:

Casey SCHULTHESS Xena ALLEN.

4. Special Agent D. HEARN: Assisted with interviews.

#### Students:

Vehekite AFU Gustavo ANGUIANO Seth DECASAS

5. Special Agent C. JOHNSON: Assisted with interviews.

#### Students:

Josh MALAFU Jorge MARTINEZ Elijah WHITE

6. Special Agent G. LOVEDAHL: Assisted with interviews.

#### Students:

Michael FERRO Jorge GONZALES Omar LOPEZ-AGUILAR Ian TOLLER.

7. Special Agent C. SIMKINS: Assisted with interviews.

#### Students:

Alyssa REMPEL Diego BALDWIN Nadine SCHABERT Samuel SALDANA.

8. Special Agent C. TERRY: Assisted with interviews.

#### Students:

Dean AVERY Amairani AYALA Christopher GURROLA Seth HINCHBERGER

## Washoe County School District Police Detectives

- 1. Detective R. MIRANDA: Assisted in reuniting student with parents.
- 2. Detective A. OLIVERO: Assisted in reuniting students with parents.
- 3. Detective B. HOBBS: Obtained video surveillance of the shooting.

## Sparks Police Patrol Officers

- 1. Officer LAKE: One of the first responding officers in Sparks Middle School, searched Sparks Middle School, original case officer.
- 2. Officer FLOWERS: One of the first responding officers in Sparks Middle School, searched Sparks Middle School.
- 3. Officer RAKER: One of the first responding officers in Sparks Middle School, searched school.
- 4. Officer SHEFFIELD: One of the first responding officers in Sparks Middle School, searched school.
- 5. Officer BADER: Escorted students from Sparks Middle School to Agnes Risley Elementary School.
- 6. Sgt. WALSH: Located victim on the basketball court and held the crime scene until relieved by Washoe County FIS.
- 7. Officer CHARBONNEAU: Conducted a check for explosive devices in the area.
- 8. Officer K. FYE: Responded to incident, cleared school.
- 9. Officer GINCHEREAU: Responded to incident, cleared school and removed identifying paperwork from Jose REYES' backpack.
- 10. Lieutenant HAWKINS: Responded to incident, supervised law enforcement actions.
- 11. Officer HOPKINS: Responded to incident, cleared school.
- 12. Officer JOHNSON: Responded to incident, cleared school and secured scene.
- 13. Officer O'CONNELL: Responded to incident, escorted students to Agnes Risley Elementary School and identified students that were witnesses to incident.
- 14. Officer RADLEY: Responded to incident, assisted in directing students to Agnes Risley Elementary School.

- 15. Officer RAKER: Responded to incident, cleared school.
- 16. Officer SHEFFIELD: Responded to incident, cleared school.
- 17. Officer SNOW: Responded to incident, assisted at Agnes Risley Elementary School with organizing and documenting student reunification process.

#### • Washoe County School District Police Officers

- 1. Deputy Chief J. TREVINO: responded to Sparks Middle School, stopped and provided first aid to Mason KAMERER. Oversaw the investigation for School Police.
- 2. Officer R. PAPE: Searched school, assigned after shooting as full time police officer at Sparks Middle School.
- 3. Officer M. PALACIOS: Searched school, recovered students backpacks which were left on school property.
- 4. Sergeant R. RAPISORA: Assisted in identification of Jose REYES.
- 5. Officer C. SZABO: Assisted Kaelin GUERRERO, searched school and evacuated students.
- 6. Officer R. MARKESEN: Searched school, located REYES and LANDSBERRY on basketball court, taped-off crime scene, attempted to identify Jose REYES.
- 7. Officer R. TAPAI: Conducted original interview with Kaelin GUERRERO.
- 8. Officer T. KOVACS: Transported Jennifer DAVIS, Mason KAMERER's mother to Renown. Ms. DAVIS was commenting about filing law suits and said her son was a bully.
- 9. Officer T. MOORE: Liaison to responding agencies at command post and provided building information to tactical units.
- 10. Officer D. RADER: Responded to school and secured crime scene. Assisted at Sparks High School.
- 11. Officer E. KENDALL: Responded to school, accessed master keys assisted in clearing school.

- 12. Officer A. RAMILO: Responded to school and secured crime scene.
  - Washoe County Forensic Investigation Services
- 1. Forensic Investigator M. MARGRITIER: Processed crime scene.
- 2. Forensic Investigator V. RUVALCABA: Documented and collected evidence to include Kaelin GUERRERO's wallet and clothing from GUERRERO and KAMERER at Renown.
- 3. Forensic Investigator R. ARMSTRONG: Processed the crime scene.
  - Department of Public Safety
- 1. Trooper HILDEBRAND: Used GPS mapping equipment to document evidence at school.
- 2. Trooper KELLY: Used GPS mapping equipment to document evidence at school.
  - Washoe County Medical Examiner
- 1. Investigator S. TURNER: Assisted with autopsies of Michael LANDSBERRY and Jose REYES.
- 2. Medical Examiner Dr. E. CLARK: Performed autopsies of Michael LANDSBERRY and Jose REYES.

#### REMSA Personnel

- 1. Paramedic M. FUENTES:
- 2. EMT K. HILTON: Transported Mason KAMERER to Renown Medical Center.
- 3. Paramedic N. RAW:
- 4. EMT J. WORSNOT: Transported Kaelin GUERRERO to Renown Medical Center.
- 5. Tactical Medic Matt DIXON: Cleared school with law enforcement, assessed both Michael LANDSBERRY and Jose REYES determined both were deceased, assessed Kaelin GUERRERO.

#### Witnesses:

- 1. Louis BURGARELLO: Local security company owner.
  - Saw Mason KAMERER injured on Byrd Drive and stayed with him until Remsa paramedics arrived.
- 2. Dr. Garen MIRZAIAN: Psychologist that treated Jose REYES on October 18, 2013.
  - Talked with REYES about being teased at school.
  - Described REYES feeling inadequate in his family and that he was not meeting family expectations.
  - Described REYES exhibiting symptoms of depressive disorder.
  - Described REYES exhibiting behavior and signs related to Autism but did not make specific diagnosis.
  - Prescribed REYES Prozac.
- 3. John DUNN: Friend of Jose REYES-MANDUJANO.
  - Gave Jose REYES-MANDUJANO two handguns.
  - One Ruger 9mm used in the shooting and one Smith and Wesson.357 caliber revolver.
  - Suspect's Parents
- 1. Liliana URTIZ, Mother:

On the day of the incident, she interacted with the suspect at home prior to driving him to school and removed a BB gun from his backpack at school. She learned of the incident from a family member, found a handgun missing from their home and contacted her husband. She and her husband determined the handgun was potentially taken by the suspect. She provided general background information about Jose REYES.

#### 2. Jose REYES-MANDUJANO, Father:

REYES-MANDUJANO provided details about the suspect's activity at home on the morning of the incident. He learned of the incident and that a handgun was missing from their home in a phone call from his wife. He drove to Sparks Middle School and contacted law enforcement to advise he believed his son was involved in the shooting at the school. He provided general background information about Jose REYES.

#### Teachers and Staff from Agnes Risley Elementary School

#### 1. Roben CALLAGHAN: Third Grade Teacher

Said REYES was sensitive and would cry easily.

#### 2. Christine BARTLETT: Fourth and Fifth Grade Teacher

- Thought REYES was Autistic.
- REYES did not like loud noises or the stimulus of the lunchroom.
- REYES would stay in the classroom during lunch.
- Tried to get REYES into an Independent Life Skills class.

#### 3. Catherine ALLEN: Fifth Grade Teacher

- REYES needed a structured schedule.
- Would speak up if class was starting late or not staying on schedule.
- REYES realized in Fifth Grade he was academically behind other students in class.
- REYES would get angry when he took longer than other students to finish assignments.

#### 4. Karen HINTZ: Sixth Grade Special Education Teacher

- Was concerned with REYES transitioning to Middle School because of the chaotic environment and students moving from class to class.
- Worried REYES would think people were laughing at him when they were not.
- Approached school psychologist about testing for REYES.

#### 5. Kim CROWLEY: Sixth Grade Teacher

- Stated REYES would get upset with himself when he did something wrong.
- REYES would get confused while completing writing assignments.
- Contacted counselor at Sparks Middle School to discuss Jose needing a sheltered learning environment in middle school.
- Contacted special Head of Special Education, Victoria HARDY, from Sparks Middle School who came to Agnes Risley to meet with her and REYES.
- Approached school psychologist about testing for REYES.

#### 6. Judy KERSEY: Fifth and Sixth Grade Speech Therapist

- Was concerned because REYES did not show empathy and was socially deficient.
- REYES did not like anyone laughing and would incorrectly believe the person was laughing at him.

- Described seeing a drawing on REYES' folder in Fifth Grade of a person shooting another person.
- Noted a change in REYES in Sixth Grade, he struggled socially and became upset easily.
- Believed Jose exhibited characteristics related to Autism.

## 7. Tiffany SCHWEIKERT: 2011/2012 Counselor

- She was concerned about REYES adjusting to middle school.
- Described REYES as a sensitive kid that struggled socially and needed codling.
- REYES had trouble following the game of soccer and had conflict with his dad for not working hard enough at the family restaurant.
- Organized a meeting with elementary school and middle school staff to discuss the transition for REYES middle school.

#### 8. Pilar QUINONEZ: ESL Teacher

- REYES got frustrated when he was corrected and yelled "I hate you" to a teacher.
- REYES would listen to people talk but could not carry on a normal conversation.
- REYES would answer people with one word answers and could have not normal two way conversations.

## Teachers and Staff Sparks Middle School

#### 1. Pam MENTZER: Teacher

 Called 911 reported a teacher was down on the basketball courts and the shooter was possibly outside.

#### 2. Joe PAZAR: Teacher

 Called 911 reported a teacher was down on the basketball courts and the shooter was possibly outside. Gave medical status of Kaelin GUERRERO.

#### 3. Sheila MCDONALD: Teacher

Called 911 reported a student was shot and he was located in the North Hallway.

## 4. Karolyn HIRSCH: Substitute Teacher

 Assisted Kaelin GUERRERO in the North Hallway and stayed with him until police and a tactical medic arrived.

#### 5. Stacy COOPER: Principal

- Saw students running and heard there was a shooting, called for a "Code Red".
- Heard loud noises and saw white smoke as bullets hit the concrete wall in the East Hallway.
- Contacted School Police on her handheld radio to report shooting.

#### 6. Jerry ENDRES: Vice Principal

- Approached students as they were trying to move MR. LANDSBERRY to safety.
- Told the students to leave Mr. LANDSBERRY and go inside for their safety.
- · He believed Mr. LANDSBERRY to be deceased.

## 7. Andrea WILSON: Math and Special Education Teacher

- Taught Math class with Brandon SOUDERS and Jose REYES enrolled in the same class.
- When interviewed stated she never witnessed Brandon SOUDERS or anyone else treating Jose REYES inappropriately.
- Denied sending SOUDERS to the office for a conflict with REYES.

#### 8. Gordon MCGREGOR: PE Teacher

- When interviewed stated he never received information about Jose REYES being teased about having water on his pants or for anything else.
- Never saw Jose REYES being teased or mistreated.

#### 9. Danielle CATES: Orchestra Teacher

- Ms. CATES said REYES did not respond well to public correction but was receptive
  when corrected in a one on one setting.
- Described REYES as an auditory learner.
- Believed REYES worked better in small groups.
- Concerned about REYES and read his IEP to educate herself about his program and noted issues.
- Taught a class that included Kaelin GUERRERO, Mason KAMERER and Jose REYES and never witnessed any negative contact between these students.

## 10. Sue DUFVA: Seventh Grade Special Education Teacher

- REYES worked hard but she believed he exhibited traits of Autism.
- REYES took much longer to complete tasks than other students.

## 11. Benjamin TUCKER: Eighth Grade Math Teacher

• Was with Mr. LANDSBERRY outside when shooting began.

- Walked toward REYES behind Mr. LANDSBERRY.
- Heard REYES say "don't make me do this" before he shot Mr. LANDSBERRY.
- Let students into gym, reported shooting at office and talked to 911 personnel on phone.

#### 12. Nancy BERDROW: Counselor

- Provided anti-bullying video information.
- Students in area when REYES shot Victim Kaelin GUERRERO

#### 1. Seth SLOAN:

- At the south/west side of the North Hall with Kaelin GUERRERO.
- Provided information regarding Jose REYES being teased in PE class about "peeing his pants".

#### 2. Ian TOLLER:

- At the south/west side of the North Hall with Kaelin GUERRERO.
- Spoke to REYES, described REYES "growling" at the other students.

#### 3. Courtney MONIC:

At the south/west side of the North Hall with Kaelin GUERRERO.

#### 4. MacKenzie HIGHLINE:

At the south/west side of the North Hall with Kaelin GUERRERO.

#### 5. Angela ESPINO:

At the south/west side of the North Hall with Kaelin GUERRERO.

#### 6. Vehekite AFU:

- Described REYES shooting GUERRERO.
- Described REYES manipulating the slide of the handgun after shooting GUERRERO.

#### 7. Elijah WHITE:

- Described REYES shooting GUERRERO.
- Described REYES manipulating the slide of the handgun before shooting GUERRERO.

#### 8. Pedro OROZCO:

- At the southwest side of the North Hall when shooting began.
- After hearing first shot saw GUERRERO holding his arm and falling against the wall.

- · Saw REYES point the gun and try to shoot another student but gun did not fire.
- Described REYES pulling the slide of the handgun to the rear after it misfired.
- Witnessed REYES walk to basketball court and talk to Mr. LANDSBERRY.
- Saw suspect shoot Mr. LANDSBERRY.

#### 9. Heaven COKER:

- At the southwest side of the North Hall when shooting began.
- Saw REYES shoot GUERRERO and LANDSBERRY.
- Stated incident could be related to a video students watched about a school shooting in Ms. BERDROW's class.

#### Students who saw REYES shoot Victim Michael LANDSBERRY

#### 1. Julius STANKEVICIUS:

- Called 911 while trying to assist Michael LANDSBERRY.
- Told dispatch a teacher was shot on the basketball courts.
- Heard LANDSBERRY say to REYES "Calm down, drop the gun, put the gun down".
- Heard REYES say to LANDSBERRY "If you don't back away now, I'm going to shoot you".
- Saw REYES shoot LANDSBERRY.

#### 2. Gerardo VILLALOBOS:

- Was standing near Mr. LANDSBERRY.
- Heard REYES say "They think I'm adopted" possibly after REYES shot KAMERER.

#### 3. Alexis KELLY:

- Heard LANDSBERRY say to REYES "Calm down, drop the gun, put the gun down".
- Heard REYES say to LANDSBERRY "If you don't back away now, I'm going to shoot you".

#### 4. Faustino PEREZ:

- Heard LANDSBERRY say to REYES "Calm down, drop the gun, put the gun down".
- Heard REYES say to LANDSBERRY "If you don't back away now, I'm going to shoot you".

#### 5. Seth DECASAS:

- Heard LANDSBERRY say to REYES "Calm down, drop the gun, put the gun down".
- Heard REYES say to LANDSBERRY "If you don't back away now, I'm going to shoot you".

#### 6. Luis ARENAS:

 Heard REYES say to LANDSBERRY "If you don't back away now, I'm going to shoot you".

#### 7. Seth HINCHBERGER:

Saw REYES shoot LANDSBERRY

#### 8. Marlene CHAVEZ:

Saw REYES shoot LANDSBERRY

#### 9. Michelle HERNANDEZ:

Saw REYES shoot LANDSBERRY

#### 10. Jose MEDINA:

• Saw REYES shoot LANDSBERRY

#### 11. Jonathan HILL: Student

Saw REYES shoot LANDSBERRY

#### Students that attempted to assist Victim Michael LANDSBERRY

#### 1. Mason KAMERER:

Tried to assist Michael LANDSBERRY.

#### 2. Andrew THOMPSON:

Tried to assist Michael LANDSBERRY.

#### 3. Anthony CASTENEDA:

• Tried to assist Michael LANDSBERRY.

#### 4. Julius STANKEVICIUS

Tried to assist Michael LANDSBERRY.

#### Students with Victim Mason KAMERER when incident started

#### 1. Sadie SOUZA:

At the west side of the South Hall with Mason KAMERER when the incident started.

#### 2. Clarissa CARILLO:

At the west side of the South Hall with Mason KAMERER when the incident started.

#### 3. Faith EVANS:

• At the west side of the South Hall with Mason KAMERER when the incident started.

#### Students threatened in alcove by Jose REYES

#### 1. Alyssa REMPEL:

- Trapped in an alcove outside the locked doors on the north side of the South Hall.
- REYES threatened group with gun.
- Heard REYES say "You ruined my life".
- Thought shooting may be related to two videos students watched in school related to bullying.

#### 2. Daizy COMEJO:

- Trapped in an alcove outside the locked doors on the north side of the South Hall.
- REYES threatened group with gun.

#### 3. Kaitlyn DICKSON:

- Trapped in an alcove outside the locked doors on the north side of the South Hall.
- REYES threatened group with gun.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

#### 4. Rashell ARIAS-CRUZ:

- Trapped in an alcove outside the locked doors on the north side of the South Hall.
- REYES threatened group with gun.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

#### 5. Itzel RAMIREZ:

Trapped in an alcove outside the locked doors on the north side of the South Hall.

- REYES threatened group with gun.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

## • Students trapped in South Courtyard

#### 1. Ray SANDUSKY:

• Called 911 from the South Courtyard and could be heard saying "He is coming" just before his phone was disconnected.

#### 2. Al-Francisco DEVERA:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

#### 3. Luis ARENAS:

- Hid in the east end of the South Courtyard.
- Said REYES shot at teacher through windows of the East Hall.
- Heard REYES ask for a specific student but could not remember who.
- Heard Mason KAMERER say "What did I do to you? I never did nothing to you" after REYES shot KAMERER.

#### 4. Jose CAZARES:

Hid in the east end of the South Courtyard.

#### 5. Anthony BALTAZAR:

Hid in the east end of the South Courtyard.

#### 6. Michelle HERNANDEZ:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You guys think this is funny?" "Making fun of me is funny?" "I'm done with everybody".

#### 7. Michael FERRO:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You guys think this is funny?" "Making fun of me is funny?" "I'm done with everybody".

#### 8. Faustino PEREZ:

- Hid in the east end of the South Courtyard.
- Heard REYES ask for a specific student by name, did not remember who.
- Said REYES was talking to himself.
- Described seeing REYES reload his handgun after shooting Mason KAMERER.

#### 9. Seth HINCHBERGER:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You guys ruined my life, be quiet, I am going to ruin yours".

#### 10. Amairani AYALA:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You guys ruined my life, be quiet, I am going to ruin yours".

#### 11. Omar LOPEZ-AGUILAR:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

#### 12. Emily RAMIREZ:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

#### 13. Jennifer VIZCARRIA:

- Hid in the east end of the South Courtyard.
- Heard REYES say "You ruined my life, now I'm going to ruin your lives".

#### 14. Vanessa HERNANDEZ:

- Hid in the east end of the South Courtyard.
- Heard REYES say "I'm gonna make your life miserable like you made mine".

#### 15. Jose RODARTE:

Hid in the east end of the South Courtyard.

#### 16. Karina KUNKEL:

- Hid in the east end of the South Courtyard.
- Called 911.

#### 17. Katarina BATES:

Hid in the east end of the South Courtyard.

#### 18. Jorge MARTINEZ:

- Hid in the east end of the South Courtyard.
- Said REYES shot at teacher through windows of the East Hall.
- Described seeing REYES reload his handgun after shooting Mason KAMERER.

#### 19. Alexandra ANDERSON:

Hid in the east end of the South Courtyard.

#### 20. Nadine SCHABERT:

Hid in the east end of the South Courtyard.

#### 21. Adrian AGUILERA:

- Hid in the east end of the South Courtyard.
- Students with information about Teasing or Mistreatment of Jose REYES

#### 1. Belen PONCE:

- Reported someone pushed REYES in the PE class, she did not who pushed him.
- Kaelin GUERRERO told REYES he was not strong enough to participate in PE.

#### 2. Alexis KELLY:

- Reported Brandon SOUDERS mistreated REYES in Andrea WILSON'S Math class.
- Reported she heard a rumor that Kaelin GUERRERO picked on REYES but had never witnessed this happen.
- Said Kaelin GUERRERO made fun of REYES and they did not get along.
- Heard that REYES was teased the last week of school before Fall Break, had no details about this.

#### 3. Brandon SOUDERS:

- Was friends with Kaelin GUERRERO and rode the same bus.
- Heard Kaelin GUERRERO and other kids tease REYES about the way he spoke.
- Talked to REYES about video games and about REYES hunting with his dad on the weekends-information about hunting was found to be inaccurate.

