

PLACER COUNTY LAW
ENFORCEMENT AGENCIES

14-121-4

REPORT NUMBER

=====**CONTROLLED DOCUMENT**=====

Government Code Section 6254(f)(2) requires that the address of the victim is deleted from police reports when the following **sexual assault, child abuse, and domestic violence** crimes are investigated:

PC 220, 261, 261.5, 262, 264, 264.1, 265, 266, 266a-c, e, f, and j, 267, 269, 273a, 273d, 273.5, 285, 286, 288, 288a, 288.2, 282.3, 288.5, 288.7, 289, 422.6, 422.7, 422.75, 646.9, and 647.6 .

Penal Code 293 also **mandates** law enforcement to ask victims of sexual assault if they want their names withheld, and documentation of this. All of the above crimes fall in that category pursuant to Penal Code 293.

I have notified the victim of PC293.

Victim wants name withheld.

Such victim's addresses and telephone numbers, and when requested by a victim, his or her name, will appear only on this form. An asterisk * will be used on all other forms in lieu of such information.

CRIME TITLE	CODE SECTION
A. Willful Cruelty To Child	273A(B) PC
B. **CV2**	
C.	
D.	

HUGUNIN, DAVID

12/08/2005

VICTIM'S NAME*

DOB*

DL/SSN*

5891 DEVON DR ROCKLIN, CA 95677 916-435-8265

RESIDENCE ADDRESS*

RESIDENCE AND CELL PHONE NUMBER*

WORK NAME and ADDRESS*

WORK PHONE NUMBER*

ON 273.5 AND 646.9 CASES ONLY: NAME, ADDRESS & PHONE NUMBER OF FRIEND/RELATIVE FOR FOLLOW-UP PURPOSE*

2751 BREEN DR ROCKLIN, CA 95677

LOCATION OF OCCURRENCE IF DIFFERENT THAN RESIDENCE ADDRESS*

N. Costa #260

Rocklin PD

INVESTIGATING OFFICER AND ID#

AGENCY

SUPERVISOR

ATTENTION RECORDS: No reproduction except for law enforcement or District Attorney use, without Supervisor approval.

Ronald Scott Owens
Placer County District Attorney
10810 Justice Center Drive, Ste 240
Roseville, CA 95678



ROCKLIN POLICE DEPARTMENT - 3104

4080 ROCKLIN RD ROCKLIN, CA 95677 916-625-5400

14-121-4

CRIME REPORT

Printed by 2054

Offenses 273A(B) PC		Description Willful Cruelty To Child		Fel/Misd Misd	Date Occurred 01/01/14-04/29/14	Time Occurred	Date Printed 06/30/2014
					Date Reported 05/01/2014	Time Reported 1453	Time Printed 11:45:09
					Related Cases		Incident # 140501155
Location Breen Elementary School, 2751 Breen Dr, Rocklin, CA 95677				Beat 4	Area 13	Disposition SENT TO DA	
					Dispo Date 06/19/2014		
Location Type SCHOOL	Location of Entry	Method of Entry	Point of Entry		Alarm System	Means of Attack (Robbery)	

Victim Name (Confidential Victim)		Drivers License	Cell Phone		Email		
Residence Address		Notified of Victim Rights	Residence Phone		DOB	Age	Sex
Business Name and Address		Business Phone		Height	Wt	Hair	Eyes
Assistance Rendered/Victim Disposition			Transporting Agency		Means of Attack (Assaults)		
Description of Injuries			Other Information				

Confidential Person (No information printed)		Drivers License	Cell Phone		Email		
Residence Address		Residence Phone		DOB	Age	Sex	Race
Business Name and Address		Business Phone		Height	Wt	Hair	Eyes

SUSPECT [REDACTED]		Action Taken		Charges 273A(B) PC			
Residence Address [REDACTED]		Cell Phone [REDACTED]		DOB [REDACTED]	Age	Sex F	Race W
Business Name and Address Breen		Business Phone		Height 5'1"	Wt 160	Hair BRO	Eyes HAZ
Identifying Features		Residence Phone		Drivers License [REDACTED]		Arrest Number	

Status	Vehicle Make and Model	License/State	Vehicle Type
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No.	Status/Disposition	Property Description	Value	Val Recovered	Val Damaged
		(Property listed on separate page)			

ROCKLIN POLICE DEPARTMENT
 CONTROLLED DOCUMENT
 RELEASED TO: JENNIFER HUGANIN
 DATE: 8/5/14
 SIGNED: K. ROBERTS
 LAW ENFORCEMENT PURPOSES ONLY

Solvability Factors SOUND FILE SUSPECTS VICTIMS/WITNESSES					
Prepared By 260 - Costa, Neil A		Date 05/01/2014	Assisted By		Approved By 227 - Paduveris, Bart
					Date 06/18/2014
Routed To PLACER CO DISTRICT A106/19/2014		Date	Routed To	Date	Notes

**ROCKLIN POLICE DEPARTMENT - 3104**

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Residence Address	Notified of Victim Rights	Residence Phone	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
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Description of Injuries	Other Information					
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Description of Injuries	Other Information					
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Residence Address	Notified of Victim Rights	Residence Phone	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
Assistance Rendered/Victim Disposition		Transporting Agency	Means of Attack (Assaults)			
Description of Injuries	Other Information					

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Residence Address	Notified of Victim Rights	Residence Phone	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
Assistance Rendered/Victim Disposition		Transporting Agency	Means of Attack (Assaults)			
Description of Injuries	Other Information					
Victim (Confidential Victim)	Drivers License	Cell Phone	Email			
Residence Address	Notified of Victim Rights	Residence Phone	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
Assistance Rendered/Victim Disposition		Transporting Agency	Means of Attack (Assaults)			
Description of Injuries	Other Information					
MENTIONED Caldwell, Keith	Drivers License ██████████	Cell Phone ██████████	Email			
Residence Address ██████████		Residence Phone ██████████	DOB ██████████	Age	Sex M	Race B
Business Name and Address ██████████		Business Phone ██████████	Height 6'	Wt 275	Hair BRO	Eyes BRO
Confidential Person (No information printed)	Drivers License	Cell Phone	Email			
Residence Address		Residence Phone	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Ellis, Danyelle	Drivers License ██████████	Cell Phone ██████████	Email			
Residence Address ██████████		Residence Phone ██████████	DOB ██████████	Age	Sex F	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes



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MENTIONED Haskin, Marjorie	Drivers License	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex F	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Huginin, Jennifer	Drivers License [REDACTED]	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex F	Race W
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Huginin, Patrick	Drivers License	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Mayne, Tami Michelle	Drivers License	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex F	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Montecillo, Abel	Drivers License	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex M	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Morgan, Joel	Drivers License	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex M	Race W
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes
MENTIONED Pitts, Trish	Drivers License [REDACTED]	Cell Phone	Email			
Residence Address [REDACTED]		Residence Phone [REDACTED]	DOB	Age	Sex F	Race W
Business Name and Address		Business Phone	Height 5'5"	Wt 150	Hair BLN	Eyes BLU
Confidential Person (No information printed)	Drivers License	Cell Phone	Email			
Residence Address		Residence Phone	DOB	Age	Sex	Race
Business Name and Address		Business Phone	Height	Wt	Hair	Eyes



ROCKLIN POLICE DEPARTMENT - 3104

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MENTIONED Thibideau, Chuck	Drivers License [REDACTED]	Cell Phone [REDACTED]	Email			
Residence Address [REDACTED]	Residence Phone [REDACTED]	DOB [REDACTED]	Age [REDACTED]	Sex M	Race W	
Business Name and Address [REDACTED]	Business Phone [REDACTED]	Height 5'8"	Wt 155	Hair BRO	Eyes BLU	
MENTIONED Tuttle, Fiona (Mdic)	Drivers License [REDACTED]	Cell Phone [REDACTED]	Email			
Residence Address [REDACTED]	Residence Phone [REDACTED]	DOB [REDACTED]	Age [REDACTED]	Sex F	Race W	
Business Name and Address [REDACTED]	Business Phone [REDACTED]	Height [REDACTED]	Wt [REDACTED]	Hair [REDACTED]	Eyes [REDACTED]	
MENTIONED Vrooman, Laura Warda	Drivers License [REDACTED]	Cell Phone [REDACTED]	Email			
Residence Address [REDACTED]	Residence Phone [REDACTED]	DOB [REDACTED]	Age [REDACTED]	Sex F	Race W	
Business Name and Address [REDACTED]	Business Phone [REDACTED]	Height 5'1"	Wt 110	Hair BRO	Eyes HAZ	
MENTIONED Vrooman, Todd	Drivers License [REDACTED]	Cell Phone [REDACTED]	Email			
Residence Address [REDACTED]	Residence Phone [REDACTED]	DOB [REDACTED]	Age [REDACTED]	Sex M	Race W	
Business Name and Address [REDACTED]	Business Phone [REDACTED]	Height [REDACTED]	Wt [REDACTED]	Hair BLK	Eyes HAZ	

**ROCKLIN POLICE DEPARTMENT - 3104****4080 ROCKLIN RD ROCKLIN, CA 95677 916-625-5400
CRIME REPORT - PROPERTY**

14-121-4

ID No.	Status/Disposition	Property Description	Value	Val Recovered	Val Damaged
1	DIGITAL ATTACHMENTS	1 Dosage units/items Digital Sound File - RECORDING OF DET. COSTA'S TELEPHONE CONVERSATION WITH AN ANONYMOUS FEMALE ON 04/29/14 AT AROUND 1400 HOURS.			
2	DIGITAL ATTACHMENTS	1 PDF - THREE SCARS DOWNLOADED AS ATTACHMENTS THAT HAVE BEEN FAXED TO CPS			
3	EVIDENCE (Felony)	1 Dvd - DVD OF CASE CRACKER INTERVIEW WITH CP3			
4	EVIDENCE (Misd)	3 Dosage units/items Mdic Dvd's - 3 MDIC DVD'S OF INTERVIEWS WITH CV2, CV8, AND CV9 ALONG WITH H THE NOTES (M) FIONA TOOK DURING INTERVIEWS.			
5	DIGITAL ATTACHMENTS	1 Dosage units/items Digital Sound File - TELEPHONE CONVERSATION WITH (S) ██████████ ON Y ON 06/18/14 AT 0930 HOURS.			



ROCKLIN POLICE DEPARTMENT - 3104

4080 ROCKLIN RD ROCKLIN, CA 95677 916-625-5400

NARRATIVE

14-121-4

CONTROLLED DOCUMENT - LAW ENFORCEMENT PURPOSES ONLY

On 04/29/14 at approximately 1400 hours, I received a phone call at my desk from a female who told me that she wanted to remain anonymous. Because the caller wanted to remain anonymous, and I had no idea why she was calling me, I turned on my digital audio recorder and recorded our telephone conversation. I later attached the audio file of our conversation to this report as a sound file.

