(INTERVIEW OF DONNA NUMEROFF, #EI-26-0079, 08/27/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

KR = INSPECTOR KEITH RIDDICK
BB = BRANDY BURNS
DN = DONNA NUMEROFF
KM = KENNETH MILLER

KR: All right. Today's date is August the 27th, 2018. It's approximately 10:19 a.m. I am Inspector Keith Riddick of the Office of Executive Investigations. Also present at this time is Miss Brandy Burns [phonetic] with FDLE OEI. Uh, the location of this interview is the Marjory Stoneman Douglas High School in Parkland, Florida. I will be questioning Miss Donna Numeroff -- Numeroff?

DN: (No audible response).

KR: Okay.

DN: That's right.

KR: As a witness in an official FDLE investigation, case number EI-26-0079. Representing the school board, the Broward School Board is Mr. Kenneth Miller. Uh, I am the inspector in charge of this investigation. On February 25, 2018, Governor Rick Scott ordered FDLE to investigate the law enforcement response to the shooting in Parkland. For the record, I would like to clarify that this is a witness statement being given by you as part of that investigation into the law enforcement response to the MSD school shooting that occurred on February 14th, 2018. You have been subpoenaed to appear today and are being compelled to provide this statement; do you understand?

DN: Yes.

KR: Okay. And prior to beginning this interview you should be aware of the following: This interview is being recorded. As a sworn law enforcement officer, I am empowered to administer oaths and take statements. In a moment, I will be taking a sworn statement from you. You will be under oath, and if you knowingly provide false statements you can be

criminally charged with perjury. Do you understand each of these items I've just informed you of?

DN: Yes.

KR: Okay. Please raise your right hand. Let the record reflect Miss Numeroff has raised her right hand. Do you solemnly swear or affirm that the information you're about to give today is the truth, the whole truth and nothing but the truth so help you God?

DN: Yes.

KR: Thank you, ma'am. You can put your hand down. Please state your full name, uh, how long you've been employed by the Broward School System, and your current position.

DN: Donna Numeroff. Do I need to say my middle name or --

KR: No.

DN: No? Okay.

KR: No.

DN: I've been teaching, um, at -- at -- in Broward County Schools for 25 years and -- what was the third part?

KR: You -- what -- your current position.

DN: Math teacher.

KR: Okay. Here at Marjory Stoneman?

DN: Stoneman Douglas, yes.

KR: Were you in that capacity on February 14th of this year?

DN: Yes.

KR: Okay. Um, as we talked before we got -- went on the record, um, this is about the -- the tragedy that happened that afternoon. When did you first realize something was going on at the school?

DN: Um, at -- I originally thought it was a drill.

KR: Okay.

DN: So I -- as things were happening at first, I didn't realize -- I didn't think it was anything serious. I thought they were just really doing, uh, a drill that seemed really --

KR: Real.

DN: -- realistic. Yeah. And it really wasn't until I -- we were in the -- in the Code Red position in the corner of my room and I texted my husband. And actually I got a text from a friend saying, "Is everything okay?" And I kind of was like, Uh-oh. There's -- there's got to be more going on here. And I texted my husband and I said, um, "Can you turn on the TV? 'Cause maybe there's something going on." And then, um, some other students had their cell phones on and one kid actually said, "Hey, we're on TV. Our school is on TV." So I was like, Hmm. You know? Like, I -- I tried to keep it very --

KR: Uh-huh.

DN: -- casual 'cause we all were thinking it was a drill and it sounded --

KR: Uh-huh.

DN: -- realistic, but we thought it was just a realistic sounding drill.

KR: Uh-huh. Okay.

DN: So I didn't know really how the seriousness of it was until my husband started cluing me in when he was watching TV and telling me what was going on.

KR: Okay. What was the first thing you heard or saw?

DN: The first thing I heard was, um, a -- our fire alarm went off.

KR: Okay.

DN: So, um, we had one in the morning.

KR: Uh-huh.

DN: So I was like, This is weird that we're having another one. So I was like, "Well --" I said to my students, "Well, okay. They're having another one obviously, so why don't we pack up our stuff and, um, then you guys --" and I reminded them what to do.

KR: Uh-huh.

DN: So I was kind of slowly getting my stuff together 'cause I thought maybe they would come on and say, "Disregard the drill," or something --

KR: Uh-huh.

DN: -- like that. So my students were really taking their time. And only a few actually left the room.

KR: Uh-huh. Okay.

DN: And within seconds they came running back in the room and they said, "They told us to come back in the room."

KR: Uh-huh.

DN: So I said, "Okay." And then I heard on the announcement, um, Mr. Porter came on the announcement and he said something to the effect of, um, "Disregard the fire alarm. This is a Code Red." So I said, "Okay. Come in the room. We're -- you guys know what to do." I shut the lights off and everybody went into the corner.

KR: Okay. Okay.

DN: And I still thought it was -- and I -- and I -- and I heard shots --

KR: Okay.

DN: -- outside, or coming from out, you know, outside the room.

KR: Uh-huh.

DN: When the kids actually came running back in the room I did hear shots.

KR: Okay.

DN: And I thought, Wow. This is a realistic drill. You know? Code Red drill. Uh --

KR: Yeah.

DN: -- you know? So, um, everybody came in. And then I also heard deep male voices saying things and I didn't really know what they were saying 'cause I had already closed the door 'cause everybody had come back in --

KR: Uh-huh.

DN: -- and we were in our position. But I did hear male voices, maybe directing, giving direction like --

KR: Uh-huh.

DN: -- Go here, do this, da, da, da, go back in, da, da, da, that kinda thing. But I didn't know exactly what people were saying.

KR: Did you recognize any of those voices?

DN: I did not --

KR: Okay.

DN: -- recognize any of them voice --

KR: That's --

DN: -- the voices, but I knew that they were, like, adult male voices.

KR: Uh-huh. Okay.

DN: So I wasn't sure whose voices those were.

KR: What room is your room?

DN: My room is 722.

KR: Okay. What --

DN: So, uh, my door looks out onto the 1200 building.

KR: Okay. Which end of the 700 building are you in?

DN: It's, um, kind of in the center --

KR: Okay.

DN: -- of it. So, um, yeah, it might be a little closer to the -- to the east --

KR: Okay.

DN: -- entrance, but it's pretty much in the center --

KR: All right.

DN: -- of the --

KR: Some administrative questions for lack of better term.

DN: Okay.

KR: Have you ever heard gunshots before?

DN: No.

KR: Okay.

DN: And it was funny because a student, uh, a girl actually goes, "Those -- those don't sound like real. I know what a real gunshot sounds like."

KR: Uh-huh.

DN: "So I think that it's fake." And the kids were actually calm because --

KR: Uh-huh.

DN: -- we thought it was a drill, a realistic drill.

KR: Uh-huh.

DN: And may -- maybe -- 'cause she said that, everyone was like, Oh, okay. You know?

KR: Uh-huh.

DN: It's maybe a drill and it just sounds like realistic. And I was like, Oh, okay.

KR: Okay.

DN: Yeah.

KR: How -- how many gunshots do you think you heard?

DN: I heard maybe three to four.

KR: Okay.

DN: I'm not quite sure exactly.

KR: All right. Who was the, uh, the young lady that heard the gunshots? Do you remember her name?

DN: Oh, gosh. I don't remember her name.

KR: Okay. That's --

DN: I'm sorry.

KR: If you think of it later, you can -- I'll give you my card --

DN: Oh, okay.

KR: -- and you can get back with me.

DN: Okay.

KR: Uh, do you remember who the students were that made it outside?

DN: Um, I don't remember who they were, no.

KR: Okay.

DN: Yeah, I'm sorry.

KR: No, that's okay.

DN: Yeah.

KR: Um, so after the -- you heard the gunshots, y'all sheltered in place?

DN: Yes.

KR: Okay. When did you leave?

DN: We left around maybe 4:20, something like that.

KR: Once law enforcement came and got you?

DN: Yeah, law enforcement came. They banged on the door. They said who they were and then we opened the door and then they came in and they, um, they asked me, "Who's the --" they asked the group, "Who's the teacher?" And I said, "I am." And, um, then they said -- they gave us directives --

KR: Uh-huh.

DN: -- and they -- they asked me if I had the key to the back closet and I said, "Yes," and they opened up the back closet and they went --

KR: Cleared it.

DN: -- they looked in --

KR: Uh-huh.

DN: -- to clear it out, to make sure no one was in there. They asked me if I knew everybody in the room and I said, "Yes." And they said, um, "Okay. So now you're gonna line up single file."

KR: Uh-huh.

DN: And they, um, everybody took their book bags and they, um, walked out single file and I was the last to go.

KR: Okay. Um, you never made it out of the building? Is -- out of -- when the alarm went off, did you --

DN: No.

KR: You never --

DN: I did not leave the building 'cause --

KR: Okay.

DN: -- I'm usually the last one to leave the room --

KR: Okay.

DN: -- and like I said, at first we were kinda hemming and hawing because I kinda was like, They're -- maybe they're gonna say that disregard it --

KR: Uh-huh.

DN: -- don't worry. And -- you know? So I kinda was getting my stuff together slowly --

KR: Right.

DN: -- and so were a lot of the kids. And then maybe three or four only left.

KR: Okay.

DN: You know? And then they came run -- within, like, a -- I don't know, I'd say about 10 to 15 seconds --

KR: They came back?

DN: -- they came running back in and said, "They told us to come back in the room," and --

KR: Uh-huh. Okay.

DN: You know?

KR: Um, did -- was there any talk about who told them to come back in the room or who --

DN: Uh-uh.

KR: -- or they spoke to or --

DN: No.

KR: -- anything like that?

DN: No.

KR: Okay.

DN: I didn't ask and they didn't say. They just said, "They told us."

KR: Uh-huh. Okay.

DN: So I did hear male voices --

KR: Right.

DN: -- giving directives so I figured it was maybe the administrators or something.

KR: Uh-huh. Okay. Um, let's see. Let me look at this real quick before we go to the videos. Could you tell -- I know you're in your classroom, but could you tell where the gunshots were coming from?

DN: I couldn't really tell where they were coming from. I knew they were close.

KR: Uh-huh. Okay.

DN: You know? Close by, but I didn't know exactly where they were coming from.

KR: Okay. So you say "close by."

DN: Like --

KR: Were they loud?

DN: They were -- they weren't really loud.

KR: Uh-huh.

DN: You know? They were -- they -- actually they were -- they were not really loud so I knew -- I knew we weren't in immediate danger.

KR: Uh-huh. Okay.

DN: They weren't, like, right on my floor or --

KR: Okay.

DN: -- you know, or anywhere near me.

KR: All right.

DN: But I did hear them.

KR: Okay. Um, and how long after -- did you hear them before or after the fire alarm?

DN: I heard them after the fire alarm.

KR: Okay. How long after the fire alarm do you think?

DN: Um, I think it was when I was letting the kids back in that -- uh, 'cause the door was open. I heard gunshots --

KR: Uh-huh. Heard the gunshots then?

DN: -- actually when -- yeah, when the kids --

KR: Okay.

DN: -- were running back into the classroom.

KR: Okay. Did you hear any more after that?

DN: Um, no.

KR: Okay. All right. What I want to do now -- you have anything I've missed --

BB: No.

KR: -- Brandy? Is -- if you can -- I'm gonna show you some videos and some still photographs. Ken, if you wanna --

KM: I was gonna say, do you mind if I --

KR: Not at all. Come slide up here.

KM: All right.

KR: Let me --

KM: I can just stand. That's fine.

KR: You can -- okay.

KM: Yeah, that way I can look over --

KR: Okay.

KM: -- everybody's shoulder.

DN: Okay.

KR: Okay. Let's see how many. Brandy, if you could keep a list of if she does identify anybody.

BB: Yes.

KR: All right. This is the back side --

DN: (Unintelligible).

KR: Yeah, you make it back side of your building. Um --

DN: That looked like Mr. Morford (unintelligible) --

KR: Okay.

DN: -- just passed by.

KR: Um, let me -- yeah, we'll just let it play. And there's --

DN: That's Mr. Morford.

KR: Uh-huh. Move it however you need.

DN: Could that have been -- I'm not sure who that is.

KR: That's okay. I have a better picture of them in a minute.

DN: I don't know who that was. So this is the courtyard here, right?

KR: Yes, ma'am.

DN: Oh, okay.

KR: Right.

DN: Okay.

KR: Yeah, this first one is just the way it came up. It --

DN: Okay.

KR: Um, and I know this isn't your side of the building --

DN: Yeah, this is the other --

KR: -- but still --

DN: -- side of the building.

KR: Yeah, but still --

DN: I --

KR: -- there might be --

DN: Yeah, yeah.

KR: -- kids that you teach or --

DN: Right, right. I hear you.

KR: Right. I have a better picture of him, too --

DN: No, I --

KR: -- in a minute. This classroom is gonna empty shortly. That's --

DN: Was this after the fire alarm or before the fire alarm?

KR: Uh, I really don't know.

DN: Oh.

KR: Yeah.

DN: Okay.

KR: Okay. That's the end of that one.

DN: Oh. I don't know these kids.

KR: Okay.

DN: I'm so sorry.

KR: No, no, no, no, no.

DN: I don't even know.

KR: That's okay. That's okay. I don't expect you to know all 3,000 of the kids that are here.

DN: I don't even remember the kids who were in my room.

KM: The ones that run by in half a second --

KR: Uh-huh.

KM: -- you should be able to officially recognize all of them.

KR: Sure. And they're gonna come straight at you.

DN: Yeah. No, I don't know any of these.

KR: Hmm.

DN: Oh, I'm so --

KR: No, that's okay.

DN: -- sorry.

KR: No, that's okay.

DN: That must have been the fire alarm.

KR: Uh-huh.

DN: No, I don't know --

KR: That's --

DN: -- any of those.

KR: No, that's okay. We have the teacher from that classroom --

DN: Yeah, I was --

KR: -- coming in so --

DN: -- gonna say you probably -- I don't know who that is.

KR: Uh-huh. Okay.

DN: Oh, goodness.

KR: Here, let me, um --

DN: I -- I don't know.

KR: See, this one is fuzzy --

DN: Uh-huh.

KR: -- as all get-out, yeah.

DN: Yeah, I wouldn't be able to recognize --

KR: Okay.

DN: -- any of these kids.

KR: Yeah, 'cause I think this would be your class right about here 'cause --

DN: But I'm -- I'm on the --

KR: Oh, you're on the --

DN: -- second floor.

KR: -- second floor? That's right.

DN: Yeah.

KR: Yeah. Okay. And that's the same -- that's the same floor, the, uh, downstairs.

DN: Yeah.

KR: Yeah.

DN: Maybe the downstairs teacher would know.

KR: Yeah, that's -- that's what I'm hoping, anyway, that --

DN: Yeah.

KR: Yeah, that's the same downstairs. Let me find -- uh, okay. This --

DN: That looks like the stairs --

KR: Yeah, this is --

DN: -- to go up to where I --

KR: Yeah, and there's some kids gonna come downstairs, but I don't -- since you did -- y'all didn't come out, it may not be any of your kids.

DN: Yeah, 'cause I don't -- I didn't even ask them how far they went.

KR: Uh-huh.

DN: How far they got. Uh, no, I don't know that kid.

KR: Okay.

DN: Oh, I don't know who that is, either.

KR: Okay.

DN: I'm sorry.

KR: No, no. Don't --

DN: I didn't know that other kid, either --

KR: Okay.

DN: -- that was running by.

KR: That was actually the same one that came earlier this way.

DN: Oh, really?

KR: And -- and -- and the one that ran around the corner and went into that, uh, classroom --

DN: Oh.

KR: -- before they came out.

DN: Oh. Hmm. Yeah, I'm wondering if the other teacher might know that.

KR: Yeah, I'm -- can't imagine her not.

DN: Yeah.

KR: We know who they are.

DN: Oh, okay. Those look like from that room.

KR: Uh-huh. Yeah.

DN: Nope, those were not --

KR: Those weren't yours?

DN: -- my students.

KR: Okay.

DN: No. Oh yeah, he must have --

KR: Yeah.

DN: -- been the one to tell everybody to go --

KR: Yeah.

DN: -- back to -- yeah, those were not my kids.

KR: Okay. Okay. There's some more that --

DN: Someone would definitely recognize 'cause those were good photos.

KR: Yeah, and I have stills actually those that --

DN: Oh, okay. They would probably --

KR: Uh-huh.

DN: If they came down the stairs they were probably from --

KR: Here are the two ladies that walked --

DN: Oh, that's Brandy. She's a teacher.

KR: Brandy?

DN: Hermosillo. And that's -- they're both teachers, Cindy and Brandy. They're -- they're teachers in the 1200 building but they had planning.

KR: Okay.

DN: And they were told -- they were in the office at the time, so they probably were coming to -- to see -- maybe to go back to their room --

KR: Uh-huh.

DN: -- but he probably told them to go that way.

KR: So Brandy Hermosillo.

DN: Hermosillo. She's H -- H-E-R-M-O-S-I-L-L-A [sic].

KR: Okay. And Cindy?

DN: Cindy, um, um, starts with an H also. Um, Helverson.

KR: Helverson?

DN: Yeah.

KR: Okay.

DN: They're both teachers in the 1200 building, but they just happened to be in planning.

KR: Okay.

DN: So I knew -- they told me their story. They were in the office.

KR: Okay.

DN: So --

KR: That's Mr., uh, Stoop -- Step -- Stobble [phonetic] -- something.

DN: Yeah.

KR: Uh-huh.

DN: Yeah, yeah. So those are the voices, maybe that's what I was hearing.

KR: Uh-huh.

DN: Men's voices telling people. Hmm. So perhaps my students didn't even get to even go down the stairs --

KR: Uh-huh.

DN: -- or they're --

KR: No, I've got some video though of this same area up there.

DN: Oh, okay.

KR: So, um, and I think there were more -- I wanna say there were more kids coming. That's why it's still running.

DN: Hmm. Okay.

KR: (Unintelligible) still. It seems like forever, but it's actually only been, like, a couple minutes more.

DN: Yeah.

KR: It just jumped. That's the end of the kids --

DN: Okay.

KR: -- on this one.

DN: That's Brandy and Cindy.

KR: Okay.

DN: Yeah.

KR: Awesome.

DN: They look like students.

KR: Yeah.

DN: Those look --

KR: Actually I thought that one might have been Terri, but, um --

DN: Oh, yeah. Yeah, I don't -- I've seen him, but I don't -- I didn't have him --

KR: He's not yours? Okay.

DN: Yeah, so I don't know his -- who he is. No, I don't know who that kid is.

KR: Okay.

DN: It's a good picture though.

KR: Yeah, (unintelligible) --

DN: Yeah, those are the --

KR: Yeah.

DN: -- two kids. No.

KR: Uh-huh.

DN: Don't know who he is. Yeah, I don't know those girls.

KR: Okay. Yeah, this -- yeah, that's all that one is.

KM: That looks like the same view that --

KR: Yeah.

DN: Yeah.

KR: It is. Yeah.

DN: Yeah.

KR: I just -- I think -- I'm just trying to get them closer on the -- all right. This is upstairs.

DN: Oh, yeah. Right. Okay. Let's see.

KR: And they're gonna come around the --

DN: Yeah.

KR: -- corner.

DN: Right.

KR: Just move it if you need to.

DN: Wow, it looks like somebody's whole class.

KR: Uh-huh.

DN: Oh, my goodness.

KR: I'm gonna move this down here in case I need to stop it.

DN: There's those two --

KR: And that's those two kids.

DN: -- boys.

KR: Yeah.

DN: Oh, wait. Where -- yeah. Oh, God.

KR: Any -- did you have an ROTC student? Okay. He --

DN: That's mine.

KR: Okay.

DN: That's my student.

KR: Do you remember his name?

DN: Believe it or not, his name is Nicholas Kruse.

KR: Okay. That's the other Nick?

DN: K-R-U-S-E.

KR: That's the other Nicholas, yeah.

DN: And you wanna hear -- it's -- it's so sad because when the kids had their cell phones --

KR: Uh-huh.

DN: -- they were, like, looking -- what -- and one kid goes, "Hey, they caught a kid named Nikolas Cruz." And he's like -- he was like, "I didn't do anything." You know? And we're like, "No, don't worry." You know, we kinda, like --

KR: Uh-huh.

DN: -- laughed it off.

KR: Uh-huh.

DN: And, you know, that kinda thing. Yeah, that's my kid. Oh, and this one also, um, was mine. Um, I can't remember his name at the moment.

KR: Uh-huh.

DN: But these two were from --

KR: Okay.

DN: -- my class.

KR: Let's see. Yeah.

DN: And I think she was from my class, too, but I just -- - at this moment I'm going --

KR: Uh-huh.

DN: -- blank on these kids' -- the other kids' names. Did they -- I guess they didn't make it down the stairs?

KR: No. No, they don't. They, um --

DN: Yeah, look at that. They came running back.

KR: Uh-huh.

DN: So it was like those three kids that went back.

KR: Okay.

DN: Yeah.

KR: Okay. Now do me a favor. Um, if we can get it -- we can get to your class -- would you still have your class roster from last year?

DN: Yeah.

KR: Okay. If you -- if --

DN: I -- if I look at my roster I'll know --

KR: That's what I was thinking.

DN: -- who they were 'cause I --

KR: If you could --

DN: -- just off the top --

KR: -- could do that --

DN: -- of my head I can't remember the other couple of kids that --

KR: That's --

DN: -- we're seeing.

KR: Yeah.

DN: Okay. I apologize.

KR: No, no. Like I said, it's -- you know, I'm sure you've had in 25 years a couple of students.

DN: Right. Exactly.

KR: Let me put my --

DN: (Unintelligible) --

KR: -- cell number on there.

DN: Okay.

KR: Yeah, here. This is a different group, I think.

DN: Yeah, that's Mr. Sanders right there.

KR: Sanders?

DN: Yeah.

KR: He's a --

DN: Teacher.

KR: -- teacher?

DN: He teaches around the other side, so that might be his class.

KR: Okay.

DN: He's -- he -- I'm facing there.

KR: Uh-huh.

DN: He's facing the courtyard so they came from the -- not from here, but --

KR: Uh-huh.

DN: -- from the other side. That's --

KR: What's -- you know his first name?

DN: Joel.

KR: Joel Sanders?

DN: Yeah.

KR: Okay.

DN: And that looked like his class.

KR: Okay.

DN: Yeah, so he's now telling everybody --

KR: Uh-huh.

DN: -- All right. Go back to the room. Huh. Okay.

KR: Keep that running a second. And that's my --

DN: Okay.

KR: -- cell on the back.

DN: Okay.

KR: We're here all week. Uh, let's see. It's still running so --

DN: Yeah. And these kids, I don't know --

KR: Okay.

DN: -- who they are. Hmm.

KR: Okay. (Unintelligible). Yeah, that's the end of it. Okay. That's the last of them. Um --

DN: Okay.

KR: -- the kids that she's identified are on camera 62. All right. Anything else, Brandy, you can think of?

BB: No.

KR: Okay. In regards to this investigation, is there anything that I either failed to ask or anything

that you would like to add or clarify in your statement today?

DN: Um, nope, that's it.

KR: Okay.

DN: That's it.

KR: Can you think of anybody other than the ones we've discussed today that it would behoove me to interview that you -- you've talked to since this happened that might have information about the response? There again, just about, you know, did they see Deputy Peterson, they -- you know, anything like that that was going on at that time?