#### 4. Amaya NEWTON:

- Saw REYES get tripped in the hallway but did not remember who tripped him.
- Heard from female student believed to be REYES' cousin that he had Autism.

#### 5. Luisa CABRERA:

- Said she saw Kaelin GUERRERO pick on REYES in PE.
- Said GUERRERO called REYES names in PE but could not remember what names.

#### 6. Valerie SERNA:

- Described REYES being teased for having a "squeaky" voice and odd speech pattern.
- Described students walking by REYES in the halls at school and calling him "retarded" or "stupid".
- Could not provide any specifics about these incidents or students involved.

#### 7. Jaquelin AMBRIZ: Suspect's Cousin and Student at Sparks Middle School.

- Initially told family members Jose REYES had been bullied at school.
- Reported on several occasions overhearing students refer to REYES as "mental".
- Did not know if REYES heard these comments.
- Described one incident where a group of students called REYES to them then mocked him for the way he talked.
- Had no information about REYES being bullied.

#### 8. Jose RAMIREZ:

- · Reported he and REYES were friends and believed REYES was bullied at school.
- On several occasions overheard REYES tell other students in the PE locker room to stop pulling his pants down.
- Said student Oswaldo, identified as Oswalo MATA-GARCIA borrowed money from REYES and did not pay it back.
- Said students would poke REYES in the side which made REYES angry.
- REYES did not report these issues to anyone.

#### 9. Oswaldo MATA-GARCIA:

- He and REYES were friends in elementary school, did not see each other much in middle school.
- On four occasions he borrowed a dollar from REYES at lunch and did not pay it back.
- When this happened, other kids would try and get money from REYES.
- Heard an unidentified student say REYES looked like a "Retarded Michael Jackson".
- He stuck up for REYES.

#### 10. Justin GIPSON

• Said he heard REYES cried during PE but did not witness this himself.

This witness list is not all inclusive. There are numerous students that witnessed portions of the incident. There are teachers and staff that were interviewed as well that were not primary witnesses to the actual events. Additionally, there are a multitude of law enforcement personnel that responded to the school and assisted in clearing the school and securing the scene. Others responded and assisted with reunification at Agnes Risley Elementary School and Sparks High School. The witnesses listed here are believed to be those that had pertinent information directly related to the case.



## **Sparks Middle School Shooting**

## Case #13-9953

Date of incident: 10/21/13 Address: 2275 18th Street

Detectives: Dach #034 Triplett #004

Approving Supervisor: \_\_\_

## Timeline and overview of the investigation:

Victim 1: 12 year old, Kaelin GUERRERO

Victim 2: 45 year old, Michael LANDSBERRY

Victim 3: 12 year old, Mason KAMERER

Victim 4: 43 year old, Eric PEREZ

Suspect: 12 year old, Jose REYES-URTIZ

Weapon used: Silver and black Ruger SR9C 9mm with serial number 332-04142.

Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

#### **Initial Incident:**

On 10/21/13, at 7:16 a.m., Sparks Police dispatch received numerous 911 calls reporting shots fired at Sparks Middle School and a teacher down on the basketball courts. It was determined an active shooter was on the school property. The following is a timeline documenting the shooting and initial law enforcement response. The timeline is based on the following; video surveillance from the school, 911 calls, radio communications, interviews and investigative follow-up. The timeline does not include the extended investigation.

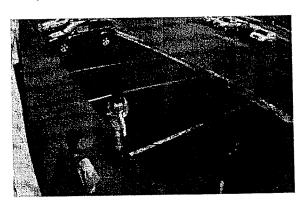
Approximately 197 law enforcement personnel responded; 48 Sparks Police Officers, 76 Reno Police Officers, 24 Washoe County Sheriff's Deputies and 4 Washoe County Forensic personnel, 16 Washoe County School Police Officers, 17 Federal Bureau of Investigation Agents, 7 Homeland Security Officers, 2 Department of Public Safety Troopers, 2 US Marshals and 1 Airport Police K9 Officer.

#### Timeline:

On 10/21/13, at approximately 6:50 a.m., 12 year old Mason KAMERER rode his scooter to Sparks Middle School and ate breakfast in the cafeteria.

At 7:05 a.m., 12 year old Kaelin GUERRERO arrived at Sparks Middle School via the school bus. He walked to the west side of the North Hall to be with his friends. This was the normal routine for Kaelin.

At 7:08 a.m., the suspect, 12 year old Jose REYES was dropped off at Sparks Middle School by his mother, Liliana URTIZ. Liliana drove Jose to school every morning. REYES walked west along the North Hall and entered the school grounds on the west side of the North Hall.

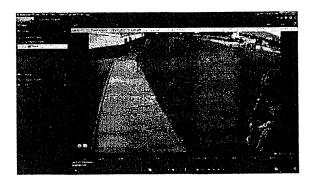


Detective: Dach, K. #034 Triplett, R. #004

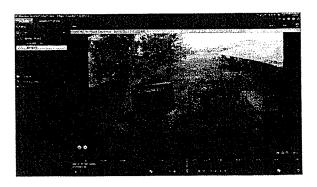
Murder, Attempted Murder

At 7:11 a.m., Mason KAMERER rode his scooter from the front of the school, around the north side of the school and stopped at the west end of the South Hall. Mason left his property there where it remained during the incident.

At 7:12 a.m., Jose REYES walked from the west end of the North Hall toward the basketball court then walked back toward the North Hall. REYES stopped just a few yards away from where Kaelin GUERRERO was standing.



At 7:13 a.m., Michael LANDSBERRY walked west through the North Courtyard to the basketball court for morning duty.



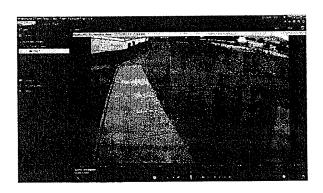
At 7:14 a.m., Jose REYES removed a Ruger 9mm handgun from his backpack and shot Kaelin GUERRERO in the left shoulder. Witnesses stated REYES cycled the slide on the handgun when he shot GUERRERO. There were conflicting statements as to whether REYES cycled the slide of the pistol before or after he shot GUERRERO. One live 9mm Luger hollow point round and one spent casing were located in the area where GUERRERO was shot.

At 7:15 a.m., REYES walked south at a fast pace to the basketball court. At the same time, Michael LANDSBERRY walked north across the basketball court towards REYES. Mr. LANDSBERRY approached REYES with his hands raised in a non-aggressive posture.

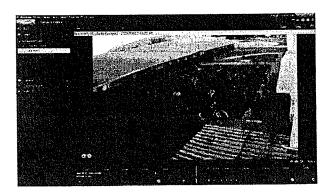
Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

REYES extended his right arm and shot Michael LANDSBERRY in the upper left side of his chest. Mr. LANDSBERRY fell immediately and was motionless. There was one bullet casing located in the area where Mr. LANDSBERRY was shot.



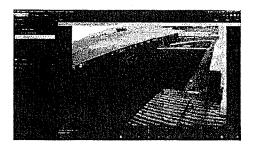
After shooting Mr. LANDSBERRY, REYES ran south and east chasing students who were fleeing east through the South Courtyard.



Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

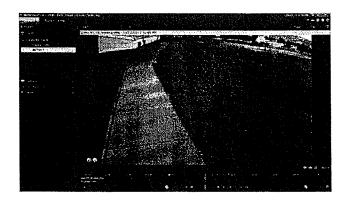
REYES walked east along the north wall of the South Hall. He stopped momentarily and pointed the gun at a small group of female students who were trapped in a door alcove on the north side of the South Hall.



REYES then continued walking east through the South Courtyard following the path of fleeing students

At 7:16 a.m., REYES fired two rounds at teacher Eric PEREZ. Mr. PEREZ was inside the East Hall. The rounds travelled through two windows of the East Hall, located at the east end of the South Courtyard. No students or faculty were injured by these rounds. There was one spent casing located in the east end of the South Courtyard. The second spent casing was not located in this area. Additionally, there were two live 9mm hollow point rounds located at the east end of the South Courtyard.

At approximately the same time, four students attempted to move Michael LANDSBERRY to safety. Vice Principal ENDRES contacted these students and told them to leave the area. One of these students was Mason KAMERER. The group of students dispersed and Mason KAMERER ran south from the basketball court.



Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

During the same time frame, GUERRERO walked into the North Hall and was assisted by substitute teacher, Karolyn HIRSCH. Ms. HIRSCH stayed with GUERRERO in the hallway until police personnel and a tactical medic arrived and escorted him outside to an ambulance.

At 7:17 a.m., REYES had reversed his direction and walked west along the north side of the South Hall. At the same time, Mason KAMERER ran into the South Courtyard towards the doors on the north side of the South Hall. KAMERER did not know REYES was the shooter and told REYES to get in the building. REYES extended his right arm and fired one shot hitting KAMERER in the stomach. REYES was standing on or near a concrete sidewalk that leads to the north doors of the South Hall. One empty casing and one live round were located on the ground in the area where REYES was standing when he shot KAMERER.

REYES then put the gun in his left hand and removed a black handgun magazine from his right pants pocket. KAMERER turned and ran west and then south around the northwest corner of the South Hall. REYES continued his action and reloaded the handgun; presumably removing the empty magazine and inserting a second one loaded with ammunition into the pistol. An empty handgun magazine with a seventeen round capacity was located on the ground in this area of the South Courtyard.

REYES then walked in a northwest direction across the South Courtyard and then north around the southwest corner of the school gym.

At 7:17 a.m., while walking northbound along the west wall of the gymnasium, REYES shot himself in the head. The pistol was in his right hand. REYES fell immediately with his head to the east and his feet to the west. Law enforcement personnel were responding but were not on scene at this time.

At 7:18 a.m., Sparks Police dispatch requested assistance from other agencies. Reno Police dispatch received a 911 call stating there was a student with a gunshot wound in the North Hall.

At 7:19 a.m., a caller told Sparks Police dispatch the shooter still had a gun and was near the basketball court.

At 7:20 a.m., Reno Police dispatch received information via phone that the shooter was in the cafeteria.

At 7:20 a.m., law enforcement officers arrived and entered the school through the east doors. The officers went directly to the cafeteria and determined there were students inside. These officers did not locate any victims or suspects in the cafeteria.

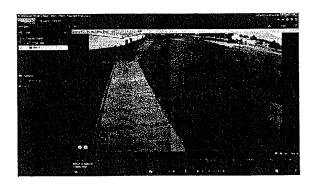
Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

At 7:21 a.m., Sparks Police received information the shooter was wearing a gray jacket with a Sparks Middle School emblem.

At 7:22 a.m., Sparks Police dispatch received information identifying the shooter as "Jose R." A Remsa medic reported a student had been shot in the stomach but did not give a location. This student was later identified as Mason KAMERER. After being shot, KAMERER ran south across the school property and exited onto Byrd Drive. A citizen stopped to assist him and medics were called to his location.

At 7:25 a.m., law enforcement officers and a Remsa tactical medic arrived at the basketball court. The medic assessed both Michael LANDSBERRY and Jose REYES.



The medic determined that Michael LANDSBERRY and Jose REYES were both deceased.

Police personnel located the following items near the body of REYES: a silver and black Ruger SR9C 9mm handgun, a Virgin Mobile Kyocera cell phone and a spent 9mm casing. REYES was clothed in a school uniform with an orange and black Ful brand backpack strapped to his back.

Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

At 7:26 a.m., law enforcement personnel accompanied by a tactical medic arrived in the North Hall and encountered Kaelin GUERRERO.



At 7:28 a.m., GUERRERO was moved to an ambulance waiting outside.

At 7:30 a.m., an evacuation of the school was initiated. Students and faculty members were directed to Agnes Risley Elementary School to be interviewed and to initiate the reunification process. Investigators from the Sparks Police Department, Washoe County Sheriff's Office, Nevada Parole and Probation and FBI conducted interviews of faculty and student witnesses prior to their release.

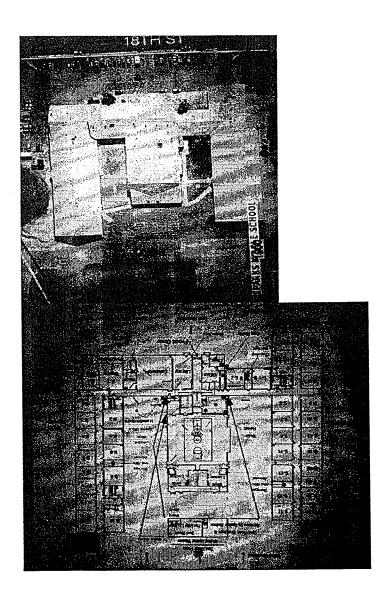
Sparks Middle School was checked for additional victims and suspects. The school and school property were deemed to be safe and secured as a crime scene. Investigators from the Forensic Investigative Services of the Washoe County Sheriff's office documented and collected evidence from the scene. Two Troopers from the Department of Public Safety utilized GPS mapping equipment to plot evidence at the school. The Sparks Police Department initiated a detailed investigation into the incident.

Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

## **School Demographics:**

Sparks Middle School was opened in 1965. The school is a high poverty school which currently has 721 students and 61 faculty members. The school demographics are: 68.13% Hispanic; 3.95% Asian; 2.19% Black; and, 21.2% White. Sparks Middle School is designed in an "E" shape. The school has South, North, and East hallways. The indoor gymnasium is located in the middle of the school. There are courtyards separating the North and South Halls from the gymnasium. See illustrations below.





Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

#### **Initial Calls:**

On 10/21/13 at 7:16 a.m., Sparks Police dispatch received numerous 911 calls stating there were shots fired at Sparks Middle School.

Teachers Pam MENTZER and Joe PAZAR called 911 and reported a teacher was down on the basketball courts and the shooter was possibly outside.

Student Julius STANKEVICIUS called 911. STANKEVICIUS was assisting Michael LANDSBERRY and told dispatch a teacher was shot on the basketball courts. A second student, Ray SANDUSKY was hiding in the South Courtyard and could be heard saying "He is coming" just before his phone was disconnected.

Teacher Sheila MCDONALD called and reported a student was shot and he was located in the North Hallway.

Reno Police dispatch received information the suspect was a Hispanic male wearing a gray jacket with a Sparks Middle School emblem on it. They were also told the shooter was in the building inside the cafeteria.

Principal Stacy COOPER saw students running, was told there was a shooting on the school property and initiated the school district emergency procedure identified as a "Code Red". Principal COOPER heard a loud noise and saw white smoke as bullets hit the concrete wall in the East Hallway. The bullets shot from outside the school, penetrated the windows and impacted the wall inside. Principal COOPER contacted the Washoe County School District Police on her handheld radio and reported the shooting.

#### Victims:

Victim #1: Kaelin GUERRERO aka "KJ", a 12 year old Seventh Grade student at Sparks Middle School.

Victim #2: Michael LANDSBERRY, a 45 year old teacher at Sparks Middle School. Mr. LANDSBERRY was a married father of two and was a Master Sergeant in the Air National Guard. He had been teaching Math at Sparks Middle School for seven years.

Victim #3: Mason KAMERER, a 12 year old Seventh Grade student at Sparks Middle School.

Victim #4: Eric PEREZ, a 43 year old teacher at Sparks Middle School.

Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

#### Suspect:

Jose REYES-URTIZ, a 12 year old Seventh Grade student at Sparks Middle School.

## Overview of the Incident:

Monday, October 21, 2013, was the first day of school after the Fall Break. After the initial calls of a subject actively shooting at the school, approximately 197 law enforcement personnel responded. The first law enforcement personnel arrived on scene at 7:20 a.m. The video footage of the incident documents the suspect, Jose REYES, had already taken his life prior to police arrival.

Mason KAMERER rode his scooter to Sparks Middle School at 6:50 a.m. and ate breakfast in the cafeteria. After breakfast, KAMERER entered the school yard on the northwest corner of the school and made his way to the South Hall. KAMERER stored his backpack, scooter and skateboard at the west end of the South Hall. He stayed in this area with Sadie SOUZA, Clarissa CARILLO and Faith EVANS. KAMERER was in this area with his friends when the incident began.

Kaelin GUERRERO arrived at Sparks Middle School via the school bus at 7:05 a.m. He entered the school yard at the northwest corner of the school. GUERRERO walked to the south side of the North Hall near the west end. He stayed in this area with Seth SLOAN, Ian TOLLER, Courtney MONIC, MacKenzie HIGHLINE, Heaven COKER and Angela ESPINO. This was a normal routine for GUERRERO.

Jose REYES arrived at Sparks Middle School at 7:08 a.m. REYES was driven to school by his mother, Liliana URTIZ. She drove REYES to school in her 2006 Lincoln Navigator. URTIZ drove REYES to school every day. As REYES was exiting the vehicle at school, URTIZ saw a BB gun rifle partially sticking out of his backpack. He told her the BB gun was for a science project. URTIZ took the BB gun from REYES, telling him he could not take it to school. REYES did not argue. REYES got out of the car and walked towards the school. Upon returning home, URTIZ put the BB gun in Jose's room.

REYES was captured on video walking west along the north side of the North Hall. Presumably, he entered the school yard at the northwest corner of the school. He was captured on video walking between the North Hall and the basketball court, he appeared to be pacing. REYES stopped just a few yards away from where Ian TOLLER, Kaelin GUERRERO and Angel ESPINO were standing. TOLLER said "hi" to REYES. REYES did not respond and according to witnesses "started to growl at the group". GUERRERO described REYES as "spacing and not all there".



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Witnesses stated REYES removed a handgun from his backpack. He had the pistol in his right hand and shot Kaelin GUERRERO in the left shoulder. Per the time log on the video footage, the time was 7:14 a.m. The bullet penetrated GUERRERO's left lung and lodged in his spine. GUERRERO did not fall. He stayed on his feet and moved away from REYES. REYES did not say anything before or after shooting GUERRERO.

Students Ian TOLLER, Vehekite AFU and Elijah WHITE all saw REYES cycle the slide of the handgun but their recollections differ about whether this was done before or after GUERRERO was shot. Student, Pedro OROZCO, said REYES tried to shoot another student after he shot GUERRERO but the gun misfired. OROZCO described REYES cycling the slide of the handgun after it misfired. The information regarding REYES cycling the slide was corroborated as one live 9mm Luger hollow point round was found in the area of this shooting. Additionally, one spent casing was located in the area where REYES shot GUERRERO.

REYES shooting GUERRERO was captured at a distance on video. REYES can be seen holding a gun with his arm extended and the muzzle flash is captured. Students in the area can be seen reacting to the shot and running away. As the other students dispersed and ran, GUERRERO stayed on the south side of the North Hall. It was approximately 1 minute and 36 seconds before someone from inside the North Hall opened the doors and let him in. He was assisted down the hall and laid down near some lockers. Substitute teacher, Karolyn HIRSCH stayed with GUERRERO in the hallway until police and a medic arrived and escorted him to an ambulance.

After shooting GUERRERO, REYES is captured on video walking south at a fast pace toward the basketball court. Teacher Michael LANDSBERRY was in the school yard for monitoring duty. Mr. LANDSBERRY was captured on video walking slowly, north on the basketball court towards REYES with his hands up and open. According to student, Julius STANKEVICIUS, Mr. LANDSBERRY talked to REYES and said "Calm down, drop the gun, put the gun down". REYES responded and said "If you don't back away right now, I'm going to shoot you".

During this contact, REYES had his right arm extended pointing the gun directly at Mr. LANDSBERRY. Mr. LANDSBERRY took one step back and Jose REYES shot Michael LANDSBERRY in the upper left chest. Mr. LANDSBERRY fell and remained lying on the basketball court. Students Alexis KELLY, Faustino PEREZ, Luis ARENAS and Seth DECASAS heard the verbal exchange before REYES shot Mr. LANDSBERRY. Teacher Ben TUCKER was walking behind Mr. LANDSBERY and witnessed this shooting.

A number of students saw REYES shoot Mr. LANDSBERRY to include; Gerardo VILLALOBOS, Seth HINCHBERGER, Marlene CHAVEZ, Michelle HERNANDEZ, Jose MEDINA, and Jonathan HILL. This list is not inclusive, many other students saw REYES shoot Mr. LANDSBERRY because their attention was drawn to REYES after the first shot.

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An autopsy determined Michael LANDSBERRY was shot once in the chest. The projectile traveled through his chest and exited his back; it was not recovered. The injuries caused by the gunshot were fatal. There was one bullet casing located near Mr. LANDSBERRY.