The female, who later told me her name was "Angela", said she wanted to report some abuse by a teacher at Breen Elementary School in Rocklin. The following is a summary of our telephone conversation:

"Angela" told me there was a teacher at Breen Elementary School who has been physically abusing children with disabilities during class and the teachers aids had video recordings to prove it was happening. "Angela" told me her friend has a child in the class who is autistic and her friend is the one who provided her with this information. "Angela" said the teachers aids told her friend they all went to the district and gave statements. "Angela's" friend told "Angela" that her child says horrible things when he gets home from school. Her friend confronted the teacher, or the teachers aid (it is unclear what "Angela" was saying), back in January and the teacher told her she was tenured and has been written up five times since the beginning of school and there was nothing they could do to her and nothing they could say to scare her. "Angela" said she heard they (the aids) have video of her (the teacher) kicking children and yelling at them.

The caller expressed her concerns about the children because they can't defend themselves, and they wouldn't know who to tell about something like this. "Angela" said its been said the adults in the classroom have reported these incidents to the district office, but she didn't know if that was the truth. "Angela" said the district told them the teacher was tenured and unless it was sexual abuse there was nothing that they could do. I asked the caller if she had the teachers name, so I could see if there have been any reports and she identified the teacher as (S) [REDACTED]

I checked our local computer system, RIMS, and did not locate any reports where (S) [REDACTED] was mentioned in the report. "Angela" said her friend just sent her a text that said she was told CPS does not have jurisdiction and the new principal has been warned. I asked the caller if this has been going on since January and she said yes and added that she thinks this teacher is just abusive and it started this year. I asked the caller again if the abuse she was reporting was verbal or physical and she said it was both. I asked if the kids had injuries on them or if she had a child in the class and the caller provided me with an answer that had nothing to do with my question. She said she attended a meeting at the district office because she had an interest in the special education program and helps provide family's with information. She told me she was not a school employee and continued to say that the school provides a program where you can home school your children and the school still gets their funding.

I asked "Angela" if her friends son was getting abused in the class, and she said yes. I asked if the child had marks on his body, and the caller told me that the aids have video of the teacher kicking a child. I asked the caller if her friend or the teachers aid reported this incident to law enforcement, and she said not to law enforcement because they thought they were supposed to go to the school district. They went to the school district and nothing was done and the school district told them the police department does not have jurisdiction, as well as CPS, and they got afraid.

Prepared By: 260 COSTA, NEIL A

Date: 05/01/2014

Approved By: 227 PADUVERIS, BART

Date: 06/18/2014



ROCKLIN POLICE DEPARTMENT - 3104

4080 ROCKLIN RD ROCKLIN, CA 95677 916-625-5400
NARRATIVE

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I explained to the caller that the police department does in fact have jurisdiction over the school, and everything else in Rocklin. "Angela" said these incidents are happening in the classroom on the campus of Breen Elementary School and it falls under the Rocklin Unified School District. I asked the caller if she felt comfortable coming in to report this, or if her friend did, and she said she would ask her friend.

When I got off the phone with "Angela," I advised Sgt. Jewell of the conversation I had with her. Rocklin PD then contacted the Rocklin Unified School District and advised them of the call we had received. The Rocklin Unified School District agreed to assist in this investigation however they could.

On 04/30/14 Sgt. Jewell contacted the Rocklin Unified School District and obtained the names and contact numbers for the three teacher aids in (S) [REDACTED] classroom. Sgt. Jewell contacted the three aids, and they agreed to be interviewed. On 05/01/14 at around 1500 hours, the aids came to the Rocklin Police Department for their interviews. The aids requested their names be kept confidential in the report for fear of retaliation. Because the aids wanted their names to be kept confidential, they will be referred to as CP1, CP2, and CP3 in this report. I conducted on camera interviews with CP1 and CP2 and Sgt. Jewell interviewed CP3 on camera. Refer to Sgt. Jewell's supplemental report for additional information.

I interviewed CP1 first which was video and audio recorded using the Case Cracker video system. I told CP1 I received an anonymous telephone phone call from a female who reported some issues in (S) [REDACTED] classroom. I explained to CP1 that during that conversation the anonymous female told me that the teacher's aids would have additional information, and I should talk to them in regards to some suspected child abuse occurring in the classroom. I told CP1 that the caller told me one of the aids had video of [REDACTED] kicking one of the students. CP1 told me that was not accurate.

I asked CP1 how she was employed at the school and she told me she was the full time 6 hour Teacher's Aid in (S) [REDACTED] classroom (Special Education Instructional Aid Level 2). She added that [REDACTED] started teaching the class in January of 2011 and CP1 came in the following August, 2011, for the new school year.

I asked CP1 to start from the beginning, and she said she was not aware that you could call the police department anonymously and if she would have known that she would have called a long time ago. I asked CP1 what the fear was for not coming forward, and she said it was retaliation from the school and losing her job. CP1 said all of this has been going on since the first two months that (S) [REDACTED] started at the school. CP1 said three people have quit because of [REDACTED] and CP3 was the only aid that has been with [REDACTED] from the beginning. She added that [REDACTED] has even tried to get rid of CP3 by humiliating her. CP1 said [REDACTED] is a lousy teacher and should have never been given tenure and has been a special education teacher for 16 years. She said [REDACTED] had never been tenured until she came to Breen Elementary. CP1 said their principal gave her the tenure and he shouldn't have. She said if you are tenured, and still breathing, you can't lose your job. CP1 said she has been told that and said she has reported [REDACTED] to her union 5 times, the last time being in January of this year (2014). CP1 said the union is now ignoring her and won't talk to her anymore.

CP1 told me there was a man, in his 20's, who witnessed some abuse in the classroom who has since lost

Prepared By: 260 COSTA, NEIL A	Date: 05/01/2014	Approved By: 227 PADUVERIS, BART	Date: 06/18/2014
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his job. She said that is when CP2 took over on November third of 2013. CP1 provided me with the mans name was "Kenny Klotz". CP1 said "Kenny Klotz" is still employed by RUSD but she is not sure where he is. CP1 provided me with another aid, "Stephanie White", who quit at the end of last year who witnessed some abuse last year.

I asked CP1 about "Kenny Klotz" getting fired and she said he didn't get fired but had applied for the 6 hour one on one with a particular student but didn't get the job. She said CP2 had learned about the job opening and applied for it because she was almost 60 years old and needed the medical insurance. CP1 said CP2 and the principal are good friends and CP2 got the job over "Kenny Klotz" and "Kenny Klotz" left to go somewhere else. According to CP1, after "Kenny Klotz" left the principal was trying to get (S) [redacted] fired. CP1 said the principal was doing the "protocol" and everything he had to do to get rid of her. CP1 said [redacted] had 7 write ups in the first two months of school. I asked why the principal was trying to get rid of [redacted] and CP1 said it was because she was a horrible teacher and there were a lot of complaints. CP1 said all of the teachers would tell me that [redacted] was horrible.

I asked CP1 to go back and explain from the beginning what was going on. CP1 told me there are 9 autistic children in the classroom and she one of the full time aids in (S) [redacted]s classroom. CP1 said CP3 is a part time 3 hour aid in the classroom and CP2 is a full time, one on one, aid in [redacted] classroom. I asked CP1 if she had heard of things going on in [redacted] classroom before she started working with her and she explained that [redacted] old aid had moved on to Whitney High School and that aid had groomed CP1 for [redacted]s class. She said the old aid was very neutral and would say, "but the parents like her". CP1 said the reason why [redacted] was never tenured before was probably because people didn't like her. She added that being tenured means staying at a job for longer than two years.

CP1 went on to tell me she had a notebook and was keeping records of things going on in (S) [redacted] classroom. CP1 said she was under the impression that this is what "they" wanted. I asked who "they" meant and CP1 said the principal. CP1 said last fall they had to meet with the union, principal, [redacted] union rep, and her union rep and what was said was that [redacted] had to change some things. CP1 said "HR" at the district office decided that this was all just female drama. CP1 said although they brought up some things that they felt was inappropriate they were scared.

CP1 asked me if I was familiar with "Pro-ACT" and I told her I wasn't. CP1 said they were trained in "Pro-ACT" and told me it was a very specialized thing for restraint for certain situations. CP1 added that "their" teacher, (S) [redacted] takes advantage of that. CP1 said [redacted] exact words were, "I don't agree with Pro-ACT techniques, I choose mine, mine are more outside the box." CP1 said the protocol of "Pro-ACT" is the safety of the child. CP1 continued by telling me only people that are trained in "Pro-ACT" can touch a student. CP1 said she is legally trained in "Pro-ACT" for one more year and [redacted] expired along with CP3's and CP2 has never been trained in "Pro-ACT". According to CP1 she is legally the only one in the classroom that can touch a student however [redacted] continues to do it even though she has not completed her training update. I asked CP1 if "Pro-ACT" was a requirement for [redacted] being a teacher and CP1 said she wasn't sure because "they" keep changing it. CP1 said [redacted] thing was that "she was going to put you on the ground", meaning that [redacted] would put the children on the ground and lay on top of them with their arms behind their back. CP1 said you are not suppose to put anyone on the ground face down because they could suffocate. CP1 went on to explain that [redacted]



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uses "Pro-ACT" as a form of discipline.

I asked CP1 how often (S) ██████ would do that and CP1 said ██████ has not used "Pro-ACT" properly in awhile. CP1 started looking through some paperwork that she brought into the interview which were her journal entries that she was keeping. CP1 gave me the paperwork which I later attached to this report. CP1 highlighted two incidents in the journal that she wanted to bring to my attention. One was an incident involving a student who was face up then turned over face down and the escalation lasted for over 20 minutes. I asked CP1 if she named the child in her notes and she said she did. I later looked at her notes in regards to this incident and they stated the following:

"10/10/13 (named student) refused to work in the centers. He threw his pencil and started running around the classroom. He knocked down and chair and at the point ██████ had CP3 help hold him down to the ground. At first he was face up and then he was turned over to face down. The escalation lasted for about 20 minutes."

CP1 told me that she has a fear of getting in trouble. I asked CP1 who she feared getting in trouble from, the teacher (S) ██████, the principal, or the school district and she said everything. CP1 said her fear was that if a parent found out what ██████ did to their child they would ask her why she didn't do anything. CP1 said she did do something because she went to the principal, her union, and the school district and they ignored all of them. I asked CP1 if she came to them with all of the incidents she had documented and CP1 told me she handed them her journal. I asked CP1 if she went to them with every incident as it happened and she said no, she just gave them her journal. CP1 added that the head of the special education department feels that ██████ is doing a fantastic job.