DN: Did you, um, interview -- um, I'm trying to think -- um, uh, the, um, drama teacher?

KR: Yes, Miss Hert [phonetic].

DN: Herzfeld.

KR: Yes.

DN: Herzfeld?

KR: Yes.

DN: Okay.

KR: Yeah, we've done the bottom floor --

DN: Oh, you did the bottom floor?

KR: We've done the bottom floor.

DN: Okay, okay.

KR: Uh, we're doing the top floor today.

DN: Okay.

KR: And, uh --

DN: Um, did you talk to Jim Gard?

KR: He's coming.

DN: Okay. Um, did you talk to Suzie? She doesn't work here anymore.

KR: Camel?

DN: Yeah.

KR: Yeah, I've got her scheduled --

DN: Okay.

KR: -- this week. Uh-huh.

DN: Okay. Good. Um, and that was Joel on the other side.

KR: Uh-huh.

DN: And, um, Greg Bantz.

KR: Greg Vance?

DN: Bantz.

KR: Bantz?

DN: He's -- he's -- he's also on the other side. He -- I don't -- I don't know if any of those kids were maybe his students.

KR: Okay.

DN: I'm not sure. Um, he's in the corner room on the other side. Joel is two -- you know, the second room --

KR: Uh-huh.

DN: -- and his kids sound -- seemed like they all --

KR: Came out that way?

DN: -- went there, so -- yeah. So I don't know. I'm just thinking of other --

KR: No. No, that's good.

DN: -- teachers.

KR: That's good. Yeah.

DN: So --

KR: Okay. All right.

DN: -- might be --

KR: Have you been promised anything in exchange for providing this statement today?

DN: No.

KR: Has the information that you provided during this interview been the truth to the best of your knowledge or recollection?

DN: Yes.

KR: This interview is concluded at approximately 10:49 a.m. on Monday the 27th of August, 2018.

DN: All right.

(CONCLUSION OF INTERVIEW)

Transcribed by: cf/jck

(INTERVIEW OF KELVIN GREENLEAF, #EI-26-0079, 05/17/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

KR = Inspector Keith Riddick
BB = Brandy Burns
KG = Kelvin Greenleaf
EP = Eugene Pettis

KR: Today's date is May the 17th, 2018. It's approximately 10:17 a.m. I'm Inspector Keith Riddick of the Office of Executive Investigations. Also present at this time is OEI member Brandy Burns. The location of this interview is Stoneman Douglas High School in Parkland, Florida. I will be questioning Mr. Kelvin Greenleaf as a witness in an official FDLE investigation. Also present on Mr. Greenleaf's behalf is --

EP: Eugene Pettis of Haliczer, Pettis & Schwamm.

KR: All right. Thank you, sir. Um, this case number is EI-26-0079.

BB: (Sneezes).

KR: Bless you.

BB: Sorry.

KR: I am the inspector in charge of this investigation. On February 25, 2018, Governor Rick Scott ordered FDLE to investigate the law enforcement response to the shooting in Parkland. For the record, I would like to clarify that this is a witness statement being given by you as part of the -- our investigation into that law enforcement response to the MSD school shooting that occurred on February 14th, 2018. You have been subpoenaed to appear today and are being compelled to provide this statement. Do you understand?

KG: Yes, sir.

KR: All right. Thank you. Prior to beginning this interview, you should be aware of the following: This interview is being recorded. As a sworn law enforcement officer, I am empowered to administer oaths and take statements. In a moment, I will be

taking a sworn statement from you. You will be under oath, and if you knowingly provide false statements, you can be -- can be criminally charged with perjury. Do you understand each of these items I've just informed you of?

KG: Yes, sir.

KR: All right. Please raise your right hand. Let the record reflect Mr. Greenleaf has raised his right hand. Do you solemnly swear or affirm that the information you're about to give today is the truth, the whole truth, and nothing but the truth, so help you God?

KG: I do.

KR: All right. Thank you, sir. Please state your full name, current place of employment, and how long you've been employed here.

KG: Yeah. My name is Kelvin Eugene Greenleaf. I'm a security specialist at Marjory Stoneman Douglas High School in Parkland, Florida. I have been here for eight years.

KR: All right, sir. Mr. Greenleaf, um, what I have here is a transcription of your statement that you gave to Broward Sheriff's Office. If you'd like it to refer to during this or if you just -- if you want to take a minute and -- and go over that is fine. You can just hold onto it if you -- if you need it. That way you've got it. Um, you've been employed here eight years?

KG: Yes, sir.

KR: All right. Do you have prior security experience?

KG: Yes.

KR: All right. As a security officer at -- uh, for the Broward School System, are y'all sworn? Are you --

KG: (Coughs).

KR: Want some water?

KG: No, sir.

KR: Okay.

KG: That's all right.

KR: Uh, were you working here at the high school on February the 14th, 2018?

KG: Yes, sir.

KR: Okay.

KG: (Coughs). Excuse me. I'm sorry.

KR: No, that's quite all right. You want us to stop and let you get some water or something?

KG: Let me go get some water. I apologize.

KR: Okay. I'll leave that --

BB: You're fine.

KR: -- running so --

KG: Okay.

KR: -- you know that we're not talking --

KG: Okay. I'll be -- I'll be right --

KR: No problem, sir.

BB: Okay. That made me have to get sympathy water. No sympathy water for you though.

KR: (Unintelligible) my Coke in the --

KG: Okay. I'm sorry, (unintelligible).

KR: No, no problem, sir. All right.

KG: Okay.

KR: Um, what part of the campus were you -- or let -- let me back up for a second. How did you first know that there was a shooting going on here at the -- at the campus?

KG: Well, we heard a transmission over the radio. I heard a transmission over the -- over the radio.

KR: From who? Who was talking?

KG: Um, I heard -- the first conversation came from, uh, Medina.

KR: All right. Was that when he was saying that he just saw somebody dropped off? Or what did he say? Do you recall?

KG: Uh, he -- he said that it -- it -- it sounded like, um -- um, a weird sound was coming out of 1200 building.

KR: Okay.

KG: Some crazy sound coming out of there.

KR: All right. Where were you at when that --

KG: I was with Deputy Peterson over in his office. Um, we was dealing with another student.

KR: Okay. I have a map of the school here. Um, probably -- okay. Here is the 1200, um, and this is on -- can you just show me, the best you can, where that office -- Deputy Peterson's office is in that area? Um, I mean, is it in the --

KG: It -- it'd be over in this area. I think this is his office right here.

KR: Okay.

KG: 'Cause I'm right across from there.

KR: All right. So it's right across the --

KG: Right.

KR: -- this hallway from --

KG: Right. Right in front of.

KR: -- him?

KG: Yes, sir.

KR: Oh, okay.

KG: Right in front of us.

KR: So you're in this building, just a few feet away?

KG: Uh-huh. Yes, sir.

KR: All right. Um, all right. Could you hear the gunshots or hear anything?

KG: No -- once we got down and approached the building, I started hearing the gunshots.

KR: All right. All right. Well, tell me -- if you don't mind, show me -- I -- I know that, um -- or just go ahead, right now, tell me what -- what happened after you heard Medina.

KG: Well, when we heard it, um, myself and Deputy Peterson, we went out of the door. We went to the left to go through an administrator office to get the golf cart because it would have been quicker to get there. And, um, the administrator wasn't there. So we started heading that way. And we were picked up by Medina on his golf cart and driver to the corner of the 700 building.

KR: Okay.

KG: And that's when we -- we got off the cart and, um, Deputy Peterson instructed me, "Stand back. You don't have a weapon."

KR: Uh-huh.

KG: And there were students coming down from upstairs 700 building; also out of downstairs. So he had just instructed me, "Hey, get the kids back in class."

KR: Okay. If you would, show on here the route that you took to get to the -- and where you finally ended up --

KG: Okay.

KR: -- stopping.

KG: Well, the -- first we came out of the -- the door here.

KR: Uh-huh.

KG: We went here --

KR: Okay.

KG: -- for the golf cart. No one was there. We went back this way.

KR: Uh-huh.

KG: Medina's picked us up.

KR: Huh.

KG: And he drove us down to the corner right down here.

KR: All right. When you got down there, you -- kids are coming out. Were they coming out of the 1200 or the 700?

KG: They were coming out of 700.

KR: Okay. Upstairs, downstairs?

KG: Both.

KR: Both? Okay.

KG: Yes.

KR: Uh, when you got down there, could you hear the gunshots?

KG: I don't recall -- I -- I started hearing them -- I don't know whether I started hearing them when I first got there or, you know -- or on the --

KR: Or --

KG: -- way

KR: -- en route?

KG: -- down. Yeah.

KR: Okay.

KG: En route, yeah.

KR: But somewhere in between when you left here --

KG: I started hearing them.

KR: -- and -- and you got there. Did you hear any more after Deputy Peterson said get back?

KG: Yes, sir.

KR: Okay. Do you recall about how many? Do you remember?

KG: Um, no, sir.

KR: Okay. And just for the record and the fact, you know, that this is a -- an investigation, or a legal investigation, are you familiar with gunshots?

KG: Yes, sir.

KR: Okay. Have you fired a weapon before?

KG: Yes, sir.

KR: Okay. So you know what a gunshot sounds like?

KG: Yes, sir.

KR: All right. Um, when you made contact with Peterson -- or when -- when y'all heard Medina come over the air and say that about the 1200 building, did Deputy Peterson say anything while y'all were still in the office or --

KG: No. We both got up and --

KR: Got out?

KG: -- fled out of the office. Yes.

KR: Okay.

KG: Yes, sir.

KR: You got up and headed on that way?

KG: Yes.

KR: Was --

KG: And he immediately got, um, on his radio. I guess he was talking to dispatch or --

KR: Okay. Got on his law enforcement radio?

KG: Yes. Yes, sir.

KR: Okay. Uh, do you recall if he got on the school radio while you're -- any time you were with him?

KG: I don't recall.

KR: Okay. Um, do you remember what he was saying about -- on his, uh, agency radio?

KG: No, because he was in the front seat of the golf cart and I was on the very back.

KR: Okay.

KG: Yeah, so (unintelligible)--

KR: Okay. And is -- we're talking a typical golf cart, two seats in the front, little bench seat on --

KG: It --

KR: -- the back?

KG: There wasn't a bench seat on the back. It was the one that our athletic --

KR: Okay.

KG: -- so just used for carrying equipment --

KR: All right.

KG: -- so (unintelligible) --

KR: So it's got the little dump thing or --

KG: Yes, sir.

KR: -- the -- the bed in the back?

KG: Uh-huh.

KR: Okay. Um, all right. When he told you to -- to stand back, where did you -- how far back did you go or --

KG: A couple of feet away because I went back towards the stairs to help the kids go back up. And the kids, like I said, was coming down the hall where the 700. I instructed those kids to go back. And

there were also kids coming from up this area, 100 area --

KR: Yes, sir.

KG: -- had come, and I came back, pushing those kids back this way. And I end up in front of the auditorium.

KR: Uh-huh.

KG: Helped pushing kids into there. And then I came into the, um -- the camera room to try to go on the camera to see what was --

KR: Okay.

KG: -- going on.

KR: Um, when you're pushing the kids back, can you hear anything that Deputy Peterson is saying?

KG: No, sir.

KR: Okay. Are you still hearing gunshots?

KG: Yes, sir.

KR: Okay. Can you tell where they're coming from?

KG: It appeared that they -- it was coming right in front.

KR: From the 1200 building?

KG: (No audible response).

KR: And -- and when we, um -- I -- I know we showed it on the map, but from -- (unintelligible) with the corner of the 700 building is -- is -- between that and the 1200 is basically an open-air walkway, right --

KG: Right.

KR: -- that's probably, maybe, 50 feet wide or something like that?

KG: Approximately.

KR: Approximately?

KG: Yes, sir.

KR: Yeah. Maybe a little bit more.

KG: Uh-huh.

KR: Um, all right. So it appeared to you that they were coming out of 1200 building. Did you see any of the rounds hitting the windows that came through?

KG: No, sir.

KR: Okay. Um, did you ever see -- make count with any other law enforcement officer in -- in and around that 700, 1200 area?

KG: No, sir.

KR: Okay. When you were down there with Peterson and, you know, he pushed you back, told you to get back and you were helping the kids, could you see Deputy Peterson still?

KG: Yes, sir.

KR: And can you tell me what he was doing then?

KG: He was still on the radio talking, and, uh, he had his, uh, pistol. He had the pistol out --

KR: You -- (unintelligible) --

KG: -- (unintelligible).

KR: He was drawing his weapon?

KG: Uh-huh.

KR: Okay. Did Deputy Peterson ever say anything about what he was going to do once he got down there?

KG: No, sir. Like --

KR: Did --

KG: -- going down, he was on his radio --

KR: Okay.

KG: -- police radio --

KR: Okay.

KG: -- pretty much --

KR: Did you --

KG: -- the whole time.

KR: -- have any more conversation with him, um, once y'all -- or -- while you're pushing people back, did y'all and him converse at all?

KG: No, sir.

KR: No? Okay.

KG: He was on the radio.

KR: When's the next time you saw Deputy Peterson?

KG: Later that day. Actually, I was in the camera room, like I say, trying to see what was going on in that building. It was later in the day, pretty much probably at night.

KR: Okay.

KG: So --

KR: Did y'all have a conversation?

KG: No, sir.

KR: Okay. Have you had a conversation with him since then?

KG: Yeah, we had -- we've talked the next day -- I had seen him -- about, you know, everything that went on. We couldn't believe that it happened and --

KR: All right.

KG: -- just stuff of that nature.

KR: All right. Did he say anything about going in the building --

KG: No, sir.

KR: -- or not going in the building?

KG: No, sir.

KR: Okay. Did Medina stay with y'all down there when -- when he dropped --

KG: No, sir.

KR: -- y'all got to the end? Where did he go?

KG: He went around front. He said -- you know, he said, I went around the front -- back to the front of the school.

KR: Okay. So the, uh -- would be the east side of the school?

KG: Yes, sir.

KR: Okay. Huh. All right. You came to the -- to video room. Are you the one that was running it --

KG: Yes, sir.

KR: -- when the -- we were trying to -- or not we, but when y'all were trying to find --

KG: Yes, sir.

KR: -- see what was going on? Okay. Um, who was in the room with you at that time?

KG: Myself and Mr. Morford. He's assistant principal.

KR: Okay. Law enforcement came in later?

KG: Yes, sir.

KR: Was it CSPD or BSO?

KG: I know -- I knew one was BSO.

KR: Okay.

KG: But there's about three other people in there.

KR: Okay. Blue or green? Do you recall?

KG: I don't recall.

KR: That's all right. I know it was a --

KG: No, sir.

KR: -- it was a mess going on at the time. Um, when did y'all realize that the, uh -- the video, you were looking at the history -- or something that had already happened?

KG: Well, almost immediately because by the time we got down here, it was about 10 -- about 15 -- 10, 15 minute had already expired before we even got to the camera room.

KR: Okay.

KG: Yes, sir.

KR: So by the time you got to the camera room, had the shooting stopped?

KG: Yes, sir.

KR: Okay. Um, and everybody is -- everything that was going on -- law enforcement was coming from everywhere --

KG: Yes, sir.

KR: -- and y'all were trying to get the kids safe?

KG: Yes, sir.

KR: Okay. All right. When you were pushing the kids back in the 700 building -- uh, the 700 and the 800 -- the 800's the auditorium?

KG: Well, no -- well, it's -- yes, sir.

KR: Yeah? All right.

KG: It's attached to the (unintelligible).

KR: Well, you go ahead. I'm sorry.

KG: No, no. It's attached to the 800 building, the auditorium.

KR: Oh, the auditorium is. Okay. Um, do you remember, were there teachers mixed in with those kids that were coming out of 700 and 800 and all that?

KG: There were some teachers help putting the kids in the auditorium.

KR: All right.

KG: Yes, sir.

KR: All right. Can you tell me who they were?

KG: Um --

KR: If you --

KG: -- Brian -- Brian Staubly. He's one of my, uh, campus monitors.

KR: What's a campus monitor? I'm not familiar.

KG: He -- he's the guy who's actually out there doing -- walking around, checking for the passes and, you know, making sure the kids are in the right classes, things of that nature.

KR: Okay. So he works for you?

KG: So he's just observing. Yes.

KR: Okay.

KG: Observing.

KR: How do you spell his last name?

KG: S-T-A-U-B-L-Y.

KR: All right. Who else?

KG: There were other -- I can't recall the name, but there other, uh, staff members there.

KR: All right. Would it be law -- or logical to think that they probably came out of the 7 -- classrooms in the 700? Or there's no --

KG: I --

KR: -- way of telling?

KG: -- I have no -- no -- I have no idea.

KR: Yeah. At that time.

KG: Because when I got there, they were already, like, you know, in the hallway, heading out.

KR: Um, between here and there, did y'all encounter anybody else, any other teacher that you can recall --

KG: No, sir.

KR: -- out there? All right. Can you think of anybody else that we -- I -- that could help us understand what happened when this thing initially started, what -- what went on? Anybody else I can interview other than Mr. Staubly?

KG: No. He -- like I say, he's the one that, you know, I ran into that I can remember.

KR: Okay.

KG: You know.

KR: Um, question(unintelligible)? Okay. When you were near Peterson, do you recall if he was having any trouble with his communication system?

KG: I don't recall, no.

KR: Okay.

KG: I don't.

KR: Were y'all having any trouble with the -- the radio system, with the school's, your -- your portables?

KG: You know, I -- I don't think so. I -- you know, I don't know. I can't answer that --

KR: Were you using it?

KG: -- so I don't know. I -- I was -- I was using it.

KR: Okay.

KG: Yeah.

KR: Have any problem?

KG: I was. Well, I didn't have any problem because I --

KR: Okay.

KG: -- like I say, I didn't say much on it. But --

KR: Okay. Do you recall any conversations on it about where the shooting was, any -- any transmissions that Peterson might have made over it?

KG: I didn't hear him make any, no.

KR: Okay.

KG: No.

KR: So once y'all got down there, he mostly stayed on his agency radio, as far as you know?

KG: Yes.

KR: Okay. In regards to this investigation, is there anything that I either failed to ask or anything that you would like to add or -- or let me back up for just a second. How long were you out there pushing the students back before you came back? Or -- I mean, we're talking -- I -- I'm not gonna ask --

KG: Right.

KR: -- specific --

KG: Right.

KR: -- obviously. But --

KG: Uh-huh.

KR: -- you think it was longer than 10 minutes, shorter than --

KG: Between five and 10, maybe.

KR: Okay. Um, during that time, could you -- you could see Deputy Peterson?

KG: Yes.

KR: Did he ever leave from that area that he was at?

KG: No.

KR: Okay. Um, once you came back into the -- into the office here, did you see him again until the next day or later that -- uh, that night when you saw him?

KG: Later that night. Yes, sir.

KR: Later that night? And by then everything was done?

KG: Yeah.

KR: Okay. All right. In regards to this investigation, is there anything that I either failed to ask or anything that you would like to add or clarify in your statement today?

KG: No, sir.

KR: Okay. Have you been promised anything in exchange for providing this statement today?

KG: No, sir.

KR: Has the information that you provided during this interview been the truth to the best of your knowledge or recollection?

KG: Yes, sir.

KR: This interview is concluded at approximately 10:33 a.m. on Thursday, May 17th, 2018.

(CONCLUSION OF INTERVIEW)

Transcribed by: dmr/jck

(INTERVIEW OF KATHERINE LIRIANO, EI-26-0079, 05/14/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

KR = INSPECTOR KEITH RIDDICK
BB = BRANDY BURNS
KL = KATHERINE LIRIANO

KR: Today's date is May the 14th, 2018. Time is approximately 9:08 a.m. I am Inspector Keith Riddick of the Office of Executive Investigation. Also present at this time is Brandy Burns. The location of this interview is 2300 High Ridge Road, Boynton Beach, Florida. I will be questioning Miss Katherine Liriano as a witness in an official FDLE investigation, case number EI-26-0079. Inspector Keith Riddick is in charge of this investigation.

On February 25th, 2018, Governor Rick Scott ordered FDLE to investigate the law enforcement response to the shooting in Parkland. Uh, prior to beginning this interview, you should be aware of the following. This interview is being recorded. As a sworn law enforcement officer, I'm empowered to administer oaths and take statements. In a -- in a moment, I will be taking a sworn statement from you. You will be under oath and if you knowingly provide false statements, you can be criminally charged with perjury. Do you understand each of these items I've just informed you of?

KL: Yes, I do.

KR: Okay. Thank you. Um, please raise your right hand. Do you solemnly swear or affirm that the information you're about to give today is the truth, the whole truth, and nothing but the truth, so help you God?

KL: I do.

KR: Thank you. You can put your hand down. Please state your full name.

KL: Katherine Liriano.

KR: All right. Uh, who are you currently employed by?

KL: Coral Springs Police Department.

KR: All right. How long have you been there? Not --

KL: A little bit over eight years -- it'll be --

KR: Yeah.

KL: -- nine years in January -- uh, June 29th, sorry.

KR: Okay. Uh, what is your current position?

KL: Communications Administrator.

KR: All right. How long have you been in that position?

KL: Since February 7th of 2017.

KR: All right. Prior to that you were --

KL: I was a communications supervisor for five years with the same --

KR: Uh-huh.

KL: -- agency.

KR: Okay. So, you've come up through the ranks in the Communications?

KL: Yes. I started as a call taker, telecommunicator, shift supervisor and now administrator.

KR: All right, okay. So, you've had headaches for that many years? Uh, how did you first become aware of the incident at, uh, MSD on February 14th?

KL: I was actually in the Communications Training coordinator's office speaking with one of the division chief's for Fire reference a call that happened on Monday. So, we were just going over training and I noticed that the phones were ringing a lot and normally I'm like, oh, it's busy or something, let's see if I can help them. So, I look on -- I passed -- stepped back out the door and I look and I see all the lines ringing. So, I go over there and then when I go into the room to go pick up, I hear, um -- I don't remember who was saying it, but someone was talking about active shooter at Douglas and I start picking up the phone. Um, the first -- I picked up one of the first 911 calls. Um, and I was on that call for a while. It was -- I

was actually speaking to one of the teachers in Room 1216. Um, I don't remember her name.

KR: That's okay.

KL: And then, uh, during that time I was on the phone with her, I ended up working the, um, Fire channel -- - the incident command on Fire channel, which is on TAC One, so I worked that throughout the entire incident.

KR: Okay. So, you stayed on Fire the entire time?

KL: Yeah.

KR: Okay.

KL: The entire time, I was on Fire and then I was on the phone for like about 16 minutes, I believe the call was. And then throughout the rest of the incident I was, um, doing the incident command for -- Dispatcher for Fire and then obviously answering any questions from command staff, sending pages out, um, 'cause, uh, they call my cell phone, so they're --

KR: Right.

KL: -- just wanting to know what's going on. And while I was on the phone an incident command -- one of the -- the deputy chief that's over Communications came in and asked me if this is real and I said yes. So, he ran out and went to the scene.

KR: Okay.

KL: Um, and I was relaying any information I was getting from my call to the main channel dispatcher, uh, on Police Main.

KR: Okay. Who was that?

KL: That was Jessica Appel.

KR: Okay.