A large group of students ran into the South Courtyard attempting to enter the locked school. REYES also ran southeast from the basketball court into the South Courtyard chasing the fleeing students. REYES approached a group of female students, Alyssa REMPEL, Daizy COMEJO, Kaitlyn DICKSON, Itzel RAMIREZ and Rashell ARIAS-CRUZ. These girls were trapped in an alcove outside the locked doors on the north side of the South Hall. REYES pointed the gun at the girls. ARIAS-CRUZ, RAMIREZ and DICKSON heard REYES say "You ruined my life, now I'm going to ruin your lives". REYES did not shoot at any of these students. This contact was captured on video.

As this was happening, teachers inside the school were opening doors and some students were able to move inside. However, a number of students were trapped in the east end of the South Courtyard hiding behind an A/C vent. REYES walked away from the group of female students. He walked east through the South Courtyard toward the students hiding behind the A/C vent.

As these events were taking place in the South Courtyard, four students were attempting to pick up Mr. LANDSBERRY and carry him to safety. Vice Principal Jerry ENDRES approached these students and told them to leave Mr. LANDSBERRY and go inside. Jerry ENDRES told police he was concerned for the safety of these students and he believed Mr. LANDSBERRY was deceased. These students were identified as Julius STANKEVICIUS, Anthony CASTENEDA, Mason KAMERER and Andrew THOMPSON. The students ran from the basketball court. Julius, Anthony and Andrew ran north towards the North Hall. Mason ran south toward the South Hall.

As REYES approached the students hiding at the east end of the South Courtyard, teacher Eric PEREZ was inside the East Hall. Mr. PEREZ looked out the window and saw REYES walking with the gun in his hand. REYES pointed the gun at Mr. PEREZ and he fell to the floor to avoid being shot. Mr. PEREZ heard at least one gunshot as REYES fired at him. Students Jorge MARTINEZ and Luis ARENAS were hiding in the South Courtyard and saw REYES shoot through the windows of East Hall at Mr. PEREZ. REYES fired two rounds at Mr. PEREZ. REYES firing these rounds was captured on video. The bullets travelled through two windows in the west wall of the East Hall. The bullets struck the east wall inside the East Hall. Students were hiding outside below the damaged windows. There were two live rounds and one expended casing found in the east end of the South Courtyard.

The students hiding in the east end of the South Courtyard were not captured on video. The following students reported being trapped and trying to hide in the South Courtyard; Al-Francisco DEVERA, Luis ARENAS, Jose CAZARES, Anthony BALTAZAR, Michelle

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HERNANDEZ, Kelly CLARK, Faustino PEREZ, Seth HINCHBERGER, Amairani AYALA, Michael FERRO, Omar LOPEZ-AGUILAR, Emily RAMIREZ, Vanessa HERNANDEZ, Jennifer VIZCARRIA, Jose RODARTE, Karina KUNKEL, Adrian AGUILERA, Nadine SCHABERT, Alexandra ANDERSON and Katarina BATES. REYES confronted these students and threatened them with the gun. Several students heard REYES make comments and threatening statements.

DEVERA, LOPEZ-AGUILAR, RAMIREZ and VIZCARRIA heard REYES say "You ruined my life, now I'm going to ruin your lives".

Michelle HERNANDEZ and Michael FERRO heard REYES say "You guys think this is funny?" "Making fun of me is funny?" "I'm done with everybody." FERRO said REYES talked as if he was mentally challenged.

AYALA and HINCHBERGER heard REYES say "You guys ruined my life, be quiet, I am going to ruin yours".

Vanessa HERNANDEZ heard REYES say "I'm gonna make your life miserable like you made mine".

Faustino PEREZ said REYES asked for a specific student by name but PEREZ could not remember who REYES asked for. PEREZ described REYES talking to himself during this time.

REYES did not shoot anyone or shoot directly at anyone in this group. It is possible other unidentified students were in the same area.

REYES walked west and away from these students. Mason KAMERER was running east in the South Courtyard trying to reach the doors on the north side of the South Hall. As REYES arrived at the walkway that leads to these doors, he encountered KAMERER running towards him. KAMERER did not know REYES was the shooter and told REYES "Let's get inside." REYES did not say anything. He raised his right arm and shot KAMERER in the stomach. The bullet traveled downward through KAMERER's stomach and exited after travelling through his buttocks; it was not recovered.

Luis ARENAS was still in the South Courtyard and heard KAMERER say "What did I do to you? I never did nothing to you". Faustino PEREZ saw REYES shoot KAMERER. After shooting KAMERER, REYES was captured on video reloading his handgun. He can be seen moving the gun from his right hand to his left hand. He then removed something, believed to be a second magazine, from his right pants pocket. REYES continued to manipulate the handgun using both hands. Although his specific actions are not clear on the video, the logical presumption is that REYES removed the first magazine from the gun and inserted a second

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magazine to reload the pistol. Faustino PEREZ and Jorge MARTINEZ described seeing REYES reload his gun after he shot KAMERER.

An empty magazine with a seventeen round capacity was left on the ground. The empty magazine, one expended casing and one live round were located on the ground near the walkway to the north doors of the South Hall; where REYES was located when he shot KAMERER.

At this point in the incident, REYES had fired a total of five rounds and four live rounds had been ejected from the firearm. Based on this evidence, it is believed the handgun used by REYES was loaded with nine rounds when the shooting started.

After being shot, Mason KAMERER ran west and then south around the northwest corner of the South Hall. He continued running until he exited the school property onto Byrd Avenue. Lou BURGARELLO, a local security company owner, who works in the Head Start Program at Agnes Risley Elementary School, was walking into the school and encountered KAMERER. KAMERER was walking west in the driveway of Agnes Risley. He asked BURGARELLO for help and said he had been shot.

Mr. BURGARELLO called for paramedics and stayed with KAMERER. While waiting for medics, Mr. BURGARELLO stopped Jason TREVINO, Deputy Chief of the Washoe County School District Police who was responding to Sparks Middle School. Deputy Chief TREVINO stopped and helped KAMERER. DC TREVINO called for medics on the radio. Remsa paramedics arrived and transported KAMERER to Renown Medical Center.

As this was transpiring, video footage depicts REYES holding the pistol in his right hand and walking north and west across the South Courtyard. He continues north around the southwest corner of the gymnasium. At this point, a different video camera tracked his movement. Video footage depicts him walking alone northbound on the west side of the gymnasium. With the exception of Mr. LANDSBERRY, who was lying motionless on the basketball court, the schoolyard was clear of students and teachers.

REYES continued to walk north, raised the pistol to the right side of his head and shot himself. REYES fell instantly with his head to the east and his feet to the west. Per the time log on the video footage, the time was 7:17:54 a.m. The actual incident lasted between three and four minutes. The first law enforcement officers did not arrive on scene until 7:20 a.m.

REYES was dressed in his school uniform and wearing his orange and black Ful brand backpack. His Virgin Mobile Kyocera cell phone and the Ruger 9mm handgun were located next to his body. The gun was found to be a Ruger SR9C 9mm semi-automatic pistol, serial number #332-04142. One spent casing was found near REYES. The handgun was found with a spent casing in the chamber and one live round in the magazine. Based on this finding, it is

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believed the magazine contained two rounds when it was loaded into the weapon. The autopsy determined that REYES was shot in the right side of the head; the injuries were fatal. The bullet exited on the left side of the head. The projectile was not recovered.

Multiple law enforcement personnel and Tactical Medic Matt DIXON cleared the school and surrounding areas. Jose REYES and Michael LANDSBERRY were located. Medic DIXON assessed both subjects and determined they were deceased. Kaelin GUERRERO was located in the North Hall. Tactical Medic DIXON assessed him. Kaelin GUERRERO was escorted outside the school to be treated and transported by Remsa paramedics. He was transported by Remsa to Renown Medical Center for treatment.

After Sparks Middle School was cleared, all students and personnel were directed to either Agnes Risley Elementary School or Sparks High School. Sparks Police arranged for all identified witnesses from the school to be interviewed at Agnes Risley Elementary School. Students and staff members that did not witness the incident were transported to Sparks High School to be reunited with their parents and/or family members.

The crime scene was secured. Washoe County Sheriff's Office Forensic Investigators processed the scene. Troopers from the Department of Public Safety used GPS marking equipment to plot the evidence in the scene.

## Interview w/ Parents of Jose REYES 10/21/13:

Jose REYES-MANDUJANO, Jose REYES' father, responded to Sparks Middle School on the morning of the shooting. He contacted law enforcement personnel to report his belief that his son was involved in the shooting. Liliana URTIZ, Jose REYES' mother, arrived at Sparks Middle School a short time later. They were referred to the Sparks Police and drove themselves to the Sparks Police Department to be interviewed. It was determined a Spanish translator was needed to interview Liliana URTIZ. Both parents were interviewed.

Prior to the interview, Jose REYES-MANDUJANO and Liliana URTIZ were in an interview room by themselves. The parents were told that their son was deceased. The following is an overview of what was discussed. Both parents were obviously distraught upon receiving the news regarding the death of their son.

Liliana said several times "I knew this was going to happen." Liliana told Jose REYES-MANDUJANO, "I always knew something was going to happen, I didn't do anything" taken to mean she didn't do anything to prevent the incident.

Despite having knowledge something was going to happen with her son, she said she never believed something like the shooting at the school would happen. Jose REYES-MANDUJANO

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told Liliana URTIZ (seemingly about the gun), "He didn't know... He didn't know where they were, it's been more than a year that I've had it."

## Interview: Liliana URTIZ

Liliana URTIZ said nothing unusual occurred that morning at home. Jose got up and got ready for school like normal. He did not say anything out of the ordinary. She did not notice anything different about his behavior other than he asked her to comb or brush his hair.

Liliana confirmed she drove Jose to school that morning. During the drive, nothing unusual was said and Jose did not do anything that made her think anything was wrong. Prior to him getting out of the car at the school, she saw he had his BB gun rifle in his backpack. She asked why he had it with him. Jose told her it was for a science project. Liliana took the BB gun from him. She told him he could not take it to school unless she received a note from his teacher asking that he bring it to class. Jose did not contest this or argue with her. He got out of the car and walked towards the school. Liliana did not look in or attempt to look in his backpack. She explained the BB gun was used as a toy by her son and he had never fired bb's with it.

Liliana returned home and called her husband and told him about the BB gun incident. Shortly after, Liliana received a phone call from her sister, Rosie URTIZ. Rosie had attempted to drop off her daughter, Jaquelin AMBRIZ at Sparks Middle School and learned that an incident involving an armed person occurred at the school. Rosie asked Liliana about Jose being at school. Rosie told Liliana, she and Jaquelin tried to call Jose, but he did not answer. Liliana called her husband and told him about the incident at the school. He went to the school.

Liliana noticed the cereal boxes on top of the refrigerator had been moved. She knew her husband had two handguns stored in the cupboard above the refrigerator. She looked in the cupboard and found one of the handguns and case was missing. She could not explain why she thought she should check the guns. Her husband called her from the school and said he could not find their son. She asked him if he had taken the gun. He said he had not. Liliana said her son did not know how to use the weapons and he did not know where they were kept in the house.

According to Liliana, her husband then made contact with someone at the school and said he believed their son was involved. Liliana drove to the area of Sparks Middle School and met her husband. Both believed their son was involved after learning that a weapon was missing from their home.

Liliana said Jose started at Sparks Middle School this year. She was aware of two problems Jose had at school with other students. She said some students tried to manipulate Jose to give them money. He did give kids some money but stopped this himself telling the other students he was

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not allowed to do so. There was an incident when Jose was drinking something and another kid spilled the drink on him and teased him for "peeing" his pants. Liliana said this incident really upset Jose. Jose did not name the kids involved in either incident and it had been several weeks, dating back to September, since he talked about these issues. She believed Jose was upset with one kid in particular. She did not know who that was and Jose did not tell her the student's name.

Liliana said her husband took their son to see a psychologist, identified as Dr. Garen MIRZAIAN, on Friday 10/18/13. She explained Jose always had a speech problem and had received consistent testing since starting school in Kindergarten. She said Jose did not relate well to other kids in elementary school because he could not express himself. She said there was speculation he was Autistic. Liliana said Jose was in special classes to help him in school. She also explained Jose did not have the mentality of a twelve year old boy meaning he was not at that maturity level.

In the session with Dr. MIRZAIAN, Jose talked about problems in school including kids calling him "gay" and being teased about "peeing" his pants. Dr. MIRZAIAN told her husband that Jose was depressed and having issues at school. Dr. MIRZAIAN said Jose exhibited behaviors similar to Autism. However, he did not specifically diagnose Jose with Autism. Jose was prescribed Prozac which he started taking on 10/19/13. Jose took a total of three Prozac pills as prescribed by Dr. MIRZAIAN. Jose took one pill on Saturday 10/19/13, one on Sunday 10/20/13 and one on Monday 10/21/13. Liliana did not notice any distinct behavior change in Jose after he started taking the Prozac.

Liliana and her husband did not have any follow-up conversations with their son about his problems at school. At one point, she was crying due to the doctor's comments about Jose possibly being Autistic. Jose saw this and told her not to be upset because the doctor was going to help him. Jose was scheduled to start group therapy on Thursday 10/24.

Liliana said Jose owned and played video games regularly but not excessively. She described some of the games having violent content. She said she had talked to Jose about the violent games and he understood that they were fictional. The controllers for the X-box video console were the standard controllers and not the firearm simulators.

## **Interview: Jose REYES-MANDUJANO**

Jose REYES-MANDUJANO said he got up usually between 5:00 and 5:30 am. His son was usually sleeping when REYES-MANDUJANO left for work. On the day of the shooting, Jose was in the shower when his father left for work which was unusual. REYES-MANDUJANO believed Jose was being responsible getting up early for school. He spoke to Jose through the door and Jose responded.

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The interview with Jose REYES-MANDUJANO confirmed much of the information provided by his wife. REYES-MANDUJANO said his son was Autistic and had a speech problem. He believed his son would always be Autistic but that Jose could live a normal life. He believed his son was behaving more normally and was more social as he got older. REYES-MANDUJANO believed there were no problems for his son in elementary school. He believed middle school was different because kids "messed" with Jose and were rude to him.

REYES-MANDUJANO confirmed taking Jose to Dr. MIRZAIAN on 10/18. He and his wife wanted to find assistance for Jose. REYES-MANDUJANO was unaware Jose had any specific problems at school until he took Jose to see Dr. MIRZAIAN. During the appointment, REYES-MANDUJANO learned that Jose was upset about being teased and called "gay" at school. He also learned about the incident where a student spilled water on Jose and teased him for "peeing" his pants. REYES-MANDUJANO described Jose crying while discussing these issues with the doctor. Prior to this, his son never reported having any issues at school to his father. REYES-MANDUJANO frequently asked his son about school and how things were going at school. Jose always responded that things were good or fine at school.

REYES-MANDUJANO confirmed owning two handguns. Both guns were given to him by a friend. He described them as a .357 revolver and a 9mm. He said they were both stored with some ammunition on a shelf in the cupboard above the refrigerator. He did not believe Jose or his daughters knew where the guns were stored. REYES-MANDUJANO said he had owned the guns for two years. He confirmed Jose had never been shown the weapons, did not know how to use either one and had never shot either one.

REYES-MANDUJANO said his wife called him and told him Jose had tried to take his BB gun to school. He learned there was an issue at the school when his wife called him and told him about it. He went to the school and could not find Jose at school. He called his wife and they determined the 9mm handgun was missing from their home. He didn't want to believe his son was involved. However, because a gun was missing from his home he told a Washoe County deputy at the school his son was possibly involved. REYES-MANDUJANO did not know why his son would take a gun to school.

After speaking to the deputy, REYES-MANDUJANO spoke to Reno Police Detective Sergeant SALTER. He told Sergeant SALTER he believed his son was involved in the shooting. REYES-MANDUJANO told Sgt. SALTER that his son was borderline Autistic and not doing well in middle school due to being bullied and picked on.

After the interviews, URTIZ and REYES-MANDUJANO were alone in an interview room. URTIZ said she told the detectives everything, including the information about Jose trying to take the BB gun rifle to school earlier that day. She said she told the detectives about the gun, meaning the gun(s) in the house, referring to it as "That damned gun." REYES-MANDUJANO

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advised her that he told detectives about having the guns. He also asked her if she believed Jose being depressed was ultimately responsible for what happened. URTIZ did not reply.

## **Information from Dr. MIRZAIAN:**

Dr. MIRZAIAN's office confirmed that Jose REYES attended a session on 10/18/13. According to Dr. MIRZAIAN's notes, Jose showed symptoms of a depressive disorder, experienced feelings of inadequacy in his family and felt he was not meeting family expectations. Additionally, Jose was upset about being teased at school. Jose spoke specifically about being called gay and being teased about "peeing" his pants. Jose was prescribed Prozac at 10 mg per dose 1 dose per day. He was scheduled to start group therapy on Thursday 10/24/13.

Per Dr. ANDERSON, Toxicologist from NMS lab, at autopsy Jose REYES had a level of a generic form of Prozac, Fluoxetine in his system commiserate with the prescription given by Dr. MIRZAIAN.

# Criminal History-Jose REYES-MANDUJANO and Liliana URTIZ:

Detectives researched the criminal history of Jose REYES-MANDUJANO and Liliana URTIZ. Liliana URTIZ had no criminal history. REYES-MANDUJANO's only criminal history was related to a Child Abuse case taken by the Sparks Police Department in January 2012, Case #12-1065. Research of SPD Case # 12-1065, determined Jose REYES was listed as the victim of Child Abuse where his father struck him in the face.

On 2/2/12, Jose REYES-MANDUJANO reported striking his son to school officials at Agnes Risley Elementary School. Jose REYES had a visible injury to his face. SPD officers responded to investigate. Jose REYES-MUNDAJUNO said he and his son got into an argument after returning home from buying a video game. Jose REYES had difficulty counting his money at the store and REYES-MUNDAJUNO was trying to help him at home. REYES became upset and hit his father. REYES-MUNDAJUNO hit his son out of anger causing an injury. Jose REYES-MUNDAJUNO was arrested for Child Abuse. The disposition for the case showed that the case was negotiated down to a misdemeanor on 5/23/12.

## **Criminal History-Jose REYES:**

Jose REYES had no history of contact with law enforcement or the juvenile justice system.

#### Evidence collected at scene:

The evidence collected at Sparks Middle School was photographed, collected, and processed by the Forensic Investigators from the Washoe County Crime Lab. The items were plotted by DPS

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Major Accident Investigators using GPS technology. Overview of items collected:

Listed by Numbered Evidence Placards:

- #1: 1 Yellow metal R-P 9mm Luger hollow point cartridge located on the south side of the North Hall where REYES shot Kaelin GUERRERO.
- #2: 1 Yellow metal R-P 9mm Luger casing located on the south side of the North Hall where REYES shot Kaelin GUERRERO.
- #3: 1 Yellow metal R-P 9mm Luger casing located on the basketball court where REYES shot Michael LANDSBERRY.
- #4: The deceased body of M. LANDSBERRY.
- #5: Red stain on the ground near M. LANDSBERRY.
- #6: 1 Yellow metal R-P 9mm Luger casing located on the basketball court near the deceased body of Jose REYES.
- #7: Red stain on wall near the body of Jose REYES.
- #8: Ruger SR9C, 9mm semi-automatic pistol, serial # 332-04142, with the body of Jose REYES.
  - Pistol contained 1 yellow metal R-P 9mm Luger expended casing in the chamber
  - 1 ten round capacity magazine containing 1 yellow metal R-P 9mm Luger hollow point cartridge
- #9: 1 Virgin Mobile Kyocera cell phone, serial #3503B338, near the body of Jose REYES.
- #10: The deceased body of Jose REYES with black and orange Ful backpack containing:
  - 1 white metal ring
  - 3 white metal keys
  - 1 student schedule for Jose REYES-URTIZ
  - school-type papers with handwriting
  - 1 "Brothers in Arms" paperback book by Paul Langant and Ben Alirez
  - 1 loose pencil, 3 erasers, 2 dry erase markers and 1 pair of scissors
  - 1 camouflage and white metal Vaultz hard case with miscellaneous pencils, pens, erasers, protractor, and a cardboard toilet paper tube with string attached
  - Multiple loose, blank ruled pieces of notebook paper

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- 1 Rotary International calculator with Jose Reyes handwritten on the front cover
- 1 green binder with multiple school related papers in the front cover sleeve with Jose H. Reyes Urtiz handwritten on the interior front cover
- multiple school related papers
- 5 student summary reports for Jose H. Reyes Urtiz Jr. and a notification of English Language Development Program Continuing Placement for Jose Reyes-Urtiz
- 1 wooden ruler
- 2 loose composition notebooks with handwriting
- 1 Math dictionary workbook
- 2 red Sandisks memory cards
- 1 black plastic Ruger hand gun box with R3749-10 handwritten on the outside edge, an orange sticker with serial No. 332-04142 Catalog No. KSR9C/Caliber 9X19mm Model 03313 Stainless Steel on the outside edge, case contained the instruction manual for the Ruger SR9C hand gun
- Angry Birds spiral notebook with 2 handwritten one page notes; one is addressed to REYES' parents, the other is addressed to the teachers and students at Sparks Middle School
- Both notes document REYES' intentions to perpetrate the shooting at Sparks Middle School and to die during the incident
- #11: 1 Yellow metal R-P 9mm Luger hollow point cartridge located on the north side of the South Hall near where REYES shot Mason KAMERER.
- #12: 1 empty seventeen round handgun magazine for the Ruger SR9C 9mm, located on the north side of the South Hall near where REYES shot Mason KAMERER.
- #13: 1 Yellow metal R-P 9mm Luger casing located in the grass on the north side of the South Hall near where REYES shot Mason KAMERER.
- #14: 1 Yellow metal R-P 9mm Luger hollow point cartridge located near the southeast corner of the South Courtyard in the grass.
- #15: 1 Yellow metal R-P 9mm Luger casing located near the southeast corner of the South Courtyard in the grass.
- #16: Defect in the window above the sidewalk at the east end of the South Courtyard.