I asked CP1 what the age ranges were for the students in the class and she said they had third thru sixth grade (ages 7-13) and currently had nine students in the classroom. CP1 said all of the students were special need students. She said the class was suppose to be only for autistic children however the school district decided that they needed more money so they pulled other students out of "guiding hands" and other programs and placed them into this class so they would be in the school district. CP1 said because of that they placed some kids with "ED" in the classroom. I asked CP1 to clarify what "ED" meant and she said emotionally disturbed. CP1 added that there is a student with "CP" (cerebral palsy) who walks on his tippy toes. CP1 reported that (S) ██████ has pulled that student out of his chair and pushed him to the ground before. She said she was in charge of that student because ██████ doesn't like him. CP1 said when she tries to help this student, who is turning ten and is very small, ██████ yells at her and tells her to leave him alone because he can get up on his own. CP1 told me she just doesn't think ██████ is appropriate. She said she didn't know if it was abuse but again felt it was inappropriate. I asked CP1 if she documented what she just told me in her journal and she said no because she quit writing on January 15th. CP1 said she approached ██████ at her desk and told her that she was out of control. CP1 said ██████ told her that they were going to talk so CP1 walked into the other room and the next thing she knew the principal was there. CP1 said the principal sat down and told her he felt ██████ was doing a good job. The principal asked CP1 what kind of aid keeps a note book on her teacher. CP1 went on to tell me the principal had solicited this information from her and when he asked her why she was keeping a note book she decided to stop documenting everything. CP1 told me that CP2 and CP3 have more current things to tells us.

Prepared By:

Date:

Approved By:

Date:

260 COSTA, NEIL A

05/01/2014

227 PADUVERIS, BART

06/18/2014



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CP1 said on Tuesday morning she came into work at 7:25 and (S) ██████ told her that a teacher, "Wendy Raenmaker", and a computer lab tech, "Michelle Martin", saw her throw CV2 out the door and down the stairs. I asked what day this incident occurred and she said it happened last week (04/21/14-04/26/14). CP1 added that she has witnessed ██████ throw CV2 out of the classroom and lock the door before. I asked CP1 if she saw ██████ throw CV2 down the stairs and she said no because the door was closed but the teacher and the computer tech saw what happened. CP1 went on to explain that three weeks before an ELD aid complained that ██████ threw CV2 out of the classroom as well.

CP1 said (S) ██████ told her "Michelle Martin" and "Wendy Raenmaker" went to the principal and complained. ██████ said this incident was ridiculous because CV2 was hitting and kicking her and told CP1 of course she threw him out the door. I asked CP1 if she saw CV2 kicking or hitting ██████ inside of the classroom and she said no because ██████ said he was doing it outside of the door. CP1 said two weeks prior to that another ELD aid went to the principal and reported something similar and the principal ignored that. CP1 told me that the principal did not ignore the teacher when she complained and added that he does not put a lot of stock in his aids. CP1 said the principal listened to "Wendy Raenmaker" because she has taught at the school for 20 years. ██████ told CP1 that this entire incident was ridiculous and the principal was just picking on her again.

I asked CP1 if there were any other incidents that were not included in her written statement, or her journal, that I needed to know about and she said there were a lot of things in the past with CV3, who is a non-verbal student in the class. CP1 said since CP2 has been brought into classroom (S) ██████ hasn't done anything to CV3 but said ██████ use to put him to the ground as well, 10-15 times, and would lay on top of him. I asked CP1 why ██████ would do that to CV3 and she said CV3 would make noises and would yell at him to "shut up" and "be quite". CP1 told me that CP2 was CV3's aid and she would be the one to talk to more about CV3. I asked if there was anything else and CP1 said ██████ pulled CV3 out of line once because he was rocking back and forth and making noises. Again ██████ yelled at CV3 and told him to stop and if he didn't he wasn't going to get to go to the lunch room. CP1 said ██████ ripped CV3 out of line by his arm and dragged him back into the classroom and made him eat lunch by himself with CP2.

I asked CP1 if these types of incidents were happening every day and she said no. CP1 said there was another student who went on to 7th grade last year that (S) ██████ picked up and put in a "police" hold with his arms behind his back and shoved him up in a control hold. CP1 added that ██████ would also slam the pointed on the desk. CP1 seemed to have a hard time deciding if ██████ behavior was just a bad teaching style or wrong in general. She said ██████ would be verbal with the students and say things to them or in front of them that she shouldn't be saying. CP1 said ██████ told her that "training with CV3 is like training with a monkey", and said that in front of all the students. CP1 said ██████ believes that the students can't repeat stuff but the students know what she is saying.

CP1 remembered an incident last year when they were doing "KAPA" testing and her and (S) ██████ took two students into a room to conduct the test. CP1 said she was testing one student and ██████ was testing the other student. ██████ told CP1 to get the other student away from her before she "kills him". CP1 said that particular student would look at ██████ and ask her why she hates him. I asked CP1 who



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that student was and she identified him as CV4.

I asked CP1 if the parents of the student knew that any of this was going on and she said not all of them know. CP1 mentioned that there are student who have left the class in the past. CP1 brought up the name "██████████" and said (S) ██████████ used "Pro-ACT" on him and his mom left because she felt ██████████ was the worst teacher to walk the earth and she can't stand ██████████ and won't speak to her. CP1 said "██████████" mom told her that ██████████ caused her kid so many problems but she wouldn't do anything about it. CP1 then said his mom went to the principal but nothing happened and that's as far as it went.

I asked CP1 if any of the kids in the class got injured as a result of being thrown on the ground by (S) ██████████. CP1 said she asked ██████████ if she should be doing incident reports on everything and CP1 provided me with an example she had in the journal which states the following:

"██████████ was verbally antagonizing CV3 at her center. She told him he lost five minutes of recess due to his behavior. At the freeze bell CV3 began flapping and making noises. This behavior continued into math centers. He kicked another student. He spit on his math sheet. The escalation lasted for an hour. ██████████ had to hold him down and the rest of the class was moved into the next room. ██████████ instructed all the aides and students to shut the door and leave her in the room alone with CV3 (which is against "Pro-ACT" protocol). After he calmed down, we came back into the classroom. ██████████ asked me (CP1) privately if I thought his face looked bruised or swollen. She said she turned in an incident report on the day's events."

CP1 told me she was willing to bet that there was not one incident report turned in from the last three years from their classroom. I asked CP1 if CV3's face was bruised or swollen at the time and she said CV3 is black and she couldn't tell but believed that something might have happened.

CP1 said there was another incident with CV2 about a month ago. CP1 said ██████████ told her she was down in the office and had folded CV2 in half and pulled him through an opening in the back of a chair. CP1 said "Crystal Keith" is a psychologist who thought she saw bruises on CV2 when he got to the office. ██████████ told CP1 that she took pictures and reported the incident. CP1 said ██████████ thinks she is justified in whatever she does and no one ever questions her.

I asked CP1 if the students parents know that these incidents happened and she said she did not know. CP1 said everything that (S) ██████████ does with the parents is done privately through email or text message. I asked CP1 if that was protocol for the school and she said it is apparently for their class it is. CP1 said they are told by ██████████ that they are not allowed to talk to parents or even put a smiley face on their agendas without ██████████ telling them to do so. CP1 added that ██████████ is a very difficult person to work with.

I asked CP1 what her concerns were with everything going on and she said everything they have tried to do has fallen on deaf ears. CP1 said she knows that all of the other staff agrees with them about (S) ██████████ being horrible and mean to the kids. She said some of the other staff members have witnessed things and other have just heard about it. CP1 said they don't know what is going to happen next year



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and they feel like the special education department is supporting [redacted] and they don't understand why. CP1 said there was going to be a lot of movement with the special education department next year, meaning they are moving students around, and they are all following their teachers. CP1 said she does not want to follow [redacted] because she does not agree with what has been happening. CP1 said she does not like the way [redacted] treats the students and she is a bad teacher because she doesn't teach.

CP1 told me that the notes, or journal, that she had was created for a meeting that they had with the principal and union. I asked CP1 if the school district was ever provided with a copy of her journal and she told me she didn't know because the principal lost it. Fortunately CP1 saved her journal on her computer however CP2 did not save her journal and it was lost. I asked CP1 if she gave the principal another copy of her journal and she said no because he didn't want it and told her he gave the journals back to them, but he didn't according to CP1. I asked CP1 who the principal was and she identified him as (M) Thibideau, Chuck.

CP1 said she had heard rumor that the special education department is worried about this information getting out because (S) [redacted] is tenured and if this gets out to the parents they are going to have law suits. If that happens she fear that the school is going to ask her and the other aids why they didn't do anything about it. CP1 said they did go to their bosses and tried to tell people what was happening but no one would listen. CP1 said she was shocked that I had received an anonymous call about everything that was going on.

CP1 mentioned that I had earlier asked her what her biggest fear was and she started to cry. CP1 said her fear wasn't what was going to happen to her next year but that (S) [redacted] was going to keep her job. CP1 told me that yesterday, 04/30/14, [redacted] came into the classroom and told her they were going to be getting 4 more non-verbal students next year. CP1 said that comment made her sick because what non-verbal means to CP1 is that they are going to get abuse by [redacted] because they can't speak for themselves. CP1 added that was her biggest fear.

CP1 told me that there have been professionals at Breen that have gone to the director of special education, "Janna Carrera", and those people who went to "Janna Carrera" were "Dianna Lubeck" and "Andria O'Donnell" from speech, "Crystal Keith" school psychologist, and "Grace McCarty" a special education teacher. CP1 said all these people went to "Janna Carrera" and told her to get (S) [redacted] out and they would do anything to cover her class. CP1 did not think that those people made any comments about anything physical going on in the classroom but expressed that [redacted] should not be a teacher. CP1 added that [redacted] is not aware that those teachers came forward and complained about her. CP1 said the principal must have 10-12 write ups on [redacted] for inappropriate behavior. I asked CP1 if these write ups were things that the principal witnessed himself or things people have reported to him and she said both.

I asked CP1 if her journal ever went up above the principal and she said it went up to "HR" and "Mike Garrison" was aware of what she had wrote. CP1 said they were suppose to meet up with "Mike Garrison" but that meeting never happened. I asked CP1 when that meeting was going to take place and she said last Fall or in December. CP1 said when her principal found out that she was keeping a note book, or journal, on (S) [redacted] he thought that was horrible she would keep a journal, after he had

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solicited the information from her, and CP1 felt that was inappropriate. CP1 said she went to her union representative and the union told her that they were going to have to do something.

CP1 told me to call "Tiffany Pelke", her union representative, and talk to her. CP1 said "Tiffany Pelke" knows about the complaints about (S) [redacted] and doesn't think very highly of [redacted]. CP1 told me "Tiffany Pelke" has disappeared from the aids. I asked CP1 why her union representative has disappeared and she said that she didn't know. The last thing that CP1 heard from "Tiffany Pelke" was that she was going to get her superiors involved but as far as CP1 knew nothing has happened. I asked CP1 if she has tried calling "Tiffany Pelke" since and she said no. I asked CP1 if she ever made any notifications to CPS about any of these incidents and she said no.

CP1 and I talked about procedures for reporting suspected child abuse and discussed several different scenarios. CP1 recalled an incident when one of the students had cursed at (S) [redacted] and she responded by saying "right back at you" to the student several times. She also recalled an incident in 2011 when a student was hitting his head on his desk and [redacted] encouraged the student to continue hitting his head harder on the desk. CP1 said the student hit his head so hard on the desk that he had a "goose egg" on his forehead. CP1 said [redacted] had convinced them that was her way of making the student stop that kind of behavior.