KL: Um, and while that was happening, afternoon shift or Charlie shift that works 3 to 11 was starting to come in.

KR: Uh-huh.

KL: Um, one of the first people that came in was shift supervisor, Elisa Cody and as soon as she walked in, she's like, "Is everything okay?" I said, "No, we have an active shooter. This is real. I need you to go on Main Channel and sit with Jessica." Um, just because I -- I feel that we should have at least two people in each --

KR: Yeah.

KL: -- just in case one misses the other. Um, and then also the communications training coordinator came out and answered the phones. That's Diana Armisted [phonetic]. She answered phones and ended up, um, taking, uh, staging for Fire.

KR: Okay.

KL: And then we also had people that are still certified, but no longer work in Dispatch --

KR: Uh-huh.

KL: -- but are in the same building to come and help with the calls. Um, 'cause I was -- I was talking, um -- I was sitting at our backup console taking the call and doing the radio and then behind me was Info Channel and there was Hillary Vullo and she was taking a call from a student in the same room where I was talking to the teacher. And she was relaying -- she relayed, uh, the information over BSO's 14- Call Channel saying that there's a shooter at Douglas and that she -- kept on the phone while she was still doing information traffic channels since, you know everything -- our main channel got busy.

KR: Okay. Um, do you remember -- and maybe not at that time, but, um, since -- and you'll I'm sure cannibalized this, looked at it on the -- do you remember who took the first 911 call about this?

KL: That was Communications Supervisor Patrick Thurman.

KR: Okay.

KL: He took the call according to the logs showing 14-22-13.

KR: Uh-huh.

KL: And then that call -- when I heard the call it was, uh, about five bursts then you hear him saying, "911. What is your emergency?" And then there was a female, I believe a student, I -- I can't confirm saying that there's a shooter at Douglas. And, um, when he tried to, you know, ask the -- to confirm what she had just said there was no one on the line. It was like, uh, dead air.

KR: Uh-huh.

KL: So, at that point he transferred the call to the Broward Sheriff's Office, um, and got, uh, one of their call takers. And he started relaying the information throughout the call, uh, just telling her the address -- the Miracle address, what city it was located, the name of the school, um, and then he, um -- throughout that call, he was getting updated from other people that were also taking calls and in that call he was able to relay to her that's in the 1200 building, um, and that we were getting multiple calls. And --

KR: So, he kept an open line with her --

KL: With the --

KR: -- from that point on?

KL: Yeah, but the line remained open even though there wasn't a female on the line.

KR: Right. The caller was no longer there?

KL: Yeah, you couldn't hear the caller --

KR: Uh-huh.

KL: -- but you can -- they -- he was still communicating with the Dispatcher --

KR: Okay.

KL: -- or call taker from --

KR: Uh-huh.

KL: -- BSO, giving her all the information, saying how many bursts he had -- two -- two bursts of like five

or six --

KR: Uh-huh.

KL: -- 'cause you can hear it. He heard it --

KR: Uh-huh.

KL: -- he said, "911. What's your emergency?" She said something, bursts again and silence.

KR: Okay.

KL: And then, uh, the lady asked, you know all the questions --

KR: Uh-huh.

KL: -- that she had asked as a call taker and then while she was inputting the information that's when we got updated information it was the 1200 building. He gave that to her over the phone, it's the 1200 building. And then, uh, she said, "Look, we're getting, uh, multiple calls as well." And he told her, uh, you -- you will be.

KR: Hmm, okay. All right. So, he -- so from the first 911 call, CSPD and BSO were together as far as communications go?

KL: Communications-wise they knew of the call right away --

KR: Okay.

KL: -- and while he's in that call transferring --

KR: Uh-huh.

KL: -- Hillary's on the information channel 'cause her -- I don't remember exactly, but hers came out like at 1423 and something.

KR: Uh-huh.

KL: And as soon as she got that call, like it was an audible at first --

KR: Uh-huh.

KL: -- um, and then she was trying to get the female's location and she finally was able to get her to talk and then she went over a 14-call, uh, which is like our relay channel to be able to give information to BSO --

KR: Okay.

KL: -- of anything coming in.

KR: All right.

KL: Um, that's normally where we talk if we can't get them on the phone or something. And she told them, "Coral Springs to BSO North," and they answered. And she said, "I'm getting a call of a shooter at Douglas High School." Uh, but she didn't specify building or room. At that point --

KR: Right.

KL: -- she didn't have that.

KR: She didn't have it, yeah.

KL: She didn't have it yet.

KR: Okay. So, and that's happening the same time just about the --

KL: Patrick --

KR: -- Thurman is on the phone. Okay.

KL: -- on the phone with them.

KR: Okay.

KL: Yeah.

KR: Um, any questions?

BB: No.

KR: Okay. Um, so that's a normal -- did y'all get a Fire that also needs law enforcement? That's how you normally talk to BSO, is you either --

KL: No. We --

KR: -- call 'em and/or go on --

KL: Yeah.

KR: -- channel 14?

KL: We usually -- we'd go -- since it -- it was such a big call --

KR: Uh-huh.

KL: -- you know someone -- you know went on 14-call and then we transferred it hoping that that female would be on the line --

KR: Right.

KL: -- when we transferred but -- it -- that didn't happen.

KR: Uh-huh.

KL: Um, and also while he's transferring he's putting in a call for service for Fire since we respond --

KR: Right.

KL: -- for Fire for Parkland.

KR: Right.

KL: Um, so Fire is en route, we give the call to law --

KR: Uh-huh.

KL: -- um, but the only thing was that we -- we gave them that initial information on both ends. But the first part that they got something was from that call with Patrick saying, Hey --

KR: Uh-huh.

KL: -- we've got something.

KR: They didn't know about it 'til then?

KL: No, they knew. She said they got multiple calls --

KR: Oh, okay, okay.

KL: -- they're getting multiple calls --

KR: Uh-huh.

KL: -- but that's as much -- 'cause she said, "Hold on one second. Let me see if we're working anything."

KR: Uh-huh.

KL: But she never confirmed or denied if they were working --

KR: Uh-huh.

KL: -- something during that call.

KR: Okay. Um, when did CSPD Law first get dispatched?

KL: Um, I believe -- well, what happened was when Hillary was -- 'cause the thing is when you put in a call for Fire --

KR: Uh-huh.

KL: -- in Parkland, it doesn't automatically spot a law call.

KR: Right.

KL: Uh, just because we don't --

KR: It's the way Parkland --

KL: -- do a 6-10 --

KR: -- it's the way it's set up?

KL: Yeah.

KR: BSO has Law and y'all have Fire?

KL: Yeah, exactly. But normally for -- if it was Coral Springs it would automatically do it, but since we don't --

KR: Right.

KL: -- police for Parkland, it wasn't done. Um, so Patrick put in that call for Fire, but didn't -- it didn't respond to Law call. So, Hillary when she

was taking her call she put it in as a police service call. So, that police service call doesn't automatically route to the Dispatcher.

KR: Oh, okay.

KL: Because it's not a priority one call --

KR: Uh-huh.

KL: -- just a police service call. It was --

KR: And that's the way the system's set up?

KL: Yeah.

KR: It's not --

KL: Like, if she would've put it in as a -- as a zero which is a, uh, uh, weapons --

KR: Okay.

KL: -- or a 33 which is a shooting --

KR: Uh-huh.

KL: -- it would've gone automatically to the Main Channel dispatcher. And then because of the type of metrical you have to physically route it. You have to hit -- hit a button to --

KR: Uh-huh.

KL: -- route it versus automatically routing it.

KR: Okay.

KL: Um, so she put in a call and then by that time the same fire chief that we were in the office with talking about training about a Fire call that happened on --

KR: Uh-huh.

KL: -- Monday actually --

KR: Uh-huh.

KL: -- he ran into one of our sergeants -- he's actually

a sergeant for sex crimes --

KR: Uh-huh.

KL: -- in the hallway while he was running saying, "Hey, there's a shooter at Douglas" --

KR: Uh-huh.

KL: -- and that's when he came over info channel first, but she was on that 911 call, couldn't answer his question. Then --

BB: Okay. So, that's the guy on the --

KL: Uh --

BB: -- that talked, hey, I hear from Fire there's --

KL: Yeah.

BB: -- an active shooter?

KL: Yes. So, he --

BB: Okay.

KL: -- first went on info channel --

BB: Uh-huh.

KL: -- and then went to Main channel 'cause she was on that call --

KR: Uh-huh.

KL: -- so then the -- the Main channel dispatcher saw the 68, which is for a service call and was like, yeah, we are getting reports of an active shooter. And then, um, you know -- and that's when she's said yeah, the lines are blowing up on the recording. And then, um, a little bit after that -- like right after she gives the go out --

KR: Uh-huh.

KL: -- that -- of what we had, Officer Burton says that he's going 97, which is going on scene.

KR: On scene, yeah. Okay. Just to let you know, she is

previous communications --

KL: Yeah, I remember.

KR: Okay.

KL: That's why I feel like --

KR: Okay. And, but --

KL: Some -- some metricals and -- and signals are different --

KR: Uh-huh.

KL: -- in some jurisdictions.

KR: All right.

KL: So, that's why I'm short --

KR: I just wanted you to feel uncomfortable also. So, yeah --

KL: No, no, I remember.

KR: Okay. So, yeah, we -- and I'm a former real cop before FDLE.

KL: Real cop.

KR: Uh --

BB: Call and report.

KR: I don't care. So, so we -- we do understand.

KL: Okay.

KR: But -- but, you know, keep on -- you're doing great.

KL: Uh-huh.

KR: Uh, um, so it's -- it's dispatched, Fire's in -- Fire Rescue's en route, law enforcement's en route -

KL: Uh-huh.

KR: -- um, how do you get, uh -- could -- that sergeant

comes up on info and finds out there's a shot, then how did the rest of the troops get there?

KL: No -- when he went to info channel --

KR: Uh-huh.

KL: -- Hillary was busy, so she really couldn't answer him.

KR: Okay.

KL: So, he went over Main channel and said, "Hey, I ran into someone from Fire. Is there something going on at Douglas?"

KR: Uh-huh.

KL: "I heard something about an active shooter," and then that's when our Main channel dispatch which is Jessica Appel --

KR: Okay.

KL: -- confirmed yes and then gave the information that we were getting an active shooter and I believe and that's when she tells him it's the 1200 building and that's all we've got. Or maybe he -- I'm not -- I don't remember clearly if he updated at that point when he was getting -- 97 because I remember he went 97 at a different part of the school.

KR: Uh-huh.

KL: And then someone took it, from what I hear -- someone took him to the --

KR: Uh-huh.

KL: -- 1200 building. 'Cause he was the one that was able to tell if it's the 1200 building, a three-story freshman building on the North --

KR: Uh-huh.

KL: -- end of the parking lot.

KR: And you're talking about --

KL: Burton.

KR: -- J.T. Burton --

KL: Yeah.

KR: -- or T.J. Burton something like that?

KL: Something, yeah.

KR: Okay. Yeah.

KL: Hey, Burton. We only need a last name.

KR: Uh, okay. So, he -- he's -- he's on scene, he gets out the information and then the troops come?

KL: Yeah. They're -- well, once she gave that information on Main channel --

KR: Uh-huh.

KL: -- everyone just started going.

KR: Okay.

KL: They didn't even wait to get dispatched.

KR: Okay, all right. So, he just happened to be the first one there on scene where --

KL: Yeah. 'Cause his school --

KR: -- he --

KL: -- is right by there. His -- his school -- he always goes at dismissal to that park -- that community park that's on Westview --

KR: Uh-huh.

KL: -- and Coral Springs Drive.

KR: Uh-huh.

KL: So, that's literally right there 'cause you have that overpass from the Sawgrass and the school's right there, the park's right there.

BB: Okay.

KL: So, he was automatically just --

KR: He was right around the corner?

KL: -- there. Yeah.

KR: Okay. Um, your squad is dispatched via text? Or --

KL: So, um, I believe it was our -- Deputy Chief Backer who oversees Communication, he went on scene pretty quickly 'cause --

KR: Uh-huh.

KL: -- um, after he left the dispatch room to confirm it's real he ran to his car.

KR: Uh-huh.

KL: He asked for SWAT to be, um -- to be paged. So, I actually sent the page for SWAT myself.

KR: Uh-huh.

KL: Um, I sent it out. I said, um, "Active shooter at Douglas. This is not a drill."

KR: Uh-huh.

KL: I remember putting that, um, just because we have so many drills, just so they know it's real.

KR: Yeah.

KL: Um, so it went out to -- actually I think not only SWAT, but I think I also sent it to all the PD personnel --

KR: Okay.

KL: -- just 'cause the detectives are -- usually tending around the city. But --

KR: Uh-huh.

KL: -- you know, you never know.

KR: Well, it's -- no, it's -- it's logical. Um, on a normal day how many people are in the Comm Center?

KL: Well, normally -- it all depends because we have a minimum staffing per shift.

KR: Uh-huh.

KL: And then, so on Bravo shift, so seven to three, we have a minimum of six people that have to be working the room.

KR: Uh-huh.

KL: And out of the six there has to be one Communication shift supervisor on --

KR: Okay.

KL: -- on duty. Uh, afternoon is the same thing; minimum of six and midnights is five.

KR: Okay.

KL: On that day we also had trainees in the room, so that gave us a little bit of a buffer. Uh, and we actually had two shift supervisors working that day 'cause some of the days they overlap --

KR: Uh-huh.

KL: -- so, there's an extra manpower plus, uh, myself and the Training Coordinator were also there to support. If they ever need help --

KR: Uh-huh.

KL: -- we always come out.

KR: Okay. So -- and once things started going you had your evening shift come in also?

KL: Yeah. They were walking in as --

KR: And day shift did not get up and walk out?

KL: No. They just actually doubled and then while it was going down we actually had the trainees --

KR: Uh-huh

KL: -- go look for the other girls that work in the building that are still certified, that we have them

just in case --

KR: Right.

KL: -- like -- which actually worked out great --

KR: Uh-huh.

KL: -- for this incident --

KR: Yes.

KL: -- 'cause one of them was able to go on the radio, another one was able to take phones. So, we were, um, doing good, uh, people-wise -- manning-wise because we had, um, those extra three bodies and then also the people walking in. So, we were able to double up on radios and phones.

KR: Okay. Sounds like everything flowed pretty good. What issues did you have that day?

KL: Uh --

KR: Other than the --

KL: Well, I know that once, um, we were getting the -- second shift going what we ended up doing which we actually kinda got practice from the Monday incident 'cause we had a big fire on Monday. So, on Monday when I had worked, I had actually had the -- you know the shift supervisor was doing what he had to do, but I ended up taking like incident command, I guess --

KR: Uh-huh.

KL: -- in the room to give him leverage to answer phones or take the radios 'cause they are working supervisors.

KR: Right.

KL: And in this incident since I got on the phone and I was on a radio, and when we got an additional shift supervisor plus the Training Coordinator working, we actually, um -- he would -- Patrick Thurman ended up being in command of the room, being able to relay information, also listening to police main channel in case they were requesting something to assign

someone on duty to do.

KR: Okay.

KL: So, that's pretty much how we kind of manned the room. And, um -- so he was in charge of all the patches with Fire 'cause on Fire we did three separate patches, um, for the incident command, um, staging and I forget what the third one was for.

KR: You were patching Fire-to-Fire.

KL: Yeah. So, what we did was since we were the host agency for Fire --

KR: Uh-huh.

KL: -- we patched our tactical channels with a mutual aid channel from the county.

KR: Okay.

KL: So, we called the county, they gave us the mutual aid channels and we patched those in from our center so any responding apparatus --

KR: Uh-huh.

KL: -- can come and they can talk, they just have to switch to that --

KR: Right.

KL: -- our people would stay on the tactical channel. They -- the people coming in would go to the mutual aid channel and then the communication was seamless throughout the whole incident. Um --

KR: So, as far as Fire goes, patching worked fine --

KL: We -- it was perfect. Those three were done by Patrick Thurman.

KR: Uh-huh.

KL: Um, during that time there was no communication of ever patching PD yet --

KR: Right.

KL: -- until we had -- I don't know if it was at the time Chief Pustizzi or Captain Silver, one of the two was asking, Well, you guys, we gotta patch with BSO because it feels like we're running two operations.

KR: Right. I remember reading that.

KL: And so, um, we ended up -- Patrick ended up calling the Broward Sheriff's Office, um, and then was on hold for a little bit. While he was on hold, we got a call from another shift supervisor, her name was Paula from BSO and she talked to other shift supervisor, Julie, saying, "Hey, we don't have Coral Springs main channel on our consoles" --

KR: Uh-huh.

KL: -- "and I know you guys have our law enforcement channels. Is there any way that you can do the patch for us?" So, she put 'em -- put her on hold because she knew Patrick was on hold --

KR: Trying to do the same thing?

KL: -- trying to do the same thing. So, um, Paula ended up disconnecting with Julie's call and got on to that call where she knew Patrick was holding --

KR: Uh-huh.

KL: -- within her center and told her, "Can you guys do the patch?" And Patrick says, "Yes, but where are we patching to? That's what we're trying to get." We knew we had a patch --

KR: Uh-huh.

KL: -- we just wanna know what channel --

KR: Right.

KL: -- and we can't pick a channel. They have to pick it.

KR: Right.

KL: Um, and it has to be a mutual aid channel. So, they ended up giving him 14 OPs-two, so that's when he went to main channel and patched the 14-OPs-two to

Coral Springs Main. Um, from the reports I got from Motorola ---

KR: Uh-huh.

KL: -- the patch was successful for six hours and 19 minutes. But when you listen to the recordings, something's off 'cause our -- we could hear the officers and I feel both Dispatchers sensors could because when our Dispatcher, Jessica Appel talked to the BSO Dispatcher about, "Hey, is SWAT on scene or en route?" They said, yes and fortunately answered our dispatcher, but they couldn't talk to the officers --

KR: Sure.

KL: -- to the officers. They -- the dispatchers could talk, but the officers couldn't talk.

KR: Um, okay.

KL: So, something went wrong and we don't know if on the -- 'cause -- I actually went to a Commission Meeting on Tuesday --

KR: Uh-huh.

KL: -- and ORCAT is the one that runs the technology and the radio system for BSO and you know I asked them any reports they've gotten from Motorola and they gave me just the Throttling Report, but they -- there was no other communication, so I made a Public Records Request. So, now I -- they asked me for the recordings of the channels so I can -- so, I told 'em, I'm like, "Look, it's fine that Motorola's saying that it's patched" --

KR: Uh-huh.

BB: Uh-huh.

KL: -- "but the thing is when you listen to it you can tell it's not -- like something's wrong. I don't know what part of the patch fell through or is it because some guys stayed on 8-Alpha and you guys tried to patch to 14-OPs-2 and then we're trying to patch to 14-OPs-2, but if 14-OPs-2 was patched with 8-Alpha it wouldn't have let us patch because you can only have one --

KR: One --

KL: -- patch on that channel. So, but it let us do the patching. And Patrick had done the 3-0 -- the patches for Fire, so he was in charge of doing that fourth patch --

KR: Uh-huh.

KL: -- for law enforcement. Um, it looked fine on our screen the whole time, um, and we could hear them, but they couldn't hear us.

KR: Technical -- technically something was --

KL: Something was wrong, but no one has yet been able to tell us what it is.

KR: Uh, okay. All right.

KL: Um, I've been trying to dig and find --

KR: Uh-huh.

KL: -- and -- and request and I think Motorola's kind of in the middle because they service both Coral Springs and county --

KR: Uh-huh.

KL: -- so, I don't know if just they can't disclose certain things. 'Cause really at this point, I -- if they're saying that ours was successful then they have to research the other end --

KR: (Unintelligible) --

KL: -- and they can't release that information to me unless I make a published request through the county and the county request it, but the county has yet --

KR: Uh-huh.

KL: -- to request it.

KR: Oh, okay.

KL: I know it's like a triangle.

KR: Definitely.

KL: Yeah.

KR: Uh-huh.

BB: Uh-huh.

KR: All right. Is your system's newer than BSO's?

KL: The radio system we actually did an upgrade to the P25 digital radio system in May of 2015.

KR: Uh-huh.

KL: Uh, we did that -- we had the option of going on the county's radio system even though we -- we remained in non-regional PSAP [phonetic], but the thing is with the delays of the radio upgrade that there was never a certainty of when it was gonna be updated, the city decided just look, we kept our Dispatch Center, let's invest in it. We paid like five or eight-million dollars, I don't remember the exact figure 'cause it was before my time. I was -- I was a supervisor, but I remember the -- it was done when I was on maternity leave actually.

KR: Okay.

KL: That's why I say May of 2015 it was done because I was gone on maternity leave when we did the upgrade to the P-25 then. We've had, you know no issues and that day -- normally our day-to-day is between 18 and 19 percent usage of the system and that day we went up to 48 percent. Because even when you have patches, even though they're on two separate -- separate radio systems, it's whatever load -- it still duplicates on either/or system.

KR: Um, okay.

KL: If that makes sense.

KR: Yeah, well to a degree.

KL: Uh-huh.

KR: When you say 48 percent, is that a band-width? Is that a --

KL: Oh, just the usage and push-to-talk also was higher than normal obviously --

KR: Uh-huh.

KL: -- because of the radio traffic. But, per the reports from Motorola, the overall usage of the system was only at 48 percent on that day.

KR: That's your system?

KL: Our system --

KR: Okay.

KL: -- alone.

KR: Okay, all right. Have you ever -- has -- had there been other times where CSPD is -- uh, law has had to patch with BSO law?

KL: Yeah. No issues.

KR: No issues? Okay. Of course, it wasn't also 800 cops all trying to talk at the same time --

KL: Uh-huh.

KR: -- and, you know. But on a --

KL: 'Cause a --

KR: -- normal --

KL: -- on a normal day we just --

KR: -- you --

KL: -- on days like --

KR: -- probably do it every week.

KL: Yeah. But, like, Creek and Margate, they still -- like, 'cause it's still service to the Broward Sheriff's Office --

KR: Uh-huh.

KL: -- but we -- a lot -- lot of times, um, assist for any, um, mutual aid request --

KR: Right.

KL: -- for law enforcement 'cause they're our neighboring jurisdictions.

KR: Uh-huh. So, this was -- for lack of a better term, unusual for the patch to have this much issue --

KL: Yeah.

KR: -- for whatever reason?

KL: And we didn't have any issues with Fire --

KR: Uh-huh.

KL: -- so that's why it's surprising that Law had an issue.

KR: Okay. Now as far as direct contact with your -- your guys when they got on scene, did you have any -- -

KL: No. We were with them on the radio the entire time even when they were clearing the buildings. And --

KR: So, no problem -- once they went inside no issue? You were still able to communicate --

KL: Yeah.

KR: -- and everything?

KL: Yes.

KR: Uh, how close is your tower to --

KL: Well, we have three towers --

KR: Uh-huh.

KL: -- that kind of ping out because it's microwave dishes.

KR: Uh-huh.

KL: So, we have ours that's at the Police Department Public Safety building --

KR: Okay.

KL: -- 2801 Coral Springs Drive. We have one in Coconut Coral Creek and we have one in Margate. So, they kind of just bounce off each --

KR: Yeah, kinda go --

KL: -- of other.

KR: -- yeah.

KL: Yeah.

KR: So, the closest one -- I mean, the PD's only as the crow flies --

KL: Uh-huh.