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- #17: 1 Yellow metal R-P 9mm Luger hollow point cartridge located near the southeast corner of the South Courtyard in the grass.
- #18: Defect in the window above the sidewalk at the east end of the South Courtyard.
- #19: Defect inside the building in the east wall of the East Hallway across from window defect #18.
- #20: Bullet fragment in the middle of the East Hallway between defects #18 and #19.
- #21: Bullet fragment in the middle of the East Hallway between defects #18 and #19.
- #22: Defect inside the building in the east wall of the East Hallway across from window defect #16.
- #23: Bullet fragment in middle of East Hallway between defects #16 and #22.
- #24: Bullet fragment in middle of East Hallway between defects #16 and #22.

In the days after the shooting, Sparks Police detectives and Washoe County School District Police personnel searched the locker assigned to Jose REYES. The locker was empty.

#### **Weapon Trace Information:**

The weapon used in this incident was traced through the ATF. The trace determined the gun was originally sold at a local sporting goods store, "Mark Fore and Strike". Detectives learned that Jose REYES-MANDUJANO received the gun as a gift from a friend, identified as John DUNN. Mr. DUNN spoke with detectives and confirmed that he bought the gun from a party representing the original purchaser after the original owner passed away. This information was corroborated by detectives.

Detectives learned that John DUNN had given Jose REYES-MANDUJANO a second gun, a Smith and Wesson .357 revolver.

The Washoe County Crime lab conducted a function test on the Ruger 9mm handgun and it fired correctly using both magazines.

## Warrants:

A warrant was served at the REYES family residence located at 950 Henry Orr Parkway #306 on 10/21/14. This warrant was served prior to anyone re-entering the home after the shooting.

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Detectives located the following items and collected the following items as evidence.

- \* Red Ryder BB rifle located on Jose REYES' bed
- \* 1 Toshiba Laptop with serial #9C218239R
- \* 1 NABI Android kids tablet with serial #A121113-001362
- \* 1 Xbox 360 game system with serial #105198493905
- \* 27 military magazines
- \* 69 Xbox 360 games
  47 are violent themed first person si
  - 47 are violent themed first person shooter or shooting games 4 are violent themed games that don't involve firearms
- \* 14 video games for other game systems
- \* 4 DVD's
- \* 1 piece of paper with 38 video game names written on it The game title "Hitman Absolut" was highlighted in red
- \* Black Smith and Wesson gun box containing a .357 revolver model #581, serial #AEB9553 the hand gun was wrapped in a white towel with a green stripe

#### **Electronic Items:**

A warrant was obtained for the electronic items removed from the REYES home to include the X-Box game console. Additionally, a warrant was obtained for Jose REYES' cell phone. The following is a summary of the information located in forensic searches of these electronic items:

The X-Box did not have any relevant data on it.

The NABI Android Electronic Tablet could not be accessed due to a password issue. According to Liliana URTIZ and Jose REYES-MANDUJANO, the tablet did not have a password and was primarily used by their daughters.

The Kyocera phone was found to store 2,006 photo images. Many of these were snapshot images of websites which were visited on the phone. There were several points of interest located in these photos which correlated to internet searches. There were multiple images of

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violent war scenes and numerous logos and advertisements for the video game Grand Theft Auto 5. Pictures of Dylan KLIEBOLD and Eric HARRIS armed inside Columbine High School were located as was a picture of Ohio school shooter TJ LANG. The snapshots and actual searches could not be dated.

The Toshiba Laptop was the family computer used by all members of the REYES family. The computer settings did not require individual passwords for access making it impossible to definitively identify who in the REYES family completed specific searches. However, detectives found some search history on the computer similar in theme to some of the search snapshots stored on REYES' cell phone. Liliana URTIZ and Jose REYES-MANDUJANO were unaware that topics related to school violence, past school shootings, bullying and violent children were searched on the family computer.

The following are case relevant internet searches conducted on the Toshiba laptop between the months of April 2013 and October 2013. This list is not all inclusive.

## **April** 2013

top 10 evil children-Children who kill, movies, images, articles top 10 evil children youtube-children who kill, videos

#### May 2013

"Bully" youtube video walkthroughs for Bully Role Playing Game top 10 evil children-Children who kill, movies, images, articles bullying searched on Brainpop.com

### June 2013

top 10 evil children-Children who kill, videos, websites, articles, images

#### <u>July 2013</u>

Super Columbine Massacre Role Playing Game about the Columbine school shooting and related videos, sites, articles, images

## August 2013

8/1/2013 Bullying video searched on Bing-websites, videos, articles, images

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#### October 2013

10/12/13 Super Columbine Massacre Role Playing Game-school shooting, videos

10/13/13 music band: foster the people song pumped up kicks: music videos that include Columbine school shooting. (Searched twice on 10/13/2013)

10/13/13 school shooting pumped up kicks-music videos, school shooting videos

10/13/13 frontier middle school shooting-school shooting videos, school violence videos

10/13/13 school shooting-searched on brainpop.com

On 10/18/13 there are at least six internet searches related to Autism, the causes of Autism and how to help a child with Autism. These searches were completed in Spanish and coincide with the appointment Jose REYES had with Psychologist Dr. MIRZAIAN.

#### School Files/Records:

A warrant was issued to collect all school records related to Michael LANDSBERRY, Kaelin GUERRERO, Mason KAMERER and Jose REYES. The following is a summary of information pertinent to this case.

Michael LANDSBERRY did not have any documented contact with REYES, KAMERER or GUERRERO.

Mason KAMERER attended Lena Juniper Elementary School and Sun Valley Elementary School before enrolling at Sparks Middle School. He did not attend elementary school with Jose REYES. There were no documented incidents of negative interaction or conflict between KAMERER and REYES at Sparks Middle School or anywhere else.

Kaelin GUERRERO previously attended Virginia Palmer Elementary School and Bernice Mathews Elementary School. He did not attend elementary school with Jose REYES. There were no documented incidents of negative interaction or conflict between GUERRERO and REYES at Sparks Middle School or anywhere else.

Jose REYES attended Kate Smith Elementary School in Kindergarten and First Grade. He attended Agnes Risley Elementary School from Second through Sixth Grade. There were no documented incidents of negative interaction or conflict with KAMERER or GUERRERO at Sparks Middle School. REYES was not a student in any classes taught by Mr. LANDSBERRY.

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There were no documented incidents of the school staff receiving reports from REYES or about REYES having any issues or problems with other students at Sparks Middle School.

#### Teachers and Staff observations:

Detectives contacted and interviewed the teachers, counselors and related staff members that were involved in the school experience of Jose REYES from Second Grade through Seventh Grade. Jose was generally described by the teachers as a happy, likeable student who was always smiling. There were concerns which are outlined below.

Roben CALLAGHAN, Jose's Third Grade teacher, said Jose was sensitive and would cry easily.

Christine BARTLETT, Jose's teacher for Fourth and Fifth Grade, thought Jose was possibly Autistic. Ms. BARTLETT said Jose did not like loud noises or the stimulus of the lunch room. He stayed in the classroom during lunch. Ms. BARTLETT tried to get REYES into an Independent Life Skills class.

Catherine ALLEN, Jose's Fifth Grade teacher, said Jose needed a structured schedule and he would tell her if she was starting class late or not staying on schedule. Ms. ALLEN noticed a change in Jose in Fifth Grade because Jose began to realize he was academically behind the other students in class. He would become angry when he took longer than other students to complete assignments. Ms. ALLEN said Jose would help other kids on the playground that fell and would ask if they needed help getting to the nurse's office.

Karen HINTZ, Jose's Sixth Grade Special Education teacher, was worried about Jose transitioning to middle school and scheduled a meeting with former Head of Special Education at Sparks Middle School, Victoria HARDY. The meeting was cancelled. She described Jose having a severe speech impediment but said he had high information retention ability when writing. She believed Jose could learn things quickly but he was socially unable to interact normally. Ms. HINTZ believed Jose suffered from more than a learning disability. She approached the school psychologist, Jair MORALES, about potential Autism strategies for Jose. Mr. MORALES told her Jose was tested in 2011 and did not qualify for those services.

Ms. HINTZ was worried about Jose believing people were laughing at him when they were not. She witnessed times when Jose would cry because other kids were laughing while playing

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games. Ms. HINTZ said Liliana URTIZ told her Jose almost died at birth and he had issues throughout his life.

Kim CROWLEY, Jose's Sixth Grade teacher, said Jose would get upset at himself when he did something wrong. Ms. CROWLEY gave an example of Jose failing to turn in a homework assignment and she marked him down accordingly. Jose was upset and did not speak to her for four days. Ms. CROWLEY observed Jose being confused while completing writing assignments. Ms. CROWLEY said he would write down topic related words he saw around the room. The words Jose wrote down were related to the topic but they were out of context in relation to the assignments.

Ms. CROWLEY said Jose was incapable of working and functioning without help in Sixth Grade. She believed he would not succeed in middle school. She approached school psychologist, Jair MORALES, about further testing for Jose. Mr. MORALES told her Jose tested in the normal range. Ms. CROWLEY contacted a counselor from Sparks Middle School and explained she believed that Jose needed to be in a sheltered education environment. She also contacted Victoria HARDY, Head of Special Education, at Sparks Middle School. Ms. HARDY came to Agnes Risley and met with her and Jose while he was still in Sixth Grade. Ms. CROWLEY was scheduled to attend a meeting with Karen HINTZ, Ms. CROWLEY, Counselor T. SCHWEIKERT and Victoria HARDY to develop a plan for Jose to transition to middle school. Ms. CROWLEY had to take an extended leave from work and did not attend the meeting.

Judy KERSEY, Jose's Fifth and Sixth Grade Speech Therapist, was concerned Jose did not show empathy and he was socially quirky. Ms. KERSEY believed Jose exhibited behaviors consistent with Autism more than a language disorder. Ms. KERSEY explained Jose needed structure, lacked empathy and lacked social skills. She said he could not infer the intent of others in social settings and did not respond appropriately. She believed he was high functioning.

In Sixth Grade, she noticed that he struggled more with his social skills and became upset easily. She noted that Jose had angry outbursts more frequently near the end of the year. Ms. KERSEY logged the information about his outbursts and behaviors into the IEP logs for Jose. She observed that Jose did not like anyone laughing. He would incorrectly believe the person or people were laughing at him. She said Jose did not like to lose. Ms. KERSEY gave an example of a time in class when Jose lost a game and became upset. Jose yelled "I hate the world". Ms.

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KERSEY also described seeing a drawing on Jose's folder of a person shooting another person. At the time, she attributed this to Jose's interest in the Civil War which he was learning about in the Fifth Grade. She made him throw the folder out.

Ms. KERSEY believed middle school would be very hard for Jose because of the change in structure with students changing classes. She believed it would be hard for him to fit in at middle school with his speech impediment and his inability to interact socially. Ms. KERSEY said she believed that kids with disabilities similar to Jose were at high risk for Anxiety, Depression, Suicide and Social Disorders.

Tiffany SCHWEIKERT, Jose's 2011/2012 Counselor, was concerned about Jose adjusting to middle school. Ms. SCHWEIKERT described Jose as a sensitive kid that struggled socially and needed codling. Ms. SCHWEIKERT scheduled a meeting with Karen HINTZ, Kim CROWLEY, herself and Victoria HARDY from Sparks Middle School to develop a plan for Jose to transition to middle school. Ms. SCHWEIKERT was not able to attend the meeting. She received information that the meeting took place but no staff from Agnes Risley attended.

Pilar QUINONEZ, Jose's ESL (English as a Second Language) teacher at Agnes Risley, said Jose would get frustrated if he was corrected and yell "I hate you" to a teacher. Ms. QUINONEZ said Jose would listen to people talk and would respond to others with one word answers. Ms. QUINONEZ said Jose could not carry on conversations with the other students.

Danielle CATES, Jose's Seventh Grade Orchestra teacher, said Jose did not like public criticism. She described an incident involving Jose playing the wrong section of music. Ms. CATES went to him to explain what he was doing. In response to her correcting him, Jose yelled, "I know, I know, I'll fix it." Later that day, Ms. CATES met with Jose one on one and he was receptive to her correction. Ms. CATES described Jose as an auditory learner that could follow along when listening to music better than when he read music. She said Jose worked better in small groups so she moved him to the front of the room to make him feel like he was in a smaller class.

Ms. CATES held tryouts for Honor Society Music and was in her room with other students when Jose came in the room. He was upset because he believed he was not invited and asked why he was not invited. Ms. CATES told him he was invited and that he could try out but Jose left. Ms. CATES was concerned about Jose. She took the time to read his Individualized Education

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Program (IEP) and to communicate with Jose's Special Education teacher to educate herself about his program and noted issues.

Ms. CATES confirmed that Kaelin GUERRERO and Mason KAMERER were in the same Orchestra class with Jose. She was attentive to the needs of Jose and never witnessed Mason or Kaelin treating Jose poorly.

Sue DUFVA, Jose's Seventh Grade Special Education teacher, said Jose worked hard but she believed Jose exhibited traits of Autism. She said Jose took much longer to complete tasks than other students.

None of the teachers or staff interviewed described Jose being violent or physically confrontational with students or teachers.

# Social, Developmental Background of Jose REYES:

As part of the investigation Sparks Police discussed the issues related to the suspect's developmental and educational deficiencies. A substantial amount of information related to these topics was captured in the school district testing materials related to the IEP or Individualized Education Program of Jose REYES. These records include supporting documentation and testing materials that were completed by staff, teachers and REYES' mother Liliana URTIZ. Consistent behavioral issues exhibited by REYES are documented throughout the related documents.

The following are examples of behaviors or personality traits noted in the IEP related material provided by teachers and staff members for the testing process. The bulk of this information is related to his elementary school experience.

Jose is emotional and cries easily.

Jose "will cry if he is confused" instead of asking for help.

Jose appears like "he's in his own thoughts".

Jose sometimes loses his temper to easy.

He worries about things that can't be changed.

Is nervous, is fearful, seems lonely, is easily upset.

Is sad, is negative about things, is pessimistic.

Complains about being teased.

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Acts without thinking, has poor self-control.

Plays alone and avoids other children.

Jose seems unaware of others.

Jose rocks back and forth, hits himself, moves his eyes back and forth when asked a question.

Jose has significant difficulty following two-step directions.

Jose generally seems disconnected from his surroundings.

Liliana URTIZ provided the following information related to Jose's behavior and personality in documentation she provided for the testing processes:

Jose REYES-URTIZ was born on July 2, 2001 in Reno, NV. During birth, the umbilical cord was wrapped around his neck. He did not speak until he was almost 5 years old. He began speech therapy classes when he started Kindergarten. Jose was a happy child and was very close to his mother. He tried martial arts and soccer but these sports had too much physical contact and he did not participate in them very long.

Jose had witnessed violence in the home.

He had to have things in a certain order.

Was nervous, restless, easily distracted and timid.

Jose sometimes acted without thinking and acted out of control.

Jose had poor self-control, lost his temper too easy.

Was fearful, worried and acted strangely.

He acted confused and said things that did not make sense.

His moods changed quickly.

# Meeting with FBI members of Behavioral Analysis Unit:

Sparks PD detective supervisors met with members of the FBI Behavioral Analysis Unit for a case staffing. During this staffing, information was shared about the case and advice was provided on the common findings and behavior of suspects in similar incidents. A strategy and direction for follow up interviews with the suspect's parents were developed. The following is a list of important subject matters that were discussed:

- Jose's activities during the school break.
- Familiarity with guns in general and the weapon used in the shooting specifically.
- Sexual interest of Jose.
- Potential precursors predicting the shooting to include, fantasy writings or drawings.

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- Determine if Jose had viewed the school district's anti-bullying video(s).
- Identify potential signs of depression and/or suicidal behavior.
- Explore the possibility that Jose displayed signs and symptoms of Autism.
- Identify if Jose had done research on prior school shooting events.
- Identify any recent potential stressors for Jose.

# Second Interview with Parents of Jose REYES:

Sparks PD detectives re-interviewed REYES' parents with translation assistance of special agents from the local FBI office. Jose REYES-MANDUJANO and Liliana URTIZ were accompanied by legal representatives and interviewed separately. The following points of interest were obtained during the interview with Liliana URTIZ and Jose REYES-MANDUJANO:

- Neither parent reported having any concerns about Jose being mistreated at school.
- Liliana was aware that Jose was teased after having water spilled on him and that kids manipulated him for money.
- Jose REYES-MANDUJANO confirmed that Jose did discuss being teased and bothered by kids during his counseling appointment.
- Neither parent talked to Jose about being picked on at school after the appointment.
- Both described him has a normal, happy child that enjoyed his family and school.
- Neither described him acting out in anger or being violent.
- Neither parent described Jose playing video games to excess but both said Jose played video games daily.
- His mother said Jose understood the video games were fiction.
- Each described his difficulty in school as a speech problem not a learning problem.
- His mother said Jose did not play sports because he did not like the contact involved.
- His father said they put Jose in a martial arts class but he quit going because he did not like the contact involved; this was corroborated by Liliana URTIZ.
- Both said Jose was not familiar with firearms, had never been shown how to manipulate either gun in their home and never shot either gun.
- They did not believe that Jose knew where the guns were stored in their new home.
- The guns were kept in the same place in both homes, in a cupboard over the refrigerator.
- Both described Jose as caring and helpful at home and at the family restaurant.
- Both said he stayed home alone frequently.
- Both said Jose stayed home alone several times during the week before the shooting, including Sunday October 20th.
- Jose REYES-MANDUJANO denied there being any domestic violence in the home.
- Liliana URTIZ would not discuss that topic.
- Both said they did not use spanking as discipline for their children.

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Liliana URTIZ was aware that Jose searched things on the family computer and watched things on "YouTube". She did not monitor this activity while he was searching or using the computer. She did not check the computer history to learn what he was searching on the computer.

At the conclusion of the interviews, REYES-MANDUJANO and URTIZ and their lawyers were brought together and allowed to read the notes Jose left in his notebook. When asked to interpret the notes, REYES-MANDUJANO said it was obvious that Jose was treated poorly at school. When he was asked about the note that addressed his family, REYES-MANDUJANO said the note was simply Jose telling his family he loved them.

During the interviews, detectives followed up on the information regarding domestic violence in the REYES family. Neither parent would discuss the domestic violence topic in detail. Detectives had information that REYES-MANDUJANO and URTIZ had separated for a short time. Both were asked about a separation in the interviews. URTIZ confirmed her husband REYES-MANDUJANO had moved out for a brief time.

Detectives asked clarifying questions about Jose's familiarity with the weapons and if he had ever shot either weapon with his father or anyone else. Jose REYES-MANDUJANO and Liliana URTIZ answered separately and definitively that their son Jose REYES knew nothing about guns in general, had no familiarity with either weapon in the home and had never shot any firearm to include the one used in the incident. Neither parent believed Jose knew where the guns were stored in their new apartment.

It was the consensus of those involved in the interviews and those who viewed the interviews that both parents were forthright with information but guarded and hesitant to honestly discuss Jose's developmental issues and his problems with learning and social interaction.

# **Anti-Bullying Videos:**

Detectives learned students at Sparks Middle School viewed two professional video documentaries about bullying provided by the Washoe County School District as part of the school district's anti-bullying program. The students were sent home with "passive" permission slips and instructions for parents to sign the slip and send it back to school in the event a parent(s) did not want their child to watch the video. The school did not receive any denials from parents.