I concluded my interview with CP1.

After my interview with CP1 I interviewed CP2. My interview with CP2 was also audio and video recorded using our Case Cracker video system. The following is a summary of my interview with CP2:

CP2 told me that she was employed by RUSD as a teachers aid and is assigned to (S) [redacted] classroom. CP2 said she works 6 hours per day in [redacted] classroom and has been in [redacted] classroom for 7 months but has been employed by RUSD for a total of 12 years. I provided CP2 with the background of this investigation and how I received an anonymous call in regards to some issues in [redacted] classroom. I explained to CP2 the caller reported [redacted] has been kicking, hitting, and verbally abusive towards kids in the classroom. I told CP2 the caller reported one of the teachers aids had video of Sherry kicking one of the students.

CP2 said she was the one on one aid for CV3. CP2 explained that CV3 is listed as moderate to severe autistic. I asked CP2 if she has witnessed anything in (S) [redacted] class. CP2 said CV3 tends to make noises and it annoys [redacted]. She said within the first two weeks that CP2 was in the class [redacted] would get mad at CV3 because he can't communicate. I asked CP2 how [redacted] would get mad at CV3 and CP2 said [redacted] would tell CV3 to be quiet. [redacted] would continue to tell CV3 to be quiet and would get frustrated and grab CV3 by his arm and sit him down in a chair and yell at him. I asked CP2 what CV3 would do and she said he would just start crying because it upset him. CP2 said they, the aids, are not allowed to intervene because [redacted] won't allow them to. I asked CP2 in her 12 years at the school if she has ever seen a teacher treat a student that way and she said no. CP2 said she has never had any teachers tell her that she couldn't intervene in a situation. CP2 said she told the principal she has never been in his office this many times because of the issues [redacted] has created.

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I asked CP2 what her perception of the principal was and she told me she was upset with him because she had a notebook she had given him that documented things going on in (S) [redacted] class and when she asked him for it back he said he had already given it back to her. CP2 said the principal never gave her back the notebook and she has no idea where it went. CP2 said the principal always told them that he could only take things so far and if they wanted they could always go above his head to the district. I asked CP2 if they ever went to the district and she said no. I asked why they haven't gone to the district and she said because she was new their she thought the protocol was to go to the principal and he would take care of it from there. CP2 said in hindsight she probably should have gone to the district. I asked CP2 if she has ever talked to the head of the special education department, "Janna Carrera", and she said they have never talked to her or met her and don't even know who she is.

I asked CP2 if there were any other incidents that had happened in (S) [redacted] class that I should know about and she said yes. CP2 went on to explain that there was another problem when they were all headed out to lunch and the students were standing in a line outside. CP2 said CV3 was making noises while standing in line and [redacted] grabbed him by his shirt collar and yanked him out of line and drug him up the wheelchair ramp back up to the classroom. CP2 said [redacted] threw him into a chair and told CV3 that he was eating lunch in the classroom. CP2 said [redacted] looked at her and told her that she was going to stay with CV3 during lunch. I asked CP2 why [redacted] would do that and she told me [redacted] was irritated with the noises that CV3 had been making. I asked CP2 if CV3 was injured in any way as a result of this incident and she said no, but added that CV3 was a black little boy and it was hard to tell if he had any marks on him.

CP2 told me about another incident that occurred after she had been in the classroom for about 6 weeks. CP2 said you can tell that CV3 doesn't like (S) [redacted] because any time that she would come near him he would make noises and start kicking at her. CP2 explained that there is a room called the sensory room in the classroom where the students go when they start getting escalated. CP2 said [redacted] drug CV3 over to the sensory room and shut the door. CP2 added she was not allowed to touch CV3 because she was not "Pro-ACT" trained. CP2 said she had to hold the door while [redacted] was in the sensory room with CV3. CP2 said CV3 would go up and kick [redacted] and [redacted] would yell at CV3 to do it some more. CV3 would then get up and stand on the table and [redacted] would continue to antagonize CV3. CP2 said things kept getting more and more escalated and this lasted for about 2 hours. CP2 reported that [redacted] was yelling at CV3 the entire time. I asked CP2 if this incident was written down in the notebook she had given the principal and she said yes.

I asked CP2 what else has happened and she said there was a student in the classroom who has cerebral palsy, CV1, and he has a habit of biting the skin around his fingers. (S) [redacted] would always tell CV1 to stop and he wouldn't stop. CP2 said one day [redacted] got upset with CV1 and took painters tape and taped his hands down to the desk so he couldn't lift his hands up to bite his fingers. CP2 told me [redacted] left CV1's hands taped to the desk for a good hour. I asked if CV1 was crying out or anything and CP2 told me he was because he didn't like it. CP2 added that CV1 doesn't even like band aids on his fingers so he was very upset about his hands being taped to the desk.

I asked CP2 what else has happened and she told me about another student who was newer to the classroom, CV2, who has been in the classroom for about two and a half months. CP2 told me CV2 was

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very ADHD. CP2 said (S) [redacted] has no patients with CV2. CP2 said when CV2 gets upset and things start escalating CV2 will start saying curse words. CP2 said on day [redacted] got upset with CV2 and picked him up and folded him in half, opened up the door, and basically threw him out the door, and screamed at CV2 to get out of her classroom. CP2 said this incident happened last week. After [redacted] threw CV2 out of the classroom she shut the door and locked it so CV2 couldn't get back in. I asked CP2 what she meant by [redacted] folding CV2 in half and she said [redacted] picked CV2 up by the shirt collar and grabbed his legs and threw him outside. CP2 said [redacted] has done that several times. I asked CP2 how long CV2 was outside for and she told me about a good 20 minutes. I asked if CV2 was just sitting on the ground outside of the classroom and she said no. CP2 said CV2 was banging on the door and screaming because he wanted to come back in. CP2 said the protocol for that type of behavior is to take the student over to the sensory room away from the other students and shut the door and handle it over there, not place a child outside of the classroom.

I asked CP2 if we could go back to CV1 for a second and asked if CV1's parents were aware that CV1's hands were taped to the desk and she said no. I asked why CV1's parents didn't know and CP2 said they were not allowed to talk to the parents because (S) [redacted] told them they were not allowed to. I asked CP2 what would happen if she did talk to a parent and she said she did not know but said [redacted] would probably make their life hell.

CP2 went on to say that she wished this investigation started sooner because they have done everything that they could and nothing was being done. CP2 told me even some of the parents have gone to the school district and complained. I asked CP2 how the parents knew what was going on and she said CP1 is friends with some of the parents. CP2 said CV1's and CV3's parents would be appalled if they knew what was going on.

I asked CP2 what other incident she could tell me about and she went on to tell me there was another incident where CV2 got upset then stuck in a chair. CP2 said CP3 had asked (S) [redacted] if she could help CV2 and [redacted] told her no. CP2 said [redacted] went over to CV2 and yanked him out of the chair so hard that he got marks on him and [redacted] was suppose to take CV2 up to the office to take pictures of the bruises but they don't know if [redacted] ever did that. CP2 said CV2 was crying because it had hurt him.

I asked CP2 if there was anything else and she said no but wished she had her notebook because she knows that there is other stuff but just can't remember. I concluded my interview with CP2.

After the interviews with CP1, CP2, and CP3 Sgt. Jewell and I met with representatives from the Rocklin Unified School District and provided them with a summary of this case. The district decided to place (S) [redacted] on paid administrative leave pending the outcome of this investigation.

On 05/05/14 I received a list of the 9 students that were in (S) [redacted]s classroom and started calling all of their parents to inform them that I was conducting an investigation. I later attached all of the student profiles to this report.

On 05/06/14 at 0900 hours, I contacted CV1's father, (M) Vrooman, Todd, and spoke to him and CV1's

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mother, (M) Vrooman, Laura, on the telephone. I explained to Todd and Laura that Rocklin PD was conducting an investigation on (S) [REDACTED] for possible child abuse occurring in her classroom. I did not provide Todd and Laura with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Todd and Laura stated they understood that I couldn't tell them everything but I did mention to them that there was an allegation made that CV1 was possibly a victim of physical abuse. I asked Todd if they were willing to allow us to conduct an MDIC interview with CV1 and explained to him how the MDIC process worked. Todd explained to me that they wanted to seek the advise of a lawyer and were not willing to allow their son to be interviewed at this time, however they were willing to re-visit the idea of an interview with CV1 at a later date.

On 05/06/14 at around 0945 hours, I contacted CV2's parents, (M) Hugunin, Patrick and (M) Hugunin, Jennifer, on the telephone. I explained to Patrick and Jennifer that Rocklin PD was conducting an investigation on (S) [REDACTED] for possible child abuse occurring in her classroom. I did not provide Patrick and Jennifer with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Patrick and Jennifer stated they understood that I couldn't tell them everything but I did mention to them that there was an allegation made that CV2 was possibly a victim of physical abuse. I asked Patrick and Jennifer if they were willing to allow us to conduct an MDIC interview with CV2 and explained to him how the MDIC process worked. They said they were willing to have CV2 interviewed and I e-mailed a copy of the MDIC brochure to Jennifer. The MDIC interview was scheduled for 0900 hours on 05/13/14.

(M) Jennifer explained to me that CV2 is a considered high functioning autistic, has ADHD and a sensory processing disorder. Jennifer told me that CV2 started in (S) [REDACTED] class at Breen Elementary in January of 2014. Jennifer further explained to me that CV2 came from a school in El Dorado Hills that use to restrain CV2. She further explained that they pulled CV2 out of the school on El Dorado Hills because CV2 was injured while being restrained wrong at the school.

On 05/06/14 at around 0930 hours, I contacted CV3's father, (M) Caldwell, Keith, on the telephone. I explained to Keith that Rocklin PD was conducting an investigation on (S) [REDACTED] for possible child abuse occurring in her classroom. I did not provide Keith with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Keith said he understood that I couldn't tell him everything but I did mention to him that there was an allegation made that CV3 was possibly a victim of physical abuse. I asked Keith if he was willing to allow us to conduct an MDIC interview with CV3 and explained to him how the MDIC process worked. Keith explained to me that CV3 is severely autistic and non-verbal. Keith explained that an interview with CV3 would be fruitless because CV3 can't communicate. He added that CV3 is not comfortable around other kids. Keith did tell me CV3 started in [REDACTED] classroom in September of 2013.

On 05/06/14 at around 1500 hours, I contacted CV4's mom, (M) Ellis, Danyelle, on the telephone. I explained to Danyelle that Rocklin PD was conducting an investigation on (S) [REDACTED] for possible child abuse occurring in her classroom. I did not provide Danyelle with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Danyelle stated she understood that I couldn't tell her everything but I did mention to her that there was an allegation made that CV4 was possibly a victim of verbal abuse. I asked Danyelle if she was willing to allow us to conduct an MDIC

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interview with CV4 and explained to her how the MDIC process worked. She said she was willing to have CV4 interviewed and I e-mailed a copy of the MDIC brochure to Danyelle. The MDIC interview was scheduled for 1500 hours on 05/13/14.