KR: -- three miles maybe from MSD?

KL: Yeah.

KR: Do you know where the county's tower is, the closest tower that they would be pinging off?

KL: I know that they have, um, the Creek tower 'cause we actually lease space --

KR: Okay.

KL: -- from them -- from the Creek tower.

KR: Okay. That's Coconut Creek?

KL: Coconut Creek, yeah.

KR: How far is that from --

KL: It depends --

KR: - just about --

KL: -- but it's like four or five miles and -- we actually border it.

KR: Okay.

KL: We actually border --

KR: So, it's not --

KL: -- on the north end of the city is -- northeast is Coconut Creek. And like by sample cell is Margate - -

KR: Uh-huh.

KL: -- until like Atlantic a little bit lower and then Tamarac kicks in.

KR: Okay.

KL: So, that's how it works.

KR: All right, yeah. Obviously, we're not here so I'm having --

KL: I know.

KR: Yeah. But that -- I have been all through all those except Tamarac in the last -- since February 14th.

KL: Yeah. 'Cause like if -- if -- if you're around the center, like you'll know -- like we always have, um -- when we get calls for service depending on what tower hits 911 tower --

KR: Uh-huh.

KL: -- it could be either ours, Margate, Coconut Creek - -

KR: Uh-huh.

KL: -- Parkland or West Palm Beach on that little northeast corner of the city just because it's just --

KR: There's still a tower in Parkland?

KL: There is phone towers.

KR: Okay. Phone towers, okay.

KL: Yeah, but not radio.

KR: Okay, okay. Yeah, and that's why the phone system works --

KL: Yeah.

KR: -- works like it does?

KL: Uh-huh.

KR: All right. Um, and no issue with Fire talk, as far as when they went on scene and -- and talking --

KL: Nothing.

KR: -- and, uh -- um --

KL: 'Cause I've had to listen to all the recordings.

KR: Yeah, I haven't listened to all of them yet either.

KL: Yeah.

KR: She naturally has been listening to more than I have. Um, typical issues that you get when you have two or more cops on the same call, over-talking, uh, any of that going on that you --

KL: No. Well, in -- in the Dispatch Center, how we have the radio set-up is that we can hear the multiple units talk. They can't hear each other --

KR: Uh-huh.

KL: -- but we can hear them. And a lot of times it's -- it's funny, but it's not funny because we did it for officer safety reasons in case something were to happen --

KR: Yeah.

KL: -- that you can hear it. Um, or there's times when we step into talk and you have to continue talking and still listen to the officer talking in your ear because even though you're hearing them, the guys on the road are not hearing them because you're the one talking.

KR: Uh-huh.

KL: And we set it up for that reason --

KR: So, you override them?

KL: We -- we only -- on the initial speech, yeah, but we can still hear them so that we can relay the message.

KR: Um, as far as the other units --

KL: Yeah, the other units --

KR: -- they -- they hear you and not --

KL: Well, yeah, because we're already keyed up so we --

KR: Uh-huh.

KL: -- selected that first --

KR: Okay.

KL: -- before them.

KR: That's new -- to me anyway.

BB: It's been around.

KR: Oh, I'm old.

BB: Sorry.

KR: Okay. Um, all right. 911 calls --

KL: Uh-huh.

KR: -- do we know how many were dropped by either -- you know either mechanically or -- or did we have trunk issues, did -- you know?

KL: So --

KR: You were waiting for that one?

KL: Yeah. So, how it works, Parkland 911 wireless comes to us --

KR: Right.

KL: -- landline goes to Broward Sheriff's Office. The reason why it's been set up that way is due to EMS. Um, on that day -- the night of -- so, into the 13th or the 14th, even while -- when the shooting came in after -- was our phone upgrade. We had a hardware

and software upgrade the night before, so if you hear some of the recordings, you hear all of the echo, it's due to the upgrade.

KR: A duplicate --

KL: So, with that said, I am still working with ORCAT because they manage the 911 system for the county --

KR: Uh-huh.

KL: -- on the numbers of calls that we got in because I know the Broward Sheriff's Office was reporting a certain thing. I provided the reports to them --

KR: Uh-huh.

KL: -- but the reports that I had -- like you'll run a report for let's say call volume and then you would run a Call Summary Report, it doesn't match number-wise. It gives me a certain number of calls and then it gives me a different number of calls. So, it -- it hasn't been matching.

KR: Okay.

KL: So, and another thing that's been going on was the abandoned calls. Because what happens with abandoned calls is just -- it could be a couple of different things.

KR: Uh-huh.

KL: It could be that the caller dialed and they hung up.

KR: Right.

KL: Or ends up being a duplicate call that they call back -- they hung up and call back --

KR: Uh-huh.

KL: -- and we get it. Um, and some of them is just -- they brought -- so, how the system is currently set up is for 911s in Coral Springs, we have 18 911 trunks --

KR: Okay.

KL: -- um, that are managed and done through the county.

So, we have 18 trunks assigned to us --

KR: Okay.

KL: -- and from those 18 trunks once all the 18 trunks are full then it rolls over to our non-emergency lines. So, then -- so we have 24 non-emergency lines --

KR: Uh-huh.

KL: -- so at that point when you do the 24 plus the 18 trunks if those don't get answered then it does give a busy tone. We --

KR: But that would be the 43rd phone call?

KL: Yes. But as of right now we don't -- we have yet to receive a report about a busy tone --

KR: Uh-huh.

KL: -- even though I know that BSO reported at 2:27 we had a busy tone.

KR: Uh-huh.

KL: Um, I asked -- I'm like why -- uh, it's interesting how Broward Sheriff's Office knows, but we don't know. Um, so I -- you know, I asked ORCAT and they told me it was a private conversation that they had with some -- one of the people from BSO that -- about busy tone. I'm like, "I understand. But you didn't have that conversation with me." So, I have an issue with that.

BB: Uh-huh.

KL: Um, how do I not know that and they're publicizing this in a committee?

KR: Uh-huh.

KL: I have a problem with that. Um, and I have yet to receive a report saying that our lines busied out after this conversation. Um, so it's been a lot of follow-up and emails with the county in reference to this. So, now the report -- 'cause when I looked at the Call Summary Report for abandoned calls -- the Call Detail Report --

KR: Uh-huh.

KL: -- for the abandoned calls, it shows on there -- there's like -- the call is not being answered by a position, but by -- it's being like taken out of the Abandoned Call List by some server unknown something.

KR: Some electronic being?

KL: And I don't know if it's something that happened from the upgrade or they were physically doing it --

KR: Uh-huh.

KL: -- when they were there. But I'd see the ones that my people called back or we called or was duplicate and it shows a person assigned to it, calling it back and releasing it from the call screen from the Abandoned Call List, but then there's at least 14 calls that I don't know what happened to them because the report's not clear.

KR: Okay.

KL: They're still on -- in conversations with West, which is their vendor for --

KR: Uh-huh.

KL: -- the phones to try to figure out -- and I've been going back-and-forth with this since before May 3rd, I know -- that's my mom's birthday, that's how I know. May 3rd was when I got, "Hey, these are the possible numbers," but I still don't have an answer for that.

KR: Do you remember what time as far as you know, this thing started at 14 with y'all, at 1422.

KL: Uh-huh.

KR: Do you -- know when the -- those calls then or were they like --

KL: Uh, it was like --

KR: -- within minutes --

KL: -- within minutes of each other throughout --

KR: -- at the peak?

KL: Yeah, through the peak. Like --

KR: Okay.

KL: -- like -- 'cause we really -- we ran reports from 1400 to 2300 because that's what the Broward Sheriff's Office had requested.

KR: Uh-huh.

KL: And then the peaks of 1400 to -- to 1600 was kind of what we focused on --

KR: Uh-huh.

KL: -- um, to see where the discrepancies were on that report.

KR: Okay. And you have all that? You -- you can sit down and show that to me and explain it?

KL: Uh-huh.

KR: So -- 'cause I'm more of a -- okay.

KL: Visual? I know. I -- I did it for (unintelligible).

KR: No, no, no, no, no --

KL: But I'm still like waiting for, like --

KR: -- no, no.

KL: -- and I -- I --

KR: No, Katherine, no.

KR: Yeah.

KR: I -- this is probably one of several Comm conversations we'll have. Okay?

KL: Oh, okay.

KR: Okay. No, this -- uh, we are just getting started

today trying to --

KL: Okay.

KR: -- get a -- a basis. You know, they're --

KL: Uh-huh.

KR: -- you know, a lot of the uniform guys, yeah, we'll never talk to them again. But I can tell you, you and I will, you know --

KL: I think we'll --

KR: -- we'll talk --

KL: -- we'll be BFFs.

KR: Yeah, certainly.

BB: You're so lucky.

KR: Okay. Let's --

BB: And it's genuine.

KR: All right. Let's just talk training overall for right now.

KL: Yeah.

KR: Do you -- you -- does your agency have training in multi-jurisdictional response?

KL: So, when it comes to Dispatch --

KR: Right.

KL: -- what we do -- we're all state-certified dispatchers up in --

KR: Uh-huh.

KL: -- in -- in Communications. Um, when there is a, um -- we train also with the officers. Like for example like when they have their Active Shooter Training --

KR: Uh-huh.

KL: -- we actually go out there with them and be like the actual Dispatchers --

KR: Oh, yeah, cool.

KL: -- just because they're used to our voices already.

KR: Uh-huh.

KL: So, we just kinda just go out there with them and just do it. And then it also helps the dispatcher try to visualize what they may be experiencing or seeing.

KR: Uh-huh. Okay.

KL: So, we do that every year with the officers.

KR: Okay.

KL: Um, and with CSPD and sometimes they have other agencies come, sometimes they don't.

KR: Uh-huh.

KL: But from dispatch to dispatch, um, we have like agreements with certain like, um, automatic aid and things like that for --

KR: Right, (unintelligible)?

KL: Yeah.

KR: Uh-huh.

KL: For Fire and things like that, but nothing for, um - - other than it's common courtesy in the industry that the host agency does the patching --

KR: Uh-huh.

KL: -- like the Fire host, like we did. We did the patching, that's normally -- that's how it is. And then from this incident was when it came to light that Broward Sheriff's Office didn't have our radio channel on their consoles for law enforcement, but they did for Fire --

KR: Right.

KL: -- since there's so much automatic aid and -- throughout the county --

KR: Uh-huh.

KL: -- for Fire. 'Cause they always come over our Fire.

KR: Uh-huh.

KL: So, but for PD they don't have it. Um, I know that --

KR: But y'all have theirs, right?

KL: We have all of theirs.

KR: Okay.

KL: Both Fire and law enforcement.

KR: Let -- let me stop you real quick and -- and ask -- 'cause I was gonna ask this earlier. Did any of your dispatchers go on to their channel to relay -- information?

KL: On to that 14 Call Channel, the initial --

KR: Uh-huh.

KL: -- and I know Patrick tried to go back on it, but the thing is, I can hear our position, but I can't -- I don't know what was said back to them --

KR: Okay.

KL: -- unless it's on the phone call.

KR: Okay.

KL: Does that make sense? Like I heard that BSO North answered Hillary because it was through her phone call that --

KR: Uh-huh.

KL: -- it recorded on the position. But, like, if it's just the radio, I can't tell what they responded back to her unless I make a Public Records Request of their 14th Call channel which is --

KR: Because it's their channel so the recording --

KL: The recording is --

KR: -- is on their end?

KL: -- it -- it belongs to them.

KR: Okay.

KL: Yeah.

KR: I see -- I see.

KL: So, I know that we relayed twice on their 14th Call channel. Um, and I know we tried phone-wise. The mistake that we made phone-wise where they brought to our attention was we called like the police line --

KR: Uh-huh.

KL: -- but not the duty officer line. The duty officers, they're shift supervisor.

KR: Oh, okay.

KL: So, the shift supervisor for them a duty officer's the one that assigns the radio channels. But people -- I'm so used to calling -- especially the dispatchers --

KR: Uh-huh.

KL: -- are so used to calling the non-emergency police direct line --

KR: Right.

KL: -- that they didn't call the duty officer line like the supervisors are known to do.

KR: Right.

KL: Um, 'cause that's not normally --

KR: Yes.

KL: -- they don't normally ever --

KR: It's more -- it's a supervisor -- it's a supervisor thing not --

KL: Yeah. Not a dispatcher.

KR: -- not an officer -- officer -- yeah.

KL: Yeah.

KR: Um, how many channels total were in use during this incident?

KL: Um, a lot.

KR: Hmm.

KL: So, for Fire? Or --

KR: Well, just law.

KL: Law enforcement was, um -- that I am aware of -- we had our info channel.

KR: Uh-huh.

KL: We had our police main channel. Um, the 14-OPs-2 mutual aid channel and I believe they used their 8-Alpha -- District 8-Alpha --

KR: Okay.

KL: -- for Broward Sheriff's Office. Um, I don't -- we -- we did all the -- the SWAT operation was on police main channel. We never used the SWAT --

KR: No, never worked the channel?

KL: No. We never went to a SWAT channel --

KR: Okay.

KL: -- we just kept it there 'cause they were already clearing the building and doing their thing --

KR: Uh-huh.

KL: -- as soon as they got there. Uh, 'cause they went -- like once they went on scene they started clearing really quickly --

KR: Yeah.

KL: -- so, they never even switched over. We never even --

KR: So, 90 percent of the OP is on Police Main?

KL: On Police Main, yeah.

KR: Okay. All right. Back to training, so you -- you go out with the -- the SWAT teams, you know training? You do that yearly?

KL: Uh-huh.

KR: Uh, do you remember when the last time y'all went through that?

KL: (Unintelligible) -- 2017.

KR: Okay.

KL: And then when they have in-service training --

KR: Uh-huh.

KL: -- we go in-service training with them.

KR: Do they do block in-service training --

KL: Yeah. They --

KR: -- uh, like a whole month?

KL: -- they stagger.

KR: Okay.

KL: Yeah, so that everyone --

KR: Right.

KL: -- gets in and it actually works better for us just because coverage-wise --

KR: Uh-huh.

KL: -- we're able to send people either on their days off or before they come into work or things like that. So, it kinda staggers.

KR: So, other than your brand-new people everybody in the Comm Center that day had had that training?

KL: Yeah, they've been through some sort of going out with in-service and training --

KR: Okay.

KL: -- 'cause they -- not only do they do Active Shooter, but any other in-service classes that they have, we have them go out there and -- 'cause we have like this big building that they clear -- that -- that --

KR: Uh-huh.

KL: -- has rooms. So, they watch from the top.

KR: Okay.

KL: So, they see what the officers --

KR: (Unintelligible) house.

KL: -- are doing. Yeah.

KR: Um --

KL: I've been there.

KR: Yeah. And as far as training to -- to patch -- to relay information, how -- how do y'all teach a new communications officer how to handle --

KL: And, so --

KR: -- February 14th.

KL: -- so basically, during -- when you first get hired with the agency you actually go, um, through a training, uh -- 232 hours of training. Plus, um, our training program usually last anywhere from six to nine months depending on the person. Sometimes -- -

KR: Right.

KL: -- it could take up to a year.

KR: Uh-huh.

KL: Um, so throughout that they're learning how to operate the radio system, how to do patching --

KR: Uh-huh.

KL: -- how to like multi-select, how to do alert tones, how the -- like the -- the call out is through like the -- the alert -- station alerting system for Fire and then for PD, how to do like if, um, they're not answering on the radio when you're checking on them --

KR: Uh-huh.

KL: -- there's like a thing that you can actually call them through the radio to try to get their attention. So, it'll like beep on their end. So, they get trained on that aspect. Um, the supervisors are trained more often on that than --

KR: Uh-huh.

KL: -- um, to dispatchers. Um, so that's why on that day the supervisor went and made sure that the patches were done just because it was already chaotic listening --

KR: Yeah.

KL: -- to the radio so they just have to focus on --

KR: Okay.

KL: -- listening and then -- he did the patches.

KR: Okay. So, part of your -- your -- the 232 hours is dedicated to multi-jurisdictional response?

KL: The how to -- maneuver the radio --

KR: Okay.

KL: -- if need be.

KR: Right, right.

KL: Yeah.

KR: Okay. Anything?

BB: No.

KR: Like I said, I'm sure this is not the first time or the only time that we'll ever talk. So, and --

KL: Yeah.

KR: -- but we've got a good basis of the, uh -- uh, in regards to this investigation is there anything that I've either failed to ask or anything that you would like to add or clarify in your statement today?

KL: Not that I know of or can think of. I -- uh, I -- I'm just waiting on information back --

KR: Uh-huh.

KL: -- just for accuracy on our end. And, uh --

KR: Did they give you an ETA?

KL: No. And they're still working on it --

KR: Okay.

KL: -- as of, uh, Friday 'cause I went to a meeting on ORCAT on Friday and they told me they're still working on it and I said okay.

KR: All right. Real quick, so y'all -- they had started the upgrade on the evening of the 13th?

KL: So at 9 p.m., they came in. I was there that night actually --

KR: Uh-huh.

KL: -- throughout and I left at 3 a.m., and I was back by 8 a.m. So, at 3 a.m., I left 'cause our technical coordinator, Tom Kampe, he came in to relieve me.

KR: Uh-huh.

KL: And then, uh, I came back in the morning to relieve -- him again.

KR: Uh-huh.

KL: Um, and when he left he came back 'cause then the shooting happened.

KR: Okay.

KL: So, but that's basically how it went. You know it was supposed -- supposedly take eight hours. Like, they went in that night to try to set up to start at 11 --

KR: Uh-huh.

KL: -- but they were still there at 2:00. They didn't leave 'til like four or five. And I remember the guy kept coming and -- trying to talk to me -- the West person --

KR: Uh-huh.

KL: -- I'm like I can't talk to you right now.

KR: He tried to talk technical issues with you?

KL: Yeah. And am I -- I can't talk to you right now. But he was, "Oh, the phone system, it's working," you know, it's just -- uh, perfect, whatever. But then when you pull the recording, that's when we started to realize. And then another thing that we realized because we were trying to pull calls that weren't so echoey from, like, the trunk itself --

KR: Uh-huh.

KL: -- was that a lot of our trunks -- 'cause we have 18 --

KR: Right.

KL: -- trunks, but, like, we have seven that are Coral Springs, seven that are EOC that are based out of Plantation.

KR: Uh-huh.

KL: But we found out from this incident that the ones from the EOC are not recorded trunks. So, we don't know what calls are missing. We're hoping we got 'em all to the position.

KR: Uh-huh.

KL: Um, but those 911 trunks are not recorded and I was pissed. I'm like how do you have trunks that are not recorded. That just doesn't even make sense. So, now it's -- I asked on Friday 'cause I haven't yet gotten an update and I'm like, well, are you gonna start recording them? Like, what's the process? He's like, "I told you it was a priority." And I'm like, uh, great. But what's the status? He's like, "It's going to be done this week." Like, so this week -- from last Friday to this week is supposed to be the final upgrade so that EOC trunks are recorded.

KR: Okay.

KL: Um, that was one of the issues that I saw. I'm like, I just don't understand how you manage a -- a 911 system and not record seven trunks. And then we have four trunks that are considered Lake Worth trunks that are lot of -- northern like Parkland area --

KR: Uh-huh.

KL: -- um, calls that come in. So, that totals the 18.

KR: Okay. Are they -- those four recorded?

KL: Yes.

KR: Okay. So, it's just the EOC ones?

KL: That's seven of them.

KR: Yeah.

KL: And a lot of our calls came through there.

KR: Yeah. Well, 'cause they rolled over.

KL: Yeah.

KR: Okay. All right. Um, all right. Has the information that you've provided during this interview been the truth to the best of your knowledge or recollection?

KL: Yes.

KR: Okay. This interview is concluded at approximately 9:53 a.m., on May the 14th, 2018.

(CONCLUSION OF INTERVIEW)

Transcribed by: ccg/ccg/clk

(INTERVIEW OF JOHN CURCIO #1, EI-26-0079, 08/28/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

KR = INSPECTOR KEITH RIDDICK
JC = DETECTIVE JOHN CURCIO
BB = BRANDY BURNS

KR: All right. Today's date is August 28, 2018. The time is approximately 10:17 a.m. I am Inspector Keith Riddick of the Office of Executive Investigations. Also present at this time is Miss Brandy Burns with FDLE OEI. Location of this interview is the Broward Sheriff's Office Headquarters in Fort Lauderdale, Florida. I will be questioning Detective John Curcio as a witness in an official FDLE investigation, case number EI-26-0079. I am the inspector in charge of this investigation.

On February 25, 2018, Governor Rick Scott ordered FDLE to investigate the law enforcement response to the shooting in Parkland. For the record I'd like to clarify that this is a witness statement being given by you as part of the investigation into that law enforcement response to the MSD school shooting that occurred on February 14, 2018. You have been subpoenaed to appear today and are being compelled to provide this statement. Do you understand?

JC: Yes, I do.

KR: All right. Prior to beginning this interview you should be aware of the following: this interview is being recorded. As a sworn law enforcement officer, I am empowered to administer oaths and take statements. In a moment I will be taking a sworn statement from you. You will be under oath and if you knowingly provide false statements, you can be criminally charged with perjury. Do you understand each of these items I've just informed you of?

JC: Yes, I do.

KR: Please raise your right hand. Let the record reflect Detective Curcio has raised his right hand. Do you solemnly swear or affirm that the information you're about to give today is the truth, the whole truth and nothing but the truth, so help you God?

JC: Yes, I do.

KR: All right. Thank you, sir. Please state your full name, how long you've been with BSO and in what capacity.

JC: Uh, my full name is John William Joseph Curcio. I've been with the Sheriff's Office since 2009. Prior to that I was with the Fort Lauderdale Police Department since 1980.

KR: All right.

JC: So I got, you know, dual service between the two agencies.

KR: All right, sir. Uh, and what is your current position here at the SO?

JC: Uh, homicide detective.

KR: All right. How long have you been in that position?

JC: Between the two agencies, about 23 years.

KR: All right. So you came from the PD to the SO as a -- and went straight into homicide?

JC: Well, back when I came on, Sheriff Lamberti was in charge and they insisted on seeing you in uniform for a little bit of time, uh, so I went to -- excuse me -- Lauderdale Lakes in uniform for almost 11 months, and then I went back to Homicide here.

KR: Okay.

JC: But I was -- I was brought over primarily to, uh, be a homicide detective.

KR: All right. Um, and were you in that position on February 14th, 2018?

JC: Yes, I was.

KR: All right. I understand that you are involved in the investigation into the, uh, Marjory Stoneman Douglas, uh, shooting done by Nikolas Cruz. What is your position in that investigation?

JC: I'm the lead detective on the case.

KR: All right, sir. Um, when did you first hear about what was going on at Stoneman Douglas?

JC: Uh, myself and other members of the squad were down here, uh, on the 14th. Uh, I think it was actually Colonel DiMaggio ran into our squad room and said there was an active shooter at Stoneman Douglas. Um, myself, Zack Scott, Walt Foster, Jeff Curtis, we all jumped in our vehicles -- separate vehicles and drove Code 3 up to the school. Uh, lights and sirens, obviously, Code 3.

KR: Uh-huh.

JC: Uh, we got on the eastern side. Um, the scene was still active. The shooter had not been, uh, located yet. We were actually on the eastern side of the school when the first communications came across the radio with the, uh -- you know, the -- the -- at that time, misinformation that he was still on the third floor, shooting. Uh, so we got up there that quick.