A film titled "Teen Truth" was shown on 9/13/13. Jose REYES was present at school on 9/13/13. The video focuses on high school but recognizes the issues related to bullying in school are problems for teenagers in general. The film identifies and describes the potential impacts of bullying on students that are mistreated at school, to include; isolation, anxiety and anger. It also focuses on the behaviors identified as bullying that adolescents engage in at school, to include;

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exclusion, spreading rumors, intimidation, and teasing. The possibility that a victim of bullying may resort to school violence is prevalent in the film. The film provides statistical information about bullying and school shootings. Actual footage of the suspects inside Columbine High School is shown in the movie.

A part of the film is narration by a student actor portraying a victim of bullying. The camera view simulates seeing through the narrator's eyes. The narrator gives information about being bullied or mistreated and how it has made him feel. The actions of the narrator/victim are not continuous in the film. The film moves back and forth between providing information, the narrator's actions and interviews with students and professionals speaking about bullying. The narrator/victim boards a school bus with a backpack. As the film progresses, the narrator arrives at school and walks through other students. The narrator continues talking about his thoughts and feelings and he enters a school building. The narrator/actor removes a handgun from his backpack and shoots another student. As the film is ending, the narrator/victim talks about wishing he could go back in time to change things in the past and his actions are reversed moving backward from the point of the shooting.

The film ends with a clear message that being the victim of bullying or any mistreatment does not justify hurting another person. Potential remedies to the problem of bullying are outlined in the movie. Additionally, the film is part of a packet that includes student activities to be completed in conjunction with watching the film. In checking with the school, these activities were not completed in the class that Jose REYES was in when he viewed the film.

The second video titled "Bully" was shown on Friday 10/11/13. Jose REYES was present at school on 10/11/13 when the video was presented to the student body.

This video depicts five different stories documenting the experiences of students being harassed and bullied in school. One is about a boy who was picked last in PE, consistently teased and had his head pushed into a locker. The child later hung himself. A second story is about a female student who was being harassed and bullied. She took her mom's gun onto the school bus and threatened the other children. She did not harm anyone but was arrested and spent over three months incarcerated. A third story is about a child who was constantly harassed at school. He was hit and stabbed with pencils, punched and pushed and the other students called him names. The impact this had on the boy and his family is presented in the video. Another story is about a female student who was homosexual. She was alienated by the other students and only had a few friends. The video referenced a Facebook page "Stand for the Silent".

# **Teasing & Bullying Allegations:**

A detective was assigned to review all media interviews and/or statements given by students or staff members reporting alleged incidents of bullying or teasing related to Jose REYES at Sparks

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Middle School. Several individuals gave information to media sources about REYES being bullied in direct conflict with their statements to law enforcement immediately after the incident. The individuals featured in the media reports were identified and asked specifically about these allegations. Some students that mentioned bullying or teasing in their original interviews were re-contacted. Listed below are the results of those efforts.

In Sixth Grade, REYES was reading at a lower level than other students and fellow students teased him about it. This incident did not involve either Mason KAMERER or Kaelin GUERERO.

Student, Bellen PONCE, reported witnessing Kaelin GUERERO tell REYES that he did not have the muscles for PE during PE class. She also reported someone pushed REYES during this incident. PONCE did not remember who pushed REYES. This reportedly happened once.

At the beginning of the school year, REYES was in the PE locker room drinking from a bottle and another student hit the bottle causing the water to spill on his pants. Several students began teasing REYES about "peeing" his pants. This possibly occurred during the second week of school.

Kaelin GUERERO and Seth SLOAN were identified as being involved in this incident. Both were interviewed and gave conflicting accounts about what happened. GUERRERO originally said kids were having a water fight in the locker room and REYES got water on his pants. GUERRERO said SLOAN teased REYES about "peeing his pants". REYES was upset and acted as if he was going to cry. GUERRERO said everyone in PE was laughing about the incident. SLOAN said GUERRERO spilled water on REYES during a water fight in PE class. The other boys teased REYES about it saying it looked like he had urinated in his pants. GUERRERO was re-interviewed. GUERRERO said REYES was drinking water when SLOAN tipped the bottle causing the water to spill on REYES and then students were teasing him about urinating in his pants.

Detectives confirmed the incident happened but obtained conflicting information about the specific actions of GUERRERO and SLOAN. No other students could provide definitive information about the specifics of this situation. It is clear, at the beginning of the school year REYES was in the PE locker room with several other boys. He was drinking water and someone, SLOAN or GUERRERO, hit the water bottle causing the water to spill on him. REYES was then subjected to teasing and laughter by the other students saying that he had urinated in his pants.

Student, Luisa CABRERA, said she had PE class with Jose REYES and Kaelin GUERRERO. She said she witnessed Kaelin GUERRERO pick on REYES in PE. She described this as

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GUERRERO calling REYES names in class. CABRERA could not remember what names GUERRERO called REYES. CABRERA gave this information in her initial interview immediately after the incident. She could not provide any specifics about this behavior.

Student Jose RAMIREZ became friends with REYES in elementary school. At Sparks Middle School they socialized and had PE together. On several occasions in the PE locker room, RAMIREZ heard REYES tell other kids to stop pulling down his pants. He estimated this happened three times. RAMIREZ believed that REYES was bullied as school. In addition to people pulling down REYES' pants in PE, a Seventh Grade student name Oswaldo, identified as Oswaldo MATA-GARCIA, borrowed money from REYES and did not pay it back. This happened more than once. RAMIREZ described other students poking REYES in the side making him angry. RAMIREZ did not provide specifics about who was involved in these incidents. RAMIREZ said REYES did not tell anyone about these incidents.

PE Teacher, Gordon MCGREGOR, was interviewed about this information. Mr. MCGREGOR had no information about these incidents and said this information was never reported to him.

Student, Amaya NEWTON, said she did not have any knowledge of REYES being bullied or picked on. She did report on one occasion she saw someone trip REYES in the hallway. She could not provide any specifics about who tripped REYES. NEWTON said a female student who she believed was REYES' cousin said he had Autism.

Student, Alexis KELLY was asked specifically if she had any information about Kaelin GUERRERO bullying Jose REYES. She heard GUERRERO bullied REYES but never witnessed anything herself. GUERRERO did make fun of REYES and he and REYES did not get along. She heard REYES was teased the week before the Fall Break but had no specific information about what occurred.

Alexis KELLY said Brandon SOUDERS told REYES that he had no friends. She described SOUDERS being "mean" to REYES and said this happened frequently. These events allegedly occurred in Math class. KELLY said she reported this to the teacher, Ms. WILSON and SOUDERS was sent to the office. The teacher, Andrea WILSON, was asked about this information. She never witnessed SOUDERS or any other student teasing REYES or treating him poorly. Ms. WILSON never received any report or information that this was occurring. Ms. WILSON said SOUDERS was sent to the office because of an issue involving him and Seth SLOAN.

Student, Brandon SOUDERS, described REYES as a nice kid that worked hard in school and got good grades. He said REYES stuttered and had difficulty pronouncing big words. SOUDERS said kids made fun of the way REYES spoke. SOUDERS had witnessed Kaelin GUERRERO

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tease REYES about the way he talked. SOUDERS could not remember the last time he saw this happen. SOUDERS did not provide any information about teasing REYES himself.

Student, Valerie SERNA said she knew Jose REYES and saw him shoot Mr. LANDSBERRY. She described REYES as a good student and said they had English together. SERNA described REYES having a "squeaky" voice and an odd speech pattern. She said kids teased him about his voice and speech pattern. SERNA said other students would walk by REYES in the halls and call him "retarded" or "stupid". She did not have any specifics about who was involved in this behavior or any particular incident.

Student, Oswaldo MATA-GARCIA, confirmed that he had borrowed money from REYES. He said he and REYES were friends. On four different occasions he borrowed a dollar at lunch from REYES. When this happened other students tried to convince REYES to give them money. Oswaldo did not pay REYES back. MATA-GARCIA said at the beginning of the school year another student told REYES he looked like a "Retarded Michael Jackson". MATA-GARCIA stood up for REYES and told the other student to shut up.

Students and teachers reported, on a few occasions a student or a teacher would laugh and REYES would perceive they were laughing at him and get angry.

Mason KAMERER was interviewed and asked about teasing REYES. KAMERER said he did not see anyone tease REYES. He said if he would have seen this he would have defended REYES. KAMERER described REYES as "kind of his friend" and said they had Orchestra class together. He described REYES as "a little mentally retarded" and "argumentative".

Jaquelin AMBRIZ is the 12 year old cousin of Jose REYES and was a student at Sparks Middle School. She originally told family members and detectives REYES had been bullied at school. AMBRIZ was interviewed twice. The first interview occurred on the day of the shooting.

AMBRIZ said that other students would make fun of REYES until she walked up and then they would stop. REYES was not present when the students would do this. She heard that REYES had daily problems with one male student but she did not know the name of that student and did not witness anything happen.

In a second interview with detectives on 2/3/14, AMBRIZ said she could not give any specific information that indicated that REYES was bullied at school. AMBRIZ said on several occasions she overheard students say REYES was "mental". She always told students not to say that about him. She did not know if REYES heard the comments. AMBRIZ described an incident that happened after school while she and REYES were waiting for Liliana URTIZ to pick them up. One time, a small group of students called REYES to them and began making fun of him, mocking the way he talked.

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Student, Justin GIPSON, said that he heard that REYES cried during PE class. GIPOSON never witnessed this happen. He heard it happened from other students.

No one provided any information about seeing or hearing about REYES being called "gay". No one provided any information about REYES being teased about being "gay".

While researching this information, detectives learned of an incident that involved Alexis KELLY, Seth SLOAN, Daisha HENDERSON and Taylor OLIVER. KELLY, HENDERSON and OLIVER were involved in a physical altercation with SLOAN at school. They had to attend a bullying class at school because of this altercation.

Detective's identified the students that attended the bullying class at Sparks Middle School. REYES, KAMERER and GUERRERO did not attend the class.

## **Conclusion:**

The investigation of the school shooting on October 21, 2013 did not identify a clear catalyst or motive for the actions of Jose REYES.

No evidence was identified that indicated REYES was bullied by the definition of state law. However, it is clear on numerous occasions he was treated poorly, teased, called names and mocked by other students. The investigation did not determine that REYES was systematically bothered or harassed by a specific student or group of students.

The investigation revealed Jose REYES was subjected to numerous instances of negative treatment during PE class; several of them involved Kaelin GUERRERO. A fellow student spilled water on REYES in the PE locker room. Several students teased him saying he had urinated in his pants. Kaelin GUERRERO was involved in this incident. GUERRERO told REYES he did not have the muscles for PE during PE class. GUERRERO was witnessed calling REYES unspecified names in PE class. On approximately three occasions, unidentified students pulled down REYES' pants in the PE locker room. On one occasion, during PE, an unidentified student pushed REYES for no reason.

Some students, including GUERRERO, made fun of REYES for his speech patterns, habits and voice. At least one student, Oswaldo MATA-GARCIA, borrowed money from REYES and did not pay it back. This prompted other unidentified students to try and manipulate REYES into giving them money. Unidentified students passed by REYES in the halls and called him

Detective: Dach, K. #034 Triplett, R. #004

Murder, Attempted Murder

"retarded" or "stupid". Students reportedly poked REYES in the side making him angry. On one occasion he was tripped in the hallway by an unidentified student. At the beginning of the school year, an unidentified student told REYES he looked like a "Retarded Michael Jackson".

There was no information gathered that indicated that REYES had been called "gay" or that he was teased about being gay.

There were no reports made to the school's teachers or administrative staff documenting any negative treatment of REYES. Additionally, the staff members did not observe any mistreatment of REYES.

The information captured in the IEP reports clearly documents REYES struggled with verbal communication and academics. Furthermore, this information demonstrates he was not adept at peer interaction and was delayed in social development. At times, he exhibited poor emotional control when he was angry or frustrated. Two elementary school staff members expressed concern for REYES adjusting to middle school because of the chaotic environment. Some teachers and staff noted there were times when he mistakenly believed people laughing were laughing at him. Some school district teachers and staff members believed REYES exhibited signs of Autism. However, school officials that interacted with REYES did not observe any behavior that would indicate he was violent or that he would become violent.

A portion of the information documented in the school records for REYES originated from Liliana URTIZ and was corroborated in interviews with his parents. They both said they believed Jose was Autistic and he had been consistently tested after starting school. They agreed to have Jose see a psychologist to assist him in dealing with this issue and his communication deficiency. They both knew he was behind in academics but described him working hard to do well in school. They both were aware of his difficulty interacting and communicating with others. Both parents knew he was in classes to help him succeed academically and to improve his ability to communicate. Liliana said Jose had not reached the maturity level of a twelve year old boy. They both described him as a caring, happy child that was kind, considerate and loving. Neither parent described Jose acting out in anger or behaving in a threatening or violent manner.

Jose REYES-MANDUJANO and Liliana URTIZ both believed that Jose knew his father owned handguns. However, both were unequivocal in their statements that Jose was not familiar with the guns and he had never been shown how to shoot either weapon. Both parents believed their son did not know where the guns were kept in their home. In fact, they discussed this issue in

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private while in an interview room at the Sparks Police Department. Furthermore, Jose never expressed any interest in firearms to either of his parents.

On 10/18/13, Jose REYES met with a psychologist, Dr. MIRAZAIN. Dr. MIRAZAIN noted that Jose exhibited symptoms of depressive disorder, felt inadequate in his family and was upset about being teased at school. Jose was prescribed Prozac which he began taking on 10/19/13. According to Jose REYES-MANDUJANO, Dr. MIRAZAIN believed Jose exhibited signs of being Autistic.

REYES played video games regularly on an X-Box console. Many of the games he owned and played are violent in theme and involve the use of firearms in the game. Several other games he owned are violent themed games that involve more traditional weapons. His mother was aware of the theme and content of some of these video games. Jose was not monitored or supervised when playing. According to his mother, he realized the games were fictional.

REYES had access to the internet on his cell phone. There were snapshot images of web searches captured on his phone of Dylan KLEIBOLD and Eric HARRIS armed inside Columbine High School. A snapshot image of a web search involving TJ LANG, a suspect in a school shooting in Ohio, was located on the phone. These searches could not be dated. REYES-MANDUJANO and URTIZ did not monitor Jose's internet activity on his phone and were unaware of what was stored on the phone.

REYES had access to the internet on the family computer. His internet activity was not monitored or controlled by his parents. A forensic search of the computer revealed a significant amount of internet searches related to video games, many that are violent. A number of searches related to the topic "top 10 evil children" and associated topics such as children who kill were completed in April and May of 2013. In May and August of 2013, there were searches completed related to bullying, a video game titled Bully as well as the "top 10 evil children". In July 2013, a role playing game titled "Super Columbine Massacre" and associated topics were searched.

In October 2013, there were several searches for the music video "Pumped up Kicks". The song is about a school shooting and there are variations of the video. One variation includes actual video footage from the shooting at Columbine High School combined with simulation or reenactments of what occurred. The topic Frontier Middle School shooting was also searched in October.

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The searches on the computer related to violence, bullying, school shootings and school shooting video games correlate to some searches completed on the cell phone of Jose REYES. Additionally, there were multiple searches related to video games, violent and non-violent, found on both the cell phone and computer. The searches on the computer related to bullying, violence and school violence were co-mingled with searches related to video games and how to succeed at these games. Several of the video games searched are games Jose REYES owned and played. REYES' parents were unaware that these identified topics were searched on the family computer. Based on these facts, the detectives that completed the forensic search of the computer believe Jose REYES searched the topics related to bullying, evil children, violence and school violence.

REYES did not have a specific group of friends that he associated with consistently. According to his parents, he did not attend functions outside of school or outside of the REYES family. None of the students interviewed indicated that REYES ever made any comments about his plan to shoot people at school.

REYES did not have a diary. Other than the notes found in his backpack, detectives did not locate any writings or drawings foreshadowing his intent or plan to shoot people at school. The handwritten notes found in the backpack are the only items that provide any insight into the mindset of REYES. However, the notes provide conflicting information about his motivation.

In one note, REYES clearly expressed anger with the teachers and students of Sparks Middle School over his belief that he was embarrassed and mistreated at school. He wrote about being called names to include; gay, stupid, idiot and lazy. He wrote about people saying he "pees" his pants and stealing his money. REYES wrote that he would get revenge for these things by shooting people and that his life would end in the process.

Conversely, in the note addressed to his parents, REYES wrote the shooting was not the result of shooting games or bullying. He wrote the shooting happened because of bad things in the past caused by him. He did not provide specifics about these events. He expressed his wish that he could be a smart kid and a better son in his family. He wrote about trying to go back and fix the past. REYES referred to himself as an idiot in this note. Like the first note, REYES wrote about his death being a certainty.

It is clear that Jose REYES did not tell anyone of his plan and acted alone on 10/21/13.

Sparks Police Department Controlled Document - Do Not Duplicate

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Date

## CITY OF SPARKS POLICE DEPARTMENT

#### **CHAIN OF CUSTODY DOCUMENT**

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# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: 13-9953

Date/Time of Supplement: 5-5-14 @ 1100 hrs.

**Detective:** GALLOP #047

Approving Supervisor:

Date: <u>5/5/14/</u>

#### **Evidence**

KG-13

CD interview with Sue DUFVA

KG-14

CD interview with Traci DAVIS

#### **Details of Supplement**

11-7-13 at approx. 1300 hours, Det. Kevin DACH and I conducted an audiotaped interview with Sue DUFVA regarding the home visit with the REYES family that took place on 10-24-13. A copy of the interview was later placed onto a CD marked as evidence item KG-13. DUFVA stated the following to me in summary:

I participated in the home visit with the REYES family (10-24-13). I went to the REYES residence with school principle Stacy COOPER and deputy superintendent Traci DAVIS. We also met with "the tamale lady" (a family friend) at the REYES home. We only stayed with the REYES family for 10-15 minutes.

The purpose of the visit was to show support to the REYES family. I had Jose REYES as a student in the past. The family also has a couple of children in the district. There was no real plan for our meeting other than to show support to the family.

We met with Jose's uncle upon arrival to the REYES residence. COOPER spoke with the uncle in Spanish, and the uncle invited us inside the REYES home. Mr. and Mrs. REYES met with us in their home. COOPER continued to speak with the family in Spanish. I spoke briefly to Mr. REYES in English saying that I liked their son when I had him as a student.

Mr. REYES told us that Jose was a loving boy. They didn't know why this shooting happened. Mr. REYES said Jose told him about kids at school calling him gay. Mr. REYES didn't elaborate on the name-calling. Mr. REYES said Jose always wanted to make his father proud. Mr. REYES added that Jose had a speech problem, but he didn't elaborate on the problem.

Mr. REYES told us that he took Jose to a doctor's appointment the week of school break, and Mr. REYES implied the appointment was for some type of psychological testing.

Case# 13-9953
Detective Gallop #047
Murder/Attempted Murder

I asked DUFVA if she was aware of any specific instances of Jose being bullied, or anything that could be construed as something negative towards Jose. DUFVA replied that she never saw anything like that in her classroom when Jose was her student.

DUFVA went on to say that Jose seemed to get along with everyone in the class, but Jose sat by himself a lot because he was "a little odd."

DUFVA said she previously spoke with another detective about suspecting Jose may have brought a gun to school on an earlier occasion. DUFVA said about 2 weeks after school began, in the beginning of September; Jose brought a backpack to school. Jose was over-protective of the backpack saying that he needed to keep the backpack with him or his father would be upset. This was not normal because the backpacks are normally kept in the student's locker or at the front of the classroom. This was the only time Jose had wanted to keep his backpack with him.

Nothing further.

#### Traci DAVIS interview

On 11-7-13, at approx. 1530 hours, Det. Kevin DACH and I conducted an audiotaped interview with Traci DAVIS regarding the home visit with the REYES family that took place on 10-24-13. A copy of the interview was later placed onto a CD marked as evidence item KG-14. DAVIS stated the following to me in summary:

I participated in the home visit with the REYES family (10-24-13). I went to the REYES residence with a special education teacher (Sue DUFVA), Stacy COOPER and a REYES family friend referenced as "the tamale lady".

The purpose of the visit was to show the family support from the District. We also talked about Jose's siblings transitioning back to school. I talked with an older brother about supporting the other siblings and getting them back to school.

Mr. REYES said he took Jose to a doctor to have him tested for a learning disability. According to Mr. REYES, Jose had complained about students calling Jose "gay". Mr. REYES did not elaborate on any of this.

I excused myself from the meeting to get my business cards from the car. I returned and gave my business cards to the family, and I explained to the family to contact us for any type of support. The meeting concluded and we departed.

DUFVA and COOPER talked briefly about never having any problems with Jose.

Case# 13-9953 Detective Gallop #047 Murder/Attempted Murder

DAVIS went on to say that after the weekend (beginning Oct 26<sup>th</sup>) she met again with the REYES family. They met for the purpose of ensuring the other REYES children are settling in at their new school.

Nothing further at this time.