(M) Danyelle told me CV4 was autistic, on the high end of the autism spectrum, however it just depended on the day. Danyelle told me that she has had some issues with (S) [redacted] in the past because CV4 would come home and ask her why his teacher hates him and why she yells at him. Danyelle said she has tried talking to [redacted] and the principal about what her son has said to her and [redacted] became defensive and nothing was ever done.

On 05/06/14 at around 1430 hours, I contacted CV5's mom, (M) Pitts, Trish, on the telephone. I explained to Trish that Rocklin PD was conducting an investigation on (S) [redacted] for possible child abuse occurring in her classroom. I did not provide Trish with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Trish stated she understood that I couldn't tell her everything but I did mention to her that there was an allegation made that CV5 was possibly a witness to verbal and physical abuse. I asked Trish if she was willing to allow us to conduct an MDIC interview with CV5 and explained to her how the MDIC process worked. She said she was not willing to have CV5 interviewed. Trish explained to me that her and her family were moving in mid July because her husband is in the Air Force and they didn't want to put their son through this process if they didn't have to. Trish told me CV5 is a high functioning autistic child and is able to communicate however he makes up colorful stories sometimes.

On 05/07/14 at around 1530 hours, I contacted CV6's father, (M) Morgan, Joel, on the telephone. I explained to Joel that Rocklin PD was conducting an investigation on (S) [redacted] for possible child abuse occurring in her classroom. I did not provide Joel with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Joel stated he understood that I couldn't tell him everything but I did mention to him that there was an allegation made that CV6 was possibly a witness to verbal and physical abuse. I asked Joel if he was willing to allow us to conduct an MDIC interview with CV6 and explained to him how the MDIC process worked. Joel said he was willing to have CV6 interviewed however he wanted to speak to CV6's mother first. Joel told me CV6 was a high functioning autistic child.

On 05/12/14 at around 1415 hours, I called (M) Joel on the telephone to see if he had an opportunity to speak with CV6's mother about interviewing CV6. Joel did not answer his phone and a message was left. On 05/13/14 I received a voice mail from Joel returning my call and on 05/14/14 I called Joel back and left him a voice mail. On 06/17/14 I received another call back from Joel who left a message for me. Again, I called Joel back on 06/17/14 and left another message for him.

On 05/06/14 at around 1030 hours, I attempted to contact CV7's father, (M) Montecillo, Abel, on the telephone. Abel did not answer and I left a message for him asking to return my call. I received a voice mail from Abel a few hours later and I called him back and left another message on 05/06/14 at 1245 hours. On 05/07/14 at around 1350 hours, I called Abel again and left him another voice mail. On 05/12/14 and 05/14/14 I called and left messages for Abel and have not received a call back from him.

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On 05/06/14 at 1030 hours, I attempted to contact CV8's mother, (M) Mayne, Tami, on the telephone. Tami did not answer however she called me back at around 1045 hours and I spoke to her. I explained to Tami that Rocklin PD was conducting an investigation on (S) [REDACTED] for possible child abuse occurring in her classroom. I did not provide Tami with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Tami stated she understood that I couldn't tell her everything but I did mention to her that there was an allegation made that CV8 was possibly a witness to verbal and physical abuse. I asked Tami if she was willing to allow us to conduct an MDIC interview with CV8 and explained to her how the MDIC process worked. Tami said she was willing to have CV8 interviewed and I e-mailed a copy of the MDIC brochure to Tami. The MDIC interview was scheduled for 1300 hours on 05/13/14. Tami informed me that CV8 was autistic however he was able to communicate. Tami also mentioned to me that she has had some concerns in the past with [REDACTED] and what was going on in her classroom. Tami said on 03/06/14 one of the aids came to her and mentioned that they also had concerns about [REDACTED]. Tami said she never reported anything because she figured that the school was handling it.

On 05/06/14 I contacted CV9's mother, (M) Haskin, Marjorie, on the telephone. I explained to Marjorie that Rocklin PD was conducting an investigation on (S) [REDACTED] for possible child abuse occurring in her classroom. I did not provide Marjorie with all of the specifics in regards to what was reported because I wanted to keep the integrity of the case. Marjorie stated she understood that I couldn't tell her everything but I did mention to her that there was an allegation made that CV9 was possibly a witness to verbal and physical abuse. I asked Marjorie if she was willing to allow us to conduct an MDIC interview with CV9 and explained to her how the MDIC process worked. Marjorie said she was willing to have CV9 interviewed and I e-mailed a copy of the MDIC brochure to her. The MDIC interview was scheduled for 1100 hours on 05/13/14. Marjorie told me CV9 has been in [REDACTED] classroom since February of this year. She added CV9 was a high functioning autistic child.

After all of the parents of the students were contacted I went to the MDIC interviews which were conducted by (M) Tuttle, Fiona, a child forensic interviewer, on 05/13/14. Fiona interviewed CV2 in regards to this case at around 0900 hours. The interview was conducted in a room which is both audio and video recorded. Fiona conducted the interview and I watched via a closed circuit television system. The following is a summary of the interview. Refer to the DVD copy for more details.

In the beginning of the interview (M) Fiona went over some concepts and skills with CV2 including the concept/ability to say "I don't know", "I don't remember", to tell all the details of the event, to ask for clarification, the concept that Fiona doesn't know the answers to the questions that she is going to be asking, and a promise to tell the truth. CV2 displayed competency with these skills and concepts and promised to tell the truth.

During the interview (M) Fiona asked CV2 why he came in to talk to her today and he said that he came to talk to her about child abuse. Fiona asked CV2 what child abuse was and he said he did not know. Fiona asked CV2 who told him he was coming to talk to her about child abuse and he said his mom told him. Fiona asked CV2 what his mom told him about child abuse and he said that she told him that is what his teacher was out. CV2 said his teacher was (S) [REDACTED]. When Fiona asked CV2 about [REDACTED] he said he goes to another class so he doesn't really see her that often and he doesn't really know what



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happens in his class. Fiona asked CV2 if he has ever seen anything that made him worry and he said no.

(M) Fiona asked CV2 what he liked best about (S) [redacted] and he said he didn't really like much. CV2 said she can sometimes be a little mean. When Fiona asked CV2 what he meant by that he said he didn't know. CV2 went on to say that [redacted] wasn't that nice sometimes. Fiona asked CV2 who [redacted] was mean to and he said that he did not know. CV2 went on to say that [redacted] will say, "If you don't do all of your work you will loose something." CV2 said you would loose 5 minutes of recess as an example. Fiona asked CV2 if [redacted] has ever been mean to him and he said [redacted] told him one day that if he didn't do his work he couldn't go home. Fiona asked CV2 how that made him feel and he said it made him mad. CV2 said he started saying bad words. Fiona asked CV2 what happened when he started saying bad words and he said [redacted] tried to calm him down. Fiona asked CV2 how [redacted] tried to calm him down and CV2 said he meant that nobody tried to calm him down. CV2 said [redacted] will sometimes close the door on him. Fiona asked him what that meant and CV2 said sometimes [redacted] will lock the door on him when he gets in trouble and he gets really angry and once tried to break the window to get back in. Fiona asked CV2 how he calmed down and he said he took a lot of deep breaths. Fiona asked if [redacted] ever tried to help him and he said she didn't.

(M) Fiona asked CV2 if he has ever seen anything that bothered him with (S) [redacted] and he said no. Fiona asked CV2 if he has ever been hurt and he said no. Fiona asked CV2 if he has ever seen anyone else get hurt and he said no. She asked CV2 if he has ever had to be removed from the class and he said no. Fiona asked CV2 if there was ever a time when he had to go to the office and he said yes. Fiona asked what happened and CV2 said he was having a really bad day and was using bad words in [redacted] class. Fiona asked what happened and CV2 said he was suspended and he had to go home. CV2 said he was running around the classroom saying things he shouldn't have said. CV2 said this incident happened this year, while he was in the third grade. At this point in the interview Fiona and CV2 took a short break.

When (M) Fiona and CV2 returned from the break Fiona told CV2 that she had heard that someone had to take him out of his chair one time. CV2 told Fiona that he got stuck in his chair but they got him out. CV2 said he was sitting in his chair and he accidentally got his head stuck in the hole and they had to pull him out. CV2 said he started to cry after he was freed from the chair because it really hurt. Fiona asked where it hurt and CV2 pointed to his left and right hip. Fiona asked if this happened the same time that he was suspended and CV2 said this was a different incident. Fiona asked CV2 how he got out and he said "they" pushed him. Fiona asked who "they" were and he said it was (S) [redacted] and one of the aides, CP3. Fiona asked CV2 how they helped him and he said they pulled on his legs to free him from the chair. Based on what CV2 was telling Fiona it appeared that he may have suffered some scratches to his hip.

CV2 then started to tell (M) Fiona how he got hurt at his old school because they put him in a harness the wrong way. Fiona asked CV2 if anyone took pictures of him after he was freed from the chair and he said no. Fiona asked CV2 if anyone talked to the principal and he said no. Fiona asked CV2 if he told anyone and he said that he told his mom. Fiona asked CV2 what he told his mom and he said he told her that he got hurt on a chair. Fiona asked CV2 if anyone told him not to say anything and he said no. Fiona asked CV2 what happened after he was freed from the chair and he said the teachers just



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looked at him to make sure he was okay and he told them he was fine. Fiona asked CV2 if he was carried out of the classroom that day and he said no.

(M) Fiona asked CV2 about being locked out again and he said that he was locked out of the classroom for about 5 minutes. Fiona asked CV2 how he was put outside and he said that he did not remember. CV2 then said the only thing that he can remember is that he was carried out of the classroom. Fiona asked CV2 who carried him out and he said it was (S) [redacted] and CP1 who carried him out of the classroom. Fiona asked CV2 for additional information and he said he did not remember. Fiona asked CV2 if he was hurt when he was carried out of the classroom and he said no. CV2 said he was left standing outside of the classroom and did not report being thrown down at any point. CV2 did not report any other incidents of being locked out of the classroom. Fiona asked CV2 if there were any incidents involving stairs or falling and he said no.

(M) Fiona asked CV2 about CV1 and CV2 said that is the kid in his class that makes the farting noises. Fiona asked CV2 if CV1 has ever been in trouble before and he said no. Fiona asked CV2 if he has ever seen CV1 get hurt and he again said no. Fiona then asked CV2 about hearing that there may have been some tape that was used and CV2 did not know what Fiona was talking about. Fiona asked CV2 about CV3 and CV2 said CV3 can't talk but likes to do puzzles with him. Fiona asked CV2 if he has ever seen CV3 get into trouble and he said no. Fiona asked CV2 who he would go to if he was scared or needed anything and he said he would go to one of the aids. Fiona concluded the interview with CV2.