KR: Uh-huh.

JC: Um, and then as it progressed, uh, we started helping evacuate students off the campus. We learn that, you know -- via radio communications who the shooter was by name. While we were doing the evacuation, we're all frantically trying to get on social media to get a picture of this guy. Um, and then we learned on the radio that he had been detained. Uh, at that point, uh, we were actually standing aside of Assistant Principal Denise Reed.

KR: Uh-huh.

JC: She said she knew Cruz because she had done a threat assessment on him. I had, uh, Zack Scott drive her down to the scene where he was being detained to identify him. I started heading down to the scene in my own vehicle. Um, and then subsequently we got word he had to get transported to, uh, North Broward Medical 'cause he was having --

KR: Having issues.

JC: -- some form of medical issue. I diverted myself from there over to the hospital, which was where I

first met or saw the shooter in this case.

KR: Okay. Um, as you -- as I read, we are interested in the law enforcement response --

JC: Sure.

KR: -- on this matter. So let me change focus just a little bit. Well, let me back up. When y'all parked, where'd you end up parking there at the, uh, school?

JC: Uh, Holmberg Road. I mean, we were on the east side of the school just -- if you know where the main entrance to the --

KR: Uh-huh.

JC: -- school is, we were just a little north of there.

KR: Okay.

JC: Um --

KR: Let me go ahead and get you to -- I think we should have a map in here. I'll just get you to show --

JC: Well, just -- actually here's one right there.

KR: (Unintelligible).

JC: It was just south of, uh --

KR: See, there's the 12.

JC: Yeah. Okay. If this is the 12 and this is what they call Pine Island --

KR: Uh-huh.

JC: -- and this is Holmberg, uh, um, I'm very unfamiliar with Parkland --

KR: Uh-huh.

JC: -- so I was following the line of guys Code 3. We kind of parked, uh, like right around here, kind of in between where the 1200 building sits and where the bus, uh, pick up is.

KR: Uh, the loop? Okay.

JC: Yeah. Now there's a big berm here and then there's another berm here. And as they were shuttling -- you don't mind if I draw on this?

KR: No, not at all. That's what I -- I want you to.

JC: As they were shuttling kids out of the school, we were actually meeting them right on the east side, taking 'em over here, putting 'em on this swale, making 'em drop their backpacks. We had a huge bag of -- a pile of backpacks. And I was trying to get witnesses. We had hundreds of students lined up and I'm like yelling at the crowd, "Did anybody see the gunman? Did anybody see the shooter?" And of course nobody was coming forward. We're trying to keep them in place before they scattered 'case they all, obviously, wanted to get out of there. Uh, and then when that was going on was when we learned he had been detained.

KR: Okay.

JC: So we kind of stop that and went the other direction to going --

KR: All right.

JC: -- where he was at.

KR: All right. As a result of this investigation -- or not as a result, but Deputy Scot Peterson was the SRO on that day. Did you have an opportunity to speak with him on the 14th about the incident?

JC: No.

KR: All right. When did you first speak with him and what happened?

JC: When I took his actual statement.

KR: Okay. That was on February 16th.

JC: Yeah.

KR: Uh, can you tell me about that statement?

JC: Well, if I -- if I could, just let me give you a

little timeline as to why --

KR: Uh-huh.

JC: -- it was the 16th. Because once we detain Nikolas Cruz, um, the next about 12 hours, I wanna say, I was primarily with him here at the Public Safety Building after we left the hospital. And Detective Zack Scott and Detective Bryan Tutler and other members of our unit were tasked with trying to identify who the victims were. Because, um, obviously it was a huge crime scene. You had a bunch of deceased victims, injured victims. Um, but the deceased victims were the hardest to identify 'cause nobody -- or a lot of 'em didn't have identification on 'em.

So for that first 12 hour period it was just focusing on identifying the victims, letting the next of kin know on my end so I could charge him with who the victims were. And as well we were down here, uh, doing search warrants on his house in, uh, Loxahatchee, his house in Palm Beach, search warrant on his phone. So that first good 12 or more hours we didn't do anything but focus on that.

KR: Right.

JC: Um, and again, it was one of these things where we didn't go home for like two or three days. I mean, no one was sleeping. By the time we were able to -- I was able to get back with Zack Scott and Bryan Tutler and the people in charge of the -- you know, the family notification part, obviously one of the huge questions coming up with the families was where was the school resource officer?

KR: Uh-huh.

JC: So that's why on the 16th it was decided to find out the answer to that question. 'Cause I had never interviewed him. So he was brought down here and that's when I interviewed him.

KR: Okay. Had anybody that you know of spoke to him before your interview?

JC: Not officially.

KR: Okay.

JC: Now, the other thing -- and this is an important factor for -- for me anyway, the investigation, is once I was down here and I was tasked with being the lead detective, I had sent, uh, what we call our Covert Electronic Surveillance Unit up to the school. 'Cause obviously we knew there was video systems up at the school.

KR: Uh-huh.

JC: Uh, Chris Ramser [phonetic] went up there, Ron Lowther went up there. Um, and when I interviewed Nikolas Cruz, I didn't have the benefit of seeing the interior video yet because, again, they didn't get into the school, because it was still a crime scene, to get that video for hours and hours and hours later. I don't remember exactly when it was, but sometime the next morning or the -- or the following day, I learned that the school server had been given to the FBI. And that was at the direction -- or the suggestion of the Broward State Attorney's Office who had shown up up there. Um, my people -- my electronic people made a copy of the interior video so I could later look at Cruz's actions.

KR: Uh-huh.

JC: But nobody made a copy of the exterior video. So when, uh, Scot Peterson was down here for his interview, I did not have access and I had never seen the exterior video before I interviewed him.

KR: Okay.

JC: So -- then again, picking up the story, they brought him down here and I took his statement.

KR: All right. You say unofficially nobody had ever -- had spoke with him before the 16th. Do you know of anybody that did converse with him about any of this stuff?

JC: I have no idea. Again, I -- I -- he was brought down here. They told me, "He's up in the front."

KR: Uh-huh.

JC: Uh, you know, 'cause we had spoke about interviewing

him.

KR: Right.

JC: Uh, I come up to the front, the next room over where -- I don't know if you guys have been in there. He's in there. And, uh, I -- I go in there with Jeff Curtis and I start taking his, uh, statement on a -- a digital recorder.

KR: All right.

JC: There was no, uh, pre-interview for me or anything. I just -- I just basically started talking to him.

KR: All right. Uh, I've read his statement and I understand that, uh, what it says is that he heard Medina say there was a firecracker in the 1200 building and he responded that way.

JC: Uh-huh.

KR: Um, and then the rest of his statement.

JC: Right.

KR: Um, after -- what can you tell me about the interview? How did it go? How was his demeanor?

JC: Well, I've never met this guy before in my life.

KR: Uh-huh.

JC: And obviously he told me a story. And his version was, you know -- I'll just recap it real quick.

KR: Uh-huh.

JC: I mean, I'm just trying to paraphrase it. He was down in his office, which is near the 100 building, had been handling another issue on campus and was waiting for a parent to either come to the school or contact him in reference to that student in that investigation, when he heard of the problem over the school radio. Um, he said something to the effect he came out of his office, realized that the golf cart normally there was not there. So he moved on foot all the way up to the 1200 building. And as he got up there, he heard what he thought were anywhere from two to three gunshots go off.

He couldn't identify where the shots were coming from. Um, and, you know, that was it. He never -- never ever went inside the building even after other law enforcement entities, either BSO or other agencies showed up. He never went in the building at all. So, you know, again on face value, just listening to that statement,

--

KR: Uh-huh.

JC: -

So, you know, if he was in position, uh, Peterson, for only those two, three shots, and he was in the sniper position, he may not have been able to tell where --

KR: Right.

JC: -- he was. It seemed like a, uh --

KR: Plausible?

JC: -- plausible explanation based on what he told me, not having the benefit of the exterior video --

KR: Uh-huh.

JC: -- as of yet. So, um, I mean, he was very, um, uh, confident in the fact that, you know, he had been a school resource officer for 28 years. He had been involved in -- and I'd have to see his statement, how he phrased it -- not only going to training, but almost participating being an instructor in school -- active school shooting trainings.

KR: Uh-huh.

JC: So, um, you know, he had brought some notes down with him about Nikolas Cruz. I took the originals. I gave him copies back. They were -- they were -- they were just very chicken scratched handwritten notes, nothing significant. Um, I questioned him about some of the, uh, interactions he had with Cruz at the school. He didn't have a lot of details about that. Um, questioned him about a threat assessment that we had heard about from Denise Reed.

He couldn't remember if he even participated in that or not. So, you know, his -- his statement was -- you know, he seemed almost confident on his abilities as a school resource officer, but he didn't have a lot of recollection about his interaction with Nikolas Cruz.

KR: The details.

JC: Right.

KR: Okay. Um, all right. That was on the 16th.

JC: Right.

KR: Sometime after that you had the opportunity to see the exterior video.

JC: Yes.

KR: And have you compared or thought about the difference, if there is any, between the video of Peterson and his statement?

JC: Yeah, there is -- there is almost, uh, on every detail that he gave in the statement, inaccuracies. And -- and what had happened was, um, before we get the, uh, external video back, there's kind of like rumblings in the newspaper from anonymous sources and, you know, I think it was CNN or whatever started to do these stories about, uh, you know, the response of the Sheriff's Office to there. So we're like, We gotta get this thing back so we can look at it.

KR: Uh-huh.

JC: Because we haven't seen it. It's up in -- I think it was up in Quantico. I'm like, Come on, we gotta get this thing back. So when they finally get it back and we watch the video -- uh, myself and Zack Scott watched it -- um, and then you sync up the times of Cruz's actions inside the school and Peterson's actions on the external camera, um, from the very beginning Peterson says the golf cart wasn't there. He literally is four or five feet from the golf cart when he comes out like in front of the 100 building.

So that starts off with an inconsistency. Um, he

gets picked up by Medina, uh, and so does Greenleaf, in Medina's golf cart, and then dropped off at the 1200 building. That's a fact he never says to me in his statement. Um, but the most dramatic thing is when you -- when you time up when he's at the 1200 building and when you see what's going on inside the 1200 building from the interior cameras, uh, he gets dropped off at the building [redacted] door. And the two to three shots that he claims he heard were actually over seventy shots going off inside the building. So, you know, those were some of the inconsistencies right off the bat that, uh --

KR: Is there anything significant -- and this might be a leading question 'cause I've seen both, like you -- when he is dropped off at the building, is there something significant that Cruz is doing inside the -- on the first floor?

JC: Right. Again, when you sync it all up time frame-wise, um, Medina and -- and Greenleaf and Peterson are literally on the east side door, and then they retreat very, very quickly.

KR: Uh-huh.

JC: If you sync that up with the time frames, those -- that movement, the retreating is almost exactly consistent with when we know the fatal shots are being fired into Coach Hixon, who's already been hit, on the first floor, as he retreated for cover, and then as Cruz comes by, he comes by and he -- he -- he puts some final shots into him.

KR: Uh-huh.

JC: Um, and that's when -- when, uh, Peterson retreats to his position, uh, on the 700 building wall. Um, then if you follow Cruz's movements, uh, he goes up to the second floor. He fires rounds on the second floor. Some of the rounds actually come out of the building through the window on the same side of the building where Peterson is positioned on that 700 building. Um, we measured it. It's like 69 feet. Just slightly over 69 feet from the corner where Peterson is standing to where the -- where the rounds were coming out of the window.

Um, and if you look at that video, again, it seems

like Peterson, his physical body movement reacts to those shots. Um, so, um, you know, whether or not he -- he heard two or three shots in my mind is always gonna be a question because of the amount of rounds that go off, and by watching not only his physical movements on the video but watching his, uh, radio transmissions when that's all going on as well. So, you know, once we synced it all together, once we had the ability to look at the external video, it seemed pretty consistent with the fact he heard more than two to three shots.

KR: After, uh, Mr. Hixon is -- is -- those fatal shots are fired at Mr. Hixon, and I know that, uh, Cruz had, uh -- had already shot into multiple classrooms and there were multiple victims --

JC: Uh-huh.

KR: -- but after Hixon, were there any more people injured or killed by Nikolas Cruz while Deputy Peterson is standing outside?

JC: Yes. Coach Feis would've been shot and killed. Everybody on the third floor would've been shot and killed. Um, on the second floor, fortunately nobody was injured but there was rounds fired. Um, but, you know, Coach Feis would've been the first person killed at the, uh, west first floor entrance doors while deputy -- while Scot Peterson was in position.

KR: Okay. Do you know off the top of your head how many people were killed on the third floor?

JC: I'd have to go back and look. It's like three -- you have Beigel and you had the two -- at least five. I'd have to look. Maybe six.

KR: That's okay.

JC: Five or six.

KR: Okay. Um, you say the timing, and that's an important question that's gonna have -- or point that's gonna have to be made eventually. I know there's interior video of the shooter, exterior video of Scot Peterson, there's radio traffic. Has anything been done to try and sync those yet and to what --

JC: Well, the -- the actual video from the school is synced by the system itself. It's -- it's a multiple camera system that runs off the same clock.

KR: Uh-huh.

JC: So it's -- and I'm sure you've seen it, but it's like if you wanna know what's going on at, uh, 2:23, you can see it on all the cameras together, or you could click on each camera separately. So that system has been synced for accuracy by three different means. Um, Chris Ramser from our CESU Unit, with Homicide Detective, uh, Jeff Curtis were the first there with Vice Principal Morford -- or Mumford. Uh, they sync the time visually to -- to the accuracy of what the time was at the time they were there. Uh, then the FBI -- and I -- I don't have his name but I could provide it to you later. Actually I may have it here. Um, they sync the time when they took the external server.

And then I was also able to contact, um, the person from the school board who installed the system into the 1200 building. 'Cause the 1200 building was one of the last buildings built up there. So when they installed the new camera system, they synced it not only to the Stoneman Douglas server, but they synced it to the entire school board server. So we have that guy's name, too. Um, so there's three different ways that everything was synced together. Then obviously our radio transmissions is, uh, through our -- our Dispatch or our CAD system.

KR: All right. Uh, I had one thing on speaking time-wise. The alarm -- I know the fire alarm goes off at one time --

JC: Uh-huh.

KR: -- or more than once while the --

JC: Right.

KR: -- while the subject's in -- in the building. I have looked at the timestamps. It's an hour off.

JC: Right.

KR: Okay. Have you talked to -- I mean, it's probably -- it's a Daylight Saving Time versus something like

(unintelligible).

JC: Well, I -- I'd have to look at it because what -- you know, again, what we -- what we do is we -- we're taking testimonial statements from people about what happened --

KR: Uh-huh.

JC: -- as far as the fire alarm. And then we talk to the actual fire company, which in some cases, the fire people who maintain that system kind of have contradictory information as to what the school is telling us.

KR: Uh-huh.

JC: So we know from statements, especially Mr. Porter, who is the vice principal in charge of, uh, the actual security at the school. He hears the fire alarm. And it almost -- it sounds like as a matter of routine the first thing they do is jump up, they run into Peterson's office, which is where the panel is, and they shut off the fire alarm. Now that's shutting off the audible fire alarm. I don't think that resets the system. So --

KR: Uh-huh.

JC: -- time where you're looking at an hour later is, I think, maybe they're resetting the system.

KR: Okay.

JC: But like Porter says, uh, when he got in there, that the panel was saying "gas alert."

KR: Uh-huh.

JC: Well, the fire guys say there's no indicator at all on that system that says "fire alert." So I don't know what Porter was looking at. It -- it's -- you know, it --

KR: Okay.

JC: -- it's contradictory to the system itself. But we have that guy's name too if you need it.

KR: All right.

JC: Um, but as far as that fire alarm, the time it goes off I think is accurate --

KR: Uh-huh.

JC: -- but the time it's reset is --

KR: Subject.

JC: Yeah, it's -- it's -- I think you can turn it off and then not reset it. You know what I'm saying? You can turn off the audible but not reset the whole system.

KR: All right. Um, have you spoke with Peterson since?

JC: No.

KR: All right. Uh, you know that he's done a, uh -- a, uh, interview on national TV. Did you have a chance to watch that?

JC: I watched one little blurb like a, um -- a preview before it was gonna come on and, uh --

KR: Was anything that he said in that little blurb contradictory, or was it the same story as before?

JC: Well, it's -- it's contradictory, uh, from what I saw, for -- for, you know, again, looking at the visual aspects of, uh, the exterior video. What I saw was he couldn't tell where the guy was, he thought there was a sniper on the roof, you know, uh, he -- you know, he was scanning. If you look at that video, the only thing he's scanning is the 1200 building. He's like face forward looking at the 1200 building before he retreats where you can't see where he's at.

Um, you know, there's certain things that for me, you know, I'm almost 60 years old and I try to work under the presence of common sense, um, the actions that I see him doing on the exterior video are not consistent with what you would do if you thought there was a sniper. He's standing at points right in front of the 700 building, looking at the 1200 building with his radio in his hand and his gun is in the other hand, and he's looking at the building. You don't expose yourself like that if you don't

know where the shooter is and you don't -- if you think there's a sniper.

KR: Right.

JC: Um, the other thing is, uh, the 1200 building is the high ground of the campus. He's been a school resource officer for eight years, so --

KR: At that campus?

JC: At that campus. He's -- I think he's been in total twenty-eight years as a school resource officer, but up there I think -- I'd have to look at his statement -- but I think eight years. That's the high ground. So where is the sniper gonna be at? Um, you know, I'm not saying it's -- it's -- he's lying, I'm just saying it doesn't make any sense when you watch the -- the actual video.

KR: In your original interview with him on the 16th, did he mention a sniper?

JC: No.

KR: Okay.

JC: No.

KR: Um, I know that during one of the interviews -- or after, through his attorney he made the comment that he thought it was coming from the football field. Did he say anything about that to y'all?

JC: Yes, he actually did. And -- and in that first statement, again, with only hearing the two to three shots go off, that seemed reasonable because some of the other deputies responding on Holmberg had said that because as they are coming down Holmberg, which is on the north side near the football field, they're seeing students running that way and some of them are actually injured. So he actually, um -- in his statement Peterson either spoke about those other officers' radio transmissions at the football field or kind of used that as his reason why I wasn't sure where those two or three shots I heard were coming from.

KR: Okay.

JC: Which, you know, those -- if -- if Cruz is in that, um, teacher's lounge, he actually was firing at the football field. So, you know, again, that first version was reasonable --

KR: Okay.

JC: -- till you look at the video.

KR: Until you -- till you have all the evidence.

JC: Right.

KR: Um, anything else centered around Peterson that you think I -- as far as his response on this particular day you think I need to know?

JC: Well, I mean, the key thing is once me and Zack Scott looked at the video, we immediately notified our chain of command. Um, I think it was the very next day he was brought in and told he was under internal investigation. So there was no delay on -- on anyone's, um, end as far as one that went up the chain of command. He was immediately, um, told he was under investigation, suspended, and then he resigned. Um, you know, the other thing that, you know, go towards, uh, whether or not he would be able to hear more than two or three shots is the actual videos from inside the classrooms and the radio transmissions.

You can hear the gunshots going off in his radio transmission. Um, and if you watch the school, uh, phone recordings taken by these students, those shots are pretty damn loud. So, um, you know, the shots going off, coupled with the fact that there's kids screaming and everything from a building you're 69 feet away from, you know, again, I'm not saying anyone's lying, just --

KR: Uh-huh.

JC: -- unreasonable, in my opinion, to believe he didn't know where those shots were coming from.

KR: Now 69 feet, is that from the corner of where he was standing to the corner of the 1200 or to where those windows were shot out?

JC: Well, it was right, uh -- we measured it from where

he was standing, right to the ground floor underneath the 69 -- uh, where the rounds were coming out.

KR: Okay. But he was -- the building itself is -- as far as the -- you know, the old adage that shortest -- or the quickest thing between two points is a straight line --

JC: Yeah.

KR: -- it was less than 69 feet.

JC: Probably corner to corner it would've been. But I -- I had them measure from the window --

KR: Okay.

JC: -- uh, where the rounds were coming out. 'Cause I actually asked him, and the question, without being leading, I said, "Do you remember any -- seeing any muzzle flashes? Do you remember seeing anything coming out of the, uh -- out of the building?"

KR: Uh-huh.

JC: Um, and he said no --

KR: Okay.

JC: -- in his statement. But that's -- that was me questioning him in reference to those rounds actually coming out of that second floor window, uh, classroom.

KR: And there were more than -- it was rounds, it was not one round that came out of those.

JC: Yeah. I think there was maybe five. I'd have --

KR: Okay.

JC: -- to look at --

KR: All right. Have you interviewed any, um -- any of the students that were outside the 1200 building that heard shots?

JC: No, I've interviewed several of the school board people. Um, uh, and again, I, uh -- I think one of

'em was Bonner. I forget his first -- Elliott Bonner.

KR: Uh-huh.

JC: Um, uh, and I almost got killed by him for saying "ex-Marine," but a Marine, uh, who he pulled up, uh, basically a little further west than where Peterson was posted up, and immediately was able to recognize the shots were coming out of the 1200 building, uh, put his golf cart in reverse and got out of there yelling "Code Red" --

KR: Uh-huh.

JC: -- uh, to evacuate students. Um, obviously we interviewed, uh, some of the other, uh -- uh, staff members. I'm trying to remember exactly who else -- it might've been Rosario.

KR: Uh-huh.

JC: Another gentleman who said there was no doubt when he heard the shots, he could tell they were coming out of the 1200 building. He was another vice principal.

KR: How 'bout, uh, Medina and Greenleaf who were on the golf cart with him, what'd they say?

JC: They were originally interviewed by the detectives. Um, and what ended up happening, just again, to clarify, once we realized there was a problem with Peterson, once we saw the external video, we were told as the Homicide investigators, "Okay. Their response is no longer in your investigative realm, it's going to Internal Affairs. If it crosses over back to the Homicide, we'll let them get back with it." Uh, once it went to the Internal Affairs and the governor appointed you guys, it got taken out of Internal Affairs' hands and put in your hands --

KR: Right.

JC: -- and then sent it. So I never went back again to re-interview Medina, uh, or Greenleaf because they had already been interviewed by other detectives. And --

KR: With -- and that focus on the actual homicides

itself.

JC: Yeah. That was, again, without the knowledge we had of the external video and the problem we had --

KR: Okay.

JC: -- with Peterson's statement. Now I did speak to Medina one day when I was up there because I had to go do, uh, interviews and he was still up there working.

KR: Uh-huh.

JC: Um, and I -- I spoke to him, but I didn't take a statement --

KR: All right.

JC: -- from him.

KR: Understand. All right. Let's go away from strictly -- unless there's something else about Peterson I need to know.

JC: No --

KR: Okay.

JC: -- not that I can think of.

KR: Let's go away from that and to the general response.

JC: Right.

KR: You're running Code 3 from here, the PSB, to the school.

JC: Right.

KR: Did you try to get on the radio? Did you have any communications issues? What -- I'm sorry.

JC: The unfortunate thing about a 39-year veteran, I couldn't find my radio. And that's a fact. I didn't have radio communications. I was following a line of cars up there Code 3 --

KR: Uh-huh.

JC: -- until I got up there. And then once I'm standing aside of Zack Scott and all those guys who --

KR: Uh-huh.