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#### SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder

Case: #13-9953

Date/Time of Supplement: 5/07/14 1000 hours

**Detective:** Peterson #104

Approving Supervisor TRACT 004

Date: 5 - 7-14

#### **Details of Supplement:**

On 05/07/14, I completed a summary of the information regarding Jose REYES' Individual Education Plan and other miscellaneous personal records. Records information received from the Washoe County School District regarding his history from birth to Kindergarten and each school year thereafter were summarized, separated and individually categorized. The organized documents were placed into a binder and placed in evidence. These tasks were designed to obtain a generalized overview of all the information received. Jose REYES is referred to Jose in this supplement.

#### Birth - Pre-Kindergarten

Born 9 months gestation. Forceps were used to assist as the umbilical cord was wrapped around his neck. Did not cry immediately after birth. No issues afterward, no oxygen was used to assist, no medications or light therapy. Jose left hospital at same time as mom.

Described as a loving baby, with no feeding issues.

Described as not: calm, happy, regular sleep times, irritable, rigid, clumsy, or have failure to thrive issues.

Began to walk at 10 months.

Began speaking one word at a time at 3 years old.

Began putting words together at age four (speak prayer).

Preferred English over Spanish although Spanish was primary language in the home.



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#### Kindergarten 2006/2007

#### **Reoccurring Themes:**

Negatives (teacher concerns) -comprehension, vocabulary, sound awareness, communication skills, response formulation, responses are off topic.

Positives- Good memory, follows directions, gets along w/ peers, was said to develop at normal rate for milestones.

09/06/06 Referral Form filled out-Referral completed for Speech, Special Education, and vision.

09/13/06 Initial Placement Form for English Language Development Placement-Notification was sent to Jose's parents that his level of English proficiency was in the Non-English Proficient category and that he would participate in the Structured English Immersion instruction.

01/07 Referral done/parental notification- Issues with reading, math, written expression, clear speech, fine motor skills, following directions, organization, keeping on task, completing work, motivation, expressing needs and wishes. Not good in Spanish or English.

Average in relationships, following rules, honesty, punctual, attendance, appearance.

Strong family support and physical health.

No bed wetting issues.

Parents and/or other noticed Jose had learning difficulties or behavior issues.

Had communication issues.

#### **Parental Comments:**

"He is 'different' from his younger sisters. Jose walked on time, cannot understand Spanish. He is mainly auditory learner. He shuts himself into his room and will not allow even parents in. He is picky about food but likes fruit."

"Impulsive behavior, nervous, restless, easily distracted, shy, has witnessed violence, lacks attention for things he does not like, likes to have things in order."

Detective: Peterson #104

01/11/07 Child Study-meeting conducted. Jose's teachers stated he was progressing but still seemed to be delayed in speech/vocabulary development. Interventions attempted included educational programming, letter game to be played, books read to him, Leap Pad and alphabet books were provided for home use. The recommendation was made that his family make sure he asks for what he needs instead of being allowed to make noises and getting a response. He was not proficient in either Spanish or English (per his parents).

01/25/07 School Nurse Special Education Health Assessment-In the health assessment the Health Concerns category stated "Mother reports that her pregnancy was normal and she delivered baby with no complications...Baby went home when mom went home from the hospital. Mom describes baby as cuddly and colicky. Development mile stones were accomplished later than would be expected. Mother currently describes child as fidgety, easily distracted, and shy. Mother indicates that child has witnessed violence."

The Physical assessment stated "Child spoke in English and Spanish. It was hard to understand what the child was saying. Child's sentences where comprised of what seemed to be Spanish and English words."

The Hearing assessment stated "Child was unable to follow directions but developed his own method of letting RN know that he heard a beep."

No referrals were made at that time.

#### 02/07/07 Psychological Test given

<u>Cognitive Assessment:</u> The Universal Test of Nonverbal Intelligence (UNIT) found that Jose scored in the Average range in Memory Quotient, Reasoning Quotient, Symbolic Quotient, and Nonsymbolic Quotient.

<u>Achievement Assessment</u>: Given 02/09/07. All areas fell in the average range. No areas of academic delay were identified.

<u>Processing Assessment</u>: Psychomotor Evaluation showed a slight delay in visual-motor domain. Social-Emotional Assessment: BASC II (Parent) Jose was found to be in the average range in *Clinical Scales* in the *Adaptive Scales* and At-Risk in Social Skills and Functional Communication. BASC (Teacher) Found to be average range in *Clinical Scales* with the exception of Atypicality where he was found to be Clinically Significant and At-Risk in the Attention Problem category. In the *Adaptive Scales* he was found to be average in all categories except Social Skills and Functional Communication where he was found to be Clinically Significant and At-Risk in Adaptive Skills and Disorders.

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The final recommendation was that the results are shared with other MDT members to determine if Jose qualifies for special education services and with his physician for informational purposes.

02/09/07 KTEA test given. Jose's scores fell into the average range in all categories.

02/27/07 Counselor O'Shaughnessy Email-"Further evaluation may be warranted, as he could possibly be displaying behaviors associated with mild autism/PDD (the Atypicality Scales has items like: almost always acts confused, seems out of touch with reality, says things that make no sense, etc)...At this point, a learning disability is not suspected. Certainly, there are language and social skills issues."

03/08/07 Speech/Language Evaluation given. Found to be pleasant but had significant language and/or communication delays. He perseverated on topics that interest him. He did not always make eye contact. He did not respond appropriately to questions and produced sentences that did not make sense. Results were to be compared with cognitive scores to determine eligibility for speech/language services.

03/08/07 Jose's initial Individualized Education Program (IEP) was scheduled to begin. Parental participation was included. He was to participate in regular education 80-100% of time.

#### First Grade 2007/2008

**09/14/07 Continuing Placement Form-** Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. This program was said to help Jose learn English so that he would be able to meet the age appropriate academic standards for grade promotion and graduation. Participants are traditionally in the program for a three to five year time span. He was found to be at the *entry level* in all five categories of English proficiency using the CTB/McGraw-Hill Language Assessment Scale (Comprehension/Listening/Reading/ Speaking/Writing).

10/01/07 English Language Proficiency Assessment Report-Jose was given an assessment using the CTB/McGraw-Hill Language Assessment Scale per protocol. Although his scores improved, he was still found to be at the *entry level* in all five categories.

11/26/07 Limited English Proficient (LEP) Accommodations Form-Jose was allowed to take the state mandated tests I.E CRT, NRT, and HSPE, in a small group outside of the regular classroom.

03/25/08 IEP Notification of Eligibility-Jose's parents were sent notification of an IEP meeting to develop an initial IEP plan specifically for him on 04/03/08. An interpreter was scheduled to attend along with the school Administrator/Designee, a regular teacher, a Speech/Language Specialist, and

Detective: Peterson #104

the Reyes parents.

06/04/08 IEP Goal and Objectives Data- Jose was given 8 categories in which to meet specific goals for the school year. However he was shown to have accomplished less than 50% of the goal in each category by the year's end.

Jose struggled with formulating sentences and expressing his thoughts and ideas. Although he was eager to learn he needed to be encouraged to talk and participate in oral discussions.

06/08 End of the year report card- Although Jose was shown to need improvement in many of the core subjects, he was moved forward to the second grade. The teacher requested the Reyes parents have Jose read daily and work on his math facts during the summer months.

#### Second Grade 2008/2009

#### 08/25/08 Transferred to Agnes Risley Elementary

09/2008 Speech Log- Attended Speech 3x at 30 minutes per session. Instructor found Jose did not understand the questions being asked of him. Jose would answer "right here" then provide a description, not answering the question asked.

**09/15/08 Continued Placement Form-** Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. Using the same scale (CTB/McGraw-Hill) he scored slightly higher than the previous year but was found to remain in the *entry level* in all five categories. As in the previous year, the Structured English Immersion was the method of instruction used to assist Jose.

09/25/08 Problem Identification Screening Summary-Teacher expressed concern for Jose's social mannerisms. He was reported to rock back and forth, hit himself, move his eyes back and forth when asked a question, and have significant difficulty following two step directions. He was performing at the Kindergarten level in all academic areas. The speech pathologist was contacted reference his prior cognitive evaluations or referrals.

10/2008 Speech Log- Attended Speech 3x at 30 minutes per session. Jose's responses to the questions asked were not relevant to the question asked. He would answer by providing a description, not answering the question asked.

10/20/08 Classroom Observation conducted (45 minutes): Jose was found to meet the expectations of the teacher.

Detective: Peterson #104

10/28/08 Problem Analysis Form- Jose was found to be in the lowest 10% of grade level. "He needs constant reinforcement, is a perfectionist and becomes upset when he does not do well. He is easily frustrated, does not always make sense with responses, and is difficult to understand when he speaks."

Intervention Plan was developed to give Jose 30 minutes a day 4 days a week in which he would be pulled out of class. He would receive assistance in language and reading skills. Data was to be collected every other month, twice a month.

11/2008 Speech Log-Attended Speech 7x at 30 minutes per session. During the time period given, he was found to have inconsistent Satisfactory Progress. He had poor attention. Multiple cues were given to obtain his attention.

12/2008 Speech Log-Attended Speech 5x at 30 minutes per session. Jose was found to have Inconsistent Satisfactory Progress during the time period given.

12/03/08 LEP Accommodations Form-Jose was not provided accommodations for any state mandated testing.

01/2009 Speech Log-Attended Speech 5x at 30 minutes per session. Jose was found to have Consistent Satisfactory Progress during the time period given.

02/2009 Speech Log-Attended Speech 3x at 30 minutes per session. Jose was found to have Inconsistent Satisfactory Progress during the time period given.

02/05/09 IEP Meeting Notice- Jose's parents were notified of his annual IEP meeting.

**02/09/09** Auditory Comprehension Test-Jose received a *below average* score for the vocabulary portion, and *poor* in both grammatical morphemes (GM) and elaborated phrases and sentences (EPS). He received an overall rating of *poor*.

03/2009 Speech Log-Attended Speech 5x at 30 minutes per session. Jose was found to have Inconsistent Satisfactory Progress during the time period given.

03/18/09 LEP Accommodations Form- Jose was not provided accommodations for any state mandated testing.

03/18/09 IEP Information Packet- Goals and objectives were provided for the next year. Jose had achieved partial success in the goals and objectives set the previous year, but clearly continued to struggle in all areas of language. He was rejected for supplementary aides and services. Notes for



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justification were the following:

"Jose continues to require Speech language services to help him improve his overall language and communication skills. He will spend the majority of time in the regular education environment, while receiving small group instruction that will focus on developing his language skills. This placement will best meet Jose's academic, social, and communication needs at this time. The team feels that the benefit of this placement outweighs any potential harmful effects".

The Medicaid reimbursement form was signed by Jose's parents.

03/23/09 Progress Monitoring Results- From 11/03/09 to 03/23/09 (31.0 weeks) Jose improved in Reading at a rate of 0.31 words read correct per week. He should have had a rate of 1.35 words correct per week by this point according to plan/goals.

In <u>Comprehension (MAZE)</u> he improved at a rate of 0.23 correct responses per week. He should have improved at a rate of 0.39 correct responses per week.

In <u>Math</u> he improved at a rate of 0.42 correct digits per week. He should have improved at a rate of 0.68 correct digits per week.

03/31/09 Intervention Plan-Jose was at Tier 2 Intervention 1, with the areas of concern being Reading, Math, and Behavior. He was to continue at the assigned Tier level for the next year. The team believed the result of the given intervention decreased the performance gap and the intervention plan was responsible for the change. A modification made was to focus more on Jose's language acquisition skills.

**04/2009** Speech Log- Attended Speech 3x at 30 minutes per session. Jose was found to have Inconsistent Satisfactory Progress for the first session and Consistent Satisfactory Progress during the remaining two sessions.

05/2009 Speech Log- Attended Speech 2x at 30 minutes per session. Jose was found to have Consistent Satisfactory Progress during the time period given.

06/09 End of the year report card- Jose's teacher commented that "while he has made some progress through the year, he continues to be significantly below grade level in all areas of the curriculum. His social behaviors in the classroom as well as on the playground are concerning as well." He progressed to the 3<sup>rd</sup> grade.

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#### **Third Grade 2009/2010**

09/17/09 Continued Placement Form- Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. Using the CTB/McGraw-Hill scale, he scored slightly higher in Comprehension, Listening, and Speaking than the previous year but was found to remain in the *entry level* of proficiency. He scored lower in the Reading but remained in the *entry level* of proficiency. He also scored lower in Writing and was placed into the *emerging level* of proficiency. The <u>Structured English Immersion</u> remained the method of instruction used to assist Jose. The IEP team added instruction in a small group at that time.

10/05/09 Intervention Plan- Jose was moved to a Tier 3 Intervention 2 with the areas of concern being Reading. He was to continue at the assigned Tier level for the next year.

10/06/09 BASC-II- Behavior Assessment System for Children (BASC-II) given to Jose's parents and his teacher to enable Jair Morales, School Psychologist to complete his assessment for Jose.

10/12/09 School Nurse Review- Jose's medical history was reviewed. The school nurse referred to Jose's records from 2007 and found that he did not qualify for Special Education Services as of January 2007. The review further stated that the health record indicated that further assessment by the school nurse of the student's health status may be indicated. However "before further health assessment can be conducted, the school nurse must be provided with a *Permission to test/Evaluate* (SES9) form, signed by the parent or guardian.

10/13/09 Psycho-Educational Report. A report was initiated due to concerns regarding Jose's social mannerisms. Data was retrieved by the school psychologist from the Student Health Records. The report from 2009 showed no health concerns. Data regarding Jose's special education services and MDT reports was drawn from 2007's information. In 2007 Jose did not meet the criteria for a specific learning disability. Both negative and positive comments from Jose's teachers were obtained from Jose's school records.

Jose's BASC-II results were listed in the Social/Emotional /Behavioral section. Jose was found to be <u>At-Risk</u> in the Depression, Adaptability, Social Skills, Leadership, and Functional Communication areas. His A-typicality (tendency to behave in ways that are odd) and his functional communication were also in the <u>Clinically Significant</u> range.

The final recommendation and the results were shared with the team members and they were to make a decision about interventions for Jose.

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11/06/09 Educational Progress Report-This report covered the 1<sup>st</sup> quarter of the school year. The general comments in summary stated that "Jose always works hard in Speech class...He has difficulty sometimes understanding directions and what is expected of him, and often requires additional explanation or examples when completing tasks."

**01/19/10 Intervention Plan-** Jose was a Tier 3 Intervention 3 level with the area of concern being Reading. Basic Phonics was to be worked on. The intervention was to be 4x a week 30 minutes per session. Data was to be collected each Friday with a review date for progress on 03/09/10.

02/02/10 Pre-Evaluation Planning Guide-Jose's parents were given notice that his three year special education needs review was due one 03/08/10. Jose's mother, Liliana URTIZ stated she agreed with the special education classification or disability and with the current special education program placement now in effect. She stated that she understood that minor or major changes can be made in the next IEP meeting but she did not have any other concerns for the school to consider during this re-evaluation process. She provided the following: "Jose explain thing better and he is more communicative". The information sheet was in English but Liliana URTIZ speaks Spanish. The information was given and received via telephone by WCSD representative Rose Diez. The actual permission slip, also provided in English, was signed by Liliana URTIZ on 02/03/10.

**02/04/10 School Nurse Special Education Health Assessment**-Jose was found to be physically healthy. The nurse stated "Jose smiled and appeared friendly. He spoke slowly and clearly. It was easy to understand his speech. Jose responded appropriately throughout the assessment." No follow up or referrals were necessary.

02/05/10 LEP Accommodations Form-Jose was given accommodations for testing. He was allowed *small group (1-20 students) administration to facilitate the read-aloud accommodation* and he was allowed *monitored breaks to allow for second-language processing*.

02/09/10 Speech/Language Assessment Report- The PPVT-III, CASL, and TACL-3 were administered to assess Jose in preparation for his 3-year Special Education Eligibility redetermination. The report stated that for the purposes of special education placement in speech and language, the scores are psychometrically invalid because children with Jose's characteristics were not included in the tests' standardization samples. The scores do not necessarily indicate the presence/absence of a language disorder; however they do give some information regarding Jose's present level of functioning in English. Scores should be viewed as general baseline measurements of Jose's current English functioning as compared with white, monolingual children. The summary and recommendations were as follows: "His performance on standardized measures of receptive and expressive language was in the significantly below average range when compared with monolingual, English speaking children his age. Jose continues to demonstrate difficulty asking or answering questions, speaking in grammatically correct sentences, and understanding and using appropriate

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vocabulary. It is recommended that Jose continue to receive Speech Language services."

03/2010 Progress Monitoring Results-From 08/31/09 to 03/01/10 (40.3 weeks) Jose improved in Reading at a rate of 0.91 words read correct per week. He should have had a rate of 1.43 words correct per week by this point according to plan/goals.

In <u>Comprehension (MAZE)</u> he improved at a rate of 0.09 correct responses per week. He should have improved at a rate of 0.15 correct responses per week.

03/01/2010 Consent for Release of Information and Medicaid Reimbursement-Liliana URTIZ gave written consent to release of information pertaining to Jose. The Statement of Eligibility Team Report Speech and Language Impairment was provided to Jose's parents.

03/09/10 Intervention Assistance Team Staffing Information-Jose's teacher observed him to be "conscientious to do what is right" as a positive. His weakness: "Comprehension is my biggest concern". The current intervention focus was Tier III- Vowel Patterns.

**04/02/10 Educational Progress Report**- This report covered the 3<sup>st</sup> quarter of the school year. The general comments in summary repeated statements made in the 1<sup>st</sup> quarter's report. "Jose always works hard in Speech class...He has difficulty sometimes understanding directions and what is expected of him, and often requires additional explanation or examples when completing tasks." The only addition made was "He requires max assistance to answer questions about scenarios and to use grammatically correct sentences."

**2010 Spring CRT**-Math: Jose scored 225 which placed him in the *Emergent Developing level*. English Language Arts: Jose scored 233 which placed him in the *Approaches Standard level*.

**06/10 End of the year report card-** Jose's teacher commented he was "sweet, but sensitive". She stressed the importance of continued support from home as he continues to work below grade level. She further stated he needs to remember to express himself in respectful ways. The report card showed Jose to *need improvement* in all academic categories as well as social and academic behavior.

### **Fourth Grade 2010/2011**

09/08/10 Continued Placement Form- Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. Using the CTB/McGraw-Hill scale, he scored slightly higher in Comprehension, Listening, Reading, and Speaking than the previous year. He remained in the *entry level* in Listening but improved to the *emerging level* in Comprehension and Reading. He scored lower in the Writing category than the

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previous year and remained in *emerging level*. The <u>Structured English Immersion</u> and <u>Small group</u> method of instruction was to be used again to assist Jose.

10/12/10 Parent Consent for Evaluation-The WCSD was given consent to reevaluate Jose for continued assistance in special education related services.

The School Nurse Health Assessment was completed. In her notes she stated Jose was jaundiced at birth. She reported Jose walked at 9 months and spoke words at 5 months. However, according to the Health History form Liliana URTIZ completed 01/25/07, he was not jaundiced and no light therapy was necessary. He walked at 10 months and spoke words at 3 years old, spoke small sentences at 4 years old. The nurse found Jose's speech difficult to understand at times. No further referrals were made.

10/14/10 Student Health Form-Health evaluation/history form was sent home. The responses given were similar to those provided in Kindergarten. No pregnancy complications were reported. Although forceps were used to assist in Jose's birth, no other assistance was necessary. There were no complications reported concerning Jose's health as a newborn or infant. It was again reported that Jose had witnessed violence. Jose's strengths were listed as "draw, good helper, play". His weaknesses were listed as "mathematics, express". Additional comments were "very disciplined, noble".

12/15/10 IEP Meeting Notice- Notification of completion of Jose's evaluation and meeting date and time in Spanish was sent to his parents. Notice of eligibility was also sent. Jose's parents were notified the meeting was being proposed due to academic and Speech/Language concerns. It was based on teacher observations, achievement scores, and curriculum-based assessments. Parental concern was listed as a relevant factor as well. The Intervention Plan was also included. Jose was placed at Tier 3 Intervention 2 with the Area of Concern being Reading. He was to go over word analysis in the classroom 30 minutes a day, 4 days a week. Data was to be collected every Friday.

01/04/11 Parent Consent for Evaluation- The WCSD was given consent for the School Psychologist to evaluate Jose to determine eligibility for special education related services.

**01/04/11 Psycho-educational Evaluation Report-** Jose was referred for the assessment to assist in special educational services placement. The school psychologist reported that multiple interventions have been attempted in language arts and English as a second language.