On 05/13/14 at around 1100 hours, CV9 was interviewed by (M) Fiona at MDIC. The interview was conducted in a room which is both audio and video recorded. I watched the interview via a closed circuit television system. The following is a summary of the interview. Refer to the DVD copy for more details.

During the interview CV9 was able to correct (M) Fiona about his age when Fiona asked if he was 14 years old. Fiona asked CV9 why he came to see her today and he said he didn't know. Fiona asked CV9 about school and he said it was good. CV9 provided Fiona with some of the name of the other students in his class as well as the teachers aids and (S) [redacted], his teacher. Fiona asked CV9 what happens to someone in his class if they get into trouble and he said he didn't know. Fiona asked CV9 if he has ever seen a teacher in his class get upset, disappointed, or frustrated and he said no.

(M) Fiona asked CV9 who his favorite teacher was and he identified (S) [redacted] as his favorite teacher. Fiona asked CV9 if he has ever got a bad day at school and he said no. Fiona asked CV9 who gets a bad day in his class and he said CV1. Fiona asked about CV1 having a bad day and CV9 said he was hitting and kicking people. Fiona asked CV9 what the teachers did when CV1 was hitting and CV9 said they got mad. Fiona asked CV9 how the teachers got mad and he said he did not know. Fiona asked CV9 if he has ever heard the teachers in his class say anything to the kids that made them mad and he said yes. Fiona asked what he has heard and he said CP3 has said the "S" word to herself but he would not tell Fiona was the "S" word was but called it a bad "W".

(M) Fiona asked CV9 if he has ever seen anyone on class get hurt and he said yes, the teachers get hurt. Fiona asked CV9 how the teachers get hurt and he said people kick them. Fiona asked CV9 if he has



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ever been hurt and he did not provide an answer. Fiona asked CV9 if he has ever seen a student get into trouble in class and he said yes. Fiona asked what happens when someone gets into trouble and CV9 said the teacher talks to them. Fiona asked CV9 if he as ever seen anyone cry after the talk with the teacher and he said yes, but he did not identify anyone. Fiona asked CV9 about CV2 and CV9 said CV2 got suspended from school for doing a bad thing. Fiona asked CV9 if he saw CV2 doing a bad thing and he said yes. CV9 said he saw CV2 hitting people and breaking a phone. Fiona asked CV9 about anyone getting locked out of class and he said people get locked out of school when school is over. Fiona asked if anyone gets locked out during school and CV9 said no. Fiona concluded the interview with CV9.

On 05/13/14 at around 1300 hours, CV8 was interviewed at MDIC. The interview was conducted in a room which is both audio and video recorded. (M) Fiona conducted the interview and I watched via a closed circuit television system. CV8 was interviewed with his mother in the room due to his severe autism. The following is a summary of the interview. Refer to the DVD copy for more details.

CV8 is a low functioning autistic child and had a hard time communicating during the interview. CV8 was able to tell (M) Fiona that he went to Breen Elementary School. CV8 was also able to provide Fiona with a few of his friends names in his class and was able to identify his teacher, (S) [redacted] and the teachers aids. Fiona asked CV8 what happens when someone in his class gets into trouble and he said CV4 pushes his desk. CV8 was unable to tell Fiona what that meant but said "Mr. V gets angry". Fiona asked CV8 what happens when his teacher gets angry and he could not answer. Fiona asked what Mr. V's face looks like when he gets angry and he was unable to answer. During the interview Fiona asked CV8 if he has ever got into trouble and he said yes. Fiona asked him what happened when he got into trouble and he was unable to answer. Fiona asked CV8 if he has ever seen anyone get hurt at his school and he did not answer. CV8 kept talking about Monster's Incorporated during the interview. Fiona asked CV8 what he liked best about his school and he said he enjoyed recess and playing in the grass. Fiona asked CV8 what he didn't like about school and he said he doesn't like the "who's behind the door game". Fiona tried asking CV8 what that meant and he was unable to say. CV8 did not make any disclosures during the interview and the interview was concluded.

After the interview with CV8 I had an interview scheduled with CV4 at 1500 hours on 05/13/14. At 1515 hours, CV4 had not shown up for his interview so I contacted his mother, (M) Danyelle, and spoke to her on the phone. Danyelle apologized to me and said she decided not to bring CV4 in for the interview. She explained that CV4 was no longer going to be in the classroom and she did not see the benefit in putting CV4 through an interview.

After the interviews were concluded I received a DVD copy of the interviews. I later booked all 3 of the DVD interviews with CV2, CV8, and CV9 into evidence at the Rocklin Police Department along with the notes that (M) Fiona took during the interviews. While booking the DVD's I noticed that they had the incorrect case number typed on them. I crossed the case number out and wrote the correct case number on the DVD's.

On 06/05/14 I met with (M) Chuck, the Principal at Breen Elementary School. The purpose of my meeting with Chuck was to gather any paperwork he had on (S) [redacted] in regards to any discipline she has had or any other documents which would show any issues that [redacted] has had in her classroom with



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any of her students. When I spoke to Chuck he told me that there were no documented incidents in [redacted] classroom where she has had to use force or put her hands on any of the students. Chuck said it was protocol for a teacher to report any physical contacts that they might have with a student to him and there have been no such reports with [redacted] since she has been teaching at the school since 2011. I told Chuck I found it hard to believe that a special education teacher has never went hands on with a student in 3 years and he agreed but stated there are other special education classes where they have no reported incidents. I told Chuck, based on my opinion, that there were probably incidents happening and they were just not being reported.

(M) Chuck went on to tell me they have been having issues with (S) [redacted] talking bad about the school and other teachers. I asked Chuck if he had any documents that I would need for my report and he provided me with several Conference Summary Reports he has had with [redacted] I later attached all of the paperwork Chuck gave me to this report as a PDF file. The following summarizes the paperwork Chuck provided to me:

05/17/13- Professional Improvement Plan. (M) Chuck explained to me that this plan was drafted after several of (S) [redacted] aides complained about her behavior. The plan outlined details for [redacted] and IEP plans, maintaining a professional relationships with paraprofessionals, fellow special education colleagues, regular education teachers and classified staff which included not talking negatively about people or others, no pointing fingers when problems arise, no unprofessional phone conversations or text messaging, speak respectfully to aides when making requests or giving directions, no belittling, build positive and trusting professional relationships with other school employees, create a collaborative working environment with aides and fellow teachers, and do not twist truths or tell untruths. The plan also stated that [redacted] should not talk negatively about students, in the presence of others, maintain professional boundaries with all others, there must never be negative talk about other professionals, parents or students. Chuck went over this plan with [redacted] and she signed it on 05/17/13.

05/24/13- Conference Summary. The following conduct was discussed during this conference; "Employees, including instructional aides, regular education teachers, and special education teachers have reported that you have repeatedly talked negative and disparaged other employees in their presence. Three instructional aides, who work in your classroom, have complained about a working environment filled with badgering, threats of job loss, and overall negative communication and conduct."

06/14/13- Conference Summary. The following conduct was discussed during this conference; "The instructional aides reported that you have created a negative environment by repeatedly talking negative and disparaging other employees in their presence. Three instructional aides, who work in your classroom, have complained about a working environment filled with badgering, threats of job loss, and overall negative communication and conduct."

09/05/13- Conference Summary. The following conduct was discussed during this conference; "A parent complained to me about a statement you made at Back to School Night. She said that you made comments about not continuing in your teaching position at Breen past this school year because you could make more money in a Bay Area district. During our meeting you acknowledged this comment and offered that you also spoke of not receiving support from the Rocklin Unified School District."

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09/16/13- Warning Memorandum. "This memorandum serves as a warning regarding your absence from Breen on September 8, 2013 from approximately 11:35 am to 1:50 pm. You left the classroom aides in charge of the students during this 2 hour 15 minute period of time."

11/22/13- Letter of Reprimand. "Approximately one month ago you lied to a parent of a child in your classroom, Mrs. Ellis, and told her that classroom aide Stephanie White had been fired from her job because she said some things to parents that were not true. Mrs. White learned about this lie when she happened to see and speak to Mrs. Ellis in a grocery store. In fact, Mrs. White had taken a leave of absence to care for her child."

11/22/13- Conference Summary. The following conduct was discussed during this conference; "The aides in your class continue to report a negative working environment due to talking about them behind their backs, conducting personal business during class time, using classroom time to prepare work for Home Hospital assignment, disengagement with students, and raising voice with students."

04/29/14- Conference Summary. The following conduct was discussed during this conference; "On April 29, 2014 at approximately 7:25 am I met with you to share an observation and concern expressed by Michele Martin, the school technology aide. She said that she saw you outside your classroom door talking to a student and then grab him by the shirt, near his shoulder, to lead him down the stairs that are in front of your classroom. As you were trying to walk with him, while you still had a firm grasp on his shirt, she saw him fall down. She was not sure what caused him to fall. You commented that you did not remember the incident taking place. In our meeting, I advised you not place your hands on a student unless it was to use an approved Pro-ACT technique for the purpose of assuring a student's safety. I am often available if you need support with a student. If I'm not available, you should always call for another adult to be with you if you are having difficulty with a student."

05/07/14- Memorandum. Notice of paid administrative leave as a result of formal allegations of child abuse being filed against you with the Rocklin Police Department and RPD's current formal investigation of said charges.

I later attached all of the above mentioned paperwork to this report as a PDF file.

I received from RUSD the Placer County SELPA, or Process to Respond to a Behavioral Emergency, paperwork. This paperwork outlines what should be done in a behavioral emergency. I attached the paperwork to this report. I also received a list of persons at RUSD who had completed the Pro-ACT Restraint Course workshop. According to the paperwork (S) [redacted] completed the course on 10/06/2011. I later attached this paperwork to this report as a PDF file. Additionally, I received a list of persons at RUSD who had completed the Pro-ACT Basic Course workshop. According to the paperwork [redacted] completed the course from 09/29/2011-10/04/2011. I later attached this paperwork to this report as a PDF file. RUSD also provided me with the Pro-ACT policy which I later attached to this report as a PDF file. RUSD provided me with the Special Education Department Classroom Behavior Incidence Reports from the 2013-2014 school year and 2012-2013 school year. There were no documented incidents a Breen Elementary School and no incidents involving [redacted]. The only student

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listed on these reports from [redacted] classroom was CV2 and the incidents occurred at the Guiding Hands school site. I later attached these reports to this report as a PDF.

On 06/18/14 at approximately 0930 hours, I contacted (S) [redacted] on the telephone to interview her about this case. [redacted] told me that she did not want to talk to me without her lawyer. I asked [redacted] if she was willing to come in with her lawyer to be interviewed and she said she would however she wanted to call her lawyer and see when he was available. [redacted] told me that she would call me back to schedule a date and time to be interviewed. My brief telephone conversation with [redacted] was recorded with my department issued digital recorder and I later attached the sound file to this report.