JC: -- a little younger and smarter than me, they got their radios on, that's when I can hear, Hey, you know, he's on the third floor, when the -- when the -- when the, uh -- the bad information was coming out because the video had been rolled back.

KR: Uh-huh.

JC: So I never had my radio the whole time I was up there.

KR: All right. Um, while you're standing -- I mean, now that you -- you know the -- the big picture, for lack of better terms --

JC: Yeah.

KR: -- um, as far as the communications issue go, were you all not privy to some of the information that other agencies were -- were privy --

JC: Oh, definitely. I mean, you know, again, we're up there and we're not trying to talk on the radio 'cause we have -- you know, we're just trying to help the students get out on our end, so we have nothing really to add. The only thing that -- I think Zack got on the radio at one point 'cause there was a backpack that was out of place that we thought, you know -- we're starting to think like Columbine, secondary, uh, bombs left --

KR: Uh-huh.

JC: -- and everything, that I think Zack got on the radio about that. When I watched the body camera footage, uh, as I'm doing my investigation, it was clear that not only was there a -- a different level of information coming out of Coral Springs that BSO didn't have, but then you could watch, uh, the -- on the body cameras the system failure of the BSO radios with -- they call it throttling now. We used to call it, uh, fail soft, I think it was, where you try to click and you hear that annoying tone and you can't talk. But you could -- I mean, I saw that on, um -- on all the cameras. And -- and even the SWAT

guys -- the SWAT guys had to go to like 1940s police work with hand signals and -- and -- and runners --

KR: Uh-huh.

JC: -- because the radios just didn't work.

KR: All right. Um, the -- the radio system aside --

JC: Right.

KR: -- um, in your -- well, never mind. I'm not gonna ask you an opinion question. Uh, the training, have you looked into -- oh, no. 'Cause -- have you looked into Peterson's training or what he was teaching as far as this Code Red at the schools?

JC: Well, I have his files. I mean, I -- I haven't looked at it, uh, thoroughly. I could tell you that he, uh -- he and other school -- there's a couple different programs here in Broward County. One, um, is the one we refer to as "active shooter."

KR: Uh-huh.

JC: And then there's another one that's more advanced that's called "active killer." They changed that over. And, uh, I know he had participated above and beyond a normal deputy sheriff's, uh, training because he's a school resource officer, um, in these different programs. Um, as far as him being an instructor, I don't know of anything. I mean, I could look through his file. I know -- I know he -- he took a course on active shooter that says Train -- Trainer or Train --

KR: Train the -- Train the Trainer?

JC: Yeah. It's like --

KR: Uh-huh.

JC: -- it's more than what -- what I would go to, which is just, you know, they -- they teach you the concepts of what you're supposed to do, I'm assuming. Because he's a school resource officer, they all go through that as -- as kind of like a -- a second level of knowledge that the regular deputy doesn't have because that's their job.

KR: Uh-huh. As far as BSO's active shooter training, when's the last time you had it as a -- a detective?

JC: Probably about -- I would -- I'd have to look. Maybe about a year and a half ago.

KR: Okay. What is BSO -- what is their attitude, for lack -- again, for lack of better term, toward being first on the scene to an active shooter?

JC: Well, again, the way the -- the policy is written, it says based -- you know, based on the fact that you're the guy there --

KR: Uh-huh.

JC: -- and again, I'm paraphrasing -- you're the guy there, you're making the decision to go in or wait for people to go in. It says "may."

KR: Uh-huh.

JC: Um, but since Columbine, you know, every police officer understands -- and it's not only through BSO, but it's again through every police officer understands every gunshot you hear go off, somebody's getting killed. That's why it changes from "active shooter" to "active killer." And now -- now ya'll are making my opinion --

KR: That's okay. Uh-huh.

JC: Because -- and I've said this a million times. I'm a police officer. I drive by a canal and there's a kid drowning in it, I don't gotta go to my SOPs --

KR: Uh-huh.

JC: -- see what -- what I'm supposed to do. I don't gotta call Captain Jan Jordan to see what I'm supposed to do. I don't gotta email the sheriff to say, Hey, are you busy? Can I ask you what I'm supposed to do? I go in the canal.

KR: Uh-huh.

JC: Same thing with this thing here. Every moment you're in that building distracting the shooter, kids are finding cover. Every moment you distract the shooter, he's not shooting kids. And every

moment you go in the building to distract a shooter, there's a hundred of us coming Code 3 to get there. So the policy's clear. You learn it once. You know what you're supposed to do. He's a school resource officer. He certainly knew what he was supposed to do. And that's my opinion.

KR: You used the word "distract" --

JC: Right.

KR: -- multiple times. So you -- are you saying you don't have to kill the guy, you just have to get his attention?

JC: Anything you do from the moment you go in that building, whether it's yell "police," "deputy sheriff," engage him, whatever, his attention is now on you rather than killing unarmed students trying to find cover. I'm not talking about running in there with a knife in between your teeth --

KR: Uh-huh.

JC: -- you know? Whatever you have the opportunity to do, you either distract him, uh, eliminate him, whatever. He's now has to focus on you. Or he's gonna kill himself. And studies show that happens a lot. As soon as they're confronted, these guys sometimes surrender or sometimes kill themselves.

KR: Okay. Let's go back to the -- to the subject's actions. He's up in the third floor trying to shoot out the windows to create his sniper position.

JC: Right.

KR: In your investigation and -- and your timeline that y'all have created, do you know what caused him to stop or do --

JC: I personally think it was a response of the officers on Holmberg coming up. Um --

KR: Kratz and, um -- I can't -- the ones that came from the --

JC: From the north side.

KR: -- from the north side.

JC: That couldn't get through 'cause the gates were locked.

KR: Right.

JC: Um, you know, again, we can -- we can try to figure out what Nikolas Cruz's plans were from the beginning. I -- I know I talked to him and his statement was very self-serving. I don't think he ever planned on committing suicide. He dressed like a student so he could escape.

KR: Uh-huh.

JC: He had, um, not only premeditated the murders, but premeditated how he was gonna get out of there. So once he, in my opinion, saw the units starting to show up, realized -- he had 180 rounds left -- that he couldn't get through those windows with his rounds, he just decided to abandon the plan and try to escape.

KR: So once he knew law enforcement was there --

JC: I mean, that's -- that's what I believe. Either that -- I mean, he could've came out of the room, uh, he still had 180 rounds, and just took on everybody on the ground floor.

KR: Uh-huh.

JC: But he decided to throw down his -- you know, his -- his weapon and flee, with all those live rounds.

KR: All right. Anything?

BB: No.

KR: In regard to this investigation, is there anything that I either failed to ask or anything that you'd like to add or clarify in your statement today?

JC: Not on the topics we've discussed. I mean, uh, no.

KR: All right. Um, I will ask you your opinion. As -- as lead investigator on this case, lead, uh, you've seen everything, you've viewed the videos, you've heard the audio, there's all kinds of -- of, um -- not -- or criticism --

JC: (Unintelligible).

KR: -- about not -- about the law enforcement response, the thing that we are here to investigate.

JC: Right.

KR: In your opinion as a 30 plus year veteran of law enforcement, what -- how do you answer those criticisms?

JC: Well, I mean, one of the first things that came out, which almost, um -- I don't wanna use the term "distraction," but became a focal point after the murder was, um, the anonymous, the false, uh, rumors that BSO didn't enter the building with Coral Springs. We knew that to be absolutely not true because we had the internal, uh, cameras.

KR: Uh-huh.

JC: But we couldn't, uh, show that video 'cause it shows the deceased. It shows the victims. Um, and those things that took off in the media got to the point where literally every day, uh, Detective Scott and Detective Tutler, who were dealing with the families, would have to meet with all the families to explain that's not factual. Because again, BSO and Coral Springs went in immediately together. Um, you know, that was frustrating because there was no resolution that we could give the families short of showing them the video. They --

KR: Uh-huh.

JC: -- they had to believe us. But then of course the media was promoting, You can't believe anything the Sheriff's Office says 'cause they're lying. So it was -- it was -- it was a very frustrating time. But I can tell you this: you know, Coral Springs and BSO went in together, um, they extracted people together and they saved people's lives that were injured together. So, um, you know, nobody understands that that scene was like unless you were up there.

KR: Yeah.

JC: It was so chaotic. Uh, two different radio systems.

It was almost like, um, there was things in place that I'm amazed we were able to overcome 'em, the two different radio systems: the throttling, uh, the going to hand signals, uh, to clear rooms. And, um, I think when -- when all these investigations come out with -- with the true facts, people are gonna be amazed how -- how incorrect the stories in the media were about everything.

KR: Thank you. Uh, all right. Have you been promised anything in exchange for providing this statement today?

JC: No, sir.

KR: Has the information you have provided during this interview been the truth to the best of your knowledge or recollection?

JC: Yes, it has.

KR: This interview is concluded at approximately 11:01 a.m., on August 28th, 2018.

(CONCLUSION OF INTERVIEW)

Transcribed by: jak/jak/ncc

(INTERVIEW OF SANDRA RENNIE, EI-26-0079, 05/17/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

TC = INSPECTOR TROY COPE
RB = INSPECTOR RANDY BROWN
TW = ATTORNEY TRISHA WIDOWFIELD, SCHOOL BOARD REPRESENTATIVE
SR = SANDRA RENNIE

TC: Okay. Uh, the date is Thursday, May 17th, 2018. The time is approximately 1023 hours. I'm Inspector Troy Cope of the Office of Investigations -- Executive Investigations and also present at this time is Inspector --

RB: Randy Brown.

TC: Um, the location of this interview is at Marjory Stoneman Douglas High School and, uh, the address is 5901 Pine Island Road in Parkland, Florida. And also present if you wanna state your name, please?

TW: Trisha Widowfield.

TC: Okay. And as we discussed off camera you're with the School Board or have been contracted with the School Board for the --

TW: Correct. We represent the School Board as well as its employees.

TC: Okay. Um, and I will be questioning -- if I can get you to state your name?

SR: Sandra Rennie.

TC: Okay. As a witness in an official FDLE investigation, case number EI-26-0079, Inspector Keith Riddick is the inspector who's in charge of this investigation.

On February 25th, 2018, Governor Rick Scott ordered FDLE to investigate the law enforcement response to the shooting in Parkland. For the record, I'd like to clarify that this is a witness statement being given by you as part of the investigation into the law enforcement response at the Marjory Stoneman Douglas School shooting that occurred on February

14th, 2018. You have been subpoenaed to appear today and are being compelled to provide this statement. Do you understand that information? Do you understand?

SR: Yes.

TC: Okay. Prior to beginning this interview, you should be aware of the following. This interview is being recorded. As a sworn law enforcement officer, I'm empowered to administer oaths and take statements. In a moment, I'll be taking a sworn statement from you. You'll be under oath and if you knowingly provide false statements, you can be criminally charged with perjury. Do you understand each of the items I've just informed you of?

SR: Yes.

TC: Okay. Please raise your right hand. Let the record reflect she's raised her right hand. Do you solemnly swear or affirm the information you're about to give today is the truth, the whole truth, and nothing but the truth, so help you God?

SR: Yes.

TC: Okay. Um, can you please state your name again, but spell the last name for us?

SR: It's Sandra Rennie, R-E-N-N-I-E.

TC: And your date of birth?

SR: 9/25/66.

TC: Okay. And, uh, what is your current position?

SR: I'm -- excuse me, Computer Science teacher.

TC: Okay. And you're currently employed here at Marjory Stoneman Douglas High School?

SR: Yes.

TC: Okay. And how long have you been, uh, employed here?

SR: At this school, two years.

TC: Okay. Previous to that, how long have you been, um, a teacher?

SR: Total 19 years.

TC: Okay. All in Broward County?

SR: All in Broward County.

TC: Okay. Um, can you on the map to kinda get us on February 14th, 2018 -- can you draw -- before the shoot, you know where -- where you were located?

SR: Excuse me. On map one, I was in the 700 Building on the first floor in Room 702.

TC: Okay. And, um, just to confirm on February 14th, 2018 were you working in your official capacity?

SR: Yes.

TC: Okay. And, I tell you what on -- on -- 'cause there's a closer view can you also mark it on, uh, map number two?

SR: On map two, yeah. Circle 702.

TC: Okay. And so just in -- in reference as we're moving through, you're just south of the, uh, 12th Building or 1200 Building --

SR: Yes.

TC: -- is that correct?

SR: Yes.

TC: Okay. Um, on that date, uh, what was your first indication that something was happening?

SR: Um, I sent one of my students to the 1200 Building because he wanted to get his course card signed by one of the teachers in the 1200 Building. Um, so he left and he came back -- rather quickly. So, I met him at the door and I asked him why was he back so fast and he said he went to the 1200 Building, opened the door of the first floor and he saw smoke, um, someone running around and he heard firecrackers in the hallway. So, he did not go in. He said he closed the door and he ran back to tell me. So, I

was talking to him about that outside the door.

TC: Okay. You were just outside your classroom door --

SR: Just outside --

TC: -- when you --

SR: Yeah.

TC: Okay.

SR: My door was locked so I was -- I had to step outside to talk to him.

TC: And -- and for the record do you recall what the student's name was?

SR: Yes, um, Justin West.

TC: Justin West?

SR: Yes.

TC: Okay. W-E-S-T?

SR: Yes.

TC: Okay. Uh, what grade is he in? Do you --

SR: Justin might be, I'm not sure, 12 -- 10th grade.

TC: Okay. And, um, do you know exactly which classroom he was -- the -- the teacher was he needed to get the, uh, course card signed from?

SR: No.

TC: Okay. And, um, at this time when you are talking to Justin and are outside the classroom did you notice -- did you hear anything, observe anything?

SR: As I was talking -- no -- well, yeah.

TC: Oh, yeah.

SR: Yeah, as I was talking to him the fire bells went off.

TC: Okay. Um, and when you say fire bells is that the

alarm system for if there was say a fire drill or a fire emergency, that's what was going on?

SR: Yes.

TC: Okay. And then what -- what did you do next?

SR: When the fire bells went off, I just thought that it was because of the firecrackers in the building. So, I opened the door and -- to my room and I told the students let's go, get out.

TC: Okay. Um, and which -- when they were coming out, which way were they exiting?

SR: Um, on map number one, um, we are supposed to exit towards the 1200 Building. So, this way and then to the bike rack --

TC: Okay.

SR: -- to the fence closest to Pine Island.

TC: And -- and 'cause the recorder can't see this --

SR: Oh.

TC: -- you pointed that you -- uh, the exit would be to head north --

SR: Yeah. Uh --

TC: -- towards the 1200 Building?

SR: Right.

TC: And then you would head west --

SR: East.

TC: -- east, I'm sorry. Yeah, that's --

SR: -- towards Pine Island and there's a bike rack right here --

TC: Okay.

SR: -- that's Zone 13 is where I'm supposed to go.

TC: Okay. And Zone 13 is this bike rack area?

SR: Yeah.

TC: And did you guy end up going to that location?

SR: No.

TC: Okay. What made you divert?

SR: As the kids were coming out they were coming -- lining up behind me and I started to walk towards the corner of the 700 Building right here and, um, Justin said, "Please, Miss. I don't wanna go that way." It -- I -- it was just too much going on and so I stopped and soon as I stopped I started -- I heard four or five gunshots.

TC: Okay.

SR: And --

TC: Let me stop you there --

SR: -- yeah.

TC: -- just real quick with the gunshots. You -- you -- did you immediately recognize those sounds as being gunshots?

SR: Yes.

TC: Okay.

SR: Yes.

TC: Something more than fireworks, would that be accurate?

SR: Absolutely.

TC: And what was it that -- the alarm that said that's not just fireworks?

SR: The way it happened. The -- the -- the succession.

TC: Okay.

SR: And the -- it was -- it was so loud.

TC: Okay. Um, and you were outside of your classroom --

SR: Yeah.

TC: -- on this corner that you --

SR: On the corner --

TC: -- marked here?

SR: Yeah, I told the kids to stand back, wait.

TC: Okay.

SR: I walked to the corner to look down towards the 1200 to see if I saw smoke or flames or anything and that's when I heard bam-bam-bam-bam like that. It was like -- like someone using a baseball bat and bashing against like a metal locker. Like, that's -- you know.

TC: Okay.

SR: Yeah.

TC: Um, at that moment when you -- when you realize, okay this is not fireworks this is -- this is something more, what did you do?

SR: I turned around to the kids and I told them to run 'cause we were already outside of the building. They were all already outside. So, I told them to run this way -- um, head south --

TC: Okay.

SR: -- to the parking lot.

TC: Okay.

SR: That's where I told them -- I said, "Run to the parking lot." And I stayed here waiting for them to all run by me and I kept looking down towards the 1200 Building.

TC: Okay. And so that alarm caused you to instruct them --

SR: To go.

TC: -- to go? Okay. And if -- if I put words in your

mouth, please correct me. I don't mean to -- to lead you in that, but we're trying to get the -- the description. But, if I say something that's not accurate you can correct me or if I don't say it --

SR: Okay.

TC: -- strong enough you can add on to that. Okay?

SR: The alarm didn't 'cause me to tell them to go. It was the sounds of the -- what I knew was not firecrackers.

TC: Okay. Um, when you stayed at the corner and your students took off --

SR: Yes.

TC: -- down there, uh, what did you do then? You're still remaining at the corner?

SR: Yes. And, I saw Officer Peterson for a split second run from here -- the walkway here --

RB: If you would draw --

SR: Um --

RB: -- that on the map.

TW: Okay. You want -- her to put a "P."

RB: Yeah. We'll -- we'll get her to label it at the end --

TW: Okay.

SR: Okay.

RB: -- afterwards. But, she's gonna --

TC: Yeah.

RB: -- just kinda draw it on the map --

SR: Okay.

RB: -- and then we can --

SR: So --

RB: -- add the labels.

SR: -- I saw him go this way. It was like Officer Peterson went this way and I'm standing here. So, I just saw him for that quick -- as he passed from this building to behind the 700.

TC: Okay.

SR: So, it was just quick --

RB: So, was he on foot --

SR: Um --

RB: -- at that time or in a golf cart? Or --

SR: Yes, he was on foot.

RB: Okay.

TC: Um, and -- and just to reflect you -- you see him -- you're looking north towards the --

SR: Um -

TC: -- down that hallway. And --

SR: Yes.

TC: -- I wanna call it a hallway, I know it's open. Um, we'll just call it the hallway -- breezeway.

SR: Yes.

TC: You're looking north and you see him pass from east headed west?

SR: Yes.

TC: Is he walking? Is he -- or what do you see?

SR: I saw him run. I mean it was a -- it was just like --

TC: Okay.

SR: You know.

TC: Did --

RB: Are you sure that it -- it was him and not another, um, Broward County Deputy or someone in a green uniform?

SR: A good question. I know they were wearing a green uniform. I know that they were about the same height and the same build.

TC: Okay.

SR: That I know.

TC: Okay. Did you notice if he had a gun drawn?

SR: No, there was no gun drawn, that I know.

TC: Okay. So you know for a fact what you -- the -- the person you describe, green uniform running past did not have a weapon drawn at that moment?

SR: No.

TC: How long after the gunshots was that?

SR: I'd say -- okay -- standing outside talking to Justin, I heard the gunshots -- no, I heard the fire bells first. I heard -- I walked towards the corner, the kids were already out. I walked towards the corner, I looked down, I heard the gunshots and I'd say within two minutes, a minute -- a minute, two minutes, I don't know.

TC: Okay.

SR: It's hard to say.

TC: Um, and are you -- are you looking towards the 1200 Building only? Are you looking up and down the -- the breezeway?

SR: At that point, I was looking straight towards the 1200 Building.

TC: Okay. Um, did you see any other individuals pass you heading towards the 1200 Building?

SR: Yes.

TC: Uh-huh.

SR: Coming from the office --

TC: Okay.

SR: -- going from South to North --

TC: Okay.

SR: -- going from the office, um, the Security Guard.

TC: Okay. Do you recall, uh, the Security Guard's name?

SR: I think his name is -- I think it's Mendez or something like that.

TC: Okay. Was he on foot? Or -- okay.

SR: Yes, he was on foot.

TC: And what do you see -- what actions do you see him take?

SR: At that point, I -- when I saw -- what actions did I see him take?

TC: Yes.

SR: He was running past me and yelling at me to run towards the North -- towards the South to the -- to the park -- just run. He just kept saying, "Miss Rennie, just run, run," because I wasn't running.

TC: Yeah. Okay.

RB: So, did you proceed south then at that point?

SR: Yes.

RB: Okay.

SR: When he said run, I left here, but I stopped by the auditorium because -- I stopped by the auditorium.

TC: Okay. Is the -- while you're doing this is there still an audible fire alarm?

SR: Yes.

TC: Okay.

SR: Yes.

TC: But, even -- and then let me take you back to when you hear the gunshots. Was the fire alarm going off?

SR: Yes.

TC: Okay. But, you still -- as you described it was that loud, that alarming that that's not fireworks, that's something more?

SR: Yes.

TC: Okay. And just -- do you have any experience with firearms?

SR: Yes.

TC: Okay. So, you've heard a gunshot before?

SR: Yes.

TC: Okay.

RB: In the process of -- from the time that you heard the initial gunshots to when you ran south and ran to the parking lot, um, did you hear any more gunshots after those initial four or five shots that you -- you said -- did you hear any more after that?

SR: No.

RB: Those were the last ones that you heard?

SR: Yes.

RB: Okay. Um, once you stopped at the corner of the auditorium, did you -- what did you do then?

SR: I stopped because when I looked back behind me, I saw -- I saw more kids coming from the classroom next to mine and they didn't know what was going on. And, so I stopped to yell at them to run and wait for them and their teacher who was just coming out to tell her to run.

RB: How long did you continue to stand there until you

made your way to the south parking lot?

SR: It seemed like a long time. I don't even know. I just kept standing there. I just couldn't move and I just kept saying, run.

RB: Um, did you stop anywhere else once you had made sure the area was -- was clear? Um, is -- is the South parking lot where you finally made your way to or did you defer it and go in another direction?

SR: I stopped, um -- well, Miss Cutler came out of her room. I waited for her to come and I grabbed her and I -- we ran. And, we were going to -- thank you. All my kids were already in the parking lot over here. There were other kids there that had come from other buildings because the fire bell was going off and they didn't know what was going on. But, when I got here to the 200 Building, Miss Driscoll opened up her classroom and she said, "Code Red, you're not supposed to be outside." So, I -- she says, "Get 'em in. Get as many of them as you can." So, I went here and I started yelling, "Come back, come back, come back," but a lot of them were just like, you know -- some of them came back. And as many of them that came back, we had them -- we just pushed 'em to the rooms, pushed 'em to the rooms and then finally she said, "We have to close the door." And she closed the door and we left the rest of them outside.

RB: While you were outside before you went into the classroom did you see any other law enforcement personnel arrive, um, on scene?

SR: No.

RB: No? Okay.

TC: Um, and -- and just to make sure we cover it, I just wanna take you back to when you're on the corner.

SR: Yeah.

TC: When -- when you see -- when you see law enforcement running past --

SR: Yes.

TC: -- the breezeway did -- did you see if they returned

or came back to that location?

SR: No.

TC: Okay. So, based on which -- which you could be potentially surmised as they continued going down this pathway?

SR: Yes, one person.