Under the Health and Developmental History portion, he reported Jose needed oxygen and phototherapy at birth. However, the report he referenced (11/4/10) was erroneously quoted. The Heath Assessment stated Jose did not need oxygen or phototherapy. The psychologist also used the school nurse's inaccurate information regarding the age in which Jose walked and talked.

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The report indicated that Jose's response to interventions was measured by the following instructional strategies:

#### Tier 2

Phase 1: Language, high frequency words, and reading skills 30 minutes, 4 days a week; ELL pullout 30 mins 3x/week.

Phase 2: Language development, vocabulary 30 mins, 4 days/week; ELL pullout 2 days/week, 30 minutes.

#### Tier 3

Phase 2: Word Analysis 30 minutes a day, 4x per week (10/05/09-01/15/10).

Phase 3: Basic Phonics 30 minutes a day, 3x per week (01/19/10-03/05/10).

Progress monitored in Reading (Words Read Correctly graph) from 10/04/10 to 12/03/10 showed Jose to fall below the tenth percentile for his grade. The goal set by his team of assistance staff was for him to read 106 words correctly with 0 errors by the end of the 2010-2011 school year. However, the trend suggested that he may reach the goal set for him in Reading by the end of the year if the current interventions were maintained.

The Mathematics Computation summary stated Jose's goal was to achieve 39 correct digits by the end of the same school year. Although the rate of improvement should have been .29 correct digits per week, Jose had an average rate of .18. No trend or future progress projections were given.

The Interview portion of the report contained statements from his teacher made 12/09/10. Jose was described as "always respectful and works hard (to his own potential)". He "struggles to form answers to questions" and many times does not "effectively answer the question asked". His "written language many times mirrors his oral expression and many times does not make sense". The teacher indicated that it appears "he's in his own thoughts".

Under Current Testing, the Universal Nonverbal Intelligence Test (UNIT) was quoted. The findings were that Jose's memory quotient fell in the high average range. His reasoning quotient fell in the average range. His overall cognitive abilities, as measured by the UNIT, fell in the average range. This test and its results were not located in the information given for review.

The Gilliam Autism Rating Scale-Second Edition (GARS-2) was reported to have been completed 10/09/10 by Jose's teacher. The <u>Teacher Scale</u> portion showed the <u>Probability for Autism</u> in

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Stereotyped Behaviors as possibly. In Communication and Social Interaction it was very likely. The <u>Autism Index</u> showed possibly. The <u>Parent Scale</u> portion showed the <u>Probability for Autism</u> in Stereotyped Behaviors and Social Interaction as possibly. In Communication it was very likely. The <u>Autism Index</u> showed unlikely. This test and its results were not located in the information given for review.

The summary stated "At this time the rating are inconsistent. The parent rated Jose's overall behaviors in the unlikely autistic range. A student is considered to be eligible for special education services when a team of professionals and the parent consider all the relevant information and determine 1) that the student has a disability, and 2) that the student's needs cannot be met with general education resource alone, and special education resources are needed to meet the student's needs".

The recommendations recognized Jose "has not made sufficient progress to meet standards in basic reading skills and reading fluency as measured by teacher input, benchmarking, and progress monitoring data." It stated "the team should consider eligibility under the specific learning disability category and that the final recommendations will be the joint decision of the multidisciplinary team. An area of consideration for the team is the administration of a direct measure for autism to rule out that area of eligibility. Provide direct instruction in areas of social interaction as needed."

01/2011 Speech/Language Assessment Report-The Speech/Language Pathologist (SLP) completed the assessment due to a referral from Jose's MDT for academic concerns. The assessment results used for this report (2011) were obtained from an assessment completed 03/08/10.

The SLP concluded that "Jose's performance on standardized measures of receptive and expressive language was in the significantly below average range when compared with monolingual, English speaking children his age. In the speech room, Jose is a well behaved student who always tries his best and gets along with his peers. He is able to grasp concrete concepts after multiple exposures but, has great difficulty with abstract concepts like; inferences, metaphors, similes, and idioms. He often uses pictures with in a given text to support his answers to "wh" questions even if the picture has little to do with the question. When answering questions about characters, setting, events, as well as conflicts and resolutions unless the answers are explicitly stated within the story or represented in a picture."

The recommendation was that the MDT reviews all assessments to determine the best educational placement for Jose.

01/07/11 Accommodations Form-LEP-Jose was to participate in all Nevada Proficiency Examination Program (NPEP) assessments without LEP accommodations.

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01/26/11 Parental Prior Written Notice of Evaluation/ IEP Meeting-Notices of Jose's IEP evaluation and of the IEP meeting was given to Liliana URTIZ.

**02/04/11 IEP Packet-** Jose was found to be eligible for special education services under the category *Specific Learning Disability.* Jose was to participate in the following Specially Designed Instruction beginning 02/03/2011 until 02/02/2012:

Mathematics: 120 min. a week in a Special Education Setting Reading: 30 min. a week in the General Education Setting Writing: 15 min. a week in a General Education Setting

Projected frequency of progression reports was quarterly. Accommodations were again allotted to Jose. He was to take his CRT's in the small group setting (1-20 students) given in an alternative setting. He was also allowed to use a multiplication chart if needed. He was to spend 93% of his school day in the regular education environment. Justification for the above changes was reported as the following:

"Jose's assessments indicate that he is below grade level in all academic areas. Because of this, he would benefit from special education services in the area of reading, writing, and math as well as speech and language. The IEP team feels that Jose would have no harmful effects from this placement because his need for extra support is greater than his need for being with his peers."

02/15/11 Psycho-educational Report-An addendum to the psycho-educational evaluation completed on 01/04/11 was done at the request of the MDT. It was requested that an Autism Diagnostic Observation Schedule (ADOS) be completed. This assessment planned social occasions in which a behavior of interest is likely to appear. The assessment was completed by two School Psychologists and the Speech Pathologist. The test results indicated that Jose meet the ADOS classification for autism. However, he did not meet the clinical classification as he did not display stereotypical behaviors and restricted interests based on the direct observation measure. The examiner's opinion was that Jose's eligibility category should not be changed to autism. No unusual sensory interests, mannerisms, self-injurious behavior, excessive interests or references to highly specific topics, or ritualistic behaviors were observed.

02/28/11 Parental Prior Written Notice of Evaluation/ IEP Meeting- Notices of Jose's IEP evaluation and of the IEP meeting was given to Liliana URTIZ.

05/27/11 Progress Monitoring Improvement Report- The progress report covered the time period of 01/07/11-05/27/11. In Reading over the course of 20.0 weeks Jose should have shown improvement of 1.35 words read correctly per week. However his rate of improvement was 0.22. In Mathematics his rate of improvement should have been 0.45 correct digits per week. His rate of

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improvement was 0.70.

**2011 Spring CRT**- Math: Jose scored 281 which placed him in the *Approaching Standard level*. Reading: Jose scored 173 which placed him in the *Emergent/Developing level*.

06/11 End of the year report card- Jose received C's and D's in Reading, Writing, and Math during the school year. With the exception of one D in Social Studies at the beginning of the year, Jose received A's and B's in Social Studies and Science during the school year. He received all A's in Social Citizenship. No teacher comments were noted.

#### Fifth Grade 2011/2012

08/29/11 IEP at a Glance- The IEP for 02/04/11-02/04/12 was compiled and placed into the file for the school year 2011-2012. Goals, objectives, accommodations to be made during testing, and comments were included.

09/08/11 Continued Placement Form-Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. Using the CTB/McGraw-Hill scale, he scored lower in Comprehension, Listening, Speaking, and writing than the previous year. He remained in the *emerging* category in Reading but made a small improvement.

His scores on the CRT revealed a lower score in English Language Arts taking him down into the *emerging* category and Math revealed a higher score taking him up to the *approaches standard* category. The <u>Structured English Immersion</u> was to be used again to assist Jose, taking away the testing in a <u>Small Group</u>.

12/08/11 IEP Meeting Notice/Parental Prior Notice-Notification of completion of Jose's evaluation and meeting date and time in Spanish was sent to his parents. Notice of eligibility was also sent. Jose's parents were notified the meeting was being proposed due to the time limits set for re-evaluation. It was based on teacher observations, achievement scores, and curriculum-based assessments.

01/09/12 Speech/Language session notes-Jose's session notes for Speech class were filed to cover 09/15/11-01/09/12.

01/23/12 LEP Accommodations form-Jose was found to not be in need of test taking accommodations.

01/25/12 Release of Information Medicaid Consent was given to the WCSD to release Jose's information for Medicaid reimbursement.

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An IEP Packet-was given to Liliana URTIZ during the IEP annual assessment meeting. Jose was found to be two years below grade level in his writing ability. His reading level was found to be three years below his grade level. He was also below grade level in Math but the assessment did not indicate how far.

His strengths were listed as math computation, math concepts, and written expression.

His parent's largest educational concern for Jose was his communication skills.

Jose's interests were video games and playing war games with his "over 200" toy soldiers.

There were no Special Factors that were considered such as behavior that impedes Jose's learning or the learning of others, limited English proficiency, visual or hearing impairments, or the necessity for the assistance of technology devices. 82% of Jose's regular school day was to be spent in the regular education environment. Justification for this action was as follows:

"Current data indicates that Jose is below grade level in the area of reading and mathematics; instruction will be provided in a small group environment as the general education class is too distracting. This will necessitate less time with same-age, non-disabled peers but is judged to be the least restrictive environment at this time".

The accommodations, Parental Prior Notice, Notice of IEP meeting, and copies of all assessments discussed were provided.

05/25/12 Academic Achievement Progress Report- Reports were summarized and commented on for 01/27/12, 03/22/12 and 05/25/12. The three reports show a slow progression in Jose's academic growth. In Jose's final reports dated 05/25/12, the Math comments read "CBM data indicates that Jose has met his fluency goal in both math computation and concepts. His MAP scores showed only 1 point of growth from Fall to Spring. He is currently below the 10<sup>th</sup> %ile." The Reading comments stated "CBM data indicates that Jose is making slow and steady progress in reading fluency. However, his rate of increase is not high enough for Jose to reach his goal by the end of the year...he remains below the 10<sup>th</sup>%ile." His Written Expression comments stated, "CBM data indicates that Jose is making slow steady growth in written expression. He is being monitored at grade level. The Speech/Language comments stated, "Jose is a wonderful student! I always enjoy having him in speech. He works well and tries to do his best. Speech goals should be measured twice per year to see true improvement... Jose is doing a great job with moderate help... Overall; Jose is doing a very good job in social situations in speech. He always wants to help and gets along well with the other student group. Sometimes he is sensitive and does not like it if he feels he cannot answer questions."

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#### Sixth Grade 2012/2013

**08/27/11 IEP at a Glance-** The IEP for 01/25/12-01/25/13 was compiled and placed into the file for the school year 2012-2013. Goals, objectives, accommodations to be made during testing, and comments were included. The Special Education Services provided to Jose remained at 120 minutes a week in the Special Education Setting for Math and Reading. The 15minutes a week given for Writing was removed.

09/05/12 Continued Placement Form-Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. Using the CTB/McGraw-Hill scale, he scored higher in Comprehension and Listening taking him to the *Emerging* category. He also scored higher in Reading, Speaking, and Writing taking him to the *Intermediate* category.

His scores on the CRT revealed a higher score in English Language Arts and Math. While remaining in the *Emergent* category in English Language Arts, he moved up to the *Emergent* category in Math. He tested into the *Emergent* category in Science. The <u>Structured English Immersion</u> was to be used again to assist Jose.

10/24/12 Parent Consent for Evaluation- The WCSD was given consent to reevaluate Jose for continued assistance in special education related services.

01/17/13 An IEP Packet-Liliana URTIZ received Jose's IEP packet during the IEP annual assessment meeting. In the Social/Emotional/Behavioral assessment Jose was found to "become frustrated when things go to fast, change in schedule, or his daily routines. It is hard for him to accept a poor grade on assignments, and it can take him half an hour to an hour for him to calm down. When this happens he has been allowed to request a time out to calm down, and sometimes the teacher needs to prompt him to ask for a time out." In the Speech and Language assessment, Jose was said to "continue to struggle with oral language skills and requires support to be successful at language tasks which target understanding, use of non-literal language and spoken grammar. He continues to require frequent modeling, repetition, and prompting when communicating. Without individualized instruction to improve his oral language skills he may have difficulty communicating his thoughts and ideas in academic and social settings." In Math "Jose's math delays in mathematics will cause him to experience difficulty in an environment that require him to estimate, indent, and extend patterns, or solve algebraic equations." In Reading "Because of delays in language arts, he will experience limited success in environments that require him to correctly identify tone or themes of stories, he may need assistance if he is required to identify abstract words, clues, techniques, or main ideas." His Written Expression "assessments indicate that he is below grade level. Because Jose's writing ability is two years below grade level and because he has difficulty with content area textbooks, he is experiencing difficulty in content area classes that rely heavily on textbooks for

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instruction".

Under Strengths the assessor stated "Jose is a hardworking student and likes to play jokes."

His parent's largest educational concern for Jose was again his communication skills.

Jose's interests were video games and playing war games with his "over 200" toy soldiers. This category also did not change.

There were no Special Factors that were considered such as behavior that impedes Jose's learning or the learning of others, limited English proficiency, visual or hearing impairments, or the necessity for the assistance of technology devices. 74% of Jose's regular school day was to be spent in the regular education environment. Justification for this action was as follows:

"Jose is below grade level in the area of reading and mathematics; instruction will be provided in a small group environment as the general education class is too distracting. This will necessitate less time with same-age, non-disabled peers but is judged to be the least restrictive environment at this time".

Release of Information Medicaid, Testing Accommodations, Parental Prior Notice, Notice of IEP meeting, and copies of all assessments discussed were provided.

**01/25/13 Progress Report**- As of 01/25/13 each academic category had comments regarding Jose's progress. It read:

Math:

New Goals. Working on skills, and new goals.

Reading:

New Goals.

Speech/Language: Jose is a wonderful student! I always enjoy having him in speech. He works well and tries to do his best. Speech goals should be measured twice a year to see true improvement. The following percentages are estimates only. Jose needs modeling, prompts, and picture support to achieve these percentages. Objective 2 comments stated "Jose needs consistent prompts and modeling to make inferences. He frequently just re-states what I am asking him instead of answering the questions." Objective 3 comments stated "Jose is continually improving, but it depends on how complex the story is. Jose needs scaffolding and prompts with stories that he is not familiar with. He frequently will look at the pictures to help him answer even if his answer does not pertain to the question." Objective 4 comments stated "Jose loses attention at times, but does better when questions are repeated and he is given extra processing time. He frequently needs the questions restated and reformulated with cues."



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Speech/Language 2: Overall, Jose is doing a very good job in social situations in speech. He appears to be more sensitive to others feelings. Jose is in a bigger group this year and likes to playfully tease the other students. He gets along well with the other students. Objective 2 comments stated "Jose frequently comments. However, when he does comment, he sometimes has a difficult time expressing what he wants to say related to educational discussions/books/vocabulary. Jose needs modeling and prompts. Jose is sometimes off topic." Objective 3 comments stated "Jose struggles with contextual responses. He does better with frequent explanations and modeled responses (scaffolding)."

01/30/13 Accommodations Form- Jose was not allowed testing accommodations while taking the Nevada Proficiency Examination Program (NPEP) test.

03/14/13 IEP at a Glance- The IEP for 01/18/13-01/17/14 was compiled and placed into the file for the school year 2013-2014. Goals, objectives, accommodations to be made during testing, and comments were included. The Special Education Services provided to Jose for Math remained at 2 hours a week in the Special Education Setting. For Reading he was to receive 5 hours a week in the Special Education Setting. For Related Services, Jose was to receive direct assistance in Speech/Language at a rate of 4 hours every Monday in the Special Education Setting.

Handwritten notes were found on the IEP at a Glance form. The notes read: "\*Reading Intervention", "Severe speech problem causes frustration and peer issues", "most frustration is during unstructured time", "needs everything done a certain way-gets set off by this", "counseling after school", "agitated not violent", "hard on himself", "time out place w/case manager", "locker help", "3 min pass early in early out", "\*Resource ELA/Math D.S", " 2<sup>nd</sup> grade reading level", "math 1<sup>st</sup> grade (maybe CLS?)", "low level math like lowest we have", "horrible birth".

#### Seventh Grade 2013/2014

#### Items within the student file for 2013-2014

08/21/13/-10/07/13 Observation notes-Miscellaneous handwritten notes regarding Jose's behavior and outcomes of situational questions. Jose was off task during several sessions and needed moderate to maximum assistance/prompts to answer questions. He referred to physical violence when given hypothetical conflict driven situations and needed prompts to give alternative methods of resolution. He was rated at having a 50-80% accuracy rate with the "wh" questions throughout the time period.

08/27/13 Continued Placement Form-Jose's parents were sent notification that he would continue receiving instruction in the WCSD's English language development program. Using the

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CTB/McGraw-Hill scale, he was found to be in the *Emergent/Developing* category for Reading and Math. The method of instruction remained in the <u>Structured English Immersion</u> category.

09/16/13-10/10/13 Before/After School Attendance Log- Jose had signed himself into the after-school program on 09/17, 09/26, 10/01, 10/07 and 10/10/13.

Advancement Roster- Jose was listed on the roster of children to advance into the next grade level.

Person Summary Report-Jose's personal information sheet for the 6<sup>th</sup> and 7<sup>th</sup> grade was included.

Official Transcript- Jose's report card grades covering K-6 was included.

Nurse Notes - Notes from the schools Nursing Notes were included.

#### **Disposition:**

N/A

## **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

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2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

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## SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder/Attempted Murder Case: 13-9953

Date/Time of Supplement: 05-06-14 @ 1800hrs Detective: Dach, K. #034

Approving Supervisor TREPLETT 004 Date: 57.14

#### **Details of Supplement:**

On 5/6/14, I conducted an audio interview with Vicki HARDY at Sparks Middle School. Vicki has been teaching for approximately 15 years. Thirteen of those years were at Sparks Middle School teaching general education such as Math, English, and Science. Vicki started teaching Special Education in 2008. Vicki had never met Kaelin GUERRERO or Mason KAMERER. Vicki was in charge of meeting with the "feeder schools" and determining if any of the incoming students were going to need any assistance which was not outlined on their IEP's.

Vicki was scheduled to meet with Karen HINTZ on 3/8/13 but HINTZ cancelled the meeting due to a sick child. Mrs. CROWLEY contacted Vicki HARDY and asked to meet anyway. Vicki met with CROWLEY in her classroom at 1230 hours while the students were at lunch. Jose was brought to the classroom and introduced to Vicki. Jose was very comfortable with CROWLEY but was uncomfortable and would not make eye contact with Vicki. The meeting only lasted 20 minutes and Vicki did not observe Jose with any other students. She noticed Jose didn't mind staying in the classroom on break and offered to let him do that in middle school as well.

CROWLEY voiced concerns saying Jose needed to have a "new set of eyes look at Jose". Jose started to be left behind and he was starting to realize he was behind the other students. CROWLEY gave an example; if Jose spilled his chocolate milk he would begin to cry. The other students would tell him it was ok and would leave him alone for a few minutes to allow him to calm down. CROWLEY stated something was overlooked, Jose needed a whole new evaluation, and he was not getting the help he needed.

Vicki made a couple recommendations for Jose's new case worker; Jose should have an upper and corner locker and Jose should have two classes per teacher. An example of this was Jose had Mrs. Wilson for Math and Enrichment.

Vicki told me Sparks Middle School has two Special Education positions which had not been filled. These positions were filled, one on the day of the shooting, 10/21/13 and the other position was filled two weeks prior to the shooting. Vicki was concerned because case managers have a high case load of approximately 46 students per case manager. When Vicki was promoted and left Sparks Middle School she left the files with the information regarding students from the "feeder schools" in her

Detective: Dach, K. #034 Murder/Attempted Murder

office. Three weeks into the school year she received a call asking where those files were.

Vicki had sent emails to Area Administrator, Suzanne ANTHONY on October 25<sup>th</sup> detailing out her conversations with CROWLEY. ANTHONY was able to provide those to me which are included with this report. The emails discussed the meeting with Karen HINTZ, how it was cancelled and the meeting with Mrs. CROWLEY. CROWLEY felt better after the meeting and said "Thanks for coming over today. I feel more confident Jose will get what he needs".

The audio interview was put on a CD and booked into Sparks Police Evidence as KLD-39.