On 06/18/14 at around 0945 hours, I received a voice mail from (S) [redacted] attorneys office. The message indicated that [redacted] assigned attorney was not in the office today however he should be back tomorrow, 06/19/14, and will give me a call back.

Disposition:

Forward to the PCDA's Office for review and possible charges of 273a(b) PC.

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Date:
05/01/2014

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Date:
06/18/2014



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ADDITIONAL PROPERTY

Item #2, Status: DIGITAL ATTACHMENTS

1 Three Scars Downloaded As Attachments That Have Been Faxed To Cps

Item #3, Status: EVIDENCE (Felony)

1 Dvd Of Case Cracker Interview With CP3

On 04/29/2014, Detective Neil Costa received an "anonymous" phone call indicating that child abuse was occurring in the special education class at Breen Elementary School in Rocklin. I was notified by Detective Costa of the call, and we both contacted Captain Chad Butler and informed him of the alleged abuse. We contacted the Rocklin Unified School District Superintendent, Roger Stock, and advised him of the call. Later that same day Roger Stock called Captain Butler and stated that they had received a similar "anonymous" phone call indicating that if nothing was done they would go to the media.

The "anonymous" caller indicated that the teachers aides in the classroom were aware of the abuse and possibly had video of some of the abuse. The suspect that the "anonymous" caller identified is the teacher of the special education class, [REDACTED]. I contacted Marge Crawford, the Interim Assistant Superintendent with the Rocklin Unified School District, and requested the contact information for the teachers aides that worked in the special education classroom. A total of three teachers aides currently worked in the classroom with (S) [REDACTED]

I contacted all three of the teachers aides and all three agreed to be interviewed regarding the abuse allegations that had been made. We originally agreed to conduct the interviews at the district offices at 3:00 pm on 05/01/2014. I received a phone call from CP1 about an hour before the interviews were to start. CP1 indicated that for some reason the teacher, [REDACTED], was also going to be at the district offices at that time. CP1 told me that she did not want to go there if the teacher was also going to be there. CP1 stated that she feared retaliation from the teacher if she was to find out about them talking with us. CP1 also stated that one of the other teachers aides refused to be interviewed at the district offices if the teacher was in the building. CP1 stated that they all feared for their jobs and did not want the teacher to know what was happening.

I called Marge Crawford to find out why the teacher was going to be at the district offices. It appeared that, only by coincidence, there was a special education meeting scheduled for the same time. I advised her that we would be conducting the interviews at the department instead of the district offices because the teachers aides refused to go there if the teacher was there. I re-contacted CP1 and advised her that we would have them all come to the police department for the interviews. CP1 thanked me and stated that they would all feel more comfortable at the police department.

Each interview with the teachers aides was conducted in an interview room within the department. Each interview was video and audio recorded through the use of the Case Cracker video system. I conducted an interview with CP3, Detective Costa conducted an interview with CP1 and CP2. Refer to Detective Costa's report for additional information.

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CP3 was aware of why we were conducting the interviews, as I had spoken with her the previous day to schedule them. I began by getting her personal information for the report. CP3 told me that she has been employed with the school since March of 2007. She began as a teachers aide in this program in 2009. CP3 stated that [REDACTED] started in January 2011 in this program and replaced the teacher who moved into another position within the district. CP3 called the program they are in the STP class (Structured Teaching Program). This is a class for behaviorally challenged students and students with Autism who are what she classified as "high Functioning" autistic students.

CP3 told me that she had a Masters in Sociology from India and holds a CBEST certificate and all certificates related to this field. From one of the other interviews that Detective Costa was conducting I learned that most of the aides are taught "proact" methods of dealing with students in this type of environment. CP3 stated that she has been trained and is certified in "proact". "proact" is a method of training that instructs teachers and aides in how to diffuse behavioral situations in the safest manner for the student and the employee. It also teaches proper hands on training when they need to physically restrain a student. CP3 stated that everything changed when [REDACTED] began in 2011.

I again reminded CP3 of how we got involved and spoke a little in regards to the "anonymous" phone call. I asked CP3 if she could remember any specific incidents that may have occurred in class. I specifically asked for anything that may have gone beyond what was appropriate and not just an opinion regarding if the teacher was either a good or bad teacher.

CP3 told me that she does not know what the teachers protocol is regarding physical contact with the students. CP3 stated that the aides use the "proact" protocol which is very specific when it comes to using physical restraint on a student. "proact" requires that if contact with the student is warranted and physical restraint needs to be used, it requires two adults (teachers or aides) be involved and never done with only one adult. CP3 does not know if this is also district policy or just a general policy when it comes to the "proact" protocol. CP3 stated that there is no way that you can do "proact" by yourself. The idea behind "proact" is safety for everyone involved. CP3 stated that this has not been followed by [REDACTED]. CP3 stated that [REDACTED] has restrained students by herself. Whether it is right or wrong, CP3 did not know and stated again that she does not know if the rules for her are different because she is the teacher.

CP3 began to describe a specific incident that occurred in the classroom. CP3 estimated that about two Wednesdays back an incident happened with a third grade, small student who is emotionally disturbed and has behavioral issues. This student has been violent towards other students in the past. This particular day the students behavior had escalated and was becoming violent. CP3 stated that the teacher, [REDACTED], had to make physical contact with the student. CP3 asked if she could help, per "proact" protocol and she was told "no". The student involved in this incident will be referred to as CV2. CP3 stated that [REDACTED] physically carried CV2 out of the classroom. CP3 described the action as the teacher "folding him like a rubber band". I clarified this and was told that CV2 was folded in half with his chest to his legs, and then carried out of the classroom. CP3 stated that this was not a "proact" technique. CP3 stated that once outside the classroom [REDACTED] threw CV2 to the ground. I asked if CP3 witnessed the teacher throwing CV2 to the ground. CP3 told me that she did not

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witness CV2 being thrown to the ground because once you go outside the classroom you cannot see outside. CP3 only assumed that CV2 was thrown to the ground because she heard a loud noise as if something was dropped to the ground. It was again pointed out by CP3 that this was not a "proact" certified technique in how to deal with out of control students.

I asked CP3 if she had specifically seen anything that she considered to be abuse of the students by [redacted]. CP3 stated that she had not seen any hitting of students but the techniques that the teachers uses are rough. CP3 indicated that the teacher yanks and pulls on the students and sometimes "terrorizes" them with a cane. She does not strike the students but uses the cane to hit the desk to get their attention. I asked how the students react to this. CP3 stated that they are scared of the teacher. CP3 stated that the students do everything they are told because they are scared of the teacher. CP3 told me that the kids often ask if they have done something wrong or if they are going to lose privileges because the teacher is mad. CP3 stated that [redacted] uses more negative reinforcement to get what she wants than positive reinforcement. Whether that is right or wrong CP3 does not know, but it is definitely a different technique then what the aides use. I asked her if the teachers technique works and CP3 told me that it does only because the students are afraid of the teacher. CP3 stated that the students often ask if the teacher is going to hurt them and when the teacher grabs them they are scared and tell her that it hurts.

CP3 began to tell me about another incident that occurred in the classroom that may have not been an approved technique in discipline. CP3 stated that she did not think that taping a students hands to his desk is an approved technique. The student mentioned in this incident will be referred to as CV1. I asked CP3 if the teacher actually did that. CP3 stated, "yes". The student has cerebral palsy and kept hitting his desk which bothered the teacher. CP3 stated that the teacher, [redacted], took blue painters tape and taped CV1's hands to his desk. CP3 does not believe that taping children's hands to their desks is a district approved policy. CP3 stated that she has only witnessed this type of action one time and it happened approximately six to eight weeks ago. CP3 stated that she recently went from full time to part time about four weeks ago, so she does not see as much as she did previously.

I re-asked CP3 about CV2. I asked if he was injured after the incident of being folded in half. CP3 told me she did not think so. CP3 told me that there was another incident were he was injured. CP3 stated that CV2 is a small kid and gets himself caught in odd positions occasionally. On one occasion CV2 got himself caught in his chair. The chairs in the classroom have a hole in the backrest of the seat. [redacted] pulled CV2 through the back of the chair to get him out, again refusing assistance from anyone else. CP3 stated that she believed he was injured because when he was taken to the office the principal asked for a camera. CP3 got the camera and took it to the principal and the teacher took it from her and needed no other assistance. CP3 assumed that the incident was documented and pictures were taken. CP3 estimated that this incident occurred about three to four weeks ago.

I asked CP3 if there were any other complaints or specific events that she could remember happening. CP3 told me that [redacted] has different techniques then they have. CP3 stated that every time something happens in the classroom it is documented and then turned in to the principal. CP3 stated that there has been lots of documentation done and turned in, but does not know if anything is being done. CP3 does not know if the teacher has different expectations from the district and does not know

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Date: 05/08/2014

Approved By: 227 PADUVERIS, BART

Date: 06/12/2014



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what the teachers manual expects from the teacher. CP3 stated that the teacher seems to encourage destructive behavior because when students are acting out by hitting themselves or other behaviors, the teacher encourages them to continue thinking they will eventually stop the activity.

CP3 described the grade level in the classroom as third grade through sixth grade. She stated that the average size of the classroom is between seven to ten students. The disabilities ranged in levels and some kids are integrated into regular classrooms during the day.

CP3 stated that [REDACTED] has told them before that her strategy is on the other side of the fence as "proact". I asked CP3 what she thought that meant. CP3 told me that it referred to the teacher doing the opposite of what "proact" taught. CP3 stated she believed it meant that the teacher was going to do everything that was not approved by "proact". CP3 stated that the teacher takes kids into the office alone, which is not "proact" approved because you are not supposed to be alone with the students. CP3 stated that this happens once or twice a week.

CP3 and the other aides have gone to the principal in the past. Last May they were asked to put everything in writing and give it to the principal. Everything that was documented were a series of incidents that occurred in the classroom and the different techniques that the teacher performs. CP3 stated that she does not have copies of anything she wrote and did not get any of it back from the principal. CP3 stated that she believes that a lot of people have complained about [REDACTED] and that everything had already gone to the district level. CP3 stated that she was told by some teachers that they had complained. CP3 told me that she has seen no action taken on any of the complaints. I told her that she may not know if anything was being done because that information is usually not put out by the district. CP3 stated that the principal has indicated that he wants them to come to him if there were any complaints in the classroom.

CP3 stated that in either October or November of last year they met with their union individually and that after that some things changed as far as [REDACTED] being in the classroom more, being more respectful, and her trying to be more of a better leader in the classroom.

CP3 was worried about coming forward with any information because she feared that there was going to be some type of retaliation from the teacher. I advised her that the district wanted us to pass on to them that if any type of retaliation was to occur as a result of them coming forward they wanted to know and would deal with it quickly.

CP3 indicated that there might be parents out there that know something but she was unsure because they were not allowed to speak with the parents. She does not know if this is district policy but they have been told by the teacher to not have contact with the parents of the students. It is unknown why this is the procedure for the classroom.

In closing, CP3 reinforced that [REDACTED] has a different technique in the way she teaches in the classroom. It is by negative reinforcement and they have been told by the principal that her techniques are different and not necessarily wrong. CP3 Stated again that she does not know if the teacher is under a different policy regarding the treatment of the students.



ROCKLIN POLICE DEPARTMENT - 3104

4080 ROCKLIN RD ROCKLIN, CA 95677 916-625-5400

14-121-4

SUPPLEMENT 1

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Conclusion of interview.

Detective Booker downloaded the interview from the Case Cracker system onto a DVD which I booked into evidence at the Rocklin Police Department.

Disposition:

Attach to original report.

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Suspect

[REDACTED]

ADDITIONAL PERSONS

MENTIONED - KLOTZ, KEN DOB [REDACTED]

Sex: M

Address: [REDACTED]

Cell: [REDACTED]

ADDITIONAL PROPERTY

Item #6, Status: DIGITAL ATTACHMENTS

1 Dosage units/items Digital Sound File. DET. COSTA'S TELEPHONE
INTERVIEW WITH (M) KLOTZ, KEN ON 07/22/14.

Item #7, Status: EVIDENCE (Misd)

1 Mdic Dvd. DVD OF MDIC INTERVIEW WITH CV1.

Supplemental Report:

On 07/22/14 I contacted (M) Klotz, Ken on the telephone. Ken and I have left messages for each other for the past week and a half and I was finally able to speak to him. The purpose of my call to Ken was to interview him about this case. During the course of my investigation I had learned that Ken was a former teachers aid for (S) [REDACTED]. I recorded my conversation with Ken and later attached the recording to this report as a sound file. the following is a summary of our conversation.

I explained to (M) Ken I was calling because I was conducting an investigation into a teacher at Breen Elementary School and I had learned that he was a teachers aid at the school at one point. Ken told me he use to be a teachers aid at Breen Elementary School from August to November of 2013. I asked Ken if he was familiar with this case and he said he was. I asked him what he knew about the case and he told me he saw the news story on television and that was all he knew.

(M) Ken went on to tell me he was an aid in (S) [REDACTED] class from August to November 4, 2013. I asked Ken how long he had been an aid at Breen Elementary prior to going into [REDACTED] classroom and he told me all of his time at Breen Elementary was spent in [REDACTED]s classroom. Ken said he moved up here from Southern California last summer, 2013, and he has been an instructional assistant for about 7 years. Ken said he is still technically employed by the school district however it was summer break and he was currently working for a delivery company. I asked Ken where he would go when he came back to school at the beginning of the year and he said he wasn't sure if he was going to come back because the money wasn't that good. Ken told me that in November he left [REDACTED] classroom because his position was a temporary position that was filled with a permanent employee in November. Ken said he went to other schools within the district to finish out the school year.

Prepared By:	Date:	Approved By:	Date:
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I asked (M) Ken if he had any issues with (S) [redacted] while he was her aid and he said he did. Ken said he voiced all of his issues with the Principal (Chuck Thibideau) and Director of Special Education after he stopped working at Breen Elementary School. I asked Ken who the Director of Special Education was and he told me he couldn't remember off of the top of his head. I asked him if it was "Janna Carrera" and he said it was "Janna Cambra". Ken said his meeting with (M) Thibideau and "Janna" was at the district office and he had a notebook with everything he wanted to tell them. Ken said that he knew the problems that were going on in [redacted] classroom went back a few years and he was aware that the other aids had brought up some issues with the school district and it appeared that everything had been swept under the rug. Ken said he saw the head of the school district say during a television interview that this was the first time they have had allegations of this kind regarding this teacher which Ken said was totally false because he told them what was going on.

I asked (M) Ken if he remembered when the meeting was at the district office between him, the Principal, and the Director of Special Education and he said it was after his last day on November 4, 2013. Ken said the meeting was some time in December of 2013 and he had some emails that would verify the date. I asked Ken if the emails also documented why they were having the meeting and he said yes. Ken said the emails just said that he had some concerns about the teacher, (S) [redacted]

I asked (M) Ken what his concerns were and he said it was mainly one incident that took place that he was the only witness to where she did physically harm a student. I asked Ken what she did and he told me that they use the big exercise balls as a therapeutic tool for the autistic kids. He said the kids bounce on them to get ride of their energy. Ken said the student who he was assigned to, CV3, him and (S) [redacted] were all in the classroom together and CV3 was bouncing on the ball. Ken said CV3 was bouncing on the ball to high for [redacted]s liking and she told him to stop bouncing. Ken said CV3 was borderline non-verbal and severely autistic. Ken said CV3 didn't stop bouncing on the ball and as he was bouncing he was moving forward and [redacted] was standing there. Ken described the ball as being 28-30 inches in circumference and said CV3 was bouncing another 8-10 inches off of the ball. Ken said [redacted] kicked the ball out from under CV3 which caused him to land flat on his butt and back on the ground. Ken said that pissed CV3 off and added that he didn't blame CV3 because it would have pissed him off too. Ken said CV3 got up and started swinging at [redacted] and [redacted] put CV3 on the ground and restrained him. Ken told me that the kicking of the ball out from under CV3 was definitely out of line in his opinion. Ken said this was the incident that he was so adamant about telling the Principal and the Director. Ken said even after the told everyone what had happened nothing was done.

I asked (M) Ken if he felt that (S) [redacted] kicked the ball from under CV3 on purpose and he said "oh yeah". I asked Ken what [redacted]s reaction was after she kicked the ball and he said [redacted] was angry that CV3 got mad at her for doing that so she put him on the ground. I asked Ken what he meant by [redacted] putting CV3 on the ground, specifically how she did it. Ken went on to tell me that in some instances they do have to restrain the students and put them on the ground. He said if you go by the book you are not suppose to do it by yourself and are suppose to have someone there that has gone through the classes and is certified. I asked Ken if he was talking about Pro-Act and he said yes. Ken told me he has been Pro-Act trained but it was done in another school district in Southern California and it did not carry over to this school district. Ken said he couldn't help [redacted] restrain CV3 so she ended



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up restraining him by herself. I asked Ken how [redacted] took CV3 down to the ground and he said forcefully. I asked Ken if he could be more specific and she said it definitely wasn't gentle and [redacted] would normally grab the shoulders or arms and sweep a leg out and get the student face down and basically sit on him. I asked Ken how long [redacted] sat on him for and he said usually until he calmed down, for a couple of minutes.

I asked (M) Ken if CV3 was laying face down with (S) [redacted] sitting on his back and he said yes. I asked Ken when this incident happened and he said he wasn't sure but he probably still has his notes about the incident which would have the dates. Ken also said one of the other aids probably has it in their notes as well. Ken advised that (M) Chuck and "Janna Cambra" should also have all of that information in their notes as well because he had given them the date of the incident during their meeting. I asked Ken if he still had his notes and emails about this issue and he told me he has the emails between him and Chuck which document that he had some concerns with [redacted], the safety of the children in the classroom, as well as how the classroom was being run. I asked Ken if he would be able to provide me with a copy of those emails and he said he would. I provided Ken with my email address.

I asked (M) Ken, other than the incident with the exercise ball, if he had expressed any other concerns with the Director of Special Education or the Principal and he asked me if I was talking physicality wise or competency wise and I told him any issues that he had. Ken said he had a whole list of things and in his 7 years of being an aid he has never seen a teacher act like (S) [redacted]. He said she was consistently absent and hardly ever taught. Ken said the other aids are the ones who basically taught the class. Ken said it sounded like the aids were the ones teaching the class the few years before he got there and definitely while he was there. He said [redacted] wasn't a teacher. Ken expressed that this wasn't personal but looking out for the safety, education, and well being of the students. Ken emphasized that the students in [redacted]'s classroom were at the severe end of the autism spectrum and they needed a teacher that would teach them and not put their hands on them. Ken said [redacted] put her hands on CV3 more than just the one time and the other students as well.

I asked (M) Ken if there were any specific incident that he could recall where he felt that (S) [redacted] was going over board and he said anytime that she restrained the students. I asked Ken how often [redacted] would use restraint and he said he saw her use it about 10 times in the three months he was there. I asked Ken if he still had the notebook he had provided to the Principal and Director of Special Education and he said he did not know if he still had it. Ken said during the meeting that everything that "they" felt was important "Ms. Cambra" wrote down the details of the incident in which he described. Ken said nothing came from that meeting so he is not sure what happened to those notes. Ken went on to say that he had written down a list of everyday [redacted] was absent from school. Ken said at the beginning of school it took around 6 weeks for [redacted] to show up for a full 5 day work week without leaving. I told Ken that those types of things seemed more like a school issue and he told me the ball incident, in his opinion, was definitely over the line. Ken said CV3 could have hurt himself. I asked Ken if CV3 was injured as a result of [redacted] kicking the ball out from under him and he said he imagined that it hurt because CV3 came up swinging but he didn't have any bruises or anything that he was aware of.

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Date: 07/22/2014

Approved By: 222 JEWELL, TRENT M

Date: 08/04/2014



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I asked (M) Ken if he said anything to (S) [redacted] about he kicking the ball out from under CV3 and he said he couldn't. Ken explained that if you spoke up about anything [redacted] would make your life a living hell and he knew that it has happened to some of the other aids in the past. Ken added that even if the aids went straight to the Principal, (M) Chuck, [redacted] would still hear about it and their life at work would be a living hell. Ken said it was not a good situation all around.

I asked (M) Ken if he ever witnessed (S) [redacted] being psychologically or mentally abusive towards the kids that he felt was inappropriate, like screaming at the kids, and Ken said she would raise her voice and say things to the students that she shouldn't say, especially students with autism. Ken felt [redacted] was far to harsh on the students, borderline just mean to the students. I asked Ken if he could remember any specific things [redacted] said and he told me one of the students use to hum and the student did it because he needed stimulation. He added that the same student was allowed to eat taffy during class because it would help him concentrate. Ken said [redacted] would scream at this student if he was humming. I asked Ken who the student was and he identified him as CV4.

I concluded my interview with (M) Ken.

(M) Vrooman, Todd sent me an email and told me that after discussing this case with his wife they were willing to have their son interviewed at MDIC. I scheduled an interview for CV1 on 07/29/14 at 1500 hours.

On 07/29/14 at around 1500 hours, I responded to the Placer County DA's Office for CV1's interview. The interview was conducted in a room which is both audio and video recorded. (M) Tuttle, Fiona conducted the interview and I watched via a closed circuit television system. The interview with CV1 only lasted for a few minutes due to CV1's inability to communicate. When Fiona tried asked CV1 about his school he would get upset and say he wanted to go home. At one point we tried bringing (M) Todd into the interview room to see if CV1 would be more comfortable however CV1 did not want to talk to Fiona. The interview with CV1 was concluded.

After the interview with CV1 I was provided with a DVD copy of the interview. I later booked the DVD into evidence at the Rocklin Police Department.

Disposition:

Attach to original report and forward to the PCDA's Office.
Investigation continues.