TC: One person? Okay. And the only time that you heard the gunshots was at the corner? When you're down the hallway do you hear anything else?

SR: No.

TC: Okay. The fire alarm was actually going off --

SR: It --

TC: -- to your recollection?

SR: -- it might've stopped at that point. I remember -- it seemed like a long time, but then I don't even -- I didn't hear --

TC: Sure.

SR: -- anything after that.

TC: Okay.

SR: I don't know.

TC: Um, you -- you know your School Resource Officer was, uh, Deputy Peterson?

SR: Yes.

TC: Did you have any conversation with him, uh, after the incident?

SR: No.

TC: Okay. Um, do you -- do you know if anybody else, uh, that's an employee here spoke with him -- just after the incident at all?

SR: No.

TC: Okay. Is there any other, uh, faculty member who may have witnessed or heard the same things that you did?

SR: The gunshots?

TC: Yes.

SR: Yeah.

TC: Okay. Did -- what are their names?

SR: Um, Bridgette Simmons and Melody Herzfeld.

TC: Okay. Are they -- do they have classrooms in the same building?

SR: Yes. They're on this side close -- they're on the north side which is the side facing the 1200 Building.

TC: Okay.

SR: Right here and right here.

RB: Um, when you took cover in, uh, the room when was the next time that you had any contact with law enforcement personnel?

SR: Hearing them or seeing them?

RB: Seeing them?

SR: When they came to get us out?

RB: Okay. So, when they -- they entered the -- the room to begin clearing?

SR: Yes.

RB: Do you know how -- approximately how long you were inside for before, um --

SR: I could tell you if I look at my cell phone 'cause I sent a message when I was leaving the building.

RB: Okay, all right.

TC: Um, is there anything else about the -- the law enforcement response? Again, you say you didn't see

anything. Is there anything else that you can tell us about, uh, the response to the -- the incident in building 12?

SR: The only thing I know is that we had the radio in the room with us and we just heard radio transmissions. But, no, the --

TC: The -- that's -- and some input -- do you recall what you were hearing over the radio?

SR: I remembered more than now. I just remember them asking for bolt cutters.

TC: Okay. So, that sticks out in your mind?

SR: Yeah.

TC: Um, do you recall any radio transmissions about, um -- now where was this radio located? It -- was it in the room you ended up taking cover in?

SR: Yes. 'Cause --

TC: Okay.

SR: -- there was a teacher with a radio in there.

TC: Okay. And who was the teacher with the radio?

SR: Mr. Mellinger.

TC: Okay. Um, do you recall any transmissions about, um, the location of -- of the shooter or anything like that?

SR: No. I -- just they kept mentioning Building 1200, but they weren't saying what. They just -- anyone near Building 1200, um, things like that.

RB: (Unintelligible).

TC: All right. With that, um, in regards to this investigation is there anything that I either failed to ask you or anything that you would like to add or clarify regarding your statement today?

SR: No.

TC: Okay. Have you been promised anything in exchange

for -- for providing a statement today?

SR: No.

TC: Has the information you have provided during this interview been the truth to the best of your knowledge or recollection?

SR: Yes.

TC: Okay. And this interview will be concluded at approximately 1045 hours. Thank you.

(CONCLUSION OF INTERVIEW)

Transcribed by: ccg/ccg/ms

(INTERVIEW OF CALYRA PEREZ, #EI-26-0079, 08/29/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

KR = INSPECTOR KEITH RIDDICK
TC = INSPECTOR TROY COPE
CP = CALYRA PEREZ
SP = SUE HALEY PEREZ
FP = FRANKIE PEREZ

KR: All right. Today's date is August the 29th, 2018. It's approximately 11:59 a.m. I am inspector Keith Riddick of the Office of Executive Investigations. Also present at this time is Inspector Troy Cope. Location of this interview is Stoneman -- Stoneman Douglas High School in Parkland, Florida. I will be questioning Miss Calyra Perez as a witness in -- in an official FDLE investigation, case number EI-26-0079. With Miss Perez are her parents. Mr. and Mrs. Perez, if you would introduce yourselves, uh --

SP: Sue Haley [phonetic] Perez, mother to Calyra Perez.

FP: I'm Frankie Perez, father of Calyra Perez.

KR: All right. Thank you. Uh, I am the inspector in charge of this investigation. Prior to beginning this interview, you should be aware of the following: This interview is being recorded. As a sworn law enforcement officer I am empowered to administer oaths and take statements. In a moment I will be taking a sworn statement from you. You will be under oath, and if you knowingly provide false statements you can be criminally charged with perjury. Do you understand each of these items I've just informed you of?

CP: Yes.

KR: All right. Thank you. Please raise your right hand. Let the record reflect Miss Perez has raised her right hand. Do you solemnly swear or affirm that the information you're about to give today is the truth, the whole truth and nothing but the truth so help you God?

CP: Yes.

KR: All right. Please -- you can put your hand down now. Please give me your full name, the grade you're in now and how long you've been going here at Stoneman Douglas.

CP: Calyra Sue Haley Perez, grade 12. And how long I've been going?

KR: Yeah.

CP: Uh, since halfway freshman year.

KR: Okay. All right. So you've been on campus three and a half years roughly?

CP: Yes.

KR: All right. Um, like I said before we started, this is about February 14th, 2018, a very bad day here. Um, when did you first realize something was wrong, something was going on?

CP: Um, when we had a second alarm that day --

KR: Uh-huh.

CP: -- 'cause we had one previously during second hour. So it kinda seemed off and the teacher was like, "Hold off a bit," but some students left the classroom. Um, we kinda -- I stayed around the teacher since I didn't really know what was going on until, um, an evacuation was called. And before that a girl had ran into our classroom and said there was a man with a gun. Um, and we were all kind of confused but then the evacuation was called, so we all started going downstairs. And I didn't see that girl again until she came running up the stairs again and said, "The police has his gun out." And then I was like, I don't -- I don't know what's going on. So I went back up the stairs. I saw everybody running towards, like, uh, a hallway and I was like, I -- again, I don't really know what's going on so I'm gonna go back to my class, and my teacher was still there kind of picking up his stuff. And, you know, I kinda just stood there waiting to see where he was gonna go and what he was gonna do 'cause I would follow.

KR: Uh-huh.

CP: And then the Code Red was called, so then we closed the door. And then after -- after a couple minutes, some students came running -- running to our classroom and banging on the door, but since we still didn't have a Code Red drill, we -- we thought it was, you know, all playing, 'cause they said that, um, during our drill they were gonna have, like, shots fired and, um, they were gonna have, like, people from the theater class come banging on the door. So we thought it was fake so we didn't do anything about it. You know? We weren't hiding or anything. So, um, once -- we had heard, like, gunshots and, um, I wasn't -- 'cause I had never heard a gunshot ever so I was kinda like, "What -- what was that?" And the teacher was like, "It sounded like a pistol or, like, a small gun." And, um, then I was like, "Oh, okay." You know? Thought it was, you know, part of the whole simulation --

KR: Uh-huh.

CP: -- until after a bit I started hearing helicopters and police cars and I was like, "Wow, they're being really extra for just a drill," until, um, my teacher, like, I don't know if he got an e-mail or a call or something that people were asking him if he was okay. And that's when we realized, like, oh, my gosh. You know? This is actually happening. So then after that people were, like, calling him and he was calling, like, news stations and stuff like that and his family. And we were all kind of calling our parents and stuff like that. Um, but I would hear, like, yelling from downstairs, I would hear people screaming, helicopters, all that.

KR: Okay. So who's your -- your teacher?

CP: Mr. Gard.

KR: All right. Uh, that's James Gard?

CP: Yes.

KR: Okay. And what's the classroom --

CP: Uh --

KR: -- number? Do you know?

CP: -- 722 --

KR: Okay.

CP: -- I think. It's the last door before you get to the stairs.

KR: All right. On the second floor --

CP: On the second floor.

KR: -- of the 700 building?

CP: Yes.

KR: All right. Before the alarm went off did you hear gunshots or hear anything?

CP: No, everything kinda seemed normal. We had just finished, I think it was test or something, so we were all just, like, hanging out. And then that's when the alarm went off and we were all like --

KR: Yeah.

CP: -- Okay.

KR: What's up?

CP: Yeah.

KR: Um, when people started exiting -- well, the -- the, um, young lady that ran out and came back in and said, "There's a guy with a gun," do you know her name?

CP: Um, she's actually in my yoga class. I had her a couple classes before, but I can probably get her name if you want.

KR: If you could, yeah.

CP: Yeah.

KR: And just somebody e-mail me or text me --

CP: Yes.

KR: -- that -- that name. Uh, it's -- very important person I need to talk to. When you left the classroom, how far did you get before you came back?

CP: Um, well, where the classroom is, the stairwell is pretty close, not -- not really far.

KR: Uh-huh.

CP: So I was kind of going down the stairs. I was following everyone and then that's when she ran up again and I was like, Okay. Something's -- something's going on. You know? I don't know. And then I was able to make it back to class --

KR: Uh-huh. Okay.

CP: -- while everybody else was fleeing to the other direction. I was like, I --

KR: Okay.

CP: I -- I know that if something were to happen, you know, find an adult, go to the safe spot --

KR: Right.

CP: -- where you were, so I returned to my classroom.

KR: All right. Good -- good idea. When you got outside, did you hear gunshots?

CP: No.

KR: Okay. Did you ever hear gunshots?

CP: I heard gunshots when -- once the Code Red was called, then we closed the door.

KR: Uh-huh.

CP: Once we were kind of, you know, hanging out in the classroom is when I heard the gunshots after.

KR: All right.

CP: And then that's when the kids came and they were banging on the door.

KR: All right. How many did you hear?

CP: Um, well, what we're missing from our class was maybe about five to seven kids were not in our classroom --

KR: Okay.

CP: -- 'cause there was six of us in there.

KR: Yeah. How many gunshots did you hear? I'm sorry.

CP: About eight.

KR: Uh-huh.

CP: It was like, bah, bah, bah, bah, bah.

KR: Okay. Were they loud?

CP: They were -- I don't know if it was an echo. They sounded pretty loud. They didn't sound close, like, to where -- in our building, it sounded -- in our area, but it sounded, like, around that --

KR: Okay.

CP: -- perimeter.

KR: Could you tell which direction they were coming from --

CP: No.

KR: -- or -- okay. That's -- I'm just -- and I meant to tell you that before we started. If you don't know anything, feel free to say you don't know.

CP: Okay.

KR: There's no problem with that. Um, when you got outside and got around to the, um, to the stairs, did you see any law enforcement people --

CP: No.

KR: -- or adults at all?

CP: No.

KR: Okay. So you never -- you didn't make it far enough to see Mr. Greenleaf and -- and Deputy --

CP: No, but I did hear Mr. Greenleaf yelling when we were inside the classroom. When we were kinda, like, hanging out, like, we kinda knew it was real. I think it was around that time I heard Greenleaf yelling and a couple of other people were yelling.

KR: Could you hear what he was saying or make out?

CP: I think it was kinda like, you know, "Stay down." That's what I heard. Like, was kinda like, "Just stay -- just stay put." Like, no, I didn't -- it didn't sound like anybody was running towards anything. They sounded like they stayed in the same area, which was under the second floor. We have a hallway and then under there is --

KR: Right.

CP: -- where, like, vending machines are.

KR: Okay.

CP: It sounded like they were there.

KR: All right. In that area?

CP: Yeah.

KR: All right. Um, when you got back in the classroom, I know you're there only with another five or six kids. Did any of them say they had seen anything outside?

CP: No.

KR: Okay. Uh, since that time have you talked to anybody that said, Yeah, I made it downstairs and I saw what, you know, other than --

CP: No.

KR: -- this girl that said she saw the deputy with his --

CP: Yeah.

KR: -- weapon?

CP: Um, the kids in the classroom, they said that once they heard the gunshots, you know, they were all running.

KR: Uh-huh.

CP: I don't really remember in which direction they had gone 'cause I was kind of concerned about myself. I was like, You know what? Let them all run.

KR: Yeah.

CP: I'm gonna go back to my classroom. Um, but after -- the day after, they said, I think, they were running towards our hallway, but there was a teacher that pulled them into their classroom where they had to hide, but I don't know in what area they were.

KR: Okay. Um, the -- let's go to the Code Red. You knew -- you -- what kinda discussion had they had before that day about a -- you know, and how long ago or how long before?

CP: Um, the thing is, there was always talk about, like, you know, we have to do a Code Red. You know?

KR: Uh-huh.

CP: It's something we have to do. They had explained, like, procedures and they said that, you know, gunshots were gonna be fired, like, fake gunshots were gonna be fired and, um, that probably the drama kids were gonna come banging on doors to see who opens. But it was maybe about a week before that, I think, they had --

KR: Well --

CP: -- told us. So that's why we were kind of expecting it 'cause they kept telling, Okay. This is gonna happen --

KR: Uh-huh.

CP: -- soon. So the day that it happened, we were kinda like, Oh, you know, it's -- it's our code -- it's our Code Red. You know?

KR: Okay.

CP: So --

KR: Had they ever done that here at Stoneman Douglas before?

CP: Not with -- not mentioning that they were gonna have gunshots, but I don't think --

KR: You're --

CP: Not that I remember we've had a Code Red, like, doing it.

KR: Not specific --

CP: Not that I remember.

KR: -- Code Red? You've had fire alarms?

CP: Yeah, we've had fire drills, but I don't --

KR: Uh-huh.

CP: -- remember ever doing a Code Red here.

KR: Okay. All right. No problem. Any questions before we go to the videos?

TC: Yeah. With the -- um, when -- when you said that the -- the Code Red was called, was it your teacher who told you guys or did it come over the loud speaker?

CP: It came over the P.A. --

TC: Okay.

CP: -- by Mr. Porter. I'm pretty sure he was the one who called, or Thompson; one of the two.

TC: Okay. So Mr. Thompson or Mr. Porter?

CP: Yes.

TC: You heard their voice over the loud speaker?

CP: Yes, which is --

TC: Okay.

CP: -- when we were like, Okay. You know, close the doors.

TC: Okay. Um, can you give me the -- the map real quick?

KR: Uh-huh.

TC: Uh, you said something, you heard the gunshots along the perimeter. And --

CP: Yeah.

TC: -- just to kinda clarify, here's -- here's the 1200, here's the 700.

CP: Yeah, so I was right up in here. It sounded like it was coming from, like, around here, this area.

TC: Okay. And for the record, um, you -- you pointed to the area that's in between, um, the 1200 building and the 700 building. And I --I've marked that; is that --

CP: Yes.

TC: -- accurate?

CP: Yes.

TC: Okay. And you said you were about in this area? Again --

CP: Yes.

TC: -- we know this is --

CP: Because --

TC: -- the first floor, that --

CP: I don't know if this is a stairwell --

TC: -- is the second floor.

CP: Is this a stairwell here?

TC: Yes. Yes, it is.

CP: Well, that was the -- since my classroom is around here, I went down that stairwell.

TC: Okay. So you came out this way --

CP: Uh-huh.

TC: -- and -- here, and then --

CP: Yes.

TC: -- you retreated back?

CP: Yes.

TC: Okay. And just, again, the -- where I shaded here is where you believe the sounds were coming from --

CP: Yes.

TC: -- but the --

CP: That's what it sounded like.

TC: And the door was closed though at that time --

CP: Yes, the door --

TC: -- is that correct?

CP: -- was closed.

TC: Okay.

KR: Do you have any windows in your classroom?

CP: Um, there are, like, windows, like, at the top --

KR: Okay.

CP: -- like those.

KR: All right. So you -- you can't -- can you see the third -- or the, um, 1200 building through them?

CP: No, I'm -- I don't know if he has them closed, but you can't see. And I'm short, so I can't really --

KR: Okay.

CP: -- see out of it.

KR: All right. Um, we're gonna show you some -- some still images and some bits and pieces of videos. Uh, now that I know that you went down the stairs, you may be in one of them. If you are and it upsets you, we will stop in a heartbeat. Okay?

CP: Okay. No, I'm -- I'm kind of fine --

KR: Okay.

CP: -- with everything. You know?

KR: All right. All right. Uh, yeah.

TC: And -- and for the record, this video, it's, uh, it's number 62 --

KR: Uh-huh.

TC: -- in terms of the file, and I'm -- I've -- I've forwarded it to about 45 seconds --

KR: Okay.

TC: -- to -- to where I believe (unintelligible) might be.

KR: Feel free to scoot up --

SP: Okay.

KR: -- so you can see also.

TC: So -- and this is, uh, it -- it -- it's second floor and it's stating that it's stairwell number nine and, um, I believe this is a stairwell and that might be the area where the classroom is, but I'm --

CP: Yeah, it's, like, right behind that --

TC: Okay.

CP: -- wall. That's where my classroom is.

TC: I'm gonna play it. I'm gonna pause it. I can back it up. There's no time frame. Okay? So if you see something, have me back it up and --

KR: If you see somebody you recognize --

TC: Yeah.

KR: -- yeah, please tell us.

CP: Okay.

TC: And actually what I wanna do real quick is just make sure I have this as (unintelligible) possible.

KR: And there's no sound to it, so we don't have to worry --

TC: Yeah.

KR: -- about that.

TC: So I don't know if you recognize --

CP: I don't recognize those.

TC: -- those. They're gonna come up the other way and I'm gonna stop it.

CP: Hmm. No.

TC: Okay.

CP: That -- uh, no, that's not me.

TC: Okay.

CP: I was wearing something like that.

TC: Do you see this boy here?

CP: Uh-huh.

TC: He's got the, uh, white stripes, that looks like Adidas pants and stuff.

CP: Uh-huh.

TC: And, uh, the earbuds in. Do you have any idea who he may be?

CP: No.

TC: Okay.

CP: Let me see if I have (unintelligible).

TC: See how he's going that way and -- I didn't know if any of that -- um, also this girl here, it's -- looks like kind of a purple-ish or cranberry --

CP: Uh-huh.

TC: -- top --

CP: No.

TC: -- does she -- recognize her? Or the girl in the red here?

CP: Um, she seems like someone I might recognize, but if she's wearing cat ears, then I kinda have an idea of who it is 'cause she looks like she's wearing --

TC: Uh --

CP: -- a little something on.

TC: Okay. Um, who do you think -- I mean, that's -- it gives us --

CP: I have --

TC: -- a clue.

CP: -- no idea who her name it. I've seen her before. I could probably talk to her 'cause I'm -- I don't know if I have lunch with her now, but I'm pretty sure I know who she is.

TC: Okay. That's -- see them coming back up the stairs?

CP: Is this before the --

TC: Well, this --

CP: -- fire drill was called? Because I made it maybe a good piece, like, I didn't make it all the way to the --

TC: Okay.

CP: -- bottom.

TC: Tell you what. I'm gonna back it up all the way to the beginning here. I had pulled that up just to

make sure I knew exactly where those particular people that we're --

CP: Okay.

TC: -- pointing -- that we're trying to identify. So I've started the video over.

CP: Okay.

TC: And, uh, I just can't remember off the top of my head how much happens before that 'cause we know there's some more people coming out.

CP: I think that was the girl, 'cause there was a -- there was one girl, she ran, so --

TC: That way?

CP: Yeah.

TC: Is -- okay. Let's see if somebody comes on screen here. Sort of at the 10 second mark you see somebody run in the hallway? It's hard. You can't really identify --

KR: Uh-huh.

TC: -- but -- so now we're about where I had started it before and we're gonna play it through so -- how about, uh, this kid here?

CP: No, but I think I know who she is. I don't know if she still goes to this school, though.

TC: Okay. The one that's kinda -- it looks like she maybe has --

CP: She's green --

TC: -- some blue --

CP: Yeah.

TC: -- green hair?

CP: Green hair.

TC: Okay.

CP: Yeah.

TC: Uh, uh, do you know what her first name, last name, any of that? She just (unintelligible) --

CP: I know she goes by "AJ". I think her name is maybe Alexis.

TC: Okay. But AJ?

CP: Yeah, that's what she goes by.

TC: Okay. So at about, um, 55 seconds there's, uh, a female wearing -- it appears in this video -- and the colors are hard -- all black, but --

CP: Yeah, all black.

TC: -- her hair is green?

CP: Yeah.

TC: Okay. So either AJ --

CP: Or I think her name is Alexis.

TC: Alexis? Thank you. And again, anything like that helps us. So -- I'm trying to think.

CP: But there seemed to be a lot more people that day. And I don't see that girl who came running up the stairs.

TC: Well, we still got a good amount of time so let's, um, keep it going. I think there's more people that come into view.

KR: Does Alexandra Sullivan sound right --

CP: No, I don't know --

KR: -- for AJ?

CP: -- who that is.

KR: Okay.

TC: How about this?

CP: That looks like Jack.

TC: Jack?

CP: Yes, I think he was in -- he was in my math class. I don't know his last name, though.

TC: Okay.

CP: But he has that kind of hair.

TC: Got you. Um, so 1:45 on this video, possibly Jack. Any idea what his last name might be?

CP: No.

TC: Okay.

KR: Who's your math instructor?

CP: Um, James Gard.

KR: Okay. Mr. Gard? Okay. That's right. I forgot.

CP: Okay. Uh, that looks like Joey. One of these two has to be Joey.

TC: Okay. So at 1:48 we have a male on the left wearing a blue shirt, blue T-shirt, white pants, white tennis shoes; uh, may be Joey.

CP: Yes.

TC: The other --

CP: He doesn't go to this school. I think he goes -- he goes to some, I think, a private school in Fort Lauderdale.

TC: Okay. And then also there's a male, looks to be wearing all black with black tennis shoes.

CP: Yeah, I don't --

TC: And you think one of those may be Joey?

CP: Yes, one of these two.

TC: Okay.

KR: And was he in your class, also?

CP: Yes.

KR: Okay.

CP: But he was the one -- one of the people who left, though. Yeah, that is Joey.

TC: In the -- the blue?

CP: Yes.

TC: It looks like a North Carolina potentially --

KR: Tar Heels.

TC: -- Tar Heels shirt. Okay.

CP: That kid -- what's his name? I don't remember his name, but he graduated.

TC: He did?

CP: Yes.

TC: Okay. Was he in your class?

CP: Yes, he was in my class, also left out.

TC: Okay. Left out.

CP: Yeah, so this is when the fire drill -- once we started -- I don't recognize her.

TC: Okay.

CP: Um, Zander [phonetic].

TC: Zander?

CP: Yes.

TC: Okay. I've heard that name before for him. The -- this is at, uh, 1:53. Um, is -- is he a black male?

CP: Yes.

TC: Okay. And he's wearing a, uh, a red-hooded sweatshirt. And Zander -- uh, I think somebody gave the last name and whatever --

KR: Uh --

TC: -- he is.

KR: Delott [phonetic] or Vielar [phonetic] (unintelligible) -- something --

TC: Velay [phonetic].

KR: Yeah.

TC: Velay.

CP: I don't know.

KR: Something.

CP: I don't know --

TC: Okay.

CP: -- peoples' --

TC: Yeah.

CP: -- last names.

TC: But the first name sounds --

CP: Yeah.

TC: -- familiar. And how about any of the other two --

CP: No, I don't --

TC: -- (unintelligible)?

CP: Oh, that's Gio.

TC: Okay. So the closest --

CP: Giovan Aubrey [phonetic].

TC: Giovan Aubrey?

CP: Yeah, he also graduated. And then this one right here is Macy.

TC: I'm sorry. Okay. Give me one second.

CP: And then there -- that's me.

TC: Okay. So you first come into frame at 1:54. All right. And this was Giovan --

CP: Aubrey.

TC: -- Aubrey?

CP: This is Laura, then Macy, and I'm pretty sure that's Matt.

TC: (Unintelligible).

CP: Yeah, so that's me.

TC: Okay. Giovan Aubrey is already (unintelligible).

KR: And these are all in your --

CP: All my --

KR: -- class with Gard?

CP: -- math class, yes.

KR: Okay.

TC: Okay. I'm sorry. So that -- so you're here --

CP: I'm right there.

TC: -- and then the girl to your left --

CP: Is Macy.

TC: -- is Macy?

CP: She graduated.

TC: In your class, as well?

CP: Yes.

TC: Okay.

CP: And then this is Laura.

TC: In the red shirt --

CP: In the red shirt.

TC: -- at the bottom of the screen here?

CP: Yes.

TC: Again, at, uh, 1:55. And she's got a blue backpack. That's Laura. Red shirt. Okay.

CP: And then this is Matthew Cole.

TC: Okay. Matthew Cole looks like -- looks all black with this.

CP: Yes.

TC: A white male and he's to your right at this part at 1:55. It looks like he also has black shoes. Matthew Cole, you said?

CP: Yes.

TC: I'm sorry.

CP: Um, that's Barbara.

TC: Okay. So in the -- so at 1:56, white shirt, black pants in the back --

CP: Um, but --

TC: -- and oh, she got -- does she have glasses?

CP: Yes. Uh, her name is spelled with a V, though, 'cause she's Russian so --

TC: Okay. Okay. That's -- um, let's see. What is it? Make sure it's --

CP: But she had made it into the class with me along with Macy --

TC: Okay.

CP: -- and Laura.

TC: What about -- um, it looks like it -- it was Ash Wednesday and he's got the ash on his forehead in the, um, reddish or pinkish --

CP: I don't know. I don't --

TC: -- red shirt.

CP: -- remember seeing him.

TC: Okay.

KR: Barbara Cernayeva [phonetic]?

CP: Yeah.

KR: Uh-huh.

TC: Okay.

CP: Nope, don't recognize any of them.

TC: Okay.

KR: Does Macy's last name -- does Wannacott [phonetic] sound familiar?

CP: Uh, yeah.

KR: Okay.

TC: Does he look familiar?

CP: No.

TC: Okay. See, he's got a red bag here.

CP: No, I don't --

TC: Blue and red bag.

CP: -- recognize him either.

TC: What about blue -- darker blue shirt, earbuds?

CP: No.

TC: Okay. What about --

CP: I -- I don't think I've ever seen him before.

TC: Okay. 'Cause I know he stops and looks over at the -- - looks like it might be a teacher. What about in this Wisconsin shirt, red shirt, here?

CP: No.

TC: Okay.

CP: None of them.

TC: All right. So they may have been from one of --

CP: But I don't know if he's -- I don't know if you could maybe -- if you keep going to see the girl I was talking about.

TC: Okay. We'll keep -- we'll -- yeah, while we keep going here, I mean, I know everybody's kinda going back and I think we've identified so let's see. So did you hear somebody telling you to go back? 'Cause he's kinda waiting --

CP: Yeah, they were all -- they were all yelling like, "Go, go, go."

TC: Was there anything else that they said with that as to why they're telling everybody to go back?

CP: Um, that girl I told you, she ran up the stairs and she was like, "There's a man with a gun downstairs."

TC: Okay.

CP: So I don't know if she was referring to the officer, but she was saying, like, "Someone has his gun out." So we were all --

TC: Okay.

CP: -- kind of running back. And then there's Joey and Gio.

TC: Joey -- okay. In the North Carolina shirt --

CP: Yes.

TC: -- Joey? Gio?

CP: Gio, Laura --

TC: Laura?

CP: -- and I'm right there.

TC: Right here?

CP: And then I don't know who --

TC: Okay.

CP: And then I think that's Zander; he's looking over.

TC: Yes.

KR: Laura Caner [phonetic]?

CP: I'm not sure.

KR: That's -- that's quite all right. Yeah.

CP: I know her last name started with a C.

KR: Okay. All right. I'm just reading a list of names that we've gotten from some of the teachers that --

CP: Yeah, so they all kept going down that hallway while I went back into the class.

TC: Okay. And just so we make sure we don't miss anybody, we'll keep -- keep it going. Girl with the (unintelligible)?

CP: And I don't know, that looks -- that looks like they were trying to get into our classroom already.

TC: Okay.

CP: 'Cause you see, that looks like Joey.

TC: Okay.

CP: But no, I don't recognize her.

TC: Okay.

CP: And then that's Zander.

TC: Okay.

CP: That's Matt, that's Jack. Oh, I think that's Josh Gallagher.

TC: Okay. This, uh, darker --

CP: The --

TC: -- uh, royal blue --

CP: Yes.

TC: -- and it's, uh --

CP: I think he was the one --

TC: -- navy --

CP: -- with the headphones you had asked me from before.

TC: Right, right. And, um --

CP: Sperrys.

TC: -- with the brown shoes. Sperrys?

CP: Yes.

TC: Yeah, good eyes there. Um, who is that?

CP: Josh Gallagher.

TC: All right. This is at 2:52. Josh, is he in your class?

CP: Uh, he was in the math class, too.

TC: Okay. Uh --

CP: That looks like, uh, Teddy. I think, uh, Theodore.

TC: Theodore? Uh, is he a black male?

CP: Yes.

TC: Okay. And he's got, uh, a orange shirt, it looks like, and maybe some light grey or white pants. Uh, that's at 3:48. I'm sorry, 2:59. 2:59.

CP: Yeah, and then that's Jack, also, from before.

TC: Okay. I think that's Zander again --

CP: Yeah, that's Zander.

TC: -- but the hood is -- is not --

CP: Yeah.

TC: -- over his head this time.

CP: I'm guessing that's when they kinda tried to get back to the classroom again.

SP: (Unintelligible).

TC: I don't know of anybody else, so I apologize, but thank you so much.

KR: Wanna go to the one -- or I don't -- I can't remember if this video had it, the, uh, two young black men that made it all the way down and looked out.

TC: Oh, I'll pull that. They -- they're on this one.

KR: Oh, they are?

TC: She wasn't sure, but those pictures are better so we'll go to --

KR: Okay.

TC: -- that one. Okay? I'm gonna go to some still photographs.

CP: Okay.

TC: Um, just, uh, I'm gonna scroll through some, uh, uh, a good portion of the people we have identified already --

KR: Uh-huh.

TC: -- but the ones in particular -- here's one we still don't --

CP: Um --

TC: -- have a positive ID on.

CP: -- I'm pretty sure he's in band, so if -- anybody you would ask would be probably the band --

TC: Band teacher?

CP: Yes.

TC: Okay. And this is that first picture with the male.

KR: Okay. Yeah.

TC: Did you ever get an ID?

KR: No, I don't.

TC: Okay.

KR: Yeah, he's going in --

TC: But possibly in band?

CP: Yes.

TC: Okay. Hey, every little bit gives us a clue --

KR: Uh-huh.

TC: -- of some other avenue.

KR: And for the record, that's the gentleman that is walking toward the west end of the 1200 building as it began.

TC: Okay. We've got these.

CP: That's Greenleaf.

TC: Yes. Do you know who this teacher --

CP: Uh, she looks like --

TC: Did we get her?

KR: Yes, that's --

TC: Okay.

KR: -- that's Cindy, uh, some -- she's something with the math department.

TC: Okay.

KR: I -- I do have her name.

TC: We have her? Okay.

KR: Okay.

TC: Here we go. Who --

CP: I've seen him before.

TC: This is -- we got him ID'd.

KR: That one we do, the one with him.

TC: The other one; that's right.

KR: Yeah.

TC: Okay. So you've seen him but you -- you don't --

CP: Yeah, don't know who he is.

TC: You don't?

CP: Pretty sure he's on the football team.

TC: Okay. What about him?

CP: No, and I haven't seen him before.

TC: Okay.

CP: Um, I've seen him before, too, and he's with the other guy from last time.

TC: Is it -- is he possibly on the football team, as well, or are they friends or do you see them --

CP: Yeah.

TC: -- together?

CP: They're friends. I've seen them together.

KR: Okay.

TC: Okay. What about him?

CP: I've seen him before, but I don't know his name.

TC: Okay. And I'm going back to like -- okay. That's from the --

KR: Yeah.

TC: -- stills, um --

KR: That's the first roll. We have most of those names--

TC: Okay.

KR: -- in there.

TC: Any of the other videos or --

KR: Um, yeah. Oh, that's -- thought we'd be out by --

TC: Yeah.

KR: -- 12:26. We didn't. Uh, show her the one from the back side of the 700 building just -- (bell ringing) -- just in case she might recognize some of the -- the kids or fellow classmates. And you can probably go forward a little bit 'til they start coming out with, uh, Miss Rennie.

TC: Okay. Okay. Two teachers right there. I'm sorry. He might be in the other video. Okay. You know what? This is the one, the one here. Um, 1:14, this guy running down here.

KR: Yes.

TC: We still haven't been able to identify him.

KR: There should be a still of him.

CP: Wait. Uh, I think his name is Brandon.

TC: Brandon?

CP: Yes.

TC: Brandon Huff [phonetic]?

CP: Yes, that one.

TC: Okay.

CP: He also graduated.

TC: Okay. He's a pretty muscular guy?

CP: Yes.

TC: Okay.

CP: And I don't know if you could see if he has tattoos on his arm, but if he -- if he does, then that's Brandon Huff.

TC: Okay. I know one of these videos, it's either the end or the beginning of the next, where the students are coming out --

KR: Uh-huh.

TC: -- so -- here he goes back again. All right. I got to go to the other one. That's -- we saw a still frame of him and he tries to get back in there or he does, actually.

KR: Yeah. Well, we -- we know that that's Justin West.

TC: Okay.

KR: Yeah, we know him.

TC: Uh-huh. So there's gonna be a group that comes out of this door and comes this way. (Unintelligible) I just wanna make sure I pause that. I know this one's harder.

KR: Yeah, this one is.

TC: It's further away.

KR: And they're in the shadows.

CP: Well, I know the teacher.

TC: And who's that?

CP: Well, I don't know her name, but she's also in there. She's part of, uh, I think a computer class.

TC: What about this -- it looks like almost an American flag type shirt?

CP: Hmm.

TC: Yeah, I know it's far away. Um, it's pretty distinctive. Um --

KR: That one's real hard.

TC: Yeah.

KR: It's okay.

TC: Anything with some bright color I'm trying to --

KR: Yeah, uh-huh.

TC: Okay.

KR: Okay. That's good. All right. Um, did -- Mr. Gard thinks that some of y'all wrote statements for --

CP: Yes, we did.

KR: You did?

CP: Yes.

KR: Okay. Do you have a copy of it?

CP: No.

KR: No? All right. How long --

CP: Uh, if anybody would, it would be Mr. Greenleaf.

KR: All right. Do you know how many kids did that?

CP: Um, well, there was six or seven of us in the class.

KR: Uh-huh.

CP: I know for sure three -- like, two other people did it besides myself. So there was three of us that I know for sure that wrote statements.

KR: All right.

TC: That were inside that classroom with you?

CP: Yes.

TC: Okay.

KR: Okay. Um, do you know -- did they ask all the kids?

CP: I'm not sure if they asked --

KR: Okay.

CP: -- all the kids.

KR: All you know about is your classroom?

CP: All I know about is, yeah --

KR: Okay.

CP: -- my classmates.

KR: How long after the incident did they ask you to write those?

CP: Um, well, a little bit after Josh Gallagher started doing this whole thing where he was accusing Mr. Gard of letting them stay at -- like, leaving them locked outside on purpose to be, like, butchered and all that stuff. So maybe then after that, maybe it was, like, a month that he was still on it. And I think Mr. Gard maybe told, uh, the office something for us to write statements. So then we all -- we did the -- me and the two other girls that I know that did it for sure. Maybe it was after a month or so.

KR: Okay. So that was in relation -- in relation to Josh's complaint --

CP: Yes.

KR: -- about Mr. Gard?

CP: Being left out.

KR: Okay.

CP: But I don't know if other people complained about it too 'cause a lot of the classmates that were left outside were very angry with Mr. Gard about it.

KR: Okay. Okay. All right. Now I know why they asked you for a statement. Um, anything else?

TC: (No audible response).

KR: All right. Anything -- anybody else you can think of, I mean, and you did --

CP: Well, she wasn't in the video --

KR: Right.

CP: -- but I know she was left outside. Courtney Ryen.

KR: Okay. I don't have that name so --

TC: Say that last name again.

CP: Ryen. It's R-Y-E-N, I think.

KR: Is her dad a cop?

CP: Yes.

KR: With Margate Police Department?

CP: I think so.

KR: Okay.

CP: And there was another one. What was her name? It was, like, Ellie, Allie. Something like that. But she was also with Courtney when it happened and was left outside.

KR: Okay.

TC: And -- and there's one more thing before we -- uh, we've gone over this. Is there -- was there anything that you recall, even discussions afterwards, about the actions of the -- you know, Mr. Greenleaf or the law enforcement officer with him or Scott Peterson or anything like that that you -- that you recall?

CP: No.

TC: Okay.

CP: Nobody talked about anything that they saw. They just talked about, you know, the noise and the

betrayal they felt and their anger towards Mr. Gard and all that stuff.

TC: Okay.

KR: Okay. Um, and just, if you can, find out the girl that --

CP: Yes.

KR: -- was in your yoga class now that went out and came back and all that. And if, uh, you'll text your mom or dad and -- and they can send it to me, I'll give you my card so you have my e-mail address, too. You have my cell?

CP: Yes.

KR: Um, and if -- if you think of anything after this that you -- you know, that you think might be helpful, please let us know. Um, you have been awesome. Um, you have been more help than a lot of people and I really appreciate it. Um, so let's finish this up. In regards to this investigation, is there anything that I either failed to ask or anything that you would like to add or clarify in your statement today?

CP: No.

KR: Did you voluntarily provide this statement today?

CP: Yes.

KR: Have you been promised anything in exchange for providing this statement today?

CP: No.

KR: Has the -- the information that you provided during this interview been the truth to the best of your knowledge or recollection?

CP: Yes.

KR: This interview is concluded at approximately 12:34 p.m. on August the 29th, 2018.

(CONCLUSION OF INTERVIEW)

Transcribed by: cf/jck

(INTERVIEW OF EDDIE SUAREZ, #EI-26-0079, 05/31/18)

(The following may contain unintelligible or misunderstood words due to the recording quality.)

KR = INSPECTOR KEITH RIDDICK
TC = INSPECTOR TROY COPE
KM = KEN MILLER
ES = EDDIE SUAREZ

KR: All right. Today's date is May the 31st, 2018. The time is approximately 10:01 a.m. I Inspector -- I am Inspector Keith Riddick of the Office of Executive Investigations. Also present at this time is Inspector Troy Cope. Location of this interview is Stoneman Douglas High School in Parkland, Florida. I will be questioning Mr. Eddie Suarez as a witness in an official FDLE investigation case number EI-26-0079. Mr. Suarez is represented by attorney, Ken Miller, of the firm of -- and I can't remember --

KM: Haliczer, Pettis, and Schwamm.

KR: All right. Thank you, sir. All right. I am the inspector in charge of this investigation. On February 25, 2018, Governor Rick Scott ordered FDLE to investigate the law enforcement response to the shooting in Parkland. For the record, I would like to clarify that this is a witness statement being given by you as part of the investigation into that law enforcement response to the MSD school shooting that occurred on February 14, 2018. You have been subpoenaed to appear today and are being compelled to provide this statement. Do you understand?

ES: Yes, sir.

KR: Okay. Uh, prior to beginning this interview, you should be aware of the following: this interview is being recorded. As a sworn law enforcement officer, I am empowered to administer oaths and take statements. In a moment, I will be taking a sworn statement from you. You will be under oath and if you knowingly provide false statements, you can be criminally charged with perjury. Do you understand each of these items I've just informed you of?

ES: Yes, sir.

KR: All right. Please raise your right hand. Let the record reflect Mr. Suarez has raised his right hand. Do you solemnly swear or affirm that the information you're about to give today is the truth, the whole truth, and nothing but the truth, so help you God?

ES: Yes, sir.

KR: All right. Thank you. Uh, please state your full name, um, your current place of employment, and how long you've been employed here.

ES: Eduardo Suarez.

KR: Uh-huh.

ES: And I've been here approximately nine years -- a little bit more, maybe.

KR: All right. And what is your position here?

ES: Uh, right now, I'm the head custodian.

KR: All right. And were you in that position on February the 14th?

ES: Yes, sir.

KR: All right. When did you first know that something was going on here that -- that -- uh, the incident had started or -- or what brought it to your attention?

ES: Uh, normally I leave at 2:30. That day, I think, it was around 2:20, but my assistant, he was off that day and I went inside the cafeteria to give my employee the last -- uh, what to do --

KR: Uh-huh.

ES: -- and, by that time, I heard the fire alarm.

KR: Okay.

ES: I then instructed my guys to go out and myself -- we went into the hallway in front of the cafeteria and that's when I heard in the radio, "Code red."

KR: Okay. Who did -- who -- do you remember who called the code red?

ES: No, sir.

KR: Okay. No problem.

ES: And then I saw, um, Mr. Rosario, the AP --

KR: Uh-huh.

ES: -- in the golf cart going to -- to the 1200 building -- to the --

KR: Right.

ES: -- over there. I -- I got in my golf cart and I drove right behind him and when we got there, all the kids they were running to the 1200 building. That's when I heard the fire.

KR: Uh-huh.

ES: The -- I --

KR: You heard the gunshots?

ES: The gunshot.

KR: Okay. Have you ever heard gunshots before?

ES: Um, yes.

KR: Okay. So you knew they were gunshots?

ES: Um, this -- I think that was the second round.

KR: Uh-huh.

ES: Because the first round was really far (unintelligible).

KR: Right. So you -- like --

ES: By the second, I noticed it was a -- the gunshots.

KR: Okay. Let me, um, show you this map. Okay. This is the north end. There's the 1200 building. I understand the cafeteria is on top of the --

ES: On -- on the -- on the first floor.

KR: Oh, it's -- that's right. The library's on top of the --

ES: Right.

KR: -- cafeteria. All right. So you started out here.

ES: Right.

KR: And then it --

ES: I drove --

KR: All right. Just --

ES: -- this way.

KR: -- draw the line for me.

ES: I got here.

KR: Uh-huh.

ES: I went this way to right here.

KR: Okay. All right. And when you got there is when you heard the second round of gunshots?

ES: It was the second -- yes.

KR: Okay.

ES: Then all the kids, they were running in this hallway --

KR: Uh-huh.

ES: -- from the 500 building to the 1200 building. I stopped them and I told them to go inside the -- the rooms.

KR: Okay.

ES: 504, that was the closest room right there and that took them a couple minutes.

KR: Uh-huh.

ES: Then I -- we heard the third round of shots.

KR: Uh-huh.

ES: Then when I put the kids in, I drove this way, like that. Right here, I saw a couple kids running. I tried to -- to warn them to get inside. They continued running.

KR: Uh-huh.

ES: Then I turned back and I met Mr. Rosario --

KR: Uh-huh.

ES: -- and a couple more teachers and a couple of my employees and all the kids that were going to West Lake --

KR: Okay.

ES: -- through the canal.

KR: All right. When you were over in this area, uh, between the 600 and 700 building, could you see the 1200 building?

ES: I can see it, but, to tell you the truth, my back was to the --

KR: Okay. You were, uh, paying attention to the kids?

ES: Right.

KR: Okay. Trying to stop them. Did you ever see Deputy Peterson that day?

ES: Uh-uh. No, sir.

KR: Okay. Did you talk to Deputy Peterson after --

ES: No, sir.

KR: -- the incident? Have you talked to him since then?

ES: No, sir.

KR: Okay.

ES: Uh, let me correct myself.

KR: Yes, sir.

ES: I think a couple days later, I saw him in the hallway.

KR: Uh-huh.

ES: Right here in front of his office. I said, "Hey, how you doing, man?" That's all I said to him.

KR: That's it? Okay. Um, how long -- or you were in the, um, cafeteria when the -- the fire alarm --

ES: Yes.

KR: All right. So how long do you think -- it just took you driving time on the golf cart then to get to there?

ES: Maybe a minute.

KR: Okay. To get where you were?

TC: Um, just so -- so you heard the fire alarm, you have everybody come out, and then you take the golf cart here. When you were (unintelligible) --

ES: No. When -- when -- when I took -- when I took everybody out, when I was outside the cafeteria, that's when I -- I heard code red.

TC: Okay.

ES: And then I told my guys, "This is something. Go inside. Go inside," and they ran to -- to the office. People were running this way. That's when I got in the golf cart.

TC: And -- and you went here -- it -- is it because you knew that the evacuation was head -- to head towards that or --

ES: The truth is --

TC: -- how -- yeah, how did you think to do that?

ES: I saw Mr. Rosario driving over there. Nobody -- it -- like, I am in charge if a fire alarm goes off -- or this how we'd run to see what's going on -- what -- which building the fire -- they pulled that fire alarm or wherever. I don't know how I did it. I

mean, I didn't even thought about it or anything. I run right behind him.

TC: And now I know you -- you said you were standing there with your back towards the 1200, getting everybody back, during that time, do you hear gunshots?

ES: Yes, sir.

TC: Okay.

ES: Twice.

TC: Twice?

ES: Yeah.

TC: When you're standing there at -- at this location?

ES: Right.

TC: And you're hearing the gunshots?

ES: Right.

TC: And --

ES: And one -- one of the time I -- I turned back and -- to the 1200 building, but I mean, I see nothing. I only heard the -- that was the last shots that he shot. I don't know, maybe 30 rounds. I don't know. It was really loud. It was going boom -- boom -- boom -- boom -- boom. It was -- I was scared.

KR: Oh, okay.

ES: And that's when I was really scared.

KR: Understandable. How much time between the two rounds of gunfire do you think?

ES: If I had to guess, a couple -- maybe, like, a minute.

KR: Okay. Not real long?

ES: Not real long.

KR: Okay.

TC: Um, did you notice at -- again, in passing or if you recall, did you notice any damage or anything odd with the building or -- uh, when you were there --

ES: No, sir.

TC: -- looking around? Anything like that?

ES: No.

TC: Okay.

KR: Okay. Anything else? Okay. In regards to this investigation --

TC: Oh, I'm sorry.

KR: Yes, sir.

TC: There was one more thing.

KR: Yeah.

TC: And forgive me if I -- I didn't catch it, but when you heard code red, was it via a radio or was it via the PA system?

ES: The radio.

TC: Okay.

KR: Okay. All right. In regards to this investigation, is there anything that I either failed to ask or anything that you would like to add or clarify in your statement today?

ES: No, sir.

KR: Okay. Have you been promised anything in exchange for providing this statement today?

ES: No, sir.

KR: Okay. Has the -- this information that -- has the information that you have provided during this interview been the truth to the best of your knowledge or recollection?

ES: Yes, sir.

KR: All right. This interview is concluded at approximately 10:10 a.m. on May 31st, 2018

(CONCLUSION OF INTERVIEW)

Transcribed by: dml/dml/ncc