No Further. K. Dach

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# Sparks Police Department TAPED INTERVIEW FORMAT

	Today's date is 5/1/11. The time is Of // . The following will be an
	interview with VICKI HARDY
	date of birth, social security number
	This interview will be in reference to Sparks Police case number 13-9213.
	This interview is being conducted at Spanks mionte School
	Present during this interview are 1. K. DACH
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	Time interview concluded OSSO
	<u>Involve</u>
	Sex: Race: Ht Wt: Build: Hair: Eyes:
	Residence Address
	Residence Phone: Business Phone
	Business NamelAdd: Spann moule School
	Occupation: 8TH MATH Days Off: Work Hrs:

#### Dach, Kevin

From:

Anthony, Suzanne <SAnthony@washoeschools.net>

Sent:

Tuesday, May 06, 2014 10:45 AM

To:

Dach, Kevin

Subject:

FW: Risley Transition to Sparks Middle

From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:45 AM

To: Anthony, Suzanne

Subject: FW: Risley Transition to Sparks Middle

Victoria Hardy Special Education Program Consultant, Area Four Student Support Services

380 Edison Way

Reno, NV 89502

(775) 861-4440 (775) 846-5306

From: Hintz, Karen

Sent: Thursday, March 07, 2013 4:43 PM

To: Hardy, Victoria

Subject: Re: Risley Transition to Sparks Middle

No worries... I understood what u meant. Have nice night.

Sent from my iPhone

On Mar 7, 2013, at 4:39 PM, "Hardy, Victoria" < VHardy@washoeschools.net > wrote:

By the way, my phone autocorrected. Should have said IEP Info...

Sorry.

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 7, 2013, at 4:36 PM, "Hintz, Karen" < KHintz@washoeschools.net > wrote:

You will have it! Thanks again:)

Sent from my iPhone

On Mar 7, 2013, at 4:35 PM, "Hardy, Victoria" < VHardy@washoeschools.net > wrote:

I should be able to make next Thursday. Can we plan for me to obtain all 6th grader IEP I go at that time as well? I would like an IEP at a Glance for each kiddo and then I'll take notes on each student as well.

Hope a is ok.

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 7, 2013, at 4:10 PM, "Hintz, Karen" <KHintz@washoeschools.net> wrote:

Are you able to make it next
week. Let, me know the date and
time that is better for you. Thank
you in advance for you
understanding. I am unable to be
at school due to personal
reasons. Please let me know.

Karen Hintz

From: Hardy, Victoria

Sent: Thursday, March 07, 2013 3:58 PM

To: Hintz, Karen

Subject: Re: Risley Transition to Sparks Middle

You and I have a meeting tomorrow I thought. See forwarded email.

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 7, 2013, at 3:56 PM, "Hintz, Karen" <KHintz@washoeschools.net> wrote:

Are replying to my latest email about having the meeting next Thursday? I will not be at school tomorrow.

Karen

Sent from my iPhone

On Mar 7, 2013, at 3:52 PM, "Hardy, Victoria" <VHardy@washoeschools.net> wrote:

Victoria Hardy Sparks Middle School (775)353-5770

Begin forwarded message:

From:

"Hintz,

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Hi,

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Please

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Karen

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#### From:

Hardy,

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To:

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Risley Transiti on to Sparks Middle

How does March 8<sup>th</sup> sound? I can do Mornin g or afterno on.

Ineed to get an idea of placem ent for next year. I' d also like an IEP at a glance for every  $6^{th}$ grader please 0

Thank you-

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Special Educati on Depart ment

Leader/ Teacher After-School Progra mming Coordin ator Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV 89431 (775)353-5770

From: Hardy, Victoria Sent: Sunday, Februar y 03, 2013 12:31 PM To: Bartlett, Christy; Hintz, Karen Cc: Hardy, Victoria Subjec t: Risley Transiti on to Sparks Middle

Hi Christy and Karen: Just wantin g to touch base with you regardi ng your graders plannin g to come to Sparks Middle School.

I was hoping to schedul e an appoint ment to come meet with you in early March to go over student info.

In the meanti me, I thought you could use the following bit of information:

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Classes:

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**ELA** 

Math

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Math

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Do not state "co-taught" in specialized instruct ion, just list the class name and the locatio n....

Let me know if there is anythin g I can do to help make the transiti on process easier for your student s.

Send me a date and time, or tow, that will work for you guys in early March and I will be there©

Thank you-

Victo

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Special
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Sparks

Middle

School

2275

18<sup>th</sup>

Street

Sparks,

NV

89431

(775)

353-

5770

From:

Anthony, Suzanne <SAnthony@washoeschools.net>

Sent:

Tuesday, May 06, 2014 10:46 AM

To:

Dach, Kevin

Subject:

FW: 6th grade incoming students

----Original Message-----From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:47 AM

To: Anthony, Suzanne

Subject: FW: 6th grade incoming students

Victoria Hardy

Special Education Program Consultant, Area Four

Student Support Services 380 Edison Way Reno, NV 89502

(775) 861-4440

(775) 846-5306

From: Hardy, Victoria

Sent: Thursday, March 07, 2013 4:39 PM

To: Karen Hintz

Subject: Re: 6th grade incoming students

What time??

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 7, 2013, at 3:35 PM, "Karen Hintz" < karen.hintz@sbcglobal.net > wrote:

`

> Hi,

- > This is a follow up email about our meeting being scheduled for next week on Thursday. Please, let me know if you are able to attend. I especially would like to talk about a student who will need extra support due to behaviors.
- > Karen Hintz
- > Sent from my iPhone

From:

Anthony, Suzanne <SAnthony@washoeschools.net>

Sent:

Tuesday, May 06, 2014 10:46 AM

To:

Dach, Kevin

Subject:

FW: Risley Transition to Sparks Middle

From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:46 AM

To: Anthony, Suzanne

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Victoria Hardy

Special Education Program Consultant, Area Four

**Student Support Services** 

380 Edison Way

Reno, NV 89502

(775) 861-4440

(775) 846-5306

From: Hardy, Victoria

Sent: Thursday, March 07, 2013 3:52 PM

To: Hintz, Karen

Subject: Fwd: Risley Transition to Sparks Middle

Victoria Hardy Sparks Middle School (775)353-5770

Begin forwarded message:

From: "Hintz, Karen" < KHintz@washoeschools.net>

Date: February 26, 2013, 11:04:39 AM PST

To: "Hardy, Victoria" < VHardy@washoeschools.net > Subject: RE: Risley Transition to Sparks Middle

Hi,

March 8<sup>th</sup> from 10:45 to 11:30 I have prep... so we could talk then.

Please let me know if this works.

Karen Hintz

From: Hardy, Victoria

Sent: Tuesday, February 26, 2013 10:04 AM

To: Bartlett, Christy; Hintz, Karen

Cc: Hardy, Victoria

Subject: RE: Risley Transition to Sparks Middle

How does March 8th sound? I can do Morning or afternoon.

I need to get an idea of placement for next year. I'd also like an IEP at a glance for every 6<sup>th</sup> grader please<sup>®</sup>

Thank you-

Victoria Hardy

Special Education Department Leader/Teacher After-School Programming Coordinator Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV 89431 (775) 353-5770

From: Hardy, Victoria

Sent: Sunday, February 03, 2013 12:31 PM

To: Bartlett, Christy; Hintz, Karen

Cc: Hardy, Victoria

Subject: Risley Transition to Sparks Middle

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I was hoping to schedule an appointment to come meet with you in early March to go over student info.

In the meantime, I thought you could use the following bit of information:

#### Resource Classes:

SSTS/Directed Studies -

**ELA** 

Math

\*\* The way we have been advised to write this in the IEP is: List the class type in the Specialized Instruction section of the IEP, list for 1 hour per day, and then in the Special Education Setting.

# **Supported General Education Classes:**

**ELA** 

Math

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Let me know if there is anything I can do to help make the transition process easier for your students.

Send me a date and time, or tow, that will work for you guys in early March and I will be there®

Thank you-

Victoria Hardy

Special Education Department Leader/Teacher **After-School Programming Coordinator** Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV 89431 (775) 353-5770

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Thank you-

Victoria Hardy

Special Education Department Leader/Teacher **After-School Programming Coordinator** Sparks Middle School 2275 18<sup>th</sup> Street Sparks, NV 89431 (775) 353-5770

From:

Anthony, Suzanne <SAnthony@washoeschools.net>

Sent:

Tuesday, May 06, 2014 10:45 AM

To:

Dach, Kevin

Subject:

FW: RE:

----Original Message-----From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:44 AM

To: Anthony, Suzanne Subject: FW: RE:

Victoria Hardy

Special Education Program Consultant, Area Four

Student Support Services 380 Edison Way Reno, NV 89502

(775) 861-4440

(775) 846-5306

From: Hardy, Victoria

Sent: Thursday, March 14, 2013 10:08 AM

To: Hintz, Karen Subject: Re: RE:

III see what I can do. I have class at that time. III let you know ASAP.

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 14, 2013, at 9:52 AM, "Hintz, Karen" < KHintz@washoeschools.net > wrote:

> 10:45-11:15 E-1 room

\_

> -----Original Message----

```
> From: Hardy, Victoria
> Sent: Thursday, March 14, 2013 9:51 AM
> To: Hintz, Karen
> Subject:
> Time of meeting today?
> Victoria Hardy
> Sparks Middle School
> (775)353-5770
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From:

Anthony, Suzanne <SAnthony@washoeschools.net>

Sent:

Tuesday, May 06, 2014 10:45 AM

To:

Dach, Kevin

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FW: student

From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:06 AM

To: Anthony, Suzanne Subject: FW: student

Victoria Hardy Special Education Program Consultant, Area Four Student Support Services

380 Edison Way

Reno, NV 89502

(775) 861-4440 (775) 846-5306

From: Berdrow, Nancy

Sent: Tuesday, October 22, 2013 7:10 AM

**To:** Hardy, Victoria **Subject:** Re: student

You passed along wonderful information - (not directed at you!!!!) but we have been in special ed chaos for the past 9 weeks, so we may all have overlooked some needs.
You are wonderful and always give 150 percent!

Nancy B Anderson

On Oct 21, 2013, at 8:37 PM, "Hardy, Victoria" < VHardy@washoeschools.net > wrote:

I know what you mean. I know the school is full of support and that each teacher there would take a kiddo under their wing if they saw the need. I know we can't read minds or know it all. I just can't help but wonder if I passed along the right info regarding Jose. I just am so sad that he reached a point that he felt taking the lives of others was his only option. I'm so sad for his mother. For mikes family. For you...

### Thanks for listening nancy. I adore you!!

Victoria Hardy Special Education Program Consultant, Area Four Washoe County School District (775) 861-4440 (775)846-5306

On Oct 21, 2013, at 8:09 PM, "Berdrow, Nancy" < NBerdrow@washoeschools.net > wrote:

You do the best job of making students feel special and cared for!
That may or may not have been enough- we'll never Know and you aren't responsible for his decision or his mental health. I question what I could have done or what I might be missing, but none of us can do it all!

We really miss you and all you brought to our school, but you have to think of yourself and your family when you make decisions.

Please don't blame yourself!

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On Oct 21, 2013, at 7:37 PM, "Hardy, Victoria" < VHardy@washoeschools.net > wrote:

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Did I tell you all that when we talked about him last year? I cant remember.

I cant stop thinking I shouldnt have left. I am so sad...

Victoria Hardy Special Education Program Consultant, Area Four Student Support Services 380 Edison Way Reno, NV 89502 (775) 861-4440 (775) 846-5306

From: Blume, Kimberly

Sent: Friday, March 08, 2013 1:16 PM

**To:** Hardy, Victoria **Subject:** RE: student

Thanks again for coming over today. I feel more confident Jose will get what he needs...attached is the face page for Jose. Kim

From: Hardy, Victoria

Sent: Friday, March 08, 2013 9:06 AM

To: Blume, Kimberly Subject: Re: student

12:30 works for me. I have until 1.

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 8, 2013, at 9:04 AM, "Blume, Kimberly" <KBlume@WashoeSchools.net> wrote:

How long is your prep because I don't have lunch until 12:30. I could meet then, or we can reschedule...

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To: Berdrow, Nancy Cc: Blume, Kimberly Subject: Re: student

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Absolutely!
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Nancy

From: Blume, Kimberly

Sent: Thursday, March 07, 2013 11:48

AM **To:** Berdrow, Nancy

Subject: student

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<josereyes.pdf>

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Sent:

Tuesday, May 06, 2014 10:45 AM

To:

Dach, Kevin FW: student

Subject: Attachments:

josereyes.pdf

From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:06 AM

To: Anthony, Suzanne Subject: FW: student

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From: Hardy, Victoria

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From: Hardy, Victoria

Sent: Thursday, March 14, 2013 12:24 PM

**To:** Blume, Kimberly **Subject:** Re: student

I have a meeting with my admin Tuesday to discuss our plan:-)

I met with Karen today. Ill fill you in. Call me after 4 at 846-5306:-))

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 14, 2013, at 11:33 AM, "Blume, Kimberly" < KBlume@WashoeSchools.net > wrote:

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To:

Dach, Kevin

Subject:

FW: student

From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:05 AM

**To:** Anthony, Suzanne **Subject:** FW: student

Victoria Hardy Special Education Program Consultant, Area Four Student Support Services

380 Edison Way

Reno, NV 89502

(775) 861-4440 (775) 846-5306

From: Hardy, Victoria

Sent: Friday, March 08, 2013 9:05 AM

To: Blume, Kimberly Subject: Re: student

12:30 works for me. I have until 1.

Victoria Hardy Sparks Middle School (775)353-5770

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Sent: Monday, October 28, 2013 10:03 AM

To: Anthony, Suzanne Subject: FW: student

Victoria Hardy Special Education Program Consultant, Area Four Student Support Services 380 Edison Way Reno, NV 89502 (775) 861-4440 (775) 846-5306

From: Berdrow, Nancy

Sent: Thursday, March 07, 2013 12:16 PM

To: Blume, Kimberly Cc: Hardy, Victoria Subject: RE: student

#### Absolutely!

I am including our sped dept lead to see if we can set up a time to come by. I know Vicki is arranging to meet with all the sped case managers at the different schools - let me see what works for everyone.

Nancy

From: Blume, Kimberly

Sent: Thursday, March 07, 2013 11:48 AM

To: Berdrow, Nancy Subject: student

Hi Nancy,

Thanks for coming today to introduce the kids to the registration process. They are all excited.

I have a favor to ask you. I have a student who is in SPED and for whom I have some concern about how he will manage middle school. He is very low academically and cognitively and also gets very frustrated and upset when he is confused or does not understand something. I am worried about his ability to handle middle school with all the transitions and expectations. We invited the SMS SPED folks to join us at this student's latest IEP, but they were unable to come. I would

1321

VERY much like to meet with the SMS SPED folks (and our SPED teacher) and perhaps you or another counselor to discuss how best to help my student next year. Would you be able to help me set this type of meeting up? I would be very appreciative.

From:

Anthony, Suzanne <SAnthony@washoeschools.net>

Sent:

Tuesday, May 06, 2014 10:43 AM

To:

Dach, Kevin

Subject:

FW: student

From: Hardy, Victoria

Sent: Monday, October 28, 2013 10:03 AM

**To:** Anthony, Suzanne **Subject:** FW: student

Victoria Hardy Special Education Program Consultant, Area Four Student Support Services

380 Edison Way

Reno, NV 89502

(775) 861-4440 (775) 846-5306

From: Hardy, Victoria

Sent: Thursday, March 07, 2013 12:55 PM

**To:** Blume, Kimberly **Cc:** Berdrow, Nancy **Subject:** Re: student

Ill be there from 10:45 to 11:15. I can come see you at 11:15:-)

What room are you in?

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 7, 2013, at 12:54 PM, "Blume, Kimberly" < KBlume@WashoeSchools.net > wrote:

What time might you be able to meet? I don't have any preps, but I have a push-in in my room from 11 - 12, so that would work well if possible. Just let me know!

Kim

From: Hardy, Victoria

Sent: Thursday, March 07, 2013 12:51 PM

To: Berdrow, Nancy Cc: Blume, Kimberly Subject: Re: student 1323

Ill be at Agnes Risley tomorrow morning for transitioning:-). Can I touch base with you at that time?

Victoria Hardy Sparks Middle School (775)353-5770

On Mar 7, 2013, at 12:16 PM, "Berdrow, Nancy" < NBerdrow@washoeschools.net > wrote:

Absolutely!

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# **CHAIN OF CUSTODY** SPARKS POLICE DEPARTMENT

CASE #	
13-9953	
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- EVIDENCE

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1 - RELEASE TO OWNER
2 - HOLD FOR FORFEITURE
3 - RELEASE TO DMV

6 - DESTROY

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CASE UPDA	TE / MO	DIFY /	CHANGE

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CASE UPDATE / MODIFY / CHANGE  CASE TYPE  ** CR   DF    DC  CT  C  DC  CT  C  C  C  C  C  C  C  C  C  C  C  C  C			13	-3300
			CURRENT DATE 05/09/14	1700 hours
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EXPLAIN ABOVE CHANGES C	R NOTE OTHER CHANGES NEEDED (PROPERTY, ETC.)			
mer * .111.	ns taken by the suspect Jose REYE	S were cantured on vic	deo. Jose REYES a	cted alone on
i ne criminai actio	The investigation has determined t	hat no one else had ar	v information abou	t the intentions
of Jose REYES A	the investigation has determined to additionally, Jose REYES was not a	violent child that crea	ted a cause for cor	cern that he
would not out with	violence or react violently when an	nered. The parents of	Jose REYES believ	ed they had
taken measures to	hide the weapons in their home. T	hey had no reason to	believe their son kn	ew where the
firearms were hid	den or that he had any interest in fir	earms at all. Neither o	arent knew Jose RI	EYES was
experiencing sign	ificant struggles at school. He had	not communicated wit	th them about his fr	ustrations.
This case is Clear REPORTING OFFICER	red-Exceptionally.	APPROVING SUBERVISOR		ID#
	Dach #034	KILETI	004	

# SPARKS POLICE DEPARTMENT Supplemental or Continuation Report

Type of Report: Murder, Attempted Murder Case: 13-9953

Date/Time of Supplement: 4-23-14 1600 hours Detective: Triplett 004

Approving Supervisor Date: 5/7/19

# **Details of Supplement:**

As part of the overall investigation, investigators decided to attempt to gather detailed information, in an interview with Liliana URTIZ, regarding the developmental issues Jose REYES experienced throughout his life. A formal request for assistance with this endeavor was made of the FBI. (See my original supplement.)

I have had several communications with Andre SIMONS, Unit Chief with the FBI's Behavioral Analysis Unit 2. Chief SIMMONS has suggested a live video interview with Liliana URTIZ, members of the Behavioral Analysis Unit and SSA Milena ESPINOZA. At this time, we are working together to organize this interview. The purpose of this interview is to gather any possible information to assist in preventive studies related to school shootings and/or school violence. It is unknown if Liliana URTIZ will cooperate and participate in the interview process. This information will not impact the investigative findings.

In my original supplement and in the overview it is noted that Jose REYES-MANDUJANO was arrested for Child Abuse on 2/2/12 in Sparks Police Case #12-1065. It also noted in both reports, that the case disposition shows the case was negotiated to misdemeanor on 5/23/12. For clarification, Jose REYES-MANDUJANO pleaded guilty to misdemeanor Child Abuse on 5/23/12 in Sparks Justice Court.

The investigation clearly determined Jose REYES was not a violent child. A detailed review of the school records documenting Jose's behavior and disabilities throughout his school experience revealed he did not act out in violence at school. These records contain information from numerous teachers, counselors and staff members from three different schools and none of these professionals communicated or documented any concern that Jose REYES was violent. In individual interviews with detectives, each of them expressed shock and disbelief that Jose REYES was responsible for the shootings on 10/21/13. None of these professional believed Jose REYES was capable of formulating the intent or plan to obtain a gun and bring it to school to hurt people.

Jose REYES was not violent at home or to his family members. There is one documented incident when he acted out in frustration and struck his father. No other incidents of Jose being physically aggressive to his family were found. He refused to participate in sports or martial arts because of the

Case # 13-9953

Detective: Triplett #004

contact involved. Jose never expressed any interest in firearms to either of his parents. His parents were unequivocal in their statements that Jose had never been shown the weapons or how to use the weapons in the REYES' home. Jose REYES-MANDUJANO and Liliana URTIZ took measures to hide the weapons from their children. Both were certain that Jose did not know where the weapons were stored. Neither parent was aware Jose was experiencing significant issues at school until 10/18/13 when he visited a psychologist. Jose did not express any thoughts of violence during his appointment with the psychologist. Neither parent was aware of the topics Jose researched on the internet. There was no reason for either Jose REYES-MANDUJANO or Liliana URTIZ to believe their son Jose REYES was planning on committing any act of violence at school or anywhere else.

The criminal actions taken by the suspect Jose REYES were captured on video. Jose REYES acted alone on October 21, 2013. The investigation has determined no one else had any information about the intentions of Jose REYES.

#### **Disposition:**

K: Cleared-V: Exceptional Juvenile Detective